

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

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

School Name	Building Number	Tier	Intervention Selected	Number of Minutes in 2011-12 School Year	Number of 9-12 grade Students Completing AP/IB, or advanced mathematics courses	Number of 9-12 students completing at least one Dual Enrollment course.	Number of 9-12 students completing AP/IB, Dual Enrollment or advanced mathematics courses	Teacher Attendance Rate Format: #.##	Student Attendance Rate Format: #.##
Lebanon Senior High	5155	Tier II	Transformation	65520	19	119	19	99.9	91.52

**If the LEA will be using external providers - EMOs, CMOs, turnaround specialists or any other outside "expert" - describe the process to be used to recruit and select providers. The process must ensure that providers are highly-qualified, proven effective and able to provide the assistance needed.**

(Optional) (Maximum 10000 Characters)

The intermediate unit 13 will be providing the majority of the professional development. The literacy Design Collaborate implementation will also include Metametrics for the Module Creator and for Learning Oasis. Collins writing will be conducted by IU 13 consultants. Read 180 training will be provided by Scholastic. As creators of the products, meta metrics and scholastic are highly qualified to provide training.

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

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

No

**If YES, skip to Part 2.**

If NO, indicate below the Tier I and Tier II schools that the LEA has chosen to exclude from the SIG application and provide a summary of the capacity issues that prevent each



school from participating in the SIG application:

(Optional)

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

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity
Northwest	preK-5	CII year III	Tier I	Northwest has a principal and one assistant principal. There is one counselor and two secretaries. There are 4 ELL teachers and 4 special ed teachers (one is a Speech Therapist). There are two title I teachers. There are 22 classroom teachers covering pre-kindergarten through grade 5, with classroom aides in prekindergarten, kindergarten, grade 1, and the library. With School improvement funds the school also has two intervention teachers. The school has a music, art, physical education teacher and a Librarian one day a week.	The school board has adopted the Pa Standards and curriculum. the district is in Phase II of the Comprehensive Plan and will be rewriting this plan in 2012-2013. The school has collaborated with district administration in completing Getting Results/School Improvement Planning. The SIP process has created a collaborative environment that is supported by staff, parents, and administration. The teacher association works with the administration to ensure that quality instruction is provided for all students. The school follows	Northwest follows the district curriculum, which is based on the PA Standards. As is with the district, the school is in transition of identifying eligible content for the PA Common Core. The core curriculum in reading and math are aligned to the PSSA and pacing guides are reviewed annually based on the needs of our students. Assessments drive instructional planning and weekly collaborations are conducted with grade level teams and support staff. The Title I	The 2011-12 school year budget for Northwest Elementary School is supported by a combination of federal, state and local funding. The District allocated \$108,000 of our general fund budget to Northwest (excluding salaries and benefits) and \$5,000 of our State Basic Education Subsidy was set aside for intervention tutoring during the school day for at-risk students. In addition to local and state funding, Northwest received an 11-12 Title

			<p>Teacher retention has been a concern with 27% of the teachers being replaced for the past five years. The school administration and teachers have worked to establish professional learning communities and the direction of human capacity is positive. Teachers are team teaching for ESOL instruction. Collaborations with Special Ed., Title I, and general ed teachers occurs on a weekly basis. Teachers use data consistently to inform instruction; their practices reflect a commitment to improving the performance of their students.</p>	<p>district-wide assessment schedule using DIBELS, 4Sight, Stanford-10, PSSA, and local writing assessments to inform instruction. The school has scheduled intervention during the school day that provides flexible grouping based on monitoring data collected. Grade level teams work in collaboration with program specialist to meet the needs of students. the allocated funds for the school has allowed them to utilize support from the IU and PATTAN in implementing best practices.</p>	<p>teachers are trained and provide on going support and training in DIBELS NEXT and LETRS. The school has relied on district support as well as IU, PATTAN and independent consultants for professional development. The school has received SIOP, Differentiated strategies, and Learning Focused Strategies from independent contractors. In addition the school has received training from learning Sciences for Fast Forward and Reading Assistant, computer-based instruction. Policies for hiring are established by the school</p>	<p>I building allocation of \$198,000 and an allocation of \$38,436 from the 11-12 Title I School Improvement Grant.</p>
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					<p>board. District administrati on recruit potential candidates from a list serve and local college job fairs. Principals and central office interview candidates and selection is based on highly qualified status and interview ratings. Northwest Elementary School was built in the early 1970s and is in need of renovation. The District is addressing this need and is researching possible solutions, whether it be to renovate the existing building or to build a new building at a different location. The school was built in the open-</p>	
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						classroom design which presents educational challenges that our teachers are working through. The structural design of the building prevents Northwest Elementary from participating in the School Improvement Grant at this time.	
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## Part 2 - Adequate Capacity to Serve Selected Schools

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



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

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity
Lebanon Senior High	9-12	CII year III	Tier II	The high school has a principal and two assistant principals. There are 5 counselors, and six secretaries. There are 4 ELL teachers, 12 special ed	The school board has adopted the Pa Standards and curriculum. the district is in Phase II of the Comprehensive Plan and will be rewriting this plan in 2012-	The Lebanon Senior High School was built in the 1960s and is currently undergoing its first renovation since that time. The renovations were carefully designed to	The 2011-12 school year budget for Lebanon Senior High School is supported by only state and local funding. The District allocated \$270,130 of our general fund budget

			<p>teachers and one Librarian. There are 70 content teachers covering grades 9-12, with 12 paraeducator. With School improvement funds the school also has two intervention teachers. Average daily attendance for teachers is 99.9% which is an indication that our teachers are dedicated and want to be here for our students. Teacher retention ranges from 95 to 100% for the past two years. The school selects highly qualified staff and it started the 11-12 school year with 2% (1 teacher that was not highly qualified), that has</p>	<p>2013. The school has collaborated with district administration in completing Getting Results/School Improvement Planning. the SIP has created a collaborative environment that is supported by staff, parents, and administration. The teacher association works with the administration to ensure that quality instruction is provided for all students. The school follows district-wide assessment schedule using 4Sight, Stanford-10, and PSSA assessments to inform instruction. The school has scheduled additional intervention during the school day in place of electives to</p>	<p>meet the educational needs of the future, with an emphasis on collaboration and technology. The design plan was developed in a team environment, with input from all educational areas. In transforming the high school, the school board, teachers, and administrators have been planning on including Hybrid instruction as an alternative to traditional schedules for students wishing these options. We strongly believe this blend of instruction will not only better prepare our students for College and Career ready skills that promote Learning anytime anywhere. Combining the pedagogy</p>	<p>to the High School (excluding salaries and benefits) and \$26,000 of our State Basic Education Subsidy was set aside to address pressing needs of our high school students. The High School does not have the financial support of grants that our Elementary and Middle Schools have to provide the extensive professional development and opportunity to data-driven teams that can inform instruction. Additional resources from this grant will allow administration to build capacity of our teacher-knowledge, skills, and professional learning communities.</p>
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			<p>since been rectified. We have teachers that may be assigned to new courses, based on enrollment, but seek to take the praxis to seek highly qualified status. This commitment is reflective of the cooperative relationship with teachers and administration.</p>	<p>provide additional instructional support for students that are not scoring in proficient on the PSSA. Teachers meet by department during Act-80 days that are planned for professional development. There is limited time to delve deeply into data to inform instruction and we believe that this grant will provide the much needed opportunity for teachers to gain the skills and knowledge in data driven practices. The teachers, parents, and community work in collaboration to create opportunities for our students to participate in dual enrollment, community and school events.</p>	<p>of traditional instruction with technology integration; we will be better prepared to differentiate instruction to meet the needs of our students. While we use course assessments, 4Sight, Stanford-10 and PSSA; we are much aware of our need to develop the understanding and use of formative assessments. The school plans to also provide training with the inclusion of Classroom Diagnostic Tools, GRADE and GMADE, and Test Prep for algebra to better monitor the progress of our students. Assessments will be used based on department and need. For intensive support we plan to use Scholastic screening for</p>	
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						<p>Phonological Skills and Reading Comprehension. For strategic intervention support we plan to use Learning Oasis as used in the Literacy Design Collaborative (LDC) project at our Middle School. Continuing efforts that are proving to show improvement is relative and important. The district and the school seek to hire highly qualified staff, but more importantly; we want to maintain the professional development and accountability that creates highly effective teaching practices within collaborative environment.</p>	
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**Detail below the LEA-level expenditures planned from SIG funds for the life of the grant.**

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

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

<b>Year</b>	<b>Category</b>	<b>Number to be Purchased</b>	<b>Unit Cost</b> Format: #.##	<b>Total Cost</b> Calculated: #.##	<b>Description of Budgeted Item</b>	<b>Sustainability Plan</b>
Year 1	LEA Level Administration	1	137097	137097	Salaries and Wages (benefits) for a new principal to start July 1, 2012.	Building Basic Ed. funds to maintain the principal at the end of the grant.
Pre-Implementation	LEA Level Administration	1	26417	26417	Salaries and benefits for teachers to gather and analyze school wide summative data in the summer before school starts.	Building Basic Ed. Funds and scheduling with Future Act 80 Days.
Year 1	LEA Level Administration	36	116	4176	Substitutes for teachers to observe effective teaching practices within their teams. year 1	Building Basic Ed funding and scheduling coverage with support staff.
Year 1	LEA Level Administration	134	116	15544	Substitute salaries and benefits for teachers to attend Phase III Teacher Training. year 1	Building Basic Ed. Budget.
Year 1	LEA Level Administration	2038	34.16	69618.08	Salaries and benefits for teachers to develop Knowledge and skills in PA Common Core and use of the Standards	Teachers will gain knowledge and team capacity knowledge will sustain use of acquired skills.

					Aligned System. year 1	
Year 1	LEA Level Administration	32	116	3712	Salaries and Benefits for Substitutes to cover for Core teachers to observe teachers of English Language Learners. Year 1	Building schedule to provide coverage with building staff.
Year 1	LEA Level Administration	1846	34.16	63059.36	Salaries and Benefits for teachers to analyze summative data before school starts by departments.	Building Basic Ed. funds and scheduling of Contracted days.
Year 1	LEA Level Administration	1	63714	63714	Salary and Benefits for teacher-coordinator for Hybrid instruction. year 1	Savings of Cyber education as students remain with district Hybrid courses.
Year 1	LEA Level Administration	2	20996	41992	Salary and benefits for Tutors for reading and math during the day and after school	Building Basic Ed funds with teacher schedule adjustment to cover intervention grouping.
Year 1	LEA Level Administration	1	56216	56216	Salary and Benefits for a Family Social Worker to promote family literacy student college Ready skills. year 1	Title funds and other grants with parent and community support.
Year 1	LEA Level Administration	983	34.16	33579.28	Salary and Benefits (By the Hour) and Benefits for after school homework support and	Scheduled during the day with mentors.

					project tutoring. year 1	
Year 1	LEA Level Administration	1	23960	23960	GRADE and GMADE Assessments. year 1	Building Basic Ed. funds for additional/replacement, this purchase one time purchase
Year 1	LEA Level Administration	1	70007	70007	License for Read 180 and System44 for Students with IEPs and ELLs with reproducible readers. year 1	Funding (Program replacement will require only replacing reproducibles.)
Year 1	LEA Level Administration	1440	10	14400	License for Learning Oasis for literacy development for all students. year 1	Building Basic Ed funds.
Year 1	LEA Level Administration	1	300	300	Test Prep USA for Algebra to monitor student progress. year 1	Building Basic Ed. Funds to be gradually replaced with teacher made materials and assessments from SAS.
Year 1	LEA Level Administration	1	2334	2334	Travel costs for College Visits for Juniors and Seniors. year 1	Building Basic Ed funds with the school counselors.
Year 1	LEA Level Administration	1	2000	2000	incentive Celebration Programs/activities for Improved student achievement. year 1	Building Basic Ed Funds
Year 1	LEA Level Administration	1	1720	1720	Contracted Services for Learning Oasis Software. year 1	Building Basic Ed. Funds if additional costs, one time purchase
Year 1	LEA Level Administration	1	63714	63714	Professional Development for Hybrid	District technology integrators and Hybrid

					(Technology/traditional instruction), Year 1	Coordinator will provide additional training for new teachers.
Pre-Implementation	LEA Level Administration	1	3080	3080	Contract for Training for Learning Oasis. year 1	Teacher leaders will train new staff as needed.
Year 1	LEA Level Administration	1	5000	5000	Materials for LETRS training for teachers of students' with IEPs and ELLs. year 1	New staff will be trained by district trainers.
Year 1	LEA Level Administration	1	9600	9600	Contract for Training with Literacy Design Collaborative using Module Creator.	Teacher leaders will train new staff members in their department.
Year 1	LEA Level Administration	1	7200	7200	Contract for Training for Collins Writing. year 1	Teacher leaders will provide training to new staff members.
Year 1	LEA Level Administration	1	800	800	Contract Services for Training with Vocabulary using Rewards. year 1	Teacher leaders will provide training for new teachers.
Year 1	LEA Level Administration	1	9614	9614	contract Services for on the PA Common Core and eligible content and using SAS website.	Teacher leaders will provide training for new teachers.
Year 1	LEA Level Administration	1	816	816	To provide support for struggling teachers by teacher leaders. year 1	The school Principal, Assistants and Teacher Curriculum Coordinators will provide on going support for new teachers.
Year 1	LEA Level Administration	1	50000	50000	Incentive Field Trips for	fund Raising

	ion				improved performance following benchmark assessments. year 1	
Year 1	LEA Level Administration	1	31531	31531	Training on data analysis and progress monitoring. year 1	The school principal and Teacher leaders will be able to follow the process and lead their departmental teams.
Year 1	LEA Level Administration	1	15554	15554	Salaries Benefits for teachers participating in Phase III Teacher Evaluation training. year 1	The school principal with his administrative team will provide on-going training
Year 1	LEA Level Administration	1	3214	3214	Contracted Services for the Teacher Evaluation from the IU staff. year 1	The building principal and his administrative team will provide on-going updated training.
Year 1	LEA Level Administration	2075	34.16	70882	Salary and Benefits for teachers to participate in data team meetings held after school. year 1	Building Basic Ed funding with Act 80 days.
Year 1	LEA Level Administration	1	14000	14000	Scanner for GRADE and GMADE assessments. year 1	One time purchase.
Year 1	LEA Level Administration	1	85149.28	85149.28	Materials to supplement screening and instructional materials, Year 1	Building Budget (some one tie purchases)

**The LEA assures the following:**

SIG funds will be used to fully and effectively implement an effective intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

Yes

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

Yes

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

No

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

Yes

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

Budget Function	Budget Object	Amount Format: ##	Description
		0	

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

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

**Budget:** \$0.00

**Allocation:** \$0.00

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<b>3200 Student Activities</b>	0	0	0	0	0	0	0	0	0	
<b>3300 Community Services</b>	0	0	0	0	0	0	0	0	0	
<b>4400 Architecture &amp; Engineering Services/Ed Spec Improvement s Communicatio ns</b>	0	0	0	0	0	0	0	0	0	
<b>Column Totals</b>	0	0	0	0	0	0	0	0	0	
									Approved Indirect Cost/Operational Rate 0.0299 Cost (CF:5000 Object:900):	0
									Pass Through Funds (If Applicable) (CF: OBJ	0
									Total:	0