Provide information for each school requesting funds as part of this FY11 SIG application. All information should be based on the 2011-12 school year.

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

School Name	Building Number	Tier	Intervention Selected	Number of Minutes in 2011-12 School Year	Number of 9-12 grade Students Completing AP/IB, or advanced mathematics courses	Number of 9-12 students completing at least one Dual Enrollment course.	Number of 9-12 students completing AP/IB, Dual Enrollment or advanced mathematics courses	Teacher Attendance Rate Format: #.##	Student Attendance Rate Format: #.##
Pa Distance Learning Charter School	115220003	Tier I	Transformation	60060	0	0	0	100	93

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.

(Optional) (Maximum 10000 Characters)

The school will use a RFP process to ensure all providers that are recruited meet all of the stringent requirements of this program. Guidance from the PDE will be used through out the selection process. The School will use the transformation model and incorporate the key concepts of this model into the RFP process. All partners will have clearly defined roles and outcomes that are measurable and provided prior to the beginning of the project.

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

Has the LEA applied for SIG funding for ALL identified Tier I and Tier II schools? (Tier I and Tier II schools can only be excluded from the SIG application due to LEA/school capacity issues.)

Yes

If YES, skip to Part 2.

If NO, indicate below the Tier I and Tier II schools that the LEA has chosen to exclude

Help

from the SIG application and provide a summary of the capacity issues that prevent each school from participating in the SIG application:

(Optional)

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

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity	

Part 2 - Adequate Capacity to Serve Selected Schools

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

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

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity	
Pa Distance Learning Charter School	k-12	Not Met	Tier I	The Superintendant has over 20 years of educational leadership experience. His unique combination of education and experience that includes business and education training makes him the ideal leader in an e-charter school. The Principal has over 5 years of e-school leadership and over a decade of teaching experience. The school has staff of over 30 that	Our goal is to raise student achievement scores in all grade levels; increase school improvement implementation training opportunities for families and staff; to increase opportunities for the staff to work with individual students; and to increase family involvement in the school improvement and Response to Intervention process. The principal will report quarterly to the Board of	The school is an e-school so the building is not limited however we may need to do some updates within our tech system and Student Information System in order to more adequately track student progress. The school only employs teachers who meet HQT status at the time of hire and the school strives to hire	As a one building LEA the alignment piece is more simple than it is in a large, multi-building district. The school administration and board are committed to the Transformation Model having hired a new principal and made some key staff and curriculum changes. The Getting Results process was a springboard to the development	

				includes support staff special education staff and general education staff. One hundred percent of the staff meet HQT requirements.	Trustees progress of the school improvement plan. The Board has been consulted throughout the application process and throughout the Getting Results Process. The principal has modified the daily schedule in order to work one-on-one and in small groups with the teachers on school improvement. All teachers were trained in on how to read the PSSA data of PVAAS and eMetrics, as well as received a training series on Differentiated Instruction. Teachers in each content area will have 8-10 hours to work one-on-one or in small groups with students through the Response to Intervention Process, in an effort to	experienced teachers for all grade levels and content areas. Every Staff member both certified and non-certified staff work with school administration to develop individualized professional development plans. These plans are in addition to the professional development that is provided to the school as a whole to meet our school improvement goals. The school uses Scantron Performance Series and Children's Progress Academic Assessment (CPAA), in addition to their short cycle assessments and PSSA test results to assess student	of a total school reform that will be completed as we work through the processes and structures required by the Transformation Model

					address academic needs. Elementary and secondary staff will meet quarterly to review best practices and student achievement data. Support staff student loads have been reduced to allow them more time to work with students one-on-one and in small groups on organizational and study skills, as well as areas of behavior needs through our RtI and progress monitoring processes. We are increasing opportunities for parents and students to participate in learning more about the connection between daily class work, standardized testing and post-secondary plans. The administrative policy which will change this year is	achievement and overall need for improvemen t as a school, classroom and at the student level.	

					shifting the Response to Intervention non-academic issues from the classroom teacher to the Academic Advisors, Guidance Counselor and Director of Pupil Services. Although teachers will be part of the team, they will concentrate on online classroom behavior and academic needs as indicated by the standardized test results of PSSA and Scantron, as well as classroom performance.		

Detail below the LEA-level expenditures planned from SIG funds for the life of the grant.

J1. The amounts entered here will be part of the overall requested amount for this LEA.

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

Year	Category	Number to be Purchased	Unit Cost Format: #.##	Total Cost Calculated: #.##	Description of Budgeted Item	Sustainability Plan
Year 1	LEA Level Administration	0	0	0	there are no LEA level purchases as we are a chareter school. All expenses are	not needed

					captured in the school level column.	

The LEA assures 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.
Yes

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

Schools implementing a restart model in Tier I or Tier II schools will include in its contract or agreement with the charter operator, charter management organization or education management organization provisions to hold each organization accountable for complying with the final SIG requirements.
Yes

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

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

Budget Function	Budget Object	Amount Format: ##	Description
3300-Community Services	100-Salaries	12000	Family Involvement Specialist
3300-Community Services	200-Benefits	3000	Family Involvement Specialist
2270-Professional Development	300-Purchased Professional and Technical Services	25000	HQ PD to transform the school transitioning to the new standards and using data to differentiate and inform instruction
1450-Instructional Programs Outside the School Day	100-Salaries	15000	Compensation for staff who extend the school day/ year

2813-Evaluation	300-Purchased Professional and Technical Services	95000	RFP will be released to solicit vendors who can assist with data aquisition and evaluation
		150000	

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

Function	Object	Amount Format: ##	Number Purchased	Unit Cost Format: #.##	Item	Where Equipment will be Located	

Budget: **$150,000.00**

Allocation: **$150,000.00**

Budget Over(Under) Allocation: **$0.00**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues & Fees	700 Property	Row Totals
1000 Instruction	15000	0	0	0	0	0	0	15000
1692 Tutor Training	0	0	0	0	0	0	0	0
2100 Pupil Personnel Services	0	0	0	0	0	0	0	0
2200 Staff Support Services	0	0	25000	0	0	0	0	25000
2300 Admin Support Services	0	0	0	0	0	0	0	0
2400 Health Support Services	0	0	0	0	0	0	0	0

2500 Business Support Services	0	0	0	0	0	0	0	0
2600 Operation and Maintenance	0	0	0	0	0	0	0	0
2700 Student Transportation	0	0	0	0	0	0	0	0
2800 Central Support Services	0	0	95000	0	0	0	0	95000
2900 Other Support Services	0	0	0	0	0	0	0	0
3100 Food Services	0	0	0	0	0	0	0	0
3200 Student Activities	0	0	0	0	0	0	0	0
3300 Community Services	12000	3000	0	0	0	0	0	15000
4400 Architecture & Engineering Services/Ed Spec Improvements Communications	0	0	0	0	0	0	0	0
Column Totals	27000	3000	120000	0	0	0	0	150000
				Approved Indirect Cost/Operational Rate 0.0000 Cost (CF:5000 Object:900):				0
				Pass Through Funds (If Applicable) (CF: OBJ				0
							Total:	150000