

**APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANT (SIG)**

<p>Legal Name of Applicant: Carbon School District</p>	<p>Applicant's Mailing Address: 251 West 400 North Price, Utah 84501</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Judy Mainord</p> <p>Position and Office: Secondary Supervisor, Board Office</p> <p>Contact's Mailing Address: 251 W. 400 N., Price, Utah 84501</p> <p>Telephone: 435-637-1732</p> <p>Fax: 435-637-9417</p> <p>Email address: <a href="mailto:jmainord@carbonschools.org">jmainord@carbonschools.org</a></p>	
<p>LEA Superintendent or Charter School Director (Printed Name): Patsy Bueno</p>	<p>Telephone: 435-637-1732</p>
<p>Signature of the LEA Superintendent or Charter School Director X <u><i>Patsy J. Bueno</i></u></p>	<p>Date: March 3, 2011</p>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.</p>	

# Lighthouse High School: SIG Application

**A. SCHOOLS TO BE SERVED:** An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turn around	restart	closure	transformation
Lighthouse High School (Lighthouse Life and Learning Center)	490015000378		X					X

**B: Evaluation Criteria:**

**Part 1**

(1)

The Lighthouse Life and Learning Center qualifies for the SIG as a Tier II Newly Eligible school. Recently, the Lighthouse Life and Learning Center underwent a name change. The school is now Lighthouse High School (LHS) and will, for the purposes of this grant application, be referred to as Lighthouse or LHS.

The Lighthouse is in the Carbon School District, Carbon County, Utah, nestled in the beautiful rock formations of Southeastern Utah. The peaks and valleys of Carbon's "boom and bust" economic cycle, dramatically affect this population's home income with its resilient social and emotional upheavals. It is a Title I school and is being served by Title I at this time. The district poverty rate is 39% and growing, while the Lighthouse poverty rate is 70% and also growing. The at-risk population served at the Lighthouse has grown commensurately in inverse proportion to the decline in the local economy. The Lighthouse low-income rate reflects students with backgrounds of extensive poverty, few educational opportunities, and even fewer technology enriched activities. The community and district committed to the importance of the education of all children including alternative and at-risk students by establishing the Lighthouse in 1992, (Watt, 2008). Lighthouse High School is fully accredited through Northwest Association of Accredited Schools, (CSD, 2009) serving up to 90 students.

The Lighthouse educates students who have not been successful in a traditional high school setting because, the school also has a transient population of students who are in

foster/proctor care or Youth-in-Custody transferring in and out regularly. In addition, with the current economy, many students become transient as job opportunities come and go. These students often do not receive the benefits of a stable school curriculum, dedicated and qualified teachers, or a stable home environment conducive to learning. Taking this information into account, the data indicating the low school achievement in language arts and mathematics becomes more relevant. Because of the number of failing students who enter the Lighthouse as youth-in-custody, foster or proctor students, homeless, and accompanied youth, an intervention that will meet their needs is essential. Teachers, staff, and administration have seen the need to focus educational practices towards students who are not traditional learners, provide quality instruction through highly qualified teachers, and to infuse engaging, student centered teaching methods into all aspects of classroom instruction.

Lighthouse High School falls into the eligible school category because of the low performance of the students on the high stakes state testing. The school 4-year average proficiency on the UPASS is 33%. As evidenced below, language arts scores are fluid and fluctuate from year to year. Mathematics data for the same time period is also extremely low. Intervention in both areas is necessary for scores to increase. Additional resources including funding for advanced technology application, teacher development, and new, student centered project implementation, these scores will improve.

LHS: Lighthouse High School CSD: Carbon School District UT: Utah  
 ELA and Math Longitudinal Achievement for Lighthouse High School, Carbon School District, and Utah

Percentages represent the students who earned a proficient score of 3 or 4 or Utah State Core Curriculum Assessments.

	2010			2009			2008			2007		
	LHS	CSD	UT									
Language Arts 10	54%	89%	89%	37%	86%	85%	45%	86%	83%	25%	74%	82%
Language Arts 11	61%	90%	84%	58%	86%	83%	48%	83%	83%	52%	77%	80%
Geometry	8%	48%	60%	16%	54%	64%	41%	52%	70%	42%	52%	69%
Algebra I	25%	42%	56%	21%	34%	51%	42%	59%	68%	38%	56%	69%

All data referring to standard sub-groups reports N<10.

The Annual Yearly Progress report for the Lighthouse indicates that the school has made AYP for the last two years. (A processing error school year 2008-2009 was rectified.) The school's 4-year average graduation rate is 89%. The dropout rate is currently 0%, and the school maintains an attendance rate of 87%. The Lighthouse indicates a small increase in language arts CRTs; however, the mathematics trend is sharply downward. An intervention is needed to sustain and increase the positive growth in language arts as well as to reverse the negative growth in mathematics.

In addition to CRT summative evaluation, the Lighthouse also measures student achievement through monthly benchmark testing in both language arts and mathematics. Benchmarks are from the MyAccess writing and ALEKS mathematics online programs. Data

analysis by language arts and mathematics teachers allows for individualization and differentiated instruction to focus on student learning in these subjects as well as other USOE Core subjects.

The Lighthouse provides an educational setting where students can succeed and is fully committed to the success of all students; however, additional interventions are necessary.

During the 2007-2008 school year, the Lighthouse participated in the Indicators of School Quality Survey. The survey results stated student behavior needed improvement, parental involvement needed to increase, and the students wanted extracurricular activities in which to participate. The survey results reported that our teachers do an excellent job teaching, and the school provides a quality education. In 2008 - 2009, clubs were developed for the students, and parental involvement has increased since the survey was completed. In 2009-2010, LHS held two family dinner nights. Approximately 200 people attended each event. At the fall 2010 Parent Teacher Conferences, 40% of parents attended as compared to 15% who attended the previous year. These reform efforts have seen a degree of success over the last few years.

The Lighthouse maintains a highly qualified faculty. The educational levels of the teachers at the school are: 8 teachers with a Bachelor's degree and 4 teachers with a Master's degree (profiles). There are five teachers with 1-5 years experience, one teacher with 6-10 years experience, one teacher with 11-20 years experience, and five teachers with over 21 years of experience (profiles). This faculty includes a special education teacher and an ESL teacher (profiles). Teacher turnover is kept to a minimum because of the nature of students served and their need for consistency. All teachers have received quality performance evaluations on both formal and walk-through evaluations.

Karlene Bianco was hired by Carbons School District as the Lighthouse director in 2008, after several years as a social worker employed by the state of Utah. She has a Bachelor's degree in Social Work, and a Master's degree in Educational Leadership with an administrative endorsement. With the school's accreditation and formal name change, Karlene Bianco also changed position. As per the requirements of the Transformational model, Mrs. Bianco has now become the new principal and will be overseeing the intervention chosen for the Lighthouse. Mrs. Bianco has received satisfactory evaluations from her supervisors over the last four years.

Other interventions and school reform have taken place, however they have not produced desired results. In the past, teachers at the Lighthouse were teaching out of their professional areas. Over the last few years, efforts have moved all teachers into their subject areas so that teachers would be highly qualified in the subjects they were teaching. Another intervention was the hiring of a new director. These staff/class changes should have been the means for improved student learning. A slight upward movement in the language arts department is the only data showing a positive outcome.

(2)

In order to increase student learning reflected in the USOE high stakes assessments and based on the data above, the Transformational Model was chosen with a technological intervention for Lighthouse High School. The Transformational Model allows the school to maintain the highly qualified and dedicated staff, continue to move forward as an accredited

high school, and add necessary new instructional support and evaluation strategies in order to provide quality instruction to drive student learning. The intervention chosen for the Lighthouse is the introduction of advanced technology into all classroom instruction through the purchase of Apple iPads for students and faculty and implementation of project based instruction. The faculty and staff at the Lighthouse look forward to more and better student achievement through integrated technology and student engagement. Teachers will prepare a professional portfolio with the lesson plans, apps usage, projects, and student engagement activities throughout the year as part of their evaluation and as a means to assess the improvement in teaching and student learning.

Lighthouse High School will use the three year period to gradually increase the number of iPads available for student use. The first year, a classroom set of Apple iPads will allow students to use the technology in a classroom setting under the supervision of the teacher. Respect, care, and usage of the technology will be taught through explicit instruction in addition to classroom applications. Students will learn to understand the responsibility necessary to have this technology available. In subsequent years, an increased number of iPads will be purchased and usage expanded from the mathematics and language arts classes into all classrooms and curriculum. By the third year, students will be fully immersed in technology based teaching methods and will be allowed a higher level of productivity for the iPads for additional research, writing, and remediation. The more students are involved in this intervention through active participation, the more test scores have the potential increase.

This technology intervention will enhance student learning by immediately fostering student engagement through hands-on experiences and projects, thereby increasing student participation and time on task. In addition, students will have the means to learn through a technology in which they are already proficient. Today's students are more visual and hands-on learners because of their use of technology from an early age. It is a way of life. Infusing this technological element into the regular classroom instruction, will provide for increased student test scores and more student proficiency in language arts and mathematics as students become more engaged and active participants in their education.

The SIG provides the financial means for the Lighthouse to add technology to drive instruction for student centered projects, increased collaboration among students and the global community, and provide students with specific project-based experiences/assignments in writing and mathematics across the curriculum. This focus would increase student learning and increase student CRT scores through consistent language arts and mathematics instruction in all classes. Over the three years, this grant will allocate the funding for the purchase of Apple iPads for each student to use both in the classroom and beyond for further research and investigation. The Apple iPads will replace textbooks for daily instruction with e-textbooks and e-books which saves the school from replacing old, worn-out text books, and prepares students for the 21<sup>st</sup> century. The iPad can be used as a one-on-one device at half the cost of a laptop. Students are already technologically advanced and using *their* technology to teach them will make a difference in student learning.

The Apple iPads will be used in the language arts classrooms as e-readers for the novels and required reading for the new Common Core and for research, writing, and collaboration. In the mathematics classrooms, the Apple iPads will be used with the text as immediate response tools. A well developed set of mathematical Applications will be available for students working

on increasing basic math skills, solving multi-step equations, or geometric designs aligned with the mathematics Common Core, as well as providing immediate feedback to assess student deficiencies and allow student centered instruction in a high-interest learning environment. This focus on language arts and mathematics skills places students in the position of raising their test scores through accelerated learning in an environment in which they are already proficient.

Students will be using and learning with the Apple iPads in all classes. All teachers will be trained and have the necessary applications provided for continual student immersion in technology based education. The Lighthouse already has dedicated teachers who are highly qualified and who work well with students at-risk. A fundamental change in instruction to more technological/project based instruction will be the strategy to increasing student achievement. All teachers will be able to improve their instruction through the use of the iPad as a collaborative tool with cross-curricular projects and activities in the building as well as collaboration with teachers around the country.

The implementation of the Transformational Model at Lighthouse High School will provide Apple iPads in the classroom, the application of mathematics and language arts skills in real-world activities/projects, and bring student learning time up to the 21<sup>st</sup> century. It will:

- Allow for student centered projects
- Allow for student/student, student/teacher, teacher/teacher collaboration
- Allow for increased time on task leading to increased student learning
- Allow students to participate in real-world application of mathematics and language arts skills across the curriculum
- Provide alternative avenues for lesson development and implementation
- Provide real-time and up-to-date lesson application
- Provide additional student learning tools - specifically language arts and mathematics applications that can be used across the curriculum

Specifically, the SIG would provide: Apple iPads, covers, docks, and cords; educational applications, e-textbooks and e-readers for each student enrolled and for all teachers at the Lighthouse. In addition, the SIG would provide faculty with in-service and professional development in the use of Apple iPads in the classroom and other technical support. The SIG would allow for the training of three in-school teacher leaders/mentors who will assist all faculty in curriculum development and technology application. Karen Bedont, English Language Arts, Rex Jepson, math, and Wes Thompson, building technology specialist will be trained as these teacher leaders/mentors. In addition, the SIG would provide the necessary funding to increase the wireless capability of the school. Over successive years, the SIG would provide funding for replacement and acquiring new devices for incoming students. The SIG would also support a new evaluation system to evaluate both student growth and teacher proficiency. An outside evaluator will observe teachers and review data twice a year to provide additional data on the success of the intervention. This evaluator would be paid from the SIG.

Carbon School District supports this intervention through its administration of the grant monies and additional technical and financial support. Carbon School District will begin implementation of the SIG with the acquisition of the Apple iPads and the scheduling of teacher professional development and training in their usage using a multi-tiered evaluative process:

- Tier One: USOE - Support Provider

- Tier Two: LEA - Judy Mainord, Secondary Supervisor  
Joan Atwood, Title I Director  
Darin Lancaster, Business Administrator
- Tier Three: LHS - Karlene Bianco, School Principal
- Tier Four: LHS - Teachers, Students, Parents
- Tier Five: LHS - Student Test Scores
- Tier Six: LHS - Teacher Self Evaluation/Reflection

Through this multi-tiered evaluative process, success of this intervention can be quickly identified and remediation can be prompt. The staff evaluations will be conducted using the newly adopted teacher evaluation process adopted by Carbon School District, 2010 school year. Evaluative surveys through SurveyMonkey will be regularly open to all school stakeholders. Benchmark tests, quarter grades, as well as CRT scores will all be used as an additional evaluation of the intervention. In order to provide information on all levels, representatives of the Lighthouse will regularly report evaluation progress to the school board for their approval and recommendations.

(3)

Carbon School District is requesting \$80,000.00 each year for the three years covered by the School Improvement Grant. Specific budget expenditures are located in **C Budgets**.

Carbon School District also identifies federal Title I monies as well as state Special Education monies as additional fiscal supports of this intervention. Funding for additional teacher training, in-service, and development will be provided through Trust Lands funds.

Carbon School District will also provide technical assistance as necessary through the district technology center. This department will install the necessary equipment for the school wide wireless capability and serve as trouble shooters for the Apple iPads as necessary.

As the Apple iPads provide global access, students will be preparing and sending information through the World Wide Web. Access to this information will be available to parents and the community. An online newspaper, calendar of events, and notices of upcoming events as well as examples of student works will be included. Student/class blogs and other social networking will be used as a source of information gathering - carefully monitored by school personnel. Community leaders, parents and other schools will partner with the Lighthouse to provide additional information and data for students to use for in-class projects. Each teacher will maintain a website for parents and students.

If student achievement results are not adequate and the Lighthouse is not meeting its goal of increased student achievement, individual evaluations from teachers and students will be conducted to attempt to pinpoint the problem. The Carbon School District agrees to support the findings of these evaluations and provide the support personnel: secondary subject specialists, technology specialists, and mentors.

Additional and specific budget details and costs associated with the SIG follow in Part C. Budget.

## **Part 2**

### **(1)**

Carbon School District (LEA) has identified Lighthouse High School as the school qualifying for the SIG and is making the application for this school only. The Transformational Model has been chosen and the intervention is technology based education, application, and student engagement.

In preparation for the Transformational Model, Carbon School District is in the process of implementing a new teacher evaluation process that will coincide with this SIG. Teachers have been informed and have received a copy of relevant information pertaining to this new process and are aware of the new requirements for evaluation procedures. In addition, Carbon School District has purchased Apple iPads for each of the members of administration, both district and school level, and have begun the training of these individuals, including Mrs. Bianco. The use of school applications is being tried by administration and a period of evaluation has begun. At this point, the iPad enhanced meetings, trainings, and scheduling procedures have been improved through this technology at the administrative level. Moving to the school level is a logical conclusion. This step towards improvement aligns with the SIG intervention model chosen for Lighthouse High School.

Carbon School District is fully supportive of the SIG for Lighthouse High School. Judy Mainord, Secondary School Supervisor; and Joan Atwood, Title I Director will be assisting Karlene Bianco, school principal, implement this intervention. These individuals will assure school success through ongoing evaluations, provision for teacher development, and necessary training. Technical assistance for the intervention implementation will be supported by Carbon School Districts technology department. Carbon School District will participate in additional school evaluations to ensure that student learning is increased and that the intervention is successful.

Carbon School District as the LEA for the Lighthouse also has committed time and resources to this intervention. The governance of the grant monies will be maintained by Carbon School District as part of their fiscal responsibility to the school and its mission. Additional governance responsibilities will be maintained by Judy Mainord, Joan Atwood, and Darin Lancaster, district business administrator. Additional Title I monies will be available for additional financial support of the intervention as well as a percentage of School Trust Land monies. The percentage of Trust Lands monies allocated to the successful implementation of this intervention will be the decision of the Lighthouse Community Council. They will be partners with the school and have a voice in the transformation of the school. All stakeholders will participate in surveys and be provided with progress information through the students' work, teacher websites, Parent-Teacher-Conferences and Back-to-School nights. School newsletters and the Parent Link phone system will also be used to provide information to parents, students, and community members. Carbon School District Board of Education will receive regular updates of school intervention progress by Karlene Bianco, school principal or other appointed teacher representatives. The school board recently approved the school's name change and has an interest in seeing additional school success. Their suggestions or input will be a valuable part of the intervention evaluation. At this point, no revisions of board policies are necessary and none are foreseeable in the future in relation to this intervention;

however, the board will be advised of the additional expenditures from local and federal resources as part of the regular board review process.

Several levels of evaluation will assure the success of the intervention chosen for Lighthouse High School. Students and parents will participate in quality indicator surveys on an ongoing basis. These stakeholders will be able to review test data and quarterly grades and address any issues directly with teachers and administration. Teachers will be conducting formal evaluations of student success and improvement as well as performing self-evaluations and reflections in their personal, professional portfolios. Teachers will also have regular evaluations by Karlene Bianco, school principal as part of the ongoing staff evaluations, using the newly designed evaluation process adopted by Carbon School District. Mrs. Bianco, in turn, will also be evaluated by district administrators, who will also be evaluating the intervention results bi-annually. An outside evaluation will be conducted by-annually as a way to insure quality school effectiveness from an outside perspective. With this multi-tiered evaluation process, the Lighthouse feels secure in the ability to assess, revise, and transform student success. Individual student achievement will be measured by Carbon School District through ongoing CRT scores, graduation rates, student quarterly grades, and project results. At any point throughout the process if a deficiency is found, remediation of persons, intervention practices, or projects can be quickly addressed by either Lighthouse administration or Carbon School District.

**(2)**

Carbon School District intends to contract with an outside evaluator to conduct bi-annual reviews of the Transformational Model and intervention chosen for Lighthouse High School.

All district teachers have recently been trained by Gary Forlini, Ellen Williams, and Annette Brinkman, authors of *Class Acts*, on ways to activate learning in the classroom. From this training, the district has adopted additional teacher evaluation processes based on the information presented on engaging students in the learning processes. Teachers have been briefed on the new evaluation processes and have received the tools necessary to increase the productivity of their teaching time.

In order to increase student learning and to engage students in the classroom to the extent necessary to improve test scores in mathematics and language arts, the evaluation process should meet the same criteria as what is expected in the classroom. Using the USOE provided list of School Support Providers, the Lighthouse would screen potential external evaluation providers for someone who can provide credible and reliable support in relation to the teaching processes adopted by the district evaluation processes, able to assess the use of technology in the classroom, and provide insight and recommendations for additional increased student engagement and progress. Using a provider from the School Support Team also insures that the USOE Title I System of Support Handbook tools will be used in the school evaluation.

The process by which an evaluator will be selected is by interview, using questions relevant to the evaluation areas of the school. Focus on knowledge of technology, student engagement, and school transformation will be necessary. Once an evaluator is recruited, Carbon School District will contract with him or her for all three years involved in the SIG monies. \$5,00.00 a year has been allocated for this contract. A contract for the life of the grant

will allow for better evaluation of school improvement over time. The support provider will be formally engaged and contracted for the Lighthouse evaluations prior to September 2011. This support provider will be responsible for a school wide assessment of instructional quality, student time-on-task, increased student learning, and SIG goals alignment.

{3}

Carbon School District currently employs a secondary math specialist and a language arts specialist. These individuals will collaborate with mathematics and language arts teachers at the Lighthouse not only in the SIG requirements, but also preparing teachers for the Common Core. This collaboration provides a smooth transition for teachers and students using the Common Core and allows teachers to continue the infusion of technology into teaching. Student achievement will be reviewed by the specialists on an ongoing basis through school reported benchmark test results.

Student language arts and mathematics proficiency will be increased through integrated, technology based teaching methods across the curriculum. The purchase of Apple iPads and subsequent necessary applications will have a positive effect on student test scores. Additional financial resources that will support this intervention include:

- Title I
- Special Education
- School Trust Lands
- Carbon School District
- Private Grants

The Lighthouse is a Title I school with students who have Individual Educational Plans in place. Special Education funding may provide additional financial support to Lighthouse High School special education students as necessary. All school stakeholders will have the opportunity to participate in the decision making process and the evaluation of the intervention throughout the three years of the SIG, specifically the School Community Council. Additionally, a continued effort to obtain funding from other private grants as appropriate will take place.

Through the SIG and additional funding, Lighthouse High School will have the necessary support to transform the school through implementation of the technology intervention and provide students with an engaging and focused education that will increase student CRT scores in language arts and mathematics.

(4)

Current district policies support the full implementation of the interventions identified in the School Improvement Grant.

(5)

Carbon School District and Lighthouse High School understand the necessity of sustainability of achievements. As school improvements take place, additional resources will be

necessary for sustainability. In order for the intervention chosen to continue, additional funding must be attainable. The Lighthouse estimates that an additional \$10,000 per year for the purchase of new iPads, updated/additional applications, and teacher development is necessary. In order to obtain the finances necessary, support from Title I monies, School Trust Lands monies, and possible student fees will be needed. A portion of Title I monies will be used in support of the intervention. The School Community Council has pledged support to the efforts and will provide a percentage of the necessary funding. Special Education funds will support Special Education students involved and teacher, Karen Bedont has committed to continue to apply for grant funding through local and national organizations in order to keep the program moving.

Please see attached letter of support.

(6)

A three year timeline for implementation of the intervention is as follows:

<p>Year One 2011-2012 Summer</p>	<ul style="list-style-type: none"> <li>• Acquisition of Apple iPads</li> <li>• Acquisition of Applications relevant to language arts/mathematics CORE requirements – including Common Core requirements</li> <li>• Apple iPads provided to teachers/staff for lesson preparation</li> <li>• Teacher Leader Training/Development</li> <li>• Teacher Development – Use of Apple iPads in the classroom</li> </ul>
<p>Year One 2011-2012 First Quarter</p>	<ul style="list-style-type: none"> <li>• Data Analysis: Review CRT scores from spring 2012. Focus on areas where student improvement is needed in language arts and mathematics.</li> <li>• Acquisition of additional technology: Additional Applications necessary for use in ALL subject areas</li> <li>• Training of teacher leaders</li> <li>• Professional development on specific classroom lesson plans, projects, activities focusing on language arts and mathematics aligned with Common Core requirements.</li> <li>• Apple iPads provided for student use</li> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
<p>Second Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Data Analysis: Continuing basis to meet student needs</li> <li>• Continued professional development on newly acquired technologies/Applications</li> <li>• Teachers development of professional digital portfolios/lessons/activities – part of teacher evaluation process.</li> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> </ul>

	<ul style="list-style-type: none"> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• Parent/Student intervention evaluation/survey (Semester Evaluation)</li> <li>• Outside Evaluation of intervention/review of student achievement</li> </ul>
Third Quarter	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Data Analysis: Continuing basis to meet student needs</li> <li>• Continued professional development on newly acquired technologies/Applications</li> <li>• Data Analysis using existing evaluative programs (MyAccess, ALEKS, benchmark testing)</li> <li>• Faculty/Staff collaboration: student project development for use in CRT review/preparation.</li> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
Four Quarter	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Continued professional development on newly acquired technologies/Applications – as necessary</li> <li>• Continued benchmark testing</li> <li>• End of Year: faculty evaluation of iPad usage</li> <li>• Parent Survey: End of Year Evaluation</li> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> <li>• Teacher self-reflection/evaluation including peer review of the professional portfolio</li> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• CRTs (spring administration)</li> <li>• Outside evaluation of intervention/review of student achievement</li> </ul>
Year Two 2012-2013 Summer	<ul style="list-style-type: none"> <li>• Acquisition of additional/replacement Apple iPads</li> <li>• Acquisition of necessary additional/upgraded Applications</li> <li>• Acquisition of new/updated language arts/mathematics specific Applications</li> <li>• Acquisition of up-dated e-texts</li> <li>• Acquisition of Common Core required reading materials</li> <li>• Acquisition of 2 laser printers for student use</li> <li>• Acquisition of copy machine for student use– including repair contracts</li> <li>• Acquisition of Text to Speech (TTS) application &amp; head sets for Special Education students</li> </ul>

<p>First Quarter</p>	<ul style="list-style-type: none"> <li>• Data Analysis: CRTs &amp; student benchmark tests from previous school year focusing on deficiencies in language arts and mathematics</li> <li>• Integration of language arts/mathematics skills across the curriculum – ongoing throughout the year</li> <li>• Professional development in newly acquired technology</li> <li>• Reflection &amp; Evaluation of intervention: Make adjustments as necessary</li> <li>• School Community Council: Intervention evaluation/recommendations</li> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Integration of new technology into content curriculum</li> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
<p>Second Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Integration of new technology into content curriculum</li> <li>• Data Analysis: Continuing basis to meet student needs</li> <li>• Continued professional development on newly acquired technologies/Applications</li> <li>• Continued teacher development of professional digital portfolios/lessons/activities – part of teacher evaluation process.</li> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• Parent/Student intervention evaluation/survey (Semester Evaluation)</li> <li>• Outside Evaluation of intervention/review of student achievement</li> </ul>
<p>Third Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Integration of new technology into content curriculum</li> <li>• Data Analysis using existing evaluative programs (MyAccess, ALEKS, benchmark testing)</li> <li>• Faculty/Staff collaboration: student project development for use in CRT review/preparation.</li> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
<p>Fourth Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• CRTs (spring administration)</li> <li>• Reflection &amp; Evaluation: (Faculty &amp; Student)</li> <li>• End of Year: faculty evaluation of iPad usage</li> <li>• Parent Survey: End of Year Evaluation</li> <li>• Teacher self-reflection/evaluation included professional portfolio</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• Outside Evaluation of intervention/review of student achievement</li> </ul>
<p>Year Three 2013-2014 Summer</p>	<ul style="list-style-type: none"> <li>• Acquisition of additional/replacement Apple iPads</li> <li>• Acquisition of necessary additional/upgraded Applications</li> <li>• Acquisition of new/updated language arts/mathematics specific Applications</li> <li>• Acquisition of up-dated e-texts</li> <li>• Acquisition of Common Core required reading and mathematics materials</li> <li>• Renew student copy machine service contract</li> <li>• Staff professional development in newly acquired technology</li> </ul>
<p>First Quarter</p>	<ul style="list-style-type: none"> <li>• Data Analysis: CRTs &amp; student benchmark tests from previous school year focusing on language arts and mathematics deficiencies</li> <li>• Integration of language arts/mathematics skills across the curriculum – ongoing throughout the year</li> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• School Community Council: Intervention evaluation/recommendations</li> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
<p>Second Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Integration of new technology into content curriculum</li> <li>• Continued teacher development of professional digital portfolios/lessons/activities – part of teacher evaluation process.</li> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• Parent/Student intervention evaluation/survey (Semester Evaluation)</li> <li>• Outside Evaluation of intervention/review of student achievement</li> </ul>
<p>Third Quarter</p>	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• Integration of new technology into content curriculum</li> <li>• Data Analysis using existing evaluative programs (MyAccess, ALEKS, benchmark testing)</li> <li>• Faculty/Staff collaboration: student project development for use</li> </ul>

	<p>in CRT review/preparation.</p> <ul style="list-style-type: none"> <li>• ELA evaluation of intervention/review of student achievement</li> </ul>
Fourth Quarter	<ul style="list-style-type: none"> <li>• Monthly pre/post benchmark testing: language arts/mathematics</li> <li>• CRTs (spring administration)</li> <li>• Teacher evaluation: formal/walkthrough – using new evaluation format</li> <li>• Principal evaluation: formal/walkthrough – using new evaluation format</li> <li>• Reflection &amp; Evaluation: (Faculty &amp; Student)</li> <li>• Project review for future sustainability</li> <li>• Outside Evaluation of intervention/review of student achievement</li> <li>• End of Year: faculty evaluation of iPad usage</li> <li>• Parent Survey: End of Year Evaluation</li> <li>• Teacher self-reflection/evaluation included in professional portfolio</li> </ul>

(7)

Carbon School District along with Lighthouse High School has developed specific annual goals for school improvement. The Lighthouse will increase student test scores (CRTs) by an average of 5% each year. The current School Improvement Plan indicates a 2% increase in mathematics scores and an increase of 5% in language arts scores. This intervention should allow for an additional increases through higher student expectations should it be implemented. Over a six year period, Lighthouse High School's School Improvement Plan indicates a 30% increase in scores. The Transformational Model and the chosen intervention have been discussed with the school Community Council and is proceeding with the approval of this council. It is believed that these goals are attainable and realistic for Lighthouse students to achieve.

{8}

Not Applicable

{9}

Not Applicable

(10)

Lighthouse High School has consulted with the School Community Council, Carbon School District School Board Members, Board President, Carbon School District Administration, and Superintendent concerning the SIG and school goals. All individuals are supportive of the Transformational Model chosen and the technology intervention for school improvement.

### C. Budget:

In order to successfully implement the intervention at Lighthouse High School, Carbon School District is submitting this three year budget. Included in this budget are specific technology purchases, as well as costs associated with teacher development, and support expenditures. There is no anticipation of teacher recruitment as the faculty at the Lighthouse is established and stable. If the case arises, Carbon School District will be responsible for teacher staffing using the district's hiring policy as a guide.

Professional services from Apple and outside program evaluation expenses are included within this three-year budget. These services will provide the Lighthouse with quality consultants and expertise for explicit teacher development/training evaluation and valid school intervention assessment. Lighthouse teacher leaders/mentors will receive additional training in order to facilitate a smooth transition to iPad usage in the classroom. All Lighthouse teachers will participate in professional development to assure quality, student centered instruction. These professional developments are accounted for within the SIG budget.

Program evaluation costs using USOE school support providers is accounted for in this budget.

The following represents the budget for the Transformational Model and the technology intervention chosen for Lighthouse High School.

#### YEAR ONE:

Expenditure	Quantity	Estimated Cost	Total	Running Total
Student Apple iPads – including warranty	25	\$935.00	\$23,375.00	\$23,375.00
Teacher Apple iPads – including warranty	12	\$1,008.00	\$12,096.00	\$35,471.00
Keyboard and Case for iPad	37	\$59.99	\$2,219.63	\$37,690.63
Wireless Accessibility	2 units	\$450.00	\$900.00	\$38,590.63
Teacher Leader/Mentor Training	4 days (per teacher, 3 teachers)	\$230.00 Daily rate	\$2,760.00	\$41,350.63
Teacher Development (including mentor teacher training & data analysis)	10 days (per teacher, 9 teachers)	\$230.00 Daily rate	\$20,700.00	\$62,050.63
Apple Professional Training	4 days training		\$8,000.00	\$70,050.63

iPad Applications: Focus: English Language Arts & Math	10-15 applications X's 37 iPads – including additional teacher specific applications	Between .99 - \$11.99	\$4,949.37	75,000.00
Outside Evaluation	2		\$5,000.00	\$80,000.00

**YEARTWO:**

Expenditure	Quantity	Estimated Cost	Total	Running Totals
Student Apple iPads – including warranty	35	\$935.00	\$32,725.00	\$32,725.00
Keyboard and Case for iPad	35	\$59.99	\$2,099.65	\$34,824.65
Color Laser Printer (HP2025dn)	2	\$345.00	\$690.00	\$35,514.65
Toner cartridges	6	\$116.00	\$696.00	\$36,210.65
Copy Machine (including service contract)	1	\$5,500.00	\$5,500.00	\$41,710.65
Teacher Development (including data analysis )	12 days (per teacher, 9 teachers)	\$230.00 daily rate	\$24,840.00	\$66,550.65
Apple Professional Training	2 days		\$4,000.00	\$70,550.65
iPad Applications: Focus English Language Arts, math & science	10-15 applications X's 35 newly acquired iPads  Additional updated applications as necessary	Between .99 - \$11.99	\$4,449.35	\$75,000.00
Outside Evaluation	2		\$5,000.00	\$80,000.00

**YEAR THREE:**

Expenditure	Quantity	Estimated Cost	Total	Running Totals
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Student Apple iPads – including warranty	35	\$935.00 each	\$32,725.00	\$32,725.00
Keyboard and Case for iPad	35	\$59.99	\$2,099.65	\$34,824.65
Teacher Development (including data analysis)	12 days (per teacher, 9 teachers)	\$230.00 daily rate	\$24,840.00	\$59,664.65
Apple Professional Training	2 days		\$4,000.00	\$63,664.65
Head Sets (Special Education Students)	15	\$15.00 each	\$225.00	\$63,889.65
Copy machine service contract renewal	2 yrs.	\$1,500.00 per year	\$3,000.00	\$66,889.65
Toner cartridges	4	\$116.00	\$464.00	\$67,353.65
iPad Applications Focus on: English Language Arts, math, science & art/music	10-15 applications X's 30 iPads  Additional updated applications as necessary	Between .99 - \$11.99	\$4,500.00	\$71,853.65
Additional math & science cross- curricular manipulatives	Examples: laser timers, precision measuring devices, microscopes, etc.		\$3,146.35	\$75,000.00
Outside Evaluation	2		\$5,000.00	\$80,000.00

improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

#### **E. Waivers**

No waivers requested.



## References

Carbon School District, Lighthouse Life and Learning Center (2009). School profile. Retrieved May 11, 2010, from

<http://www.carbonschools.org/LighthouseAlternative.cfm?subpage=786224>

Lighthouse Life and Learning Center (2004). Lighthouse Life and Learning Center [Brochure]. Bedont, K: Author

2 March 2011

To Whom It May Concern:

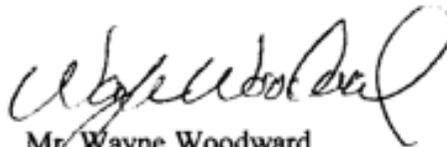
Carbon School District supports the Lighthouse School Improvement Grant; the district administration believes the SIG will positively influence educational achievement among students. The district is committed to supporting the full implementation of SIG interventions and improvements, in particular the 5% increase in English Language Arts and mathematics criterion referenced test scores each year over the life of the grant. As well, the administration will be proactive in surmounting barriers and obstacles to the achievement of the grants goals.

Carbon School District assures that school improvement funds will be expended to achieve the established goals of the grant.

Respectfully,



Mrs. Patsy Bueno  
Interim Superintendent



Mr. Wayne Woodward  
Board President