

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

Greater Johnstown School District

A2. School Name (Maximum 50 Characters)

Johnstown Middle School

A3. Grade span (Maximum 25 Characters)

6-8

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	630	77.88	5	Corrective Action I

A5. Funds requested Year 1:

1440979

A6. Funds requested Year 2:

1386592

A7. Funds Requested Year 3:

1437221

A8. Total Amount of Funds Requested:

4264792

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)

In an effort to enact major school reform, the GJSD Planning Committee has engaged community partners led by Cambria County Child Development, a nonprofit corporation, who aligns after school and summer programs to support the development of children—including tutoring, which began as a well-intended initiative, but must be improved to earnestly align with PDE's SAS, especially eligible content and progress monitoring for students being tutored in reading and mathematics. Johnstown Middle School is an average to large high-poverty middle school program, and includes a large percentage of its student body receiving free or reduced lunch. The school needs significant resources and substantial reorganization to ensure effective and ongoing implementation of standards-aligned-systems, a solid RTII model, and support for students and staff's social and emotional competency. In recent years, district families in growing numbers, have been opting for education programs away from the middle school, as the students are opting for charter and nonpublic schools. The transition program between the elementary program and middle program is almost non-existent and must be reinvented. The results for sixth grade reading and math are well below the state's expectations. Recent additions to the eighth grade math teaching staff have caused improved results at that level. Building the capacity of the staff in terms of program expectations (especially understanding SAS), instructional strategies, progress monitoring, and targeted professional development requires a dramatic shift in the school's organization and operation. Instructional leadership is needed to create the type of school that is extraordinarily earnest in

attending to the alignment of eligible content, high quality instruction and solid interventions necessary to shift from a culture of complacency to one of high energy and enthusiastic focus on student outcomes. District wide PD is being developed to focus on SAS in May and will include all staff including 21st Century tutors. The tutors provided by the 21st Century staff will be expected to learn the SAS module and apply it intensely with a strict curriculum for intervention during after school hours. All adults in the school must be expected to work as a team to ensure rapid acceleration of student outcomes and to ensure all students are growing academically.

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)

The Greater Johnstown School District requires each of its schools to use the Getting Results Continuous School Improvement Plan. These plans are annually reviewed and updated by the planning committee. Plans are being enacted to ensure that any grant or program initiative must be aligned with the Getting Results plans. The Plans are initially developed by planning committee, led by the principal of the building and teachers who represent regular, special education, team leaders, reading and math facilitators, and other building administrators and supervisors. Plans are then reviewed by a Central Administration Quality Review Team to ensure fidelity and alignment with the district's overall organizational strategies and goals. The Intermediate Unit 08 was charged with final review of the plans. Improvement Plans will also go to the GJSD Board of Directors for their approval. Student data from multiple levels of Assessments (PSSA, benchmarks, and diagnostics) is thoroughly reviewed, analyzed, and synthesized to get to root causes for deficiencies and to formulate a plan of action for improving student outcomes with specified checkpoints identified in Getting Results. These goals are continuously revisited at specified periods throughout the year, and data-driven decision making occurs at the classroom and school levels, as well as individualized levels for tutoring, other interventions and goals as prioritized for action. The Central Administration Office provides training and other supports for principals, teachers and tutors. The Central Office provides supports for the planning committee in the areas of initial data/plan development and continues through the quality review and approval process. Getting Results is a continuous process, and involvement from the Central Office, through the principals, teachers and tutors is continuous throughout the school year and summer (tutoring is well aligned with the after school and summer programs). The district uses an assessment timeline, which focuses on metrics to be achieved by the end of a school year, with milestone expectations marked along the nine month calendar from the beginning of the year (baseline data) to the end targets—data is collected and reviewed four times during a school year. Review of data is accurately aligned with the Getting Results plan for continuous improvement as described in the narrative. Building and grade-levels, and content teams conduct ongoing data dialogs; again, the process is ongoing and thought of as a journey and NOT a “once-and-done event.” The district has set protocols for seriously following Getting Results to ensure great execution of the plans. The protocols include expectations for progress monitoring and revisions of the goals when necessary. The goals are often revisited during a year and revisions are made to plans as required. Progress on these plans drives the agenda for the building- and district-level

	PSSA Math Goal - % Below Basic Format: ###	PSSA Math Goal - % Basic Format: ###	Math Goal - % Proficient Format: ###	Math Goal - % Advanced Format: ###	Reading Goal - % Below Basic Format: ###	Reading Goal - % Basic Format: ###	Reading Goal - % Proficient Format: ###	Reading Goal - % Advanced Format: ###
All Students	7.3	7.7	29.4	55.6	7.3	11.7	36.8	44.2
White non-Hispanic	0.3	0.7	34.3	64.7	0.3	1	35.6	63.1
Black/African American non-Hispanic	8.8	20.3	26.1	44.8	13.6	23.6	25.1	37.7
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	19.2	33.9	22.1	24.8	24.5	47.7	10.6	18.2
IEP-Special Education	25.7	42.9	13.4	18	28.3	43.9	10.4	17.4
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	9.8	13.1	35.9	41.2	12.7	17.7	31.9	37.7

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)

Transformation is necessary for the Johnstown Middle School to raise proficiency levels and ensure “growth” for all students and to align resources to reduce proficiency gaps. The school has been stuck in place and thus unable to achieve AYP for many years; in 2010, the school was designated Corrective Action 1, and in 2011 reached “Making Progress in Corrective Action 1.” The making progress came about through Safe Harbor mainly Safe Harbor CI, and not through meeting the state’s goals. In fact, the school demonstrated flat or declining growth as measured through PVASS. GJSD will not be satisfied with results such as having less than 30% of students who are disabled achieve proficiency or higher; transformation will cause necessary changes and bring about positive results. GJSD is committed to improving RTII and using well-trained tutors to work within the exact SAS within which classroom teachers, will be better trained to work. This means tutors will receive diagnostic data, and be trained to deliver support to move students from present levels to levels just beyond their current reach; they will receive intense training in progress monitoring and methods to communicate to parents and classroom teachers. The students’ progress will be measured, and when delayed, more individualized attention and extra time will be provided for instruction and tutoring. Student classroom results and progress with tutors will be two elements of a proposed new early warning system, which also includes data from attendance, school behavior and existing services. A Data Warehouse will be instituted to provide a single depository and searchable system to identify student data trends. Precise interventions for academic and social emotional support will be available to students along an early warning continuum. Teachers, tutors and administrators need extensive professional development in the use of the student information system and in all levels of assessments and interventions to provide needed supports quickly and efficiently. Tools and procedures must be in place to quickly and constantly identify students’ needs and strengths; and to, by design, gather awaiting resources to go into action on behalf of the students. Additionally, intensive professional development and monitoring of its impact is needed to build staff capacity to successfully advance the learning outcomes of students in need, especially students who have disabilities, transforming them to always be able and well accommodated. Clearly the staff is capable of making progress and there is great need for additional capacity building to succeed. Based on past history and new leadership, the transformation model is the best choice to make the necessary changes to improve student performance. Building protocols, support systems, and skills necessary to effectively meet the needs of every student requires a serious change in the current school organization and operation. An “Academic Principal” to take charge of decision making and ensuring that student performance outcomes become the absolute highest priority for every adult and child in his or her charge—this change will cause teaching, learning outcomes, and interventions/safety nets supports to be attended to all the time. An "Operational Principal" will handle the day to day student activities. A newly focused human resource department will develop differentiated plans for all educators to create a culture of accelerated learning. The Greater Johnstown Community and GJSD is committed to joining new leaders at Johnstown Middle School to create a great transformation and extraordinary student outcomes.

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
Replace the current administrative staff,(1) head principal and (2) assistant principals with a new academic principal and operation supervisor	As part of the transformation model reform, the principals and (2) assistant principals will be replaced at the beginning of the 2012-13 school year. The structure will be reorganized to place a focus on academics. Two new principals will be placed inside the middle school. An academic principal will be appointed to lead the academics of the district. Under direction of the Assistant Superintendent,	Prior to the start of the 2012-2013 school year.	The principals will be evaluated on the Educator Effectiveness Principal Instrument once released by PDE in addition to the quarterly SIG monitoring. The secretary will be evaluated using current GJSD evaluation tools.	825327	1,2,3,4

	<p>the academic principal will be responsible for administering and supervising the middle school program and providing academic and curricular leadership for the students and staff members consistent with the academic goals of the district. Functions of positions will include, establishing a climate conducive to learning, defining roles, planning and coordinating programs, effecting change, and decision-making. An operations principal will be hired to focus on the operational tasks of the day to day principal duties. In addition, a secretary will be moved to the middle school to support the efforts of the principals.</p>				
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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
The Greater Johnstown School District will adopt the Phase III teacher evaluation system designed by PDE.	The Greater Johnstown School District will be a willing participant in the Phase III evaluation system for all levels of staff and assist in the piloting of other evaluation models depending on what is available at the state-level. The district will commit to forming stakeholder groups (the administration, the GJEA— teachers’ association, IU08 and other stakeholders) stressing teacher participation, to examine the model. GJSD has engaged the teacher’s union to determine ways to reach an agreement that may include, among other elements, three new pay elements: (1) a school-based performance pay plan; (2) and individual	2012-13 SY, first semester; pilot second semester 2012-13; Study results (Summer 2013).	Rigorous, transparent, and equitable evaluation plan. Designed and evaluated with teacher and principal involvement; requires multiple observation-based assessments, and/or utilizes ongoing collection of professional practices.	0	1,2,3,4

<p>performance-pay plan; (3) a salary schedule that incorporates students' results more than professional credentials. Student growth will be a significant factor. We plan to pilot the new system at the middle school. GJSD's Act 48 Committee, which consist of equal numbers of teachers and administrators will review the results of the pilot; and will ultimately implement a district-wide plan that includes the following standards: Preparation (Setting instructional outcomes, knowledge of how resources can be used and planning coherent instruction); Classroom Environment (e.g., establishing the climate for learning, management of the content and procedures, and management of student behavior); Instruction (e.g., engaging student in learning, using assessments to</p>				
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	inform instruction and demonstrating flexibility and responsiveness; ending "ableism"); Professional Responsibilities (e.g., reflecting on student learning, keeping accurate records and appropriate communications with families): Student Growth (i.e., student achievement gains demonstrated through a range of assessments, quantitative and qualitative).				
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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
Develop a plan to monitor professional effectiveness that identifies and rewards school leaders, teachers, and other staff who have	GJSD intends to follow the lead of PDE regarding teacher and principal evaluation, and have multiple levels of evaluation ratings: Entry, emerging,	September 2012, 2013, 2014	Career ladder process is in place to identify and reward school leaders, who have increased student achievement as measured through the PVASS, and to	180000	1,2,3,4

<p>increased student achievement and removes those who, after ample opportunities to improve their practice with earnest support have failed to do so.</p>	<p>achieving and highly effective; as part of the formal evaluation, teachers will be placed in one of two tracks: Growth (up the ladders) or Improvement. Growth uses data related to the teacher's growth, which aids in developing mutually agreed upon development goals related to student achievement via teacher performances. In growth, trained evaluators will conduct formal observations each year and complete a summative evaluation at the end of each year. The evaluator and teacher will prepare and sign off on a professional development plan for the year. The evaluator will be trained to share student data and projected student growth as a method to</p>		<p>identify and remove those, after ample support, have not. Opportunities for professional development: Differentiated and formative assessment; support for classroom management; student care and control; SAS systems; pairing with exemplary staff who demonstrate success; collaborative circles for professional growth.</p>		
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	<p>inform the planning. Six educators who are on staff and demonstrate proficiency in several or all of the PD strategies will be recruited to assist the PD Experts (2 Reading Specialists and 1 Math Facilitator) with training—these assistants will be selected originally because of their known abilities; as the plan moves forward through the years, the experts will be only those educators who “Qualify” as measured by the tools created for each and all of the teaching strategies. These qualified “assistants” called PD Expert Teachers will be paid for performance as teaching assistants within the overall PD strategy.</p>				
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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
Provide all staff with high quality, job-embedded professional development aligned with targets identified and correlated with Getting Results, which is aligned with the schools comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement reform strategies.	PD is the most vital piece of the Johnstown Middle School's transformation as identified by the Getting Results targets. When a new teacher comes onboard at the school, that educator's journey to grow to greatness begins with an introduction to key components of effective classroom teaching. The Gates Foundation's "deep dive" districts and their Measures of Effective Teaching study highlighted effective teaching strategies that were most related to student "growth." First year educators will be introduced to the big ideas, concepts and competencies related to the following Teaching Strategies:	PD Alignment of SAS May 2012 to Sept. 2012 to develop a 5 year PD plan	The first semester of Year 1 of this plan includes developing the systems and operational plans, including the expectations for recruiting and selecting the Professional Development Experts. The completion of the systems, operational, recruiting and selecting the Professional Development Experts will be done in the first semester of the year (before January 1, 2013). New educators and educators with less than three years of experience will begin taking the introductory	207708	1,2,3,4

	<p>*Understanding the PDE's SAS components, with an emphasis on common core anchors and eligible content;</p> <p>*Management of the Curriculum;</p> <p>*Knowing why "Care and Control" and positive behavior supports in the class are vital;</p> <p>*Comprehension Checking (formative assessment ala Dylan Wiliam);</p> <p>*Training Related to Read 180, Reading Edge and Reading Apprenticeship; and ELL inclusion and special education researched-based strategies for instruction. Ongoing, job-embedded activities will be provided by trained PD experts, proven peer coaches, and administrators from the building and Central Administration. The district central administrator will create training systems for each of up to seven areas or educator strategies, including the standards, content,</p>		<p>courses and related activities during the second semester. 100 percent of those teachers will complete the first part of the two part, year one introductory phase by the end of the 2012- 13 school year. Subsequently, those teachers will begin the second set of courses and related activities during the next school year. Success for the introductory course will be determined by each educator's individualized evaluation plan for the course/activities work. Eventually, educators who fail to reach expected competency levels in the professional development ladder, will be marked "Unsatisfactory," and for those with less than three-year</p>		
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<p>measurement indicators and metrics, materials and resources and training for the Trained PD Experts who will lead most of the PD. Trained PD experts will work individually with educators to introduce the teaching strategies to new educators year one. Measurements for checking the new educators' knowledge and skills will be used, and educators will receive progress reports as they prepare for more advanced training in each of these strategies. During the 2nd and 3rd years of a new educator's experience, or in some cases, for educators who are more experienced but on a support plan, the educator will be provided deeper PD for the strategies. Again the educator will be evaluated for growth in each area, using measures developed as part of the transformation work. Educators who fail to successfully demonstrate the knowledge and</p>		experience, potentially removed.		
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<p>skills for the teaching strategies established by agreed metrics for each measured area will not remain in their positions, be rated as unsatisfactory and removed from the district. Educators beyond the first levels of training, and who excel within any or all of the areas, and who are not on a plan for improvement, may advance to the level of teaching/coaching others (typically newer teachers) and be paid for such performances. The work will begin each summer, starting with two days of Professional Development prior to the district's official start, prior to the Act 80 or In-service calendar days. The Academic Principal and PD Experts will be responsible for instructional leadership, including developing all systems for a standards-based approach for PD in the teaching strategies. The PD Experts will also work with the</p>				
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	<p>principals to observe classrooms, conduct formal observations, provide training, model behaviors or lead teachers to others who have mastered any part(s) of the training. The PD Experts will plan interventions for teachers who are not making progress. The PD Experts will also work with an Intervention Specialist and personnel responsible for tutoring/intervention programs at the building level, including the before-, after- and summer tutoring programs to build PD on RTII. The PD Experts will seek highly effective professional development supports for teachers. They will work with the teachers who have reached a mastery level of PD and who wish to become trainers (PD Expert teachers) or support for teachers who need more time or instruction. Data review will be a constant activity at</p>				
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	<p>the school and embedded in all the parts of PD (the training, modeling, one-to-one meetings, etc.). The Intervention Specialist will on a monthly basis conduct a data review with the principals and PD Experts of the school. Data will include: attendance, discipline, suspension and expulsion data, need-to-know data, IEP information, PD progress data, observation data; and academic data (benchmarks, diagnostics, etc.). In addition to the teaching components of PD described above, new teachers will engage in the Teacher Induction Program both at the school and as part of Intermediate Unit 08's formal program—all elements of those plans have been approved by the GJSD Board and follow the PDE prescribed plans for Induction.</p>				
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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
Develop a plan that implements 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 students in a transformation model.	Specific opportunities and compensation levels for teachers considered highly effective must be collectively bargained. During this process, the PSEA will be asked for their input on fair market value and other considerations. As mentioned in E3, a career ladder plan will provide additional stipends for highly effective teachers who choose to take on additional roles such as mentoring new educators or those who are selected to take on additional job functions. Other incentives such as more responsibilities, more flex time, reserved parking spots	September 2012 - June 2015	Teacher evaluation plan that takes into account data on student growth, classroom management and professional growth. Employee satisfaction surveys at the end of each school year.	0	1,2,3,4

	and public recognition will be utilized to build a more satisfied and empowered workforce.				
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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
Implement instructional systems that are research based and aligned with state academic systems	JMS is implementing all elements of the Standards Aligned Systems along with the district. It starts with focused SAS component PD that will occur in May during the final Act 80 day of this school year. Training will be performed in partnership with the IU8 and PATTAN and spotlight on linking the SAS components to guide instruction and school operations. In the implementation, JMS will use a variety of tools to ensure fidelity including: administrative walkthroughs, observations, and	Modules created prior to each Act 80 day from Sept 2012 through June 2015	100% educators completing SAS training modules	87889	1,2,3,4

	<p>lesson plans collections. The district administrative training team will communicate the defined standards to the staff with the IU8 providing support. JMS will use fair and valid assessments aligned to the standards (4Sight, PSSA, Plato, Study Island). The SAS framework will be aligned to the standards and that the instructional plans will be aligned with the standards using tools such as the SASIT and pacing guides. The RTII tutors will follow the same SAS system. All materials and resources to be used will align with the standards. JMS uses data to identify student needs and provide interventions where appropriate. As JMS progresses in its transformation plan, it is critical to consider that the school must collectively expand its capacity to implement SAS as an operational framework and use it systematically. In order to achieve this goal, the district will</p>				
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	<p>progressively train staff in SAS to develop educators and create a building wide team that will cultivate the capacity needed to achieve transformation. In addition, JMS students and teachers must frequently use the PA Common Core standards and the SAS online portal as a resource. To achieve the capacity, the district will look to industry experts to build professional development online modules revolved around the SAS model. These modules will be used as reference/tutorial material for staff that needs to refresh or retrain on some aspect of how to use and apply SAS components. The training will be offered initially on an Act 80 days. After its initial offering, the training will be available as reference material or for individual access on an as-needed basis. The SAS framework will be engrained in the professional learning communities. PD</p>				
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	<p>Expert teachers will ensure quality standards are assigned to staff needing extra support in implementing SAS activities. The administrative team will create a set of overall program goals, behavioral objectives, assessment plan and knowledge and skill tests designed to become a cumulative skills verification through checklist & portfolio of evidence; implementation plan for the curriculum (including how completion will be tracked within the program); and an integration plan for how this curriculum will fit within the larger SAS mentoring program. All the courses will be aligned to the standards and sequenced in alignment with the PSSA and Keystone Exams. As JMS progresses in its working knowledge, school staff will conduct curriculum design and mapping. The curriculum will be aligned horizontally and vertically.</p> <p>Special Education</p>				
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	and ESL program will be monitored according to the standards.				
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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
Implement Standards-Aligned-Systems, and supporting data systems capable of supporting the transformational reform strategies.	JMS uses a balanced-assessment system, including PSSA data and PVASS information; benchmark from 4Sight; soon the Classroom Diagnostic Tools and the GRADE assessment; data aligned with PA Common Core carefully selected from Study Island; and Classroom Assessment tools; as well as behavioral and attendance monitoring tools. In year one, an early warning system will emerge, and a school-wide web based	Early warning, data warehouse and career cruising systems by Sept. 2012	School assessment plan that includes student diagnostic, benchmark and summative assessment as measured by PVAAS, GRADE, PSSA, and early warning systems throughout each school year.	87700	1,2,3,4

	<p>system will be used to share real-time, just-in-time data to staff managed by an Intervention Specialist. Career cruising software will be used to generate interest in college, set expectations for college readiness and track the academics courses students will need for college, early in the middle school years. The central administrative team with the Academic Principal and the Intervention Specialist will continuously review and plan to improve the data systems that are administered in the school and will make revisions as the state and district develop new assessments (e.g., Keystones, revised PSSA's, common course assessments). Johnstown</p>				
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	<p>Middle School's plan to use assessments' data, as well as other behavioral and academic information, is intended to compliment the emerging early warning system developed by the district, and to compliment the district's solid plan for Response to Instruction and Intervention (RTII). A dashboard will be updated every day by the Intervention Specialist, supported by a data consultant, and include a just-in-time data warehousing system. The system will provide, via a secured web-based system, information regarding academic progress (e.g., tutoring results, test scores, assessment data, grades, etc.) and non-academic information (e.g., behavioral</p>				
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	<p>data, attendance, mobility, need to know data) assigning Green, Yellow, Orange or Red Lights to individual students for use by teachers, principals and necessary partners such as mental health workers and home visitors who will ensure that various interventions related to the "color of light" and specific need of the child will be enacted and feedback from the intervention returned as data to the system. This is the early warning system. As well, the school uses Power School to communicate with students and their parents regarding current levels and progress of the students. Summer staff meetings will occur prior to the start of the school year for</p>				
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	<p>the purpose of data sharing and planning. The meetings will be conducted before each new school year and facilitated by the Intervention Specialist, the Academic Principal and PD Experts. The meetings will review prior year's academic assessment data, diagnostic testing data, progress as monitored via the summer tutoring program, behavioral, discipline and need-to-know data to ensure that school schedules and individual plans are set before the first student day. Quarterly half-day data sessions are scheduled with the same type plans for data sharing and planning. The same leadership team will facilitate the quarterly meetings.</p>				
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<p>These meetings will also evaluate the school's and various teams' progress, as well as the progress of the RTII and Early Warning Systems. Again, new plans will emerge for individual students. Bi-weekly meetings will be held to make formative checks along the way. The biweekly academic meetings are to be held as a means to use the early warning system's data, to devise real strategies to help at-risk students, focus on school-wide issues identified during the quarterly reviews by using school-level or team-level data to track performance, and develop agendas and materials that will guide teachers during collaborative planning</p>				
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	<p>periods to facilitate greater efficiencies for the collaborative planning time. At least weekly, teaching teams (teams who share common students) will be facilitated by the Intervention Specialist, the Academic Principals and PD Experts. At these meetings teachers on teams will discuss common experiences and challenges they face with the PA Common Core standards, the curriculum, progress monitoring, etc. The Intervention Specialist, the Academic Principal and PD Experts can support teams during the weekly sessions. Substitute teachers, specially trained for the middle transformation program, will be selected and used year-long</p>				
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	to ensure appropriate coverage for staff when attending outside the class PD, data or intervention meetings.				
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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
Implement new strategies to increase learning time.	The district currently offers 180 school days for all district students, as part of this grant looks to add one day per year to all buildings (392 minutes per day under revised schedule). Other steps will be taken to provide increased learning time. The first step is to establish a newly developed daily bell schedule that extends the student day to provide an additional instructional period for all students, while also providing for an increase of 5 minutes to	Programming Sept. 2012-June 2013, Scheduling 2013 - 2014	PSSA's, Benchmark data, CDT's, Formative Data, Summative Data, Classroom Observations, Informal Observations, Student Grades, Attendance, Behavioral Data to determine whether the increased learning time increased student achievement and surveys to measure new efficiencies.	155805	1,2,3,4

<p>each period of the day for a total increase of 6,090 minutes per year. This will take the instructional period length from 46 minutes to an increased amount of 51 minutes. Plans include the modification of the teacher master schedule to provide for the provision of increased instructional periods by developing a shift schedule for staff which is staggered across differing start and end times to the teacher day. The development and provision of additional staff professional development days outside the current school district calendar will be implemented and will focus on the advancement of the action goals and increased student achievement. There will be nine (9) monthly sessions which will each consist of 2 hours of professional</p>				
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<p>development training (1,080 minutes) as described in the professional development section. In addition, PD will be retargeted to better assist more effective teaching and six (6) Act 80 days, consisting of 6.5 hours per session, will contribute to a total of 2,340 minutes to add for next school year. The provision of after school programming and summer programming for students focusing on the acquisition of skills necessary to demonstrate improved students achievement, as well as, remediation of deficient skill areas will be provided. Specifically, JMS will provide tutors for reading and math available to all students. No less than 60 hours of tutoring will be available throughout the school year during after school hours,</p>				
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	<p>and an additional 90 hours will be available during the summer (a minimum of 9,000 hours of afterschool and summer minutes). These programs will be directly aligned through the inclusion of the employees within the after school program receiving common professional development with the staff of JMS. Thus, the learning time could increase by as much as 18,182 minutes per year. Permanent substitutes will be used to replace teams of educators while they participate in professional development and will ensure that students receive classroom support from qualified and trained professionals. The schedule changes will improve quality as the RTII students will receive more targeted support during the day.</p>				
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	<p>The changes will allow for focused instruction to occur when it is most needed. Math and reading specialists will be utilized when interventions are needed. Credit recovery will be offered through a cyber program and will also be available for enrichment.</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 and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Provide ongoing mechanisms for family and community engagement	The district has already begun meeting with family and community members to discuss the School Improvement Plan and the opportunity to use grant funds to support a transformation of JMS. Families and community members are involved in communicating the plan and using effective strategies to reach out to the entire community. The communications plan will be targeted	Communication throughout the grant period September 2012 - June 2015	PTA participation, parent surveys, community meeting feedback, parent education courses, number of partnerships formed with community based organizations, and coordination with social and health service providers.	24000	1,2,3,4

<p>to the stakeholders who will be connected to the project through targeted communications that develop interest in the project and continually emphasize the impact of the SIG goals. The communication and marketing plan will be utilized to address the internal and external communications needed to generate the support to transform JMS. The internal Communications will consist of monthly individual status reports, a monthly summary status report, meeting invitations, meeting agendas, meeting notes, as well as, all forms and communications designed to monitor and implement the SIG plan. The external communications includes all communications that are necessary to keep all families and community members connected to the initiative. A partnership/strategic alliance program will be formalized. A Memorandum of Understanding will be used to define</p>				
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<p>their roles and gain support. The monthly and quarterly newsletter, Trojan News and Trojan Times will be developed to share this information with the community as well as the incorporation of the district radio station WCRO to create public service announcements with family and community members sharing JMS's progress. Other strategies will include speaking engagements, forums, fairs, press conferences, website, facebook, youtube, blogs and other social networking tools. Family and community members will be engaged by targeting communications that develop interest in the project and continually emphasize the impact of the project goals on school transformation. Each school function will be used as a platform to educate parents/guardians. Another important method to engage family and community</p>				
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	<p>members is to reestablish the PTA association. JMS does have an active parent group but no formal affiliation with the PTA. Other active community groups such as the Community Foundation for the Alleghenies, the United Way, and the City of Johnstown have been asked and have expressed the desire to help communicate the SIG plan as a driver of future economic transformation.</p>				
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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
Plan to provide additional and sufficient operational flexibility to support the transformation model to substantially improve student outcomes and high graduation rates.	The Greater Johnstown School District is committed to providing Johnstown Middle School sufficient and increased organizational flexibility to ensure the school's ability to fully enact the transformational model and create	Ongoing throughout September 2012 - June 2015	As a means of evaluation, the school leaders: Academic and Operational Principals, Professional Development Experts, and team leaders will meet quarterly each school year with the central	1969408	1,2,3,4

	<p>a cultural change, which will substantially change classroom instruction, improve student achievement outcomes and improve graduation rates. The school will be given the opportunity to use greater flexibility in using personnel, and making strategic and tactical decisions, to support student achievement. For example, as the early warning system is enacted and there is greater need for social and emotional, and in cases, mental health supports, administrators will be able to, at their discretion, bring partners with expertise from the community and embed them in the school's daily work schedule. As well, the school will implement career exploration as a program, and determine where and when in the school's</p>		<p>administrative team and the superintendent to discuss areas within the Transformation model where more flexibility must be considered and to determine better methods to implement the model for the purpose of gaining greater student outcomes.</p>		
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<p>curriculum the exploration will occur. There will be other areas of how to best use time during the school day, some In-service days, etc. that will be at the discretion of the school's leaders. Many decisions will be made at the school level. Staff, during regularly scheduled meetings, will have opportunities to consider the larger school budget under the discretion of the Academic Principal, and make recommendations for greater efficiencies to produce greater student outcomes. The Academic Principal for the first time will be given a comprehensive budget for his or her building and programs and be expected to make determined recommendations for better use of the available funds in an effort to enact this ambitious transformation.</p>				
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<p>As the principal and staff head in the direction of the PDE's Common Core and the eligible content of the core, staff and the principals will have greater flexibility to use well aligned materials and resources for their courses as they determine. The school will determine best methods for using the district's resiliency framework and use of the positive behavior support operational framework. The framework of resiliency: higher expectations, meaningful engagement, bonding, clear and consistent boundaries, skills for living, and unconditional support; coupled with the behavior support operational framework: scientifically-based behavioral and academic interventions, using data to inform decisions, arranging the environment to support pro-</p>				
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<p>social development of all students, teaching pro-social skills, and monitoring performance regularly. The school leaders and staff will also be expected to create staff and student recognition and reward systems as a normal part of the operations. Areas of the state and district frameworks and selected school programs will remain tightly aligned in terms of a broad framework and alignment expectations. At the same time, the district will be loose enough for much professional discretion. PD Experts, who are Reading and Math Facilitators, will have the flexibility to be involved in the RTII process. As well, the permanent substitutes will allow for increased flexibility for PD and provide additional supports in each of the major</p>				
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subject areas.				
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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
To ensure that JMS receives ongoing, intensive technical assistance and related support from the LEA and the SEA.	The Chief Turnaround Officer (CTO) will ensure that the supports are in place to make the transformation successful. The CTO will report directly to the superintendent, and be charged to provide leadership related to monitoring, coordinating, and reviewing all efforts dealing with school improvement and the performance of the middle school. The CTO will be supported by an operational planning consultant who will list and define all the tasks necessary to accomplish the goals of the transformation. An outside evaluator will be	Hire CTO Before September 2012 Manage taske Sept. 2012 - June 2015	Employment of Chief Turnaround Officer, development of CTO task matrix, implementation of tasks and external review from nationally recognized evaluation company.	482537	1,2,3,4

	<p>utilized to provide feedback on the progress and provide measures and feedback to the superintendent, administrative staff and educators. The CTO will have a variety of skills including: a thorough knowledge of middle school curriculum, instruction, assessment and organizational structures. This individual will be familiar with research-based strategies and practices designed for middle school improvement. Other skills include having the ability to use a variety of data to adjust initiatives, use of technology for project management, data analysis, and strong organizational and interpersonal skills. The CTO job functions will be to: work with the superintendent, assistant superintendent, administrative staff, and union presidents, to</p>				
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	<p>ensure coordinated planning and consistent implementation of GJSD programs, priorities, policies, and related school laws. The CTO will provide administrative support to middle school principals and monitor accountability standards related to school performance. As well, the CTO will work with the middle school principals to ensure the implementation of curriculum and allocate staff and resources to support the academics of the school. The overall objective of the CTO position is to ensure that the SIG goals progress on schedule and within the allocated budget.</p>				
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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 Calculated: ###	Description of Budgeted Item	Sustainability Plan
Staff	Year 1	1	38761	38761	Addition secretary salary and benefits to support new administration (3 year cost, \$38,761, \$40,261, \$41,761)	Will replace retiring secretarial staff at the end of year 3
Staff	Year 1	1	115000	115000	Academic Principal salary	Position will be sustained once

						and benefits (3 year cost \$115,000, \$120,750, \$126,787)	the grant period is over, however, individual hired must meet evaluation measures to be retained
Staff	Year 1	1	105000	105000		Operational Principal salary and benefits (3 year cost, \$105,000, \$110,250, \$115,762)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained
Staff	Year 1	3	91000	273000		2 Reading Specialists (PD Experts)- Read 180 and Reading Apprenticeship (PD Expert) and 1 Math Facilitator salary and benefits (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained
Staff	Year 1	1	115000	115000		Turnaround Officer salary and benefits (3 year cost \$115,000, \$120,750, \$126,787)	Position will not be sustained after grant period expires.
Professional Development	Year 1	732	27.5	20130		Extra PD hours for 61 teachers @ curriculum rate \$27.50 year 1	Distict will use dedicated funds after grant expires
Professional Development	Year 2	732	28	20496		Extra PD hours for 61 teachers @ curriculum rate \$28.00 year 2	Distict will use dedicated funds after grant expires
Professional Development	Year 3	732	28.5	20862		Extra PD hours for 61 teachers @ curriculum rate \$28.50 year 3	Distict will use dedicated funds after grant expires

Professional Development	Year 1	6	10000	60000	PD Expert Teacher stipend staff (6 stipends per year) 3 year cost \$60,000, \$60,000, \$60,000)	The district plans to continue funding for increased expertise in PD
Professional Development	Year 1	4	68500	274000	4 Long term substitutes, PD planning and meeting coverage- salary and benefits	GJSD will sustain PD funds for long term substitutes as needed.
Contracted Services	Year 1	65	799	51935	Cyber courses for enrichment and credit recovery 65 licenses (3 year cost, \$51,935, \$51,935, \$51,935)	The district will continue to fund this initiative contingent on the success of the program
Contracted Services	Year 1	1	30000	30000	Operational task planning for transformation model (3 year cost \$30,000, \$30,000, \$30,000)	Contract will not be sustained after grant period expires.
Contracted Services	Year 1	1	26000	26000	Online PD modules for ongoing PD support (3 year cost, \$26,000, \$26,000, \$26,000)	Modules are designed to be self sustaining, maintenance will be provided by GJSD
Professional Development	Year 1	1	1500	1500	Read 180 PD Year 1	PD fund for program will be dedicated as needed.
Professional Development	Year 1	1	16540	16540	Reading Edge PD (3 year cost, \$16,540, \$16,540, \$16,540)	PD fund for program will be dedicated as needed.
Professional Development	Year 1	1	5700	5700	Reading Apprenticeship PD (3 year cost, \$5,700, \$5,700, \$5,700)	PD fund for program will be dedicated as needed.

Contracted Services	Year 1	1	10000	10000	External evaluation (3 year cost \$10,000, \$10,000, \$10,000)	Contract will not be sustained after grant period expires.
Contracted Services	Year 1	1	15000	15000	Early warning system (3 year cost, \$15,000, \$15,000, \$15,000)	The sustainability of the contract will be determined based on the need and quality of the system
Materials & Supplies	Year 1	1	87889	87889	Material and supplies costs for the Read 180 Program Year 1	Initial costs to develop program, the district will continue to fund the maintenance of this initiative contingent on the success of the program
Community and Parent Outreach	Year 1	1	8000	8000	Communication material, newsletters, mailings and other print material (3 year cost, \$8,000, \$8,000, \$8,000)	GJSD will continue to budget for family and community communications
Assessment Materials	Year 1	700	20	14000	GRADE assessment material 700 per year	GJSD is committed to assessment beyond the grant period
Software	Year 1	1	700	700	Career cruising software	GJSD will support successful software initiatives
Staff	Year 1	1	91000	91000	Intervention Specialist to provide student guidance (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained
Staff	Year	1	110250	110250	Operational	Position will be

	2					Principal salary and benefits (3 year cost, \$105,000, \$110,250, \$115,762)	sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained
Staff	Year 3	1	115762	115762	Operational Principal salary and benefits (3 year cost, \$105,000, \$110,250, \$115,762)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 2	1	95500	95500	Intervention Specialist to provide student guidance (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 3	1	100327	100327	Intervention Specialist to provide student guidance (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 2	1	40261	40261	Addition secretary salary and benefits to support new administration (3 year cost, \$38,761, \$40,261, \$41,761)	Will replace retiring secretarial staff at the end of year 3	
Staff	Year 3	1	41761	41761	Addition secretary salary and benefits to support new administration (3 year cost,	Will replace retiring secretarial staff at the end of year 3	

						\$38,761, \$40,261, \$41, 761)	
Staff	Year 2	1	120750	120750	Academic Principal salary and benefits (3 year cost \$115,000, \$120,750, \$126,787)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 3	1	126787	126787	Academic Principal salary and benefits (3 year cost \$115,000, \$120,750, \$126,787)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 2	3	95500	286500	2 Reading Specialists (PD Experts)- Read 180 and Reading Apprenticeship (PD Expert)and 1 Math Facilitator salary and benefits (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 3	3	100327	300981	2 Reading Specialists (PD Experts)- Read 180 and Reading Apprenticeship (PD Expert)and 1 Math Facilitator salary and benefits (3 year cost \$91,000, \$95,550, \$100,327)	Position will be sustained once the grant period is over, however, individual hired must meet evaluation measures to be retained	
Staff	Year 2	1	120750	120750	Turnaround Officer salary and benefits (3 year cost \$115,000, \$120,750,	Position will not be sustained after grant period expires.	

					\$126,787)	
Staff	Year 3	1	126787	126787	Turnaround Officer salary and benefits (3 year cost \$115,000, \$120,750, \$126,787)	Position will not be sustained after grant period expires.
Professional Development	Year 2	6	10000	60000	PD Expert Teacher stipend staff (6 stipends per year) 3 year cost \$60,000, \$60,000, \$60,000)	The district plans to continue funding for increased expertise in PD
Professional Development	Year 3	6	10000	60000	PD Expert Teacher stipend staff (6 stipends per year) 3 year cost \$60,000, \$60,000, \$60,000)	The district plans to continue funding for increased expertise in PD
Professional Development	Year 2	4	68500	274000	4 Long term substitutes, PD planning and meeting coverage- salary and benefits	GJSD will sustain PD funds for long term substitutes as needed.
Professional Development	Year 3	4	68500	274000	4 Long term substitutes, PD planning and meeting coverage- salary and benefits	GJSD will sustain PD funds for long term substitutes as needed.
Contracted Services	Year 2	65	799	51935	Cyber courses for enrichment and credit recovery 65 licenses (3 year cost, \$51,935, \$51,935, \$51,935)	The district will continue to fund this initiative contingent on the success of the program
Contracted Services	Year 3	65	799	51935	Cyber courses for enrichment and credit recovery 65 licenses (3 year cost, \$51,935, \$51,935, \$51,935)	The district will continue to fund this initiative contingent on the success of the program

Contracted Services	Year 2	1	30000	30000	Operational task planning for transformation model (3 year cost \$30,000, \$30,000, \$30,000)	Contract will not be sustained after grant period expires.
Contracted Services	Year 3	1	30000	30000	Operational task planning for transformation model (3 year cost \$30,000, \$30,000, \$30,000)	Contract will not be sustained after grant period expires.
Contracted Services	Year 2	1	26000	26000	Online PD modules for ongoing PD support (3 year cost, \$26,000, \$26,000, \$26,000)	Modules are designed to be self sustaining, maintenance will be provided by GJSD
Contracted Services	Year 3	1	26000	26000	Online PD modules for ongoing PD support (3 year cost, \$26,000, \$26,000, \$26,000)	Modules are designed to be self sustaining, maintenance will be provided by GJSD
Contracted Services	Year 2	1	10000	10000	External evaluation (3 year cost \$10,000, \$10,000, \$10,000)	Contract will not be sustained after grant period expires.
Contracted Services	Year 3	1	10000	10000	External evaluation (3 year cost \$10,000, \$10,000, \$10,000)	Contract will not be sustained after grant period expires.
Community and Parent Outreach	Year 2	1	8000	8000	Communication material, newsletters, mailings and other print material (3 year cost, \$8,000, \$8,000, \$8,000)	PD fund for program will be dedicated as needed.
Community	Year	1	8000	8000	Communication	GJSD will

and Parent Outreach	3				material, newsletters, mailings and other print material (3 year cost, \$8,000, \$8,000, \$8,000)	continue to budget for family and community communications
Assessment Materials	Year 2	700	20	14000	GRADE assessment material 700 per year	GJSD is committed to assessment beyond the grant period
Assessment Materials	Year 3	700	20	14000	GRADE assessment material 700 per year	GJSD is committed to assessment beyond the grant period
Professional Development	Year 2	1	16540	16540	Reading Edge PD (3 year cost, \$16,540, \$16,540, \$16,540)	PD fund for program will be dedicated as needed.
Professional Development	Year 3	1	16540	16540	Reading Edge PD (3 year cost, \$16,540, \$16,540, \$16,540)	PD fund for program will be dedicated as needed.
Professional Development	Year 2	1	5700	5700	Reading Apprenticeship PD (3 year cost, \$5,700, \$5,700, \$5,700)	PD fund for program will be dedicated as needed.
Professional Development	Year 3	1	5700	5700	Reading Apprenticeship PD (3 year cost, \$5,700, \$5,700, \$5,700)	PD fund for program will be dedicated as needed.
Contracted Services	Year 2	1	15000	15000	Early warning system (3 year cost, \$15,000, \$15,000, \$15,000)	The sustainability of the contract will be determined based on the need and quality of the system
Contracted Services	Year 3	1	15000	15000	Early warning system (3 year cost, \$15,000, \$15,000, \$15,000)	The sustainability of the contract will be determined based on the

						need and quality of the system
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Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)