



Section A: School Building & Funding Information

Provide information for each school requesting funds as part of this FY13 SIG application.

School Name	Building Enrollment (Oct 2013)	Building Number	Building Grade Level	Intervention Selected	Number of Instructional Minutes in 2012-13 School Year	Advanced Course Data (HS Only)			Teacher Attendance Rate	Student Attendance Rate
				<ul style="list-style-type: none"> • Turnaround • Transformation • Restart • Closure 		Number 2012-13 Students Completing AP/IB or Advanced Math Courses	Number of 2012-13 Students Completing Dual Enrollment Courses	Number 2012-13 Students Completing AP/IB, Advanced Math or Dual Enrollment Courses		

SCHOOL FUNDING INFORMATION:

Schools receiving SIG funds will continue to receive all state and local funds it would otherwise receive in the absence of SIG funds.

School opting to implement the Turnaround, Transformation or Restart models may apply for \$50,000 to \$2,000,000 per year, per school to implement those models. Schools opting to implement the school closure model may not apply for more than \$200,000 in SIG funds. These funds must be budgeted and spent during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students. Below are examples of allowable costs that MAY be supported by SIG funds:

- Parent and community outreach
- Press releases
- Newsletters
- Newspaper announcements
- Transition services for parents and students
- Orientation activities
- Costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

On-site monitoring will occur three times each year during the grant period. Schools will be asked to reapply for second and third year funding at which time they will update the school's leading indicators and inform PDE of any changes to the approved SIG plan. Monitors will evaluate the continuation application and determine whether the additional funding is justified. The evaluation will be based on the continuation application, monitors' on-site visits, the school's progress on leading and lagging data indicators.

TRANSFORMATION, TURNAROUND AND RESTART MODELS:

Section B: School Narrative/Story

SIG eligible schools are identified on the School Performance Profile as a Priority School based on student achievement, academic growth, graduation rate, and test participation. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Provide specific, explanatory information regarding the 3-5 year history of the school to include: information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or

struggling teachers; professional development plans and initiatives; school reform planning efforts to include data analysis, data review and root cause analysis; parent and community involvement in school reform efforts; and any other relevant information to describe the school history and current school environment.

Section C: Identified Needs and Annual Goals

SIG funds must be used to support the identified needs of the school beginning in the 2014-15 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Analyze current data for strengths and/or concerns to determine school's needs.

Needs Assessment

Complete the following chart to explain the process used to assess and prioritize the needs of the school. Use the categories below to complete the chart

- Data Sources – List data analyzed: Student Demographic Data (grade level, ethnicity, gender, special education status, ESL/Migrant/Refugee/Homeless status, etc.), Student Assessment Data (PSSA, PVAAS, Keystone Exams, 4Sight, DIBELS, etc.) graduation and drop-out data, attendance data, discipline incidence data, student intervention data (academic intervention/social-behavioral interventions), parent/family/community data (parent surveys, focus groups, etc.) socio-economic data (poverty, housing stability, etc.) and teacher effectiveness data.
- Data Reviewers – List groups involved in reviewing and analyzing the data: Administrators, Teachers, Parents, Community members, etc.
- Conclusions – Describe the conclusions drawn by the data reviewers after analyzing the data.
- Strengths or Concerns – Identify data-substantiated results that represent student achievement and/or performance accomplishments and identify those results that represent concerns about student achievement and/or performance.
- Data Analysis – List groups involved in reviewing the results of the data analysis to identify and prioritize needs: Superintendent, school principals, outside experts, etc.

	Data Sources	Data reviewers	Conclusions	Strengths or Concerns	Data Analysis Review
READING/LANGUA GE ARTS data broken down by subject, grade level, subgroup and classroom level					
MATH data broken down by subject, grade level, subgroup and classroom level					
Student data on BEHAVIOR					
Student GRADUATION data					
Student and Teacher ATTENDANCE data					
Student participation data for EXTENDED LEARNING AND REMEDATION					
Staff PROFESSIONAL DEVELOPMENT data regarding topics covered, number of sessions, participation and classroom usage					
PARENT data regarding the level of					

involvement, opportunities for involvement and parent feedback					
TEACHER EFFECTIVENESS data regarding teacher needs, classroom observations and student needs					
Additional data regarding reforms already implemented and either abandoned or maintained					
Leadership and teacher changes and building reconfigurations					

Explain how the stakeholders will continue to be involved in the implementation of the SIG model in this school.

When providing prioritized needs, based on the Needs Assessment, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

Priority Need #	Need Description	Annual Goal -- Year 1, 2, 3

Section D: Selection of Model

Schools must choose to implement one of four required interventions in the 2014-15 school year. The LEA must adequately support the intervention selected by each school. (LEAs that have nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.)

Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school.

Section E: Description of Reform Plan

In this section of the SIG application, the required actions are listed for each of the four reform models. For each requirement, the following must be provided:

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Transformation Model (11 Requirements):

E1. Replace the principal who led the school prior to commencement of the transformation model (if the principal was replaced in the 2011-12 year or after as part of a reform effort, the principal does NOT need to be replaced). The circumstances of the principal replacement must be explained within the SIG application. A new principal must be in place for the start of the 2014-15 school year. SIG funds may not be used to pay the salary/benefits of the principal.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

- Are designed and developed with teacher and principal involvement.
 - Goal
 - Action(s) to be taken
 - Anticipated date for implementation and completion
 - Method of Evaluation
 - Estimated Costs (3 Years)*
 - Priority need # these actions will address

E3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority # these actions will address

E4. 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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority goal these actions will address

E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E8. Establish schedules and strategies that provide increased learning time.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E9. Provide ongoing mechanisms for family and community engagement.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Turnaround Model (Nine Requirements):

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2011-12 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) A new principal must be in place for the start of the 2014-15 school year. SIG funds may not be used to pay the salary/benefits of the principal.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- Screen all existing staff and rehire no more than 50 percent; and
- Select new staff.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E3. Provide appropriate social-emotional and community-oriented services and supports for students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E6. Establish schedules and strategies that provide increased learning time.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion

- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E9. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Restart Model (Four Requirements):

E1. The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. The LEA identifies the EMO/CMO selected or the pool of potential providers.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation

- Estimated Costs (3 Years)*
- Priority need # these actions will address

E3. The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E4. The LEA/school has an implementation plan to ensure a smooth “restart” for the 2014-15 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Closure Model (Two Requirements):

E1. The LEA has a plan to enroll students in new, higher-performing schools or LEAs.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (1 Year)*
- Priority need # these actions will address

E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2014-15 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (1 Year)*
- Priority need # these actions will address

*Costs can include pre-implementation activities necessary to prepare for the implementation of the reform model at the beginning of the 2014-15 school year. Some examples of possible pre-implementation activities are:

- Community meetings to review school performance and discuss the reform model to be implemented;
- Communications between the school and parents regarding the school status, school choice options, social services, etc.;
- Transition services for families of students transferring to new schools (closure model);
- The rigorous review of external providers (experts, CMOs, EMOs) to properly select those to contract with;
- Recruitment and selection of principals and new instructional staff;
- Remediation and enrichment to school students to be involved in the implementation of a reform model in the 2011-12 school year;
- Identification and purchase of instructional materials to be used in the 2014-15 school year;
- Instructional planning sessions to review data and develop curriculum for use in the 2014-15 school year;
- Training necessary to implement new or revised instructional programs and strategies in the 2014-15 school year; and
- Develop and pilot data systems to be used in connection with the reform program to be implemented in the 2014-15 school year.

Section F: Selection Process for Outside Experts/Providers

If the LEA will be using external providers—EMOs, CMOs, turnaround specialists or any other outside “expert”—describe the process to be used to recruit and select providers. The process must ensure that providers are highly-qualified, proven effective and able to provide the assistance needed.

Section G: LEA and School Capacity

List Priority Schools for which the LEA will not be seeking funding.

School Name	Grade Span

Priority Schools can only be excluded from the SIG application due to LEA/school capacity issues. Provide a summary of the capacity issues that prevent each of the schools listed above from participating in the SIG application: (Five page limit)

- **Human Capacity:** Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- **Organizational Capacity:** Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support.
- **Structural Capacity:** Curriculum, assessments, professional development, hiring policies, building and space limitations.
- **Material Capacity:** Funding, alignment of all school resources, instructional materials, time.

Part 2—Adequate Capacity to Serve Selected Schools

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools. Describe below the capacity of the LEA and schools to carry out the chosen initiatives (if capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period). (Five page limit)

- Human Capacity: Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- Organizational Capacity: Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support. (LEAs MUST address the practices and policies that will be created, modified or eliminated to allow for the effective implementation of model.)

Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
1	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
2	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
3	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year	Category	Sessions	Cost Per Session	Total Cost	Description of Budgeted Item	Sustainability Plan

PI	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD sessions on use of data to inform instruction prior to the implementation of the reform model.	This is only a pre-implementation cost. Additional PD will be take place in Year 1.
1	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD sessions on use of data to inform instruction.	This is only a pre-implementation & Year 1 cost because teachers will have the capacity to perform

- **Structural Capacity:** Curriculum, assessments, professional development, hiring policies, building and space limitations.
- **Material Capacity:** Funding, alignment of all school resources, instructional materials, time. (LEAs MUST address how all school-level and LEA-level funds will be aligned to the intervention model selected.)

Section H: Budget Information & Budget Narrative

For each required action outlined in Section E of the SIG application an estimated, 3-year cost was required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

Schools opting to implement the Turnaround, Transformation or Restart models may apply for \$50,000 to \$2,000,000 per year, per school to implement those models. Schools choosing the Closure model may apply for a maximum of \$200,000 for one year.

(The electronic application will provide each SIG applicant with a series of drop-down boxes that provide budgeting options, amounts (totals and unit costs) selected years (Pre-Implementation, 1, 2 or 3), narrative description of cost and information on sustainability of costs.) Below is a mock-up of what a completed budget item would look like for one required action:

Requirement E4: Estimated 3-year Cost: (Amount entered in this section of the application will be pre-filled here.) \$500,000

The following budget categories will be available for SIG applicants to utilize in this section:

- LEA Level Administration
- Staff
- Materials & Supplies
- Professional Development
- Travel Costs
- Contracted Services
- Community & Parent Outreach
- Assessment Materials
- Computer Equipment
- Software
- Other (Specifics will be required if Other is chosen.)

Once all budget data is completed online, the information will be summarized and displayed:

Part I: Assurances

The LEA must assure to the following:

- SIG funds will be used to fully and effectively implement an effective intervention in each Priority School that the LEA commits to serve consistent with the final requirements.
- Establish annual student achievement goals on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that the LEA serves with SIG funds.

- ❑ Schools implementing a restart model in a Priority School will include in its contract or agreement with charter operator, charter management organization or education management organization provisions to hold such organization accountable for complying with the final SIG requirements.
- ❑ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- ❑ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- ❑ Report to the SEA the school-level data required under Section III of the final requirements.