

Appendix C—FY10 LEA SIG APPLICATION

Section A: School Building & Funding Information

Provide information for each school requesting funds as part of this FY10 SIG application.

School Name	Building Number	Tier (Check One)			Intervention Selected (Tier I and II Only)				Number of Minutes in School Year	AP/IB Data (HS Only)		Teacher Attendance Rate
		I	II	III	Turn Around	Re-Start	Close	Trans-form		Number Students Completing AP/IB	Percentage of Students Completing AP/IB	

Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models. The Pennsylvania Department of Education has established minimum and maximum SIG amounts within that overall range in order to allocate funds pursuant to the model chosen and the numbers of students in buildings and student achievement.

SCHOOL CLOSURE MODEL MAXIMUM:

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.

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS:

Schools choosing the transformation, turnaround and restart model must have the following data available to determine the maximum amount of SIG funds they may apply for:

- Building Enrollment (October 2010)
- Percentage of Students Scoring Below Basic (2010 PSSA)
- Low Income Percentage (Free & Reduced Lunch)

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- ESL Population
- AYP Status

Using this data, complete the chart below for each school applying for SIG funding and record the amount of money requested.

School Name: _____ Grade Span: _____

School Building Enrollment						
	100-300 Students		301-500 Students		More than 501 Students	
Students Below Basic (2010 PSSA)	More than 50%--If Yes ↓ (Check All That Apply)	Less than 50%--If Yes ↓ (Check All That Apply)	More than 50%--If Yes ↓ (Check All That Apply)	Less than 50%--If Yes ↓ (Check All That Apply)	More than 50%--If Yes ↓ (Check All That Apply)	Less than 50%--If Yes ↓ (Check All That Apply)
Low Income Percentage	> 40% <input type="checkbox"/>	< 40% <input type="checkbox"/>	> 40% <input type="checkbox"/>	< 40% <input type="checkbox"/>	> 40% <input type="checkbox"/>	< 40% <input type="checkbox"/>
ESL Population	> 30% <input type="checkbox"/>	< 30% <input type="checkbox"/>	> 30% <input type="checkbox"/>	< 30% <input type="checkbox"/>	> 30% <input type="checkbox"/>	< 30% <input type="checkbox"/>
AYP Status	CA I or CA II <input type="checkbox"/>					
Total Checks in Column	<input type="checkbox"/>					
If 2 or More Checks	Maximum of \$1,000,000/year	Maximum of \$750,000/year	Maximum of \$1,500,000/year	Maximum of \$1,000,000/year	Maximum of \$2,000,000/year	Maximum of \$1,500,000/year
If 1 Check	Maximum of \$750,000/year	Maximum of \$500,000/year	Maximum of \$1,000,000/year	Maximum of \$750,000/year	Maximum of \$1,500,000/year	Maximum of \$1,000,000/year

Funds Requested Year 1: \$ _____
 Funds Requested Year 2: \$ _____
 Funds Requested Year 3: \$ _____

Total Amount of Funds Requested: \$ _____

Section B: School Narrative/Story

SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. 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

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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; any other relevant information to describe the school history and current school environment. *(5 page limit)*

Section C: Identified Needs and Annual Goals

SIG funds must be used to support the identified needs of the school beginning in the 2011-12 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information **MUST** be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. *(5 page limit)*

(The PDE has developed a process for implementing an effective needs assessment called Getting Results!. If this process was used and the school has an approved plan for the 2010-11 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.)

When providing prioritized needs, 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.

Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established. *(1 page limit)*

Subgroup of Students	Current PSSA Data	Year 1 PSSA Goal	Year 2 PSSA Goal	Year 3 PSSA Goal
All Students	43%BB; 30%B; 25%P; 2%A	38%BB; 25%B; 30%P; 7%A	28%BB; 15%B; 40%P; 17%A	18%BB; 5%B; 50%P; 27%A

Section D: Selection of Model (Required of Tier I and Tier II Only)

Tier I and Tier II schools must choose to implement one of four required interventions in the 2011-12 school year. The LEA must adequately support the intervention selected by each school. (LEAs that have 9 or more Tier I and Tier II 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. *(3 page limit)*

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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 along with one planning worksheet for each requirement. For each requirement, the following must be provided on the planning worksheet: (The planning worksheet will include data entry fields for these items, but will be created on the eGrant system.)

- 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

Transformation Model (11 Requirements): *(15 page limit)*

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 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.) New principal must be in place for the start of the 2011-12 school year.

- 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

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

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- Estimated Costs (3 Years)*
- Priority goal 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 goal 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 goal 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 goal 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

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- 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 goal 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 goal 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 goal 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
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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 goal these actions will address

Turnaround Model (9 Requirements): *(15 page limit)*

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 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.) New principal must be in place for the start of the 2011-12 school year.

- 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

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 goal 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

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- Estimated Costs (3 Years)*
- Priority goal 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 goal 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 goal 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 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)*

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- Priority goal 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 goal 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 goal these actions will address

Restart Model (4 Requirements): *(10 page limit)*

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

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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 goal these actions will address

E4. The LEA/school has an implementation plan to ensure a smooth “restart” for the 2011-12 school year.

- 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

Closure Model (2 Requirements): (5 page limit)

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 (3 Years)*
- Priority goal these actions will address

E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2011-12 school year.

- 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

*Costs can include pre-implementation activities necessary to prepare for the implementation of the reform model at the beginning of the 2011-12 school year. Some examples of possible pre-implementation activities are:

- Community meetings to review school performance and discuss the reform model to be implemented;

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- 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 2011-12 school year;
- Instructional planning sessions to review data and develop curriculum for use in the 2011-12 school year;
- Training necessary to implement new or revised instructional programs and strategies in the 2011-12 school year;
- Develop and pilot data systems to be used in connection with the reform program to be implemented in the 2011-12 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. *(2 page limit)*

Section G: LEA and School Capacity

Part 1—Lack of Capacity to Serve All Tier I/Tier II Schools

Has the LEA applied for SIG funding for ALL identified Tier I and Tier II schools?

If Yes, skip to Part 2.

If No, indicate below the Tier I and Tier II schools that the LEA has chosen to exclude from the SIG application:

School Name	Grade Span	AYP Status	Tier	
			I	II

Tier I and Tier II 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: *(5 page limit)*

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- **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 (Tier I, II and III). 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.) *(5 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.)*
- **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.)*

Part 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.

(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-

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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

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	This is only a pre-implementation &

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					sessions on use of data to inform instruction.	Year 1 cost because teachers will have the capacity to perform this function after Year 1.
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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 in the following manner:

School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 Full Implementation			
Elementary #1	\$100,000	\$600,000	\$1,000,000	\$1,000,000	\$2,700,000
Administrative—LEA Level Activities		\$200,000	\$300,000	\$200,000	\$700,000

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 Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Annual student achievement goals on the State’s assessments in both reading/language arts and mathematics will be established and progress on the leading indicators in section III of the final requirements will be measured in order to monitor each Tier I and Tier II school that the LEA serves with SIG funds. Goals will be established and approved by the SEA to hold Tier III schools receiving SIG funds accountable.

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Schools implementing a restart model in Tier I or Tier II schools 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.

School-level data required under section III of the final requirements will be reported to the SEA as required by the SEA.

If the LEA is applying for any waivers of SIG requirements, the LEA must indicate below the waivers it intends to implement.

“Starting Over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. (In Pennsylvania, this waiver must be applied for utilizing the Education Flexibility Waiver program.)

NOTE: If the LEA does not intend to implement checked waivers above in all schools applying for FY10 SIG funds, they must identify the schools that will implement the waiver(s).