

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

Pennsylvania Distance Learning

A2. School Name (Maximum 50 Characters)

Pa Distance Learning

A3. Grade span (Maximum 25 Characters)

K-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	323	32	5	Corrective Action II

A5. Funds requested Year 1:

50000

A6. Funds requested Year 2:

50000

A7. Funds Requested Year 3:

50000

A8. Total Amount of Funds Requested:

150000

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)

Despite many efforts by the staff and administration the school continues to find itself in school improvement and then into corrective action. Our retention rate is about 60%, our PSSA Scores have shown some improvement and graduation rate continues to be a problem. Parent surveys and a review by the University of Pittsburgh were also pointed to a need for increased staff development and curriculum review. Through the Getting Results process we engaged in a root cause analysis that determined that the need to make changes to staff development and accountability, student engagement and administrative oversight making the transformation model the best intervention strategy. All schools need authentic parent engagement in order to be successful and cybers need an even deeper level of engagement. This model encompasses all of our priorities for improvement.

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)

Graduation rate is far below the NCLB requirement, although we accept that many of our students come to us with too few credits in high school to meet the four-year graduation requirement, an increase in the current graduation rate is needed. The economically

disadvantaged sub-group is not performing at the level as the overall student population. These students need support in order to close the gap.

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	Graduation rate is far below the NCLB requirement, although we accept that many of our students come to us with too few credits in high school to meet the four-year graduation requirement, an increase in the current graduation rate is needed.	Evaluating attendance daily and bi-weekly classroom progress. The academic team will work with the parent and student to change intervention strategies that are ineffective and increase fidelity. Graduation rate will increase by 10% annually
2	The economically disadvantaged sub-group is not performing at the level as the overall student population. These students need support in order to close the gap.	Student performance on PSSA will Increase

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)

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	40	24	22	14	22	22	28	27
White non-Hispanic	34	25	25	17	21	20	24	25
Black/African American non-	56	24	12	8	20	32	40	8

Learners									
Economically Disadvantaged	44	15	27	15	24	20	30	25	

C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).

	Year 2 PSSA Math Goal - % Below Basic Format: ###	Year 2 PSSA Math Goal - % Basic Format: ###	Year 2 PSSA Math Goal - % Proficient Format: ###	Year 2 PSSA Math Goal - % Advanced Format: ###	Year 2 PSSA Reading Goal - % Below Basic Format: ###	Year 2 PSSA Reading Goal - % Basic Format: ###	Year 2 PSSA Reading Goal - % Proficient Format: ###	Year 2 PSSA Reading Goal - % Advanced Format: ###
All Students	30	14	32	24	12	12	28	37
White non-Hispanic	24	15	35	27	11	10	34	35
Black/African American non-Hispanic	46	14	22	18	8	22	50	18
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	40	12	21	22	29	29	38	16
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	39	10	32	20	19	15	35	30

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: ###
--	---	---	--	--	--	--	---	---

	Basic Format :###								
All Students	20	14	37	29	7	7	38	37	
White non-Hispanic	19	10	40	27	6	5	44	35	
Black/African American non-Hispanic	36	16	32	18	8	12	55	23	
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	30	12	31	22	24	24	48	16	
English Language Learners	0	0	0	0	0	0	0	0	
Economically Disadvantaged	29	10	42	20	14	10	45	30	

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 Transformation Model was chosen because there is a crucial need to transform our school into a highly responsive and adaptive collaboration between district administration, teachers,

parents and students based on student assessment data, teacher performance and school leadership. Our current situation has compelled us to diagnose our needs and then examine our structure more closely to establish the changes that must occur. The transformation team led by our Principal will be the best chance for our school to accomplish this.

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
The School will be led by a new Principal who is well versed in school reform.	Changed in the last two years July 2010	July 2010	The Principal has been provided with a clear position description, dealed data driven job evaluation. Student data will be used to evaluate the success of the new hire.	0	1,2

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
Implement new evaluation system developed with staff	the new job descriptions and evaluation criteria for 2012- 13. Use student growth as a significant factor - Included in the new evaluation criteria <ul style="list-style-type: none"> ▪ Identify and reward staff who are increasing student outcomes; support and then remove those who are not ▪ Implement strategies to recruit, place, and retain staff 	Initial Implementation will take place in Fall of 2012 and will be completed in 2013.	Use student growth as a significant factor and is included in the new evaluation criteria	25000	1,2

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
90% of staff will be retained	Using the curriculum map as a guide to standards taught, the school	Summer 2013 implemetnation summer 2014 completion	Staff evaluations, student assessment	50000	2

<p>trough staff support, incentives and PD.</p>	<p>administrators will conduct reviews using student achievement data from PSSA and Scantron assessments, as well as classroom application via Differentiated Instruction and Response to Intervention. The Response to Intervention and Scantron data will be analyzed to determine if measurable academic goal progress is being made throughout the school year. Teachers will have the opportunity to comment on the reviews, as well as classroom and peer observations. The school administration will conduct yearly, with strengths, weaknesses for the development of growth plans for teachers. Teachers will have the opportunity to address evaluation comments with both the Superintendent and Principal separately or together making it easier for communication of potential conflict situations. School administrators will present the reviews, evaluations and</p>		<p>data.</p>		
---	--	--	--------------	--	--

	growth plans in quarterly Executive Sessions of the Board, who will then include the information when performing Superintendent and Principal reviews showing accountability.				
--	---	--	--	--	--

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
To provide job-embedded professional development that is aligned to assist teachers as work toward comprehensive school reform.	Provide job-embedded professional development designed to build capacity and support staff - In the 2012- 13 School Events Calendar building on the two full weeks of training in August • Ensure continuous use of data to inform and differentiate instruction - Already in place, but will be transitioning to Common Core throughout 2012- 13 with the cross-over	Beginning in the summer of 2012 it will continue throughout the year	Staff retention and evaluations, pd evaluations, student assessment data	25000	2

	documentation as support when evaluating data and curriculum map				
--	--	--	--	--	--

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
To retain high quality teachers building leaders from within our school.	Identify and reward staff who are increasing student outcomes; support and then remove those who are not	Begin implementation in 2013	Teacher evaluation, student data, teacher retention	0	1,2

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
100% of curriculum will be aligned to the common core and PA	The school hired a curriculum consultant into oversee the curriculum mapping process using the Build Your Own	In progress to be completed in 2013.	Curriculum maps, crosswalks and student data	25000	1

Standards	Curriculum mapping software program. All core content areas were mapped to the Pennsylvania Academic Standards during the 2010-11 school year. Electives and Career & Work Standards will be mapped in the fall of 2011-12. Gaps and overlaps through vertical integration assessment will be addressed in the fall of 2012-13.				
-----------	---	--	--	--	--

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
100% of teachers will use data to create individualized student learning plans.	Each type of assessment will be used for drill down to the standard by whole group, grade level and individual student. We will use the 2010 summative assessment of PSSA data and compare the results to the benchmark assessment data available in	January 2013.	Student assessment scores, principal walk throughs.	0 2	

<p>Scantron three times during the school year. Beginning with our curriculum map, which is aligned to the PA Academic Standards, we will compare what standards the teacher taught in their grade level classroom, which was assessed using formative course work assessments. The benchmark assessment data will be analyzed against the formative assessment data to determine if growth by standard is evident. Will then evaluate the correlation of results found in the formative, benchmark and summative assessments by standard to determine what the students learned. We will do whole school, grade level and individual student comparisons to determine effectiveness of curriculum and teachers. We will also conduct whole school and grade level</p>				
--	--	--	--	--

	longitudinal data comparisons to assess effectiveness of program changes made through the school improvement process.				
--	---	--	--	--	--

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 increased learning time for all students.	Building in a Study Hall for all grade levels and content areas open during business day 7:30 a.m. to 4:30 p.m. and will the After-School Program	Study hall will begin Fall of 2012 and will continue. After School programming to begin Winter 2013.	Student participation data	0	1

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 and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Through the revised Family Involvement Specialist job description there is increased/improved expectation for student and family support from enrollment-to/of-	Revise Family Involvement Specialist position description and job duties. Partner to	January of 2013 completed in June of 2013	Parent satisfaction surveys, student retention data.	0	1

records-to/of- advising-to/of- teachers and to/of administration	provide social- emotional and community- oriented services and supports				
---	--	--	--	--	--

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
administration will provide 2 hours in every week for common planning time.	The administration will create a schedule that allows for common planning time and job embedded PD	Beginning in the fall of 2012 and ongoing.	staff meeting agendas and meeting minutes.	0.2	

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
The school leadership will participate in monthly technical assistance via web, in person	The school will work closely with the IU participating in intensive technical assistance,	Summer 2012 RFP's collected. Fall 2013 vendors selected. Training ongoing.	Sign in sheets, rubrics, surveys	25000	1,2

or telconference.	support and guidance. The School will solicit RFPs to outside vendors who will assist the school in thier regorm efforts.				
----------------------	---	--	--	--	--

*** 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)

Yes

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 Calculated: #.##	Description of Budgeted Item	Sustainability Plan
Staff	Year 1	1	15000	15000	Family Involvement Specialist	This position will increase retention increasing revenue and sustain the program
Professional Development	Year 1	1	10000	10000	High Quality Professional development that supports the Getting Results initiatives and SAS program will be offered to school staff	Increased student retention will be achieved increasing revenue and sustaining the program
Contracted Services	Year 1	1	25000	25000	RFP will be issued to request technical assistance and data support	The school will use train the trainer model allowing us to become self sufficient
Staff	Year 2	1	15000	15000	Staff will be compensated to extend the school day and year	Student achievement will increase eliminating the need
Professional Development	Year 2	1	5000	5000	High Quality Professional Development that supports the Getting Results initiatives and SAS program will be offered to school staff	Increased retention increasing revenue and sustain the program
Contracted Services	Year 2	1	30000	30000	RFP will be issued to request technical assistance and data support	The school will use train the trainer model allowing us to become self sufficient
Professional	Year	1	10000	10000	High Quality	Increased

Development	3				Professional Development that supports the Getting Results initiatives and SAS program will be offered to school staff	retention will result in increasing revenue and sustain the program
Contracted Services	Year 3	1	40000	40000	RFP will be issued to request technical assistance and data support	The school will use train the trainer model allowing us to become self sufficient

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

11-12 SIG Reader Comments – PA Distance Learning CS

- Additional learning time at questionably low levels
- Disconnect between goals and plan
- Evaluation method not defined
- Plan lacked details
- 40% retention rate but no increase in direct time with teachers
- Not recommended for funding