

Tucson Unified SIG Application's Supplemental Information

Please answer the following questions:

Date: June 4, 2010

Analysis of School Needs:

- What is the size and composition of the school staffs for Project More and Howenstine?
 - The Project MORE staff has 19 certified staff and 2 teacher aides.
 - The Howenstine staff has 12 certified staff, 6 Exceptional Education teachers, 14 Exceptional Education instructional aides; they also have a large number of support staff for the exceptional education population.

- What, officially, is the mission and role of the two schools going to be? More clearly define what you expect the two schools to be.

Howenstine High School Mission Statement

Through individualized student learning, the mission of HHMS is to prepare students for the adult world.

Vision Statement

HHMS fosters a culture of diversity appreciation, high expectations, and respect for self and others where students are actively engaged.

Howenstine High Magnet School (HHMS) is currently a Service Learning Magnet with a small diverse campus. Howenstine has the same comprehensive scholastic requirements/curriculum as all other TUSD schools, but has included extra academic enrichment in their special theme. The magnet theme at Howenstine is Service Learning. Their goal is to integrate the values of "community service" through experiential learning and to connect meaningful community service with academic learning, personal growth, and civic responsibility. Howenstine will continue this emphasis on Service Learning, while exploring new options such as a CTE focus on Internet Security.

Service Learning is a teaching method in which students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the need of a community, is coordinated with the school, helps foster civic responsibility is integrated into and enhances the academic curriculum of the students and includes structured time for the students to reflect on the service experience.

Known for its small size, civic responsibility and focus on diversity, Howenstine's magnet designation is Service Learning. Service Learning is embedded across the curriculum and has gained Howenstine local, state, and national attention and recognition. The American Sign Language program presented before a congressional committee in Washington D.C. and has performed at Disneyland several times. In addition to service learning students learn in classrooms with 21st century technology. All classrooms are equipped with full multimedia teaching stations to increase student engagement. Howenstine is a campus wired for the future with computer access in all

classrooms, a state of the art computer lab and a prior participant in the 1:1 laptop program. The Howenstine campus provides Wi-Fi internet access. Teachers embed technology and service learning into the curriculum and learning process.

Project MORE Mission Statement

Project MORE's mission is to provide a supportive community where students develop academic mastery, generosity, independence, and a sense of belonging.

Project MORE is an alternative education school that serves approximately 215 students in grades 9-12. Project MORE offers nontraditional education for students whose needs cannot be met in a regular, special education, or vocational school. Historically, Project MORE has served potential dropouts, students with substance abuse issues, chronically truant students, and students with behavioral problems. This coming year, Project MORE will continue to serve these students, while seeking to balance their population with students who simply seek the smaller environment that Project MORE can offer. Project MORE offers Afternoon Tech, school-to-work, individualized instruction, Rock school music, Computer-Assisted Instruction and community mentorships. Project MORE has established a community where students develop academic mastery, generosity, independence and sense of belonging.

Analysis of LEA Capacity:

- Provide more detailed information on the process and criteria to be used in determining performance incentives for principals, teachers, and para pros.
 - Principals, teachers, and para pros at both schools will be provided with a performance incentive based on the following criteria:
 - Improvement in student achievement scores
 - Maintenance of enrollment
 - The Governing Board of Tucson Unified School District approved a resolution declaring each school a new school and outlining performance standards in order to achieve a \$5,000 performance stipend.
 - Teachers' performance will be measured utilizing a growth model developed by the TUSD Accountability and Research Department. With the use of a benchmarking system, such as ATI, the data will be available to develop this model.
- In this section (see pgs. 14 – 17), the words “may be” and “may ensure” are used frequently. These words imply that there is some doubt that it might occur. Please review and be definitive as to whether it is going to occur, or it isn't.
 - The ambiguity is because we are still in the process of finalizing what the Tier III process will look like especially if there will not be any 1003(g) funding for Tier III schools. To be clear, Tier II schools **will** implement the Transformation Model with fidelity.
 - When awarded the 1003(g) funds for Tier II schools, the principal stipends and teacher stipends will be awarded. On May 11, 2010 the TUSD Governing Board

approved a resolution to recommend Project MORE and Howenstine adopt a Transformation Model with Required Components of the School Improvement Grant 1003g. (See supporting documentation included with grant application). The resolution states, “Reasonable terms of improvement will be collaboratively developed with school staff and administration with final approval of the Assistant Superintendent of High Schools.”

- If awarded sufficient funds to hire academic coaches at Tier II and III schools, then they will be hired. If funding is not sufficient, the coaches can not be hired. These positions are all supplemental and can only be hired if there is sufficient funding.
- You mention having made recommendations to enter into Memorandums of Understanding with the Governing Board in order to provide flexibility to site administrators in staffing. What if the Governing Board doesn’t accept your recommendation? This is an important aspect of the SIG grant to enable the LEA to make the changes that may be necessary to effect positive change.
 - On May 11, 2010 the TUSD Governing Board approved a resolution to recommend Project MORE and Howenstine adopt a Transformation Model with Required Components of the School Improvement Grant 1003g. (See supporting documentation included with grant application). TUSD Assistant Superintendents, Human Resource personnel and the teacher’s bargaining unit have been working closely the past few months to finalize the details pertaining to flexibility in staffing decisions. TUSD is committed to providing appropriate staffing support to all Tier II and Tier III schools.
- Relative to the LEA having a process for monitoring implementation of curriculum at the school level, please specify what your process will be for monitoring your curriculum.
 - The math coaches, literacy coaches, technology integration specialists will work closely with the new Transformation Principal and Transformation Coordinator to ensure fidelity to implementation of curriculum. The hired consultants will work closely with this team to create aligned, standards-based effective instructional plans and will monitor implementation and effectiveness through classroom observations. The protocols for observation will be research-based and aligned with the needs of the school. The findings from observations will be shared with the staff and will be the basis for professional development, mentoring and coaching that will be provided by the newly hired coaches and principal. The development of the monitoring tools will occur after these positions have been filled. This team will work in conjunction with the district-level specialists in curriculum, instruction and professional development for literacy and math.
- With all of the various professional learning models you have indicated in your application, what accountability will occur to ensure that all teachers are receiving professional development, with fidelity, that is job embedded.
 - The math coaches, literacy coaches, technology integration specialists will work closely with the Transformation Principal and Transformation Coordinator to ensure alignment and differentiation of professional development that is job

embedded through research-based coaching models and technology. There will be an expectation of high-accountability in all components of implementing the Transformation model. All personnel will

- Outside consultants will be used as necessary to provide curriculum training and professional development to meet the sites' individualized needs based on careful needs assessments including observation protocols, SAI results and other analyzed data. Aligned and job embedded PD will be provided by newly hired reading and math coaches. In addition, online resources will be used for creating virtual training opportunities with automated follow-up, tracking and reporting to ensure the professional development happens consistently and that it is effective. Teachers will reflect on their instructional practices through state approved coaching models and virtual opportunities. 1003(g) funding will enable TUSD to hire a LEA Transformation Coordinator to closely monitor the implementation of the Transformation Model.
 - On May 11, 2010 the TUSD Governing Board approved a resolution to recommend Project MORE and Howenstine adopt a Transformation Model with Required Components of the School Improvement Grant 1003g. (See supporting documentation included with grant application). Component "c" reads "provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Please indicate your plan to ensure that data collection will drill down to the individual student level.
 - Please see the data dialogue work plan attachment. The entire instructional focus and implementation of the Transformation Model at Project MORE and Howenstine is driven by data gathered at the student level by performance objective and weighted improvement potential. The reason for purchasing the ATI/Galileo assessment system and supplemental instructional/intervention software is to ensure that appropriate interventions are provided to students. Academic achievement data is the core of the improvement plan for each of these schools. Math coaches and reading coaches as well as a LEA Transformation Coordinator will ensure continuous progress monitoring of student-level data.
 - On May 11, 2010 the TUSD Governing Board approved a resolution to recommend Project MORE and Howenstine adopt a Transformation Model with Required Components of the School Improvement Grant 1003g. (See supporting documentation included with grant application). The implementation of the model relies heavily on evaluation systems based on individual student growth data.
 - Members of the review team had some difficulty trying to ascertain the true mission of these two schools relative to the establishment of a culture of high expectations for student achievement. Is the emphasis to be academics, credit recovery, behavior, college and career ready, etc. Please clarify this.

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MORE will continue to serve these students, while seeking to balance their population with students who simply seek the smaller environment that Project MORE can offer.

Analysis of LEA Commitment:

- In your accompanying documents we didn't see any reference to an RFP relative to reading. Is this area being addressed with an external provider, or some other means?
 - The RFP process for this year was focused specifically on mathematics because in 2009-2010 there are 3 new district adoptions in the K-8 grades. Reading implementation has successfully been in place since the 2006 school year. The reading curriculum maps and pacing guides have been updated and are posted on the district intranet. There are 3 district literacy coaches to provide technical assistance on implementation; district capacity has been built at the site level through various reading coaches, interventionists, instructional coaches and literacy specialists thanks in part to the successful implementation of the Reading First grant over 10 schools. Additionally, an RFP is awaiting board approval which will provide a menu of external providers specific to the individual needs of schools. Schools can select from the menu depending on which school model they have decided to implement based on individual site need. Literacy is embedded in the other RFPs in school transformation and school improvement.
- The budgets for the two schools are practically identical; goals, staffing, etc. With individual evaluation of each school, one would think there would be differentiation of the budgets of the two schools.
 - After careful consideration and thorough needs assessment, the district has decided to move forward with implementing the Transformation Model at both schools. The strategies set under 1003(g) guidance have been followed and a plan of action aligned with the law has been written for each school. Project MORE and Howenstine will be provided with an instructional focused system of support through the 1003(g) grant. This system of instructional support relies on academic coaching and mentoring coupled with data-driven instructional decisions made at the individual student level and down to the performance objective level.
 - During observations of classroom instruction, it was determined that each school would benefit from improved, data-driven targeted instruction and technology integration coupled with professional development and performance stipends. Each school is approximately the same size and will be hiring a Transformation Principal. Although the basic elements of support are similar, the implementation will vary based on site need that is determined once the principal and coaches are hired and are able to conduct classroom walkthroughs. The LEA Transformation Coordinator along with the Consultant for Professional Development will ensure that each school is utilizing the supports effectively and will determine whether additional resources or strategies can be employed. If it is determined that the funds can impact achievement in additional ways prior to the end of the grant period, the grant will be amended in a timely manner; alternatively year two and three of implementation will be rewritten based on research-based program evaluation protocols if deemed necessary to provide differentiation for each school site.

Root Causes:

- Indication of root causes for reading and math at Project More.
 - Math: A review of the AYP determination data shows an overall 28% proficiency in 10th grade AIMS math. Beyond the AYP data, a review of the overall AIMS data for 10th grade students, including ELL and non-continuously enrolled students shows mathematics proficiency at 17.3% in 2006-07, 28.6% in 2007-08 and 29.5% in 08-09. The number of students tested ranged from 44 to 56. In 11th grade in 2006 (n=32) the proficiency rate was 9.4%, for 2007 it was 17.1% (n=35), and in 2008 the rate was 8.7% (n=23). It is important to note that these students may not represent a continuously enrolled group that began on the first day of the school year. Nevertheless the proficiency rates are well below AMO. The root causes for many of these problems are as varied as the students enrolled; many are credit deficit or have already dropped out of school. Many of them are “bored” in traditional high school settings or feel “lost” because of the enormous size of traditional high schools. Most of them come from homes in the brink of crisis; many come from prison and some are homeless, in group homes or staying with friends temporarily. They simply don’t have the time or the desire to focus on academics. Many students are parents themselves and must work to support their family which leaves them little time to do homework or make-up missing assignments. These students need flexible and accelerated schedules to graduate early and credit recovery to makeup credits. They also need technology highly integrated to boost the interest level and they need high-quality instruction that meets the needs of their differentiated learning styles based on readiness and learner profiles. Additionally, the exceedingly low expectations of students and teachers have had a detrimental effect on academic performance. Academic coaches and technology integration specialists are needed to model effective instructional strategies. A strong instructional leader is needed to improve the climate of the school to one focused on academic achievement.
 - Reading: A review of the AYP determination data shows an overall 28% proficiency in 10th grade reading. The largest subgroup is the Hispanic subgroup with only 20% showing proficiency out of the 10 continuously enrolled. Two large subgroups at Project MORE are low SES with 25% proficiency and special education with 40% proficiency. Beyond the AYP data, a review of the overall AIMS data for 10th grade students, including ELL and non-continuously, enrolled students showed reading proficiency decline by 15.6% over the last 3 years. In 2006-7 (n=47) 48.9% reading proficiency in 10th grade reading versus 2008-9 (n=36) 33.3% reading proficiency. The root causes for many of these problems are as varied as the students enrolled; many are credit deficit or have already dropped out of school. Many of them are “bored” in traditional high school settings or feel “lost” because of the enormous size of traditional high schools. Most of them come from homes in the brink of crisis; many come from prison and some are homeless, in group homes or staying with friends temporarily. They simply don’t have the time or the desire to focus on academics. Many students are parents themselves and must work to support their family which leaves them little

time to do homework or make-up missing assignments. These students need flexible and accelerated schedules to graduate early and credit recovery to makeup credits. They also need technology highly integrated to boost the interest level and they need high-quality instruction that meets the needs of their differentiated learning styles based on readiness and learner profiles.

Additionally, the exceedingly low expectations of students and teachers have had a detrimental effect on academic performance. Academic coaches and technology integration specialists are needed to model effective instructional strategies. A strong instructional leader is needed to improve the climate of the school to one focused on academic achievement.

- In your outline of the steps the district will take to address the needs and barriers of the school, we didn't see reference for job embedded PD for Galileo training, Coach for Success, Understanding by Design. Please indicate how this is being addressed.
 - The intent of hiring literacy and math coaches along with technology integration specialists is to ensure that **all** professional development is job embedded, relevant and effective. All professional development will be based on thorough needs assessment that includes identifying teachers in need of training in Galileo. More details on professional development can be found in section B standard 2 "curriculum, instruction and professional development" pages 20-33 and by reading the timeline in section C3 pages 61-64.
 - More specifically, TUSD will implement a technology enhanced, professional development solution that creates more opportunities for teacher collaboration during the work day and beyond the work day by providing for synchronous and asynchronous communication focused on the use of data to improve instruction. This professional development framework will help teachers move from theory into practice by applying their PLC professional development focus to school site data. TUSD will use the 1003(g) school improvement grant to fund professional development that is aligned to core curriculum in addition to leveraging our current practices. 1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy. Tier II & III sites will be required to participate in one PD model as determined by TUSD. Required coaching will include, but is not limited to:
 - Leadership Coaches that ensure fidelity to the school improvement plan including systematic use of the Professional growth year plans, teacher observation protocols for strong instructional leadership;

- Academic Coaches who help guide instruction through on-going assessments, data talks, goal setting, lesson planning, revision and implementation in alignment with the school improvement plan
 - Additional resources may include, but are not limited to, utilization of: PD 360, PBS Teacherline, DiscoveryEd
 - PD 21. Outside consultants will be used as necessary to provide in-depth, job-embedded, ongoing professional development to meet the sites' individualized needs based on careful needs assessments including observation protocols, SAI results and other analyzed data. Video documentation of best practices, classroom management strategies and effective cycle of instruction study sessions will be hosted in virtual PLCs and made available during the work day to teachers through virtual collaborative workspaces. Peer coaches will provide model lessons, exemplars and guided practice sessions in a 24/7 on-demand PD environment. In the form of webinars, Camtasia tutorials, etc. Teachers will watch PD360 lesson demonstrations, reflect on their practices, and implement strategies as a result of these teacher-to-teacher observation sessions. These action steps will be aligned to teacher's PGYP's and site improvement plans.
- In your plan to address the barriers and needs of the LEA, please indicate the persons responsible and the evaluation process to be used.
 - Ultimately the individual teachers and the site principal will be held responsible for student academic achievement and increased graduation rate. The teachers and principal will work closely with the counselor, academic coaches, integration specialists and the LEA transformation coordinator to make sure the Transformation Model is implemented strategically. Please see the Transformation action plan in ALEAT for more details of the action steps and person responsible.
- Provide a detailed description of how students' learning needs will be improved by the model you have chosen.
 - TUSD has chosen to implement a Transformation Model in each of the Tier II schools. On May 11, 2010 the TUSD Governing Board approved a resolution to recommend Project MORE and Howenstine adopt a Transformation Model with Required Components of the School Improvement Grant 1003g. (See supporting documentation included with grant application). TUSD will use academic coaches, a new Transformation principal at each site and increased academic assessments coupled with on-going, focused job-embedded professional development and targeted high-quality instruction to increase academic achievement and lower graduation rate at Project MORE and Howenstine.
 - Specifically, as stated in the Arizona Guidance document, the components will improve student achievement through implementing a fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
 - Math and Literacy Coaches will improve instruction through on-going assessments, data talks, goal setting, lesson planning, revision and implementation in alignment with the school improvement plan.

- A focused, instructional leader at each site along with the appropriate supports will increase the academic rigor and improve classroom instruction resulting in increased academic achievement and lower graduation rate.
- In your application, the review team did not see references to increased learning time and expanded learning opportunities. Please address this.
 - The Assistant Superintendent and Director of TUSD High Schools will work with the selected principals at Project MORE and Howenstine to implement federal guidance section A-18 (a) “instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography” through resource integration, collaboration with existing programs and leveraging state, local and supplemental funds. This includes:
 - TUSD recognizes the importance of increased learning time during the summer and has utilized supplemental funding to offer credit recovery classes for district high school students who are the most at-risk to dropping out due to low number of credits.
 - TUSD students have access to the AGAVE Distance Learning program which provides a tuition free online education alternative for high school students. A limited number of state-funded seats are available during the school year. Courses include: Language Arts 1, 2, & 3 (6-8 grade), Grammar & Composition, English 1 (Survey of Literature), English 2 (World Literature), English 3 (American Literature), English 4 (Interacting with Literature), Math 1, 2, & 3 (6-8 grade), Consumer Math, Pre-Algebra, Algebra 1 & 2, Geometry, Trigonometry, Pre-Calculus, Calculus.
 - TUSD students have access to Project PASS which provides educational opportunities for students whose life circumstances dictate their attending school on a non-traditional schedule and/or during non-traditional school hours. Special programs include small classes, private and semi-private tutorials, and computer-assisted instruction. Hours: Monday, Tuesday, Thursday, Friday: 10:00 AM to 8:00 PM; Wednesday: 10:00 AM to 12:00 PM ~ 4:00 PM to 8:00 PM; Saturday: 10:00 AM to 2:00 PM except holidays.
 - 1003 (g) Credit Recovery Instruction = \$25,800, funds will be used to increase graduation rates through credit recovery classes (Transformation model: (2) (i)(3)). Funding will allow 3 classes during after school hours (Teachers providing after school credit recovery classes 0.2 FTE X 3). These classes will be offered onsite during the school year.
 - 1003(g) Kaplan - Online Classes \$300/student X 50 = \$15,000; Federal guidance advises increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. As project MORE is a small school these online classes will allow the school to offer more advanced coursework than the school size would allow.

- The Assistant Superintendent and Director of TUSD High Schools will work with the selected principals at Project MORE and Howenstine to implement federal guidance section A-18(b) “instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations” through resource integration, collaboration with existing programs and leveraging state, local and supplemental funds.
 - For instance, known for its small size, civic responsibility and focus on diversity, Howenstine’s magnet designation is Service Learning. Service Learning is embedded across the curriculum and has gained Howenstine local, state, and national attention and recognition. Service Learning is a teaching method in which students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the need of a community, is coordinated with the school, helps foster civic responsibility is integrated into and enhances the academic curriculum of the students and includes structured time for the students to reflect on the service experience. One effective example of extending learning is the Construction Technology program which has built its 9th Habitat for Humanity house.
 - Project MORE offers Afternoon Tech, school-to-work, individualized instruction, Rock School music, Computer-Assisted Instruction and community mentorships. Project MORE has established a community where students develop academic mastery, generosity, independence and sense of belonging.

Schools to be Served:

LEA’s Accountability:

Budget:

- As mentioned earlier, budget requests are almost identical for both schools.
 - See above
- Provide job descriptions for the following positions:
 - See attachment.
 - Data Coach
 - Math Coach
 - Literacy Coach
 - Technology Integration Specialist
 - Prevention Specialist
 - Career & College Ready Coordinator
 - Community Representative
 - School Improvement Coordinator

- Are there any expenses associated with Galileo training, West Ed training, Whiteboards, Active Response Systems?
 - Professional Development expenses for ATI/Galileo, West ED, the interactive whiteboards, and the active response systems are imbedded in line items listed in the grant. The Data Coach, Math Coach, Literacy Coach, and Technology Integration specialist will provide job embedded professional development to teachers at the site. Teachers will also receive professional development during the summer and during the school year. These costs are reflected in the following line items (please note that the school year stipend has been moved from the 1000 line item and clarified). Off Contract time for teachers to participate in additional school improvement and professional development work in the summer 80hrs X \$25/hr X 19 teachers = \$38,000
 - Teacher Stipends for educators to add two hours per week outside of teacher contract for professional development. Teachers must sign agreement and participation will be monitored by transformation principal: 19 X \$2,500 = \$47,500;
 - Stipends for Instructional Paraprofessionals Stipends for educators to add two hours per week outside of teacher contract for professional development. Teachers must sign agreement and participation will be monitored by transformation principal: 2 X \$1,250 = \$2,500;

- How will the two Mobil computing labs be used?
 - The two mobile computing labs will be used in two ways. First, they will be used engage students in learning by creating compelling learning environments that are student centric. Teachers will receive professional development and then use the Computers on Wheels labs to help students build conceptual understanding of core content, apply knowledge and skills to interdisciplinary challenges, create and transform knowledge for meaningful purposes, and collaborate with others. Teachers will also use the labs to differentiate instruction to meet individual needs. Second, the Mobile Computing Labs will be used as tools to facilitate frequent assessments using ATI/Galileo. Districts and schools that have implemented digital initiatives have cited decreases in absences, tardiness and disciplinary problems, and increased student motivation and higher levels of communication between students, parents and teachers.

- We didn't understand the statement, "credit recovery; 3 classes after school hours." Please explain.
 - Credit Recovery Instruction: In accordance with federal 1003(g) guidance and in order to implement the Transformational Model with fidelity, funds will be used to increase graduation rates through credit recovery classes (Transformation model: (2) (1)(3)) funds will provide 3 classes after school hours (Teachers providing after school credit recovery classes 0.2 FTE X 3) = \$25,800;

Sustainability: