

A1. District or Charter School Name (Maximum 50 Characters)

Albert Gallatin Area School District

A2. School Name (Maximum 50 Characters)

Albert Gallatin Area SHS

A3. Grade span (Maximum 25 Characters)

9-12

Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.

SCHOOL CLOSURE MODEL MAXIMUM

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) 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

A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	1029	53.25	0	Making Progress (SI II)

A5. Funds requested Year 1:

2000000

A6. Funds requested Year 2:

2000000

A7. Funds Requested Year 3:

2000000

A8. Total Amount of Funds Requested:

6000000

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.

Your school story includes 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; and professional development plans and initiatives.

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any 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. (Maximum 25000 Characters)

Albert Gallatin Area School District, located in rural Fayette County about 45 miles southeast of Pittsburgh, includes 6 elementary schools, 2 middle schools and 1 high school to serve more than 3,690 students with 270 faculty and staff, 140 of which are at the secondary level.

According to the Families in Pennsylvania (FIPA) website, Fayette County, in which our school resides, has a poverty rate of 15.1%-23.3% for all families with children ages 5-17.

There are only 2 other counties in the state that are also in the same poverty rate category as Albert Gallatin; all others are below 15% poverty

(<http://fipa.aers.psu.edu/CountyMaps/Slide25.htm>). Additionally, Fayette County is one of 5 counties across the Commonwealth that are in the highest percent poverty for Female-Headed Families with Children ages 5-17, ranging in 40.1%-44.7% poverty

(<http://fipa.aers.psu.edu/CountyMaps/Slide19.htm>). Albert Gallatin Area Senior High School currently serves about 1,029 students in grades 9 – 12. Within this population, 53% are economically disadvantaged (free/reduced lunch) while approximately 25% have been identified under Chapter 14 and receiving special education services. Upon review of data, Albert Gallatin Senior High has performed below neighboring senior high schools in both reading and mathematics for some period of time. However, data over a 4 year period indicates a 14% increase in mathematics proficiency and 8% increase in reading proficiency. Scores in reading were overall higher than mathematics each year. The 2007 mathematics results from PSSA data indicate that 39% of our 11th graders were performing at the proficient level; 39%

in 2008, 48% in 2009, 42% in 2010, and 53% in 2011. The 11th grade reading scores display a slightly higher percent of proficiency as opposed to mathematics; however, similar overall trends: in 2007, having 51% proficient, 59% in 2008, 54% in 2009, 54% in 2010, and 59% in 2011. The reading proficiency level over the 4 year period indicates an 8% increase. The gradual increase in student performance is attributed to data-driven decision making and instruction. Student performance on benchmark assessments is reviewed and disaggregated into content specific topics whereby instruction decisions are made and interventions are determined. Tutors were available and for during and after school hours. In addition, teachers prioritized test preparation and test taking skills within the content areas. However, due to budgetary constraints many of our initiatives were discontinued or compromised. For the 2012 Reading and Mathematics PSSA, the school anticipates about 51% of 11th graders scoring proficient or above on the Math PSSA, and about 58% in Reading. However the school realizes that both are still below the AYP expectation. The school has fluctuated between “School Improvement I” and “School Improvement II” since SY 2006 – 2007. An unstable budget along with personnel shifts have impacted the sustainability of our gains, approximately 10% of teachers having been furloughed, 8 out of 140 at the secondary level. This has resulted in increased class size, reduction in course offerings, and therefore, reassignment in teachers’ instructional responsibilities. The math department has remained fairly stable; only having 1 (out of about 11) addition, loss, or other change, each year, for the last 6 years. However, the English department has experienced multiple changes over the last 6 years, through expansion, absorption, retirement, long-term leaves, and/or change of career moves. Administration has been a fairly stable presence in the building only having 1 vice-principal change over the last 6 years. Since SY 2007 – 2008, the school has implemented a variety of strategies as identified by various root causes and student need data. A common theme that has been identified since the School Improvement Plan of 2008, is creating, revising, and implementing consistent curricula across courses. The school has made continued, significant efforts in defining planned course outlines in all high school courses. Teachers are revising existing course curricula, in a semi-back-mapping way, to include alignment to State Standards, Eligible Content, Keystone Standards, and Common Core Standards, where applicable. Specifically, the mathematics department has performed a complete overhaul of existing course outlines and curricula. Not only is each course now appropriate in matching Keystone and Common Core Standards, but the sequencing of courses assures no gaps between content and skills, having been back-mapped from high school down through grade 3. The resulting modifications have resulted in increased rigor in terms of the content included in each course. Continued efforts will focus on accountability and the delivery of curriculum with fidelity. Even with updated standards and rigor expectations, the delivery of material must also rise to the occasion to meet students’ cognitive needs. We have had much school-wide professional development in the areas of research-based best practices and engagement strategies, across the content areas. From 2005 to 2009, our High School had Instructional Coaches, as provided through the Pennsylvania High School Coaching Initiative (PAHSCI). The coaches were integral in providing quality, ongoing, on-site, professional development around the Penn Literacy Network (PLN) strategies for reading, writing, and thinking, across all content areas. Teachers have been expected to document such strategy uses in lesson plans, provide student samples of each, and discuss at various department meetings. Reading Apprenticeship, provided through the Intermediate Unit #1, has also left an imprint on our teachers’ classroom practices. Since the discontinuation of the PAHSCI presence in the school, and ongoing Reading

Apprenticeship sessions through the IU, the practices are still evident, however much less “normal” in everyday classroom integration. The dramatic decrease of engagement strategies and accountability through lesson plan evidence and student samples have left our students experiencing classroom environments that are not founded in student-centered practices. The next round of curriculum revision and implementation includes the creation of common assessments for courses. The school community anticipates that these summative exams will also serve a double purpose of benchmark assessments, when given at the beginning of the year, and then again at the midpoint; again, follow through of data analysis and student feedback is integral in defining the purpose of the common assessments. Over the last few years, the 4Sight data has been used in various ways; giving classroom teachers an idea of where their students stand in terms of specific content and skills, and determining a targeted student population for additional math and/or reading support provided by in-house tutors. For 4 out of the past 6 years the district had partnered with Communities in Schools, a local organization, which provided 2 tutors to each of our buildings, for the purpose of working with our academically at-risk student population. Although we have not had access to the tutors the last two year due to financial strain, the school needs to continue to provide support to the targeted population. Approximately 20% of 11th grade students are identified as needing support in either reading or math. Despite the financial cutbacks, the school still needs to support and prepare our 11th grade population for the PSSA, and beyond their high school years. In addition to the reading and mathematics tutors for the targeted 11th grade population, the school was also able to reinstate a struggling reader course for 9th and 10th graders. Read 180 courses are now available through two teachers to revisit essential reading skills, and to identify where those skills may break down for students’ lack of comprehension, fluent reading abilities, and connections within and beyond the text’s context. This will be the first year of 11th graders affected by the institution of Read180. It is anticipated that there will be an increase in the number of students proficient on the 11th grade reading PSSA, not only for students with IEPs, but also in the overall student performance group. One side of data not necessarily often considered is teacher-generated data; meaning the data collected by principals on classroom visits, informal walkthroughs, and official observations. Even though teachers meet with respective administrators to review the report, much more observable behaviors can be influenced by the picture the walkthroughs portray. The new teacher meetings that occur on a monthly basis are used to address the needs of beginning teachers. Such topics included are classroom management, communication and professionalism. Faculty surveys indicate induction should evolve beyond mentoring. Increased collaboration time is suggested. In looking at possible options to continue peer involvement, the teachers do have department meetings twice a week. During their time together, like-content teachers are able to discuss not only content-centered issues, but also resounding themes of school improvement and classroom practices. This time at the end of the school day is designed for teachers to be discussing formative data and therefore improving/revising lesson designs. Due to findings in our Special Education audit in April 2010, we have utilized Keystone Educational Consulting Group for our in-service days during 2010 – 2011 and 2011 – 2012. They have provided professional development on topics as: Special Education laws, co-teaching strategies and models, positive behavior supports, supplemental aides and services. In addition, they have provided consulting services to individual buildings and administrators. They will continue to meet with us over the 2012 – 2013 school year. Apangea Math, a computer-based math program, was introduced to the math teachers over the summer and has been integrated into the

Algebra 1A and Algebra 1B courses for supplemental content support. For the 2011–2012 school year, the school has implemented OnHands Schools, a web-based data management system providing easy access to student summative assessments, formal formative assessments, schedules, report card grades, etc. This tool is helping to create a more streamlined flow of information as the school works to open the doors of communication even more around data-driven decisions, and specifically student-centered instruction. Parent and community involvement at the High School occurs mainly through open-house events such as Curriculum Night, where parents have the opportunity to come to meet teachers in the first week of school; Parent/Teacher conferences occur formally around the middle of the year, informal phone conferences and email communication are normal occurrences, and classrooms are always open to parental visits. As part of creating an easier transition to the high school, a Freshman Seminar course has been added as a required elective credit for incoming freshmen. Previous School Improvement Plan data indicated a higher disciplinary referral and suspension rate among 9th graders. This gave rise to the need for additional social interaction, study skill, and personal circumstance support; additionally a Peer Mentoring program has been established this year to provide yet another avenue in which students can have a safe environment to voice concerns before reaching a level that needs formally addressed by disciplinary actions. The Albert Gallatin Area Senior High has remained diligent in its efforts to increase student achievement; however, it will require an intensive, focused and well-coordinated approach to acquire sustainable gains in student achievement.

C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 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. (Maximum 25000 Characters)

As described below, the only information required in this section is a list of the prioritized needs identified in the Comprehensive School Improvement Plan for the Albert Gallatin Area SHS. The needs and goals described below were derived from an extensive needs assessment process that solicited input from teachers across departments as well as students, administrators, and educational specialists. They reflect priorities for the 2012-13 school year.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Priority Goal #	Need	Annual Goal
1	There is a lack of horizontal consistency in the rigor and pacing of core subject courses even though essential concepts and skills have been identified on quarterly maps. Common Assessments are needed to ensure adequate pacing	Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices.

	<p>and fidelity to the curriculum. Assessment is used predominately in a summative capacity at the high school, and most assessments are comprised of items that require low levels of thought. Essential concepts and competencies must be identified and reflected in Next Generation assessments (e.g., formative assessments, Cornerstone Performance Tasks) that represent the rigor, thought levels, and 21st Century competencies expected by the PA CCS and Keystone Exams. By optimizing the quality of assessment items and crafting instruments of a higher caliber, instruction will be positively impacted. Multiple forms of assessment (e.g., diagnostic, formative, summative, benchmark) need to be utilized regularly to inform teaching and learning.</p>	
3	<p>There is a need to better coordinate the widespread use of high impact instructional strategies that help student make sense of content and foster meaningful, relevant connections. Above all, there is a need for every teacher to consistently provide formative feedback to students during teaching-learning exchanges so that students can gauge, monitor, and direct their efforts to actively participate in the learning process. Cognitive and affective engagement in learning can be optimized by employing effective formative assessment techniques. There is also a need to purposefully infuse learning activities that develop 21st Century competencies such as collaborative problem-solving, reasoning to defend a position, public speaking, teaming, etc.</p>	<p>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</p>
4	<p>Despite all the work that's been done to align the curriculum with academic standards and to segment/pace out essential concepts and skills, there is still a need to develop target skills checklists that can be utilized by core content teachers and administrators to monitor fidelity and curriculum progress. Periodic reflective dialogue amongst departmental colleagues and between teachers and their supervisors will maintain a needed</p>	<p>Establish a system within the school that fully ensures the consistent implementation of standards-aligned curricula across all classrooms for all students.</p>

	<p>focus on pacing. It will also be necessary to develop Cornerstone Performance Tasks for each Keystone Exam course to ensure that students are challenged with at least one project-based assignment per course representative of the rigor, thought levels, and 21st Century competencies warranted by eligible content. Finally, there is a need to infuse the College and Career Ready standards across courses to enhance preparedness for post-secondary education options and 21st Century workplaces.</p>	
2	<p>There is a need to develop a robust and reliable support system for struggling learners that detects deficits early and provides timely and responsive interventions. It is also imperative that teacher and tutors work in tandem to monitor students' progress and utilize data from benchmark, diagnostic, and summative assessments to adjust intervention instruction as needed. An academic advisor program is needed to establish positive and nurturing relationships between teachers and students, as well as to foster resiliency, belonging, and responsibility. The high school needs to build the administrative capacity required to ensure the delivery of effective instruction in student-centered learning climates. It is imperative that the teacher evaluation process become more reflective so that teachers are asked to formulate and regularly reflect upon personalized goals for improving student performance.</p>	<p>Establish a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based on student needs and includes procedures for monitoring effectiveness.</p>

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.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

At the present time, our school improvement initiatives for the 2012-13 school year are centered on enhancing preparedness for the Keystone exams. It is our understanding that the PSSA will be discontinued at the high school level following the 2011-12 school year.

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: ###	Current PSSA Math Data - % Basic Format: ###	Current PSSA Math Data - % Proficient Format: ###	Current PSSA Math Data - % Advanced Format: ###	Current PSSA Reading Data - % Below Basic Format: ###	Current PSSA Reading Data - % Basic Format: ###	Current PSSA Reading Data - % Proficient Format: ###	Current PSSA Reading Data - % Advanced Format: ###
All Students	18	29	34	19	19	22	35	24
White non-Hispanic	18	28	34	20	18	21	36	25
Black/African American non-Hispanic	17	42	42	0	42	25	25	8
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	43	50	7	0	43	7	40	10
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	25	36	27	12	24	24	34	18

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: ###	Year 1 PSSA Math Goal - % Basic Format: ###	Year 1 PSSA Math Goal - % Proficient Format: ###	Year 1 PSSA Math Goal - % Advanced Format: ###	Year 1 PSSA Reading Goal - % Below Basic Format: ###	Year 1 PSSA Reading Goal - % Basic Format: ###	Year 1 PSSA Reading Goal - % Proficient Format: ###	Year 1 Reading Goal - % Advanced Format: ###
All Students	8	19	44	29	9	12	45	34
White non-Hispanic	8	18	44	30	8	11	46	35
Black/African American	7	32	52	9	32	15	35	18

Learners									
Economically Disadvantaged	10	21	42	27	9	9	49	33	

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal - % Below Basic Format: #.##	Year 3 PSSA Math Goal - % Basic Format: #.##	Year 3 PSSA Math Goal - % Proficient Format: #.##	Year 3 PSSA Math Goal - % Advanced Format: #.##	Year 3 PSSA Reading Goal - % Below Basic Format: #.##	Year 3 PSSA Reading Goal - % Basic Format: #.##	Year 3 PSSA Reading Goal - % Proficient Format: #.##	Year 3 PSSA Reading Goal - % Advanced Format: #.##
All Students	0	10	56	34	0	4	57	39
White non-Hispanic	0	8	56	36	0	2	57	41
Black/African American non-Hispanic	0	22	62	16	19	8	45	28
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	23	30	27	20	5	8	6	27
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	16	47	32	4	4	54	38

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- Transformation
- Turnaround
- Restart
- Closure

D2. 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. (Maximum 15000 Characters)

The Albert Gallatin Area School District selected the Transformation Model as its preferred Title I School Improvement Grant (SIG) intervention because there was a strong correlation between the transformation model requirements and its school improvement priorities. While the LEA desires to keep the high school open and maintain local control over operations and school improvement initiatives, it fully recognizes the need for transformational change in areas that are known to impact student success—namely leadership. The high school has generated exemplary School Improvement plans over the past three years, capable of producing substantial gains in student achievement; however, the execution of action plans was not coordinated and reinforced in a way that ensured fidelity to high leverage improvement strategies. School climate issues and contention between site based administration and faculty members also interfered and derailed efforts to create a culture committed to supporting student success. The timing was right for realigning district leadership as two middle school principals and an elementary principal recently submitted letters indicating the intent to retire. By instituting a Transformation Leadership Team with a distributive leadership structure, accountability for student success will be shared through the equitable division of key responsibilities. The transformation model requirements truly serve to remedy school level weaknesses and fulfill essential needs of high school students and employees. The school improvement planning team has generated some truly creative methods for extending learning time over the past few years, but has not been able to consistently maintain the funding streams to support such initiatives. SIG grant funds will enable us to build the capacity to support students through extended learning options such as modified online credit recovery modules for which the costs will be minimal once the developmental process has concluded. Likewise, the SIG transformation model will enable the LEA to pursue and capitalize upon partnerships that originated from the Keystones to Opportunity collaborative needs assessment process—namely with postsecondary institutions and local business and industry. An advisory committee that solicits the engagement of family and community members will open the lines of communication amongst key stakeholders and provide valuable feedback regarding client satisfaction and the preparedness of LEA graduates for adult life. From the provision of operational flexibility to the institution of a system that rewards academic excellence and notable progress in “cultivating minds,”

the transformation model brings an infrastructure that will renew school culture and enable a student-centered climate focused on improved professional practice.

Transformation Model

Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 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 2012-13 school year.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
Realign district administration to enable a distributive leadership approach in which accountability for the success of students is shared and responsibilities for variables known to impact student achievement are equitably divided.	1) Reassign the high school principal and assistant principal to middle school positions vacated by retirements. 2) Instate a transformation leadership team led by principals who received state recognition for generating substantial increases in student achievement in poor performing elementary schools. The	July 2012 School Board Meeting	Board Minutes	1763255	1, 2, 3, 4

	team will be comprised of 1 Executive Principal, 2 Deans of Teaching & Learning, and 2 Deans of Student Affairs who will oversee 7 teacher leadership teams dedicated to critical transformation priorities.				
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E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) 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 2) are designed and developed with teacher and principal involvement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Establish a robust and supportive system for the supervision and evaluation of teachers and principals that predicated on professional growth and improved performance	1) Participate in the Phase III Teacher Effectiveness pilot. 2) Provide in-depth training on the Teacher Effective Instrument and conduct regular reliability exercises that deepen administrators' and	The process will commence July 2012 and end by June 2013 with the exception of continuous revision.	Teacher effectiveness training sign in sheets, logs and PR updates from Teacher Effectiveness tranformation team meetings, Professional Improvement Plans, Teacher Reflections and Artifacts in Showcases of Professional Excellence, Exemplars of heavy hitter competencies,	6950	1,2,3,4,

.	<p>teachers' understanding of what each competency looks like at the four performance levels. 3) Establish a Teacher Transformation Team dedicated to planning and implementing initiatives related to the Teacher Effectiveness Evaluation Model, including the structure for teachers' Showcases of Professional Excellence. 4) Collectively identify 8 high leverage competencies from the teacher effectiveness instrument that will become the focus of walkthroughs and the competencies teachers evidence in Showcases of Professional Excellence—2 per domain, inclusive of the three "heavy hitters" identified by PDE. 5)</p>		<p>schedules for regular walkthroughs and reflective practice meetings.</p>		
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<p>Identify examples of acceptable showcase artifacts teachers could use as evidence for each high leverage competency. Build a library of exemplars over time. 6) Train principals on the teacher effectiveness iPad app. 7) Develop a template /process for formulating personalized goals for professional growth that incorporate feedback from supervisory walkthroughs and multiple measures of student data, including course-specific benchmark exams designed to monitor student growth toward end of course competencies. 8) Develop a schedule to ensure that teachers and administrators regularly</p>				
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	revisit and reformulate professional improvement goals based on supervisory feedback and changes in student data. 9) Schedule regular reflective and reciprocal collaboration between teachers and Deans of Teaching and Learning.				
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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.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: ###	Priority Goal These Actions Will Address
Identify, recognize, and reward excellent teacher, staff, and student performance as well as individuals who make notable strides toward the attainment of transformation school improvement goals.	1) Establish a Teacher Transformation Team dedicated to the development of a Reward and Recognition System for excellent teacher, staff, and student performance. 2) Establish a Student Advisory Board dedicated to	August 2012- June 2013	Needs assessment data, team meeting agendas and logs, advisory council agendas and minutes	4500	1, 2, 3, 4

	collecting, analyzing, and reporting perceptual data from the student body regarding school improvement initiatives. 3) Conduct a needs assessment to identify appealing incentive awards.				
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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 capacity to successfully implement reform school strategies.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
Support school improvement transformation initiatives with embedded, ongoing professional development.	1) Utilize the Intermediate Unit #1 to provide embedded and ongoing professional development on: a) the teacher effectiveness tool, b) the development of modified online credit recovery course modules, c) the development of cyber tutorials to	July 2012 to May 2013	Agendas, feedback on professional development evaluation forms, modified credit recovery course modules, cyber tutorial files, documentation of strategy use in lesson/behavior plans and reflective practice narratives, data reports and showcase products that evidence the	367500	1, 2, 3, 4

	<p>support essential content in the core content areas, and d) positive behavior support. 1) Utilize On Hand Schools to provide embedded and ongoing professional development on: a) more sophisticated use of the Data Window tool; b) use of the Teacher Effectiveness iPad app, c) institution of the curriculum manager, integrated lesson planner tool, and RTII module; d) use of the assessment manager to development Next Generation assessments that reflect the rigor expected by the PA CCS; e) development of Keystone cornerstone performance tasks; and, f) infusion of high impact, formative assessment, cognitive engagement,</p>		<p>use of EdInsight IMS Suite products</p>		
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	and comprehension strategies.				
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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.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Offer paid supplemental teacher leadership positions and establish a teacher scholarship program to fund educational initiatives that comply with SIG school improvement initiatives.	1) Dedicate funds to establish teacher leadership positions required for the implementation of transformation model initiatives such as teacher transformation team leaders, afterschool tutors, modified credit recovery course instructors, cyber tutorial developers, summer Relationship/Resiliency program instructors, and PR positions that regularly publicize transformation initiatives updates—newsletter publication, locally televised documentary updates, and SIG webpage updates. 2) Purchase a library of professional development resources (books, journals, videos) on	August 2012- November 2012	Application documents, work logs, progress reports, student and peer feedback on sessions, receipts and payroll records.	1573425	1,2,3,4

	<p>topics identified in the professional development needs assessment and consistent with school improvement initiatives (e.g., cognitive engagement strategies, motivating reluctant learners, formative assessment techniques, Reading Apprenticeship, 21st Century learning, constructing effective assessment items, transition to CCSS, positive behavior support, college/career readiness). 3) Develop a process for making the materials accessible to teachers and for enabling teachers to submit request for additional materials of interest. 4) Allow teachers to submit applications to conduct professional development workshops for peers on professional development library resources or on approved topics related to SIG initiatives. 5) Set aside funds to support Teacher Expert Seminars twice a month after school to foster personalization in learning. 6) Develop an application that can be used by teachers to apply to conduct intellectually stimulating afterschool seminars</p>				
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	<p>that showcase individual teachers' expertise on high interest, meaningful topics such as robotics, stress management, mental math, understanding the brain, creative writing, public speaking, and forensics. 7) Establish a teacher scholarship fund to support innovative proposals that coincide with SIG transformation priorities and contain mechanisms for measuring impact on student achievement.</p>				
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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.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates for Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Ensure continued progress with curriculum development initiatives that are designed to result in the horizontal coordination and vertical alignment of set of planned	1) Establish a Teacher Transformation Team dedicated to overseeing and monitoring progression with SIG initiatives related to Next Generation Curriculum, Instruction & Assessment. 2) Develop and utilize target	August 2012- June 2013	Team meeting agendas and logs, curriculum checklists, quarterly pacing maps, curriculum guides for parents, cornerstone performance tasks, record of the courses responsible for each College and Career Ready standard.	22000	3, 4

<p>courses that reflect the level of rigor and 21st Century preparedness demanded by the PA Common Core standards.</p>	<p>skills checklists to monitor progress and fidelity to the curriculum. 3) Utilize the PA Academic Standards, PA Common Core Standards, and/or Keystone eligible content to identify and segment essential content and skills for courses that have not yet been addressed by the quarterly mapping process. 4) Publish curriculum guides for parents/students on the high school website. 5) Develop cornerstone performance tasks for every Keystone Exam course to ensure that students are challenged with at least one project-based assignment that represents the rigor, thought levels, and 21st Century competencies warranted by eligible content. 6) Dedicate a Teacher Transformation</p>				
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	Team and a guidance position to planning and monitoring the implementation of College and Career Readiness initiatives. 7) Infuse College and Career Ready competencies in a coordinated manner in across courses using an adopt-an-anchor model.				
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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.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Establish a system for ensuring the use of standards-aligned assessments to monitor student achievement and adjust instruction and/or interventions.	1) Ensure that a common summative assessment, reflective of end of course competencies exists for every high school course. 2) Revisit the common assessments to check for rigor and quality. 3) Develop two alternate forms	August 2012- June 2013	Team meeting agendas, common assessment products, evaluator feedback on the quality of common assessments, walk through data, showcase artifacts, and teacher reflections on the use of high leverage	22000	1, 2, 3, 4

<p>of the final common assessment to serve as benchmark indicators of student growth. 4) Institute a comprehensive check for rigor, quality, validity, and reliability. 5) Provide extensive training on formative assessment techniques. 6) Ensure consistent use of high quality formative assessments and the provision of formative feedback to students in teaching-learning exchanges. 7) Arrange for shared coordination, implementation, and monitoring of assessment initiatives by the Teacher Transformation Teams dedicated to Next Generation Curriculum, Instruction & Assessment and Affective</p>		formative assessments		
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	Student Supports.				
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E8. Establish schedules and strategies that provide increased learning time.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: ###	Priority Goal These Actions Will Address
Provide extended learning opportunities for students that enhance skill proficiency, academic performance, social skills, postsecondary education readiness and/or preparedness for the workforce.	1) Establish an Academic Excellence Lab in the high school library that is staffed with 8 tutors with expertise in the four major content areas to provide push in and pull out tutoring support for at risk learners under the direction of sending teachers through a sophisticated referral process. 2) Provide targeted tutoring services to student identified as being at risk by benchmark, diagnostic, and summative data. Monitor students' progress toward acquiring skill proficiency. 3) Train core content teachers to develop Cyber tutorials for essential concepts and skills (e.g.,	August 2012-June 2013	Team meeting agendas, minutes, tutoring logs, progress monitoring records, referral forms, enrollment forms, student transcripts, session evaluation feedback, benchmark and summative assessment data	1145757	1, 2, 3, 4

	<p>slope, mitosis, MLA tips) that can be accessed online by students beyond the school day to reinforce learning. 4) Develop online, asynchronous MODIFIED recovery modules (1/2 credit) that provide intensive, engaging, direct instruction on chunked content with scaffold supports strategically embedded. 5) Hire district teachers to instruct modified recovery modules for supplemental pay beyond the work day. 6) Establish a system for identifying students who qualify for the modified recovery modules based on a history of poor response to intervention and a grave risk for failure. 7) Pull qualifying students who qualify for the modified recovery courses from core courses from which they</p>				
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	<p>cannot recover passing grades, and assign them to the Academic Excellence Lab where they can work on modified recovery courses in a supportive environment with tutors at hand.</p> <p>8) Reinstate the after school tutoring program on Tuesdays, Wednesdays, and Thursdays. House the program in the Academic Excellence Lab, and use tutors and district teachers as the providers of supplemental instruction.</p> <p>9) Offer Teacher Expert Seminars twice a month after school to students who have an interest in participating in intellectually stimulating afterschool sessions led by teachers with expertise on high interest, meaningful topics such as robotics, stress management, mental math, understanding the brain, creative writing, public speaking, and forensics.</p> <p>10) Reinstate</p>				
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	<p>funding for Dual and Early Enrollment opportunities with partnering postsecondary institutions: Penn State Fayette, Westmoreland Community College. 11) Instate non-credit certification programs that train students in critical competencies for successful entry to upcoming local workforce opportunities (e.g., Marcellus Shale, Energy 1st, Mine Safety). 12) Arrange for shared coordination, implementation, and monitoring of extended learning programs by the Teacher Transformation Teams dedicated to Academic & Affective Student Supports, b) College & Career Readiness, and c) School Climate and Culture.</p>				
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E9. Provide ongoing mechanisms for family and community engagement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation	Method of Evaluation	Estimated Costs (3	Priority Goal These
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		n and Completion		Years)* Format: ###	Actions Will Address
Establish a comprehensive system for fostering family and community engagement in SIG transformation initiatives.	1) Establish a Teacher Transformation Team dedicated to overseeing and monitoring progression with SIG initiatives related to Family and Community Engagement, including public relation strategies and the coordination of SIG Advisory Council meetings. 2) Invite members of the school community and affiliated external partners to become a member of the SIG Transformation Advisory Council. Strive for representation from Teacher Transformation Team leaders, administrators, students, parents, tax payers without children, school board members, partners from business and industry, representatives from the Chamber of Commerce, Career Link, the Workforce Investment Board, the local media, and postsecondary institutions. Establish a	August 2012- June 2013	Public relations products and announcements, advisory council agendas and minutes, T3 team meeting agendas and logs, video showcase documentaries, job descriptions delineating redistribution of guidance responsibilities	38500	2, 4

	<p>schedule for monthly meetings.</p> <p>3) Create and hire teachers to fill supplemental public relations positions to showcase SIG transformation initiatives and to keep all stakeholders in the educational community apprised of progress toward transformation goals using a variety of media (e.g., HSTV, District Newsletter, and Website/Email/Social Media Announcements).</p> <p>4) Support the institution of the Career Showcase project through which high school students will conduct job shadowing experiences and interview individuals in high priority occupations to produce a library of documentary videos that explore and feature the training, dispositions, educational background, and soft skills required for success. The videos will air on the county's local television station and will be used by</p>				
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<p>students in local school districts to explore up and coming careers. Both the College & Career Readiness and the Family & Community Engagement Transformation Teams will oversee and monitor the progress of the Career Showcase project. 5) Realign guidance positions consistent with SIG transformation priorities. Redistribute counselor responsibilities as follows: 1) Academic Advisor Program and Scheduling Specialist to bridge academic and affective student supports and support extended learning time initiatives 2) Postsecondary Education and Career Specialist in charge of transition partnerships, scholarships, and college/career awareness initiatives; and 3) Family Community Engagement Specialist, responsible for family outreach initiatives, parent programs, and activities that solicit the engagement of</p>				
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	family and community members to enhance learning.				
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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.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.####	Priority Goal These Actions Will Address
Support nonconventional methods and schedules for supporting student success through operational flexibility.	1) Instate an In school Suspension program that uses positive behavior support, self-management techniques, counseling services, and high impact behavior interventions while also supporting students' academic needs. 2) Establish a five day summer support program for incoming high school students who are deemed to be at risk of academic failure or meet potential drop out criteria (e.g., turbulent academic,	August 2012-June 2013	ISS logs, behavior intervention plans, school-wide positive behavior support plan, anecdotal notes in students' files, attendance, behavior, and academic data, student feedback, training sign in sheets and agendas, academic advisor rosters and agendas, eMaps, students' action plans for success	623615	2, 1, 3, 4

	<p>behavior, and attendance data records). Design a curriculum and set of learning experiences that foster resiliency, cultivate relationships, and build responsibility.</p> <p>3) Expand the pool of teachers who are trained to serve on the Student Assistance Program council.</p> <p>4) Institute an Academic Advisory program that supports development in four domains of learning: Vision for the Future; 21st Century Skills and Knowledge; School and Community Activities; and Academic Effort and Achievements.</p> <p>5) Assign each incoming freshman an academic advisor who will serve as a trusting and nurturing adult throughout the entire high</p>				
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	<p>school experience. Establish a schedule for regular meetings and a protocol to guide advisory meetings. Meetings should be structured so that students are supported in their efforts to identify aspirations, plan and pursue compatible academic and extra-curricular opportunities and self-assess progress toward personalize goals.</p>				
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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).

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
Select a highly qualified external lead partner organization who has a track record of providing ongoing,	Meet with representatives from the primary external lead partner, OnHand Schools, Inc. to develop an	July 2012- Ongoing throughout the life of the grant	The evaluation process will include both qualitative and quantitative data gathered throughout	432000	1, 2, 3, 4

intensive technical assistance relative to transformation priorities.	intensive, ongoing technical assistance plan that is aligned with the LEA's transformation plan and school improvement priorities.		the course of the project. Survey data gathered from stakeholders at various points of the project will provide insight into the perception and impact of the change process on the school community and organization. Quantitative data reflecting student achievement changes, enrollment changes and the number and effectiveness of new programs and projects will provide insight into how much the reform has become systemic.		
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*** Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 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; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.

(Optional)

No

Schools choosing the Transformation mode must be prepared to pilot a teacher and teacher evaluation plan that takes into account data on student growth as a significant factor.

(Optional)

For the 2012-13 school year, this school will be prepared to pilot a teacher and principal evaluation plan that takes into account data on student growth as a significant factor.

For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were 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.

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: ###	Total Cost Calculate: ###	Description of Budgeted Item	Sustainability Plan
Staff	Year 1	1	133446	133446	High School Principal replacement - Supervisor of Deans implemented for Transformation	Will continue to cover position with district resuming cost of position at end of 3-yr period
Staff	Year 2	1	137450	137450	High School Principal replacement - Supervisor of Deans implemented for Transformation	Will continue to cover position with district resuming cost of position at end of 3-yr period
Staff	Year 3	1	141575	141575	High School Principal replacement - Supervisor of Deans implemented for	Will continue to cover position with district resuming cost of

					Transformation	postion at end of 3-yr period
Staff	Year 1	2	119050	238100	2 Deans of Student Affairs to support implementation of SIG activities	Deans of Student Activities will continue through Year 3 with the district assuming the cost in their General Budget thereafter
Staff	Year 2	2	122622	245244	2 Deans of Student Affairs to support implementation of SIG activities	Deans of Student Activities will continue through Year 3 with the district assuming the cost in their General Budget thereafter
Staff	Year 3	2	126300	252600	2 Deans of Student Affairs to support implementation of SIG activities	Deans of Student Activities will continue through Year 3 with the district assuming the cost in their General Budget thereafter
Staff	Year 1	2	120992	241984	2 Deans of Teaching and Learning	2 Positions will remain through year 3. After grant period the district will return one of these positions to a principal postion and assume payment for both positions through General Funds
Staff	Year 2	2	124622	249244	2 Deans of Teaching and Learning	2 Positions will remain through year 2. at which time one member will be returned to a principal position to be paid using the district's General Funds
Staff	Year 3	1	123612	123612	1 Dean of Teaching and Learning	After Year 3 this position will remain at the high school level as

						one of three administrative positions with all costs assumed under the district's General Fund
Staff	Year 1	3	68196	204588	3 Guidance Counselors at High School	Counselor positions will be covered for the 3-yr grant period to support and implement transformation. At end of grant period positions will remain and be paid using the district's General Funds
Staff	Year 2	3	70241	210723	3 Guidance Counselors at High School	Counselor positions will be covered for the 3-yr grant period to support and implement transformation. At end of grant period positions will remain and be paid using the district's General Funds
Staff	Year 3	3	72348	217044	3 Guidance Counselors at High School	Counselor positions will be covered for the 3-yr grant period to support and implement transformation. At end of grant period positions will remain and be paid using the district's General Funds
Staff	Year 1	1	90352	90352	1 College Readiness Lead Instructor position	Position will continue for 3-yr grant period to develop and implement

						changes related to transformation. At end of the 3-yr period the position will be paid using the district's General Funds.
Staff	Year 2	1	93063	93063	1 College Readiness Lead Instructor position	Position will continue for 3-yr grant period to develop and implement changes related to transformation. At end of the 3-yr period the position will be paid using the district's General Funds.
Staff	Year 3	1	95855	95855	1 College Readiness Lead Instructor position	Position will continue for 3-yr grant period to develop and implement changes related to transformation. At end of the 3-yr period the position will be paid using the district's General Funds.
Staff	Year 1	1	65000	65000	1 Clerical/Data Support Position to Assist Deans of Teaching and Learning	Position will be covered by the grant for 3-yr period at which time the district intends to place the position within the district where needed, and costs will be assumed by the district's General Funds.
Staff	Year 2	1	66950	66950	1 Clerical/Data Support Position to Assist Deans of Teaching and Learning	Position will be covered by the grant for 3-yr period at which time the district

						intends to place the position within the district where needed, and costs will be assumed by the district's General Funds.
Staff	Year 3	1	68960	68960	1 Clerical/Data Support Position to Assist Deans of Teaching and Learning	Position will be covered by the grant for 3-yr period at which time the district intends to place the position within the district where needed, and costs will be assumed by the district's General Funds.
Contracted Services	Year 1	1	29650 0	296500	IU 1 Contracted services for Cyber Solutions; Tutors(8); Training; Behavior Specialists (2)	IU 1 Services will continue for the 3-yr grant period. At the end of the 3-yr period, we will retain services for the Cyber Solutions, 1 Behavior Specialist. Tutoring positions will be continued using district staff, as budgets allow. The continued services will be assumed by the district's General Fund
Contracted Services	Year 2	1	29650 0	296500	IU 1 Contracted services for Cyber Solutions; Tutors(8); Training; Behavior	IU 1 Services will continue for the 3-yr grant period. At the end of the 3-yr period, we will retain services for the Cyber Solutions, 1 Behavior Specialist. Tutoring positions will be continued using district staff,

						as budgets allow. The continued services will be assumed by the district's General Fund
Contracted Services	Year 3	1	296500	296500	IU 1 Contracted services for Cyber Solutions; Tutors(8); Training; Behavior	IU 1 Services will continue for the 3-yr grant period. At the end of the 3-yr period, we will retain services for the Cyber Solutions, 1 Behavior Specialist. Tutoring positions will be continued using district staff, as budgets allow. The continued services will be assumed by the district's General Fund
Materials & Supplies	Year 1	1	256257	256257	Computers, iPads, Promethean Suite Setups, and furniture for Academic Excellence Lab and new In School Suspension Program. Furniture and office setups for Deans. Professional Development Library supplies. Teacher Incentive classroom awards. Accelerated Reader and Apangea Math Software.	Furniture and computer/equipment costs are Year 1 only. Reading and Math software programs will be sustained by grant funds through year 3 and will then be assumed by district General Funds. Teacher Incentive awards will be maintained by the grant through year 3, and local grant sources will be pursued for future funding sources, i.e., Albert Gallatin Education Foundation; REACH- Scottdale Bank & Trust; etc.
Materials &	Year	1	13490	134900	General Supplies for	Reading and Math

Supplies	2		0		AEL and ISS classrooms. Professional Development Library supplies. Teacher Incentive classroom awards. Accelerated Reader and Apangea Math Software.	software programs will be sustained by grant funds through year 3 and will then be assume by district General Funds. Teacher Incentive awards will be maintained by the grant through year 3, and local grant sources will be pursued for future funding sources, i.e., Albert Gallatin Education Foundation; REACH-Scottdale Bank & Trust; etc.
Materials & Supplies	Year 3	1	140000	140000	General Supplies for AEL and ISS classrooms. Professional Development Library supplies. Teacher Incentive classroom awards. Accelerated Reader and Apangea Math Software.	Reading and Math software programs will be sustained by grant funds through year 3 and will then be assume by district General Funds. Teacher Incentive awards will be maintained by the grant through year 3, and local grant sources will be pursued for future funding sources, i.e., Albert Gallatin Education Foundation; REACH-Scottdale Bank & Trust; etc.
Professional Development	Year 1	1	324875	324875	OnHands Training for implementation of evaluation program; SAP training; Teacher Incentive Awards for professional development workshops, etc. - Plus	At the end of the 3-yr grant period, professional development will be covered by the district's General Funds. Local grants will

					related classroom coverage costs	continue to be pursued for Teacher Incentive Awards. OnHands' presence within the district will gradually be reduced to a resource collaborator by the end of year 3 with any continuing PD needs from them being covered by district funds.
Professional Development	Year 2	1	324875	324875	OnHands Training for implementation of evaluation program; SAP training; Teacher Incentive Awards for professional development workshops, etc. - Plus related classroom coverage costs	At the end of the 3-yr grant period, professional development will be covered by the district's General Funds. Local grants will continue to be pursued for Teacher Incentive Awards. OnHands' presence within the district will gradually be reduced to a resource collaborator by the end of year 3 with any continuing PD needs from them being covered by district funds.
Professional Development	Year 3	1	324875	324875	OnHands Training for implementation of evaluation program; SAP training; Teacher Incentive Awards for professional development workshops, etc. - Plus related classroom coverage costs	At the end of the 3-yr grant period, professional development will be covered by the district's General Funds. Local grants will continue to be pursued for Teacher Incentive

						Awards. OnHands' presence within the district will gradually be reduced to a resource collaborator by the end of year 3 with any continuing PD needs from them being covered by district funds.
Other (specifics required below)	Year 1	1	199600	199600	Stipends for staff members for Committee Heads; After School Engagement/Community; Professional Development Resource Coordinator; Summer and Modified Recovery; After School Tutoring; At Risk Bridging instruction for middle school bridging program	Programs to be continued through 3-yr grant period. Tutoring and At Risk Bridging program will be sustained using district funds, with intent to decrease the number of students needing services.
Staff	Year 1	1	85000	85000	1 In School Suspension instructor	Position will be paid from grant funds for 3-yr period to restructure and transform current program. After year 3, district General Funds will support the position.
Staff	Year 2	1	87550	87550	1 In School Suspension instructor	Position will be paid from grant funds for 3-yr period to restructure and transform current program. After year 3, district General Funds will support the position.
Staff	Year	1	90176	90176	1 In School	Position will be

	3				Suspension instructor	paid from grant funds for 3-yr period to restructure and transform current program. After year 3, district General Funds will support the position.
Contracted Services	Year 1	1	51589	51589	Transportation costs for after school tutoring and middle school bridging program for at risk students.	Costs for programs after 3-yr grant period will be sustained using district's General Funds, based on needs for programs.
Contracted Services	Year 2	1	53700	53700	Transportation costs for after school tutoring and middle school bridging program for at risk students.	Costs for programs after 3-yr grant period will be sustained using district's General Funds, based on needs for programs.
Contracted Services	Year 3	1	56000	56000	Transportation costs for after school tutoring and middle school bridging program for at risk students.	Costs for programs after 3-yr grant period will be sustained using district's General Funds, based on needs for programs.
Other (specifics required below)	Year 1	1	90000	90000	Tuition costs to collaborate with local colleges providing industry related programs for career choices available in our region.	At end of 3-yr period, the district will collaborate with local industries and sponsors to provide funding and assist with targeting academic needs to prepare students for regional jobs and careers
Other (specifics required)	Year 2	1	90000	90000	Tuition costs to collaborate with local colleges providing	At end of 3-yr period, the district will collaborate

below)					industry related programs for career choices available in our region.	with local industries and sponsors to provide funding and assist with targeting academic needs to prepare students for regional jobs and careers
Other (specifics required below)	Year 3	1	90000	90000	Tuition costs to collaborate with local colleges providing industry related programs for career choices available in our region.	At end of 3-yr period, the district will collaborate with local industries and sponsors to provide funding and assist with targeting academic needs to prepare students for regional jobs and careers
Other (specifics required below)	Year 2	1	199600	199600	Stipends for staff members for Committee Heads; After School Engagement/Community; Professional Development Resource Coordinator; Summer and Modified Recovery; After School Tutoring; At Risk Bridging instruction for middle school bridging program	Programs to be continued through 3-yr grant period. Tutoring and At Risk Bridging program will be sustained using district funds, with intent to decrease the number of students needing services.
Other (specifics required below)	Year 3	1	199600	199600	Stipends for staff members for Committee Heads; After School Engagement/Community; Professional Development Resource Coordinator; Summer and Modified Recovery; After School Tutoring; At Risk Bridging instruction for middle	Programs to be continued through 3-yr grant period. Tutoring and At Risk Bridging program will be sustained using district funds, with intent to decrease the number of students needing services.

					school bridging program	
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Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

Tuition for college level programs, or specific area job needs programs will be covered by the grant to prepare students for college and career readiness. Stipends for Committee Heads, After School Engagement Activity Leads, Professional Development Resource Coordinators, Recovery Course Instructors, and After School and Summer Bridging Programs have been created to establish teacher/peer support and enthusiasm for the success of our Transformation Goals.