

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

Lebanon School District

**A2. School Name** (Maximum 50 Characters)

Lebanon Senior High School

**A3. Grade span** (Maximum 25 Characters)

9-12

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

**SCHOOL CLOSURE MODEL MAXIMUM**

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

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

**TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS**

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

	<b>Building Enrollment (October 2011)</b>	<b>Low Income Percentage (Free &amp; Reduced Lunch)</b> Format: #.##	<b>Building ESL Population</b>	<b>AYP Status (2011-12 School Year)</b>
<b>School Level Data</b>	5155	70.35	184	Corrective Action II

**A5. Funds requested Year 1:**

1000000

**A6. Funds requested Year 2:**

500000

**A7. Funds Requested Year 3:**

500000

**A8. Total Amount of Funds Requested:**

2000000

**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)

Lebanon High School has a current enrollment of 1196 students, with four administrators, four counselors, 77 teachers, 12 para-educators (7 for special education, one for ELL), and six security guards. There are 77 teachers with 65% holding a Bachelor's degree, 38% hold a Master's degree, and 2% are on an emergency certificate. Teachers on emergency certification are involved in staff development programs, induction programs and are mentored by experienced teachers. We are seeking the transformation model as we have taken steps to replace the principal (for 2012-2013), reform our curriculum and instruction, and develop our use of assessments to drive instructional decisions. The principal has been replaced effective July 1, 2012 as a result of board action on March 19, 2012. The principal during the 2011-2012 was reassigned to a central office position allowing for a selected assignment of a new principal beginning July 1, 2012 for 2012-2013. The new building principal (former 9th grade principal), demonstrated the leadership skills that match the needs of the High School. His participation in the Phase II of the Teacher Evaluation System and use of data driven practices are among the reasons for his selection. Teacher preparation and planning is impacted with our current schedule that has teachers teaching 7, 43-minute classes. Teachers are scheduled for only 30 minute planning during the instructional day, and rarely with the convenience of department colleagues. The transformation model would provide an opportunity to provide additional incentive by paying teachers for professional development, data analysis, and planning for instruction with teams of teachers that can be held after school hours. Adding incentives for field trips and additional supplies and materials for their classrooms would be tied into student achievement. The school has written school improvement plans using the Getting Results format and currently they're in the process of reviewing their improvement plan using the School Level Form of the Comprehensive Plan as a guide for their discussions. The school planning team has recognized that root causes continue to be the knowledge and skills of Curriculum Mapping with links that are data-driven in identifying eligible content that are aligned to standards. A consistent barrier for making improvement remains with the need for professional development and time for teachers to analyze and collaborate using best

practices. This grant would provide an opportunity for teachers to be allotted time after school hours to meet review data, analyze the diverse needs of the students, plan instruction that is aligned to standards with planned measures to evaluate student understanding. The school has given 4 sight benchmark assessments for more the past five years with limited time given to the analysis of the results to instructional planning. Teachers and administration recognize that this is an additional root cause to the limited improvement in student achievement. The schools graduation rate in 2007 was 80% and in 2011 it was 82.48%. According to a study conducted by Pennsylvania Department of Education, forty-two percent of the students graduating from Lebanon High School and attending College require remediation in mathematics or reading. Supplemental intervention for Communication Arts and Math has been planned for students that are not proficient on the PSSA. Additional instruction has included Study Island, REWARDS, Reading Mastery, and targeted skill instruction. We find that we need a systematic approach to developing literacy since so many of our students have difficulty with phonological skills, vocabulary, fluency, and comprehension. We are investigating the costs for Read 180 as it has been reported to us to have many of the components that will meet the needs of our students. Constructive writing responses have revealed weaknesses in our students' ability to reflect on what they understand. We plan to provide additional training with Collins Writing and extend the practices of Literacy Design Collaborative. Literacy impacts the performance and understanding of problem-solving so we see that developing student literacy will also support the needs of students in all content areas. However, standards-based instruction is key to change. In comparing demographic data from the 2006-2007 school year to the 2011-2012, student enrollment at the High School for all students has increased from 1122 to 1196, indicating our enrollment numbers are more constant considering the mobility within the school year that reflects an average of 27% each year. The high mobility rate adds additional challenges in identifying student's knowledge and skills. We recognize a system must be established to pre-test students as they enter our school. This would allow for better planning of the interventions that may be needed to catch them up to course expectations and a standards aligned system. While student enrollment numbers remain constant the student subgroups reflect significant change with an increase in the Hispanic subgroup from 41.4% to 50.04% and a decrease in the White subgroup from 49.8% to 41.4%. Other subgroups changes were 1% or less. Students with IEPs increased from 12.01% to 16.88% and English Language Learners changed from 11.1% to 15.99%. These subgroup changes reflect little to no growth in the academic performance of our students. Teaching children of poverty requires additional attention to social-emotional, health and nutrition, language development, academic performance and school attendance. Economically disadvantaged changed from 62% to 70.35%. Parent involvement is key to establishing post graduation goals of our learners and working with families to improve attendance and graduation requirements is important to our school. We seek and plan for special events of cultural, ethnic, or topical nature, which are initiated by parents and families as well as school staff, involve the cooperative effort of students, parents, staff, and are of general interest to the school and community. With this grant we would like to extend the community and parent outreach to work with families in seeking opportunities for students to visit different colleges in their Junior and Senior years. As a district we currently have social workers at the elementary level to work with families in bridging community and school efforts in developing parent involvement. At the high school we have one social worker for students with IEPs. There is a strong need to expand this outreach to more students and families at the high school with the support and planning of

social worker for all students. In 2011, 42% of all students performed at proficient or advanced levels in Reading. Of that 42%; 31% Hispanic, 9% were English Language Learners (ELLs), 20% students with IEPs, and 35.6% were economically disadvantaged. 39.6% of all students performed at proficient or advanced levels in Math 0% were English Language Learners (ELLs), 5.7% students with IEPs, 27% Hispanic, and 29% were economically disadvantaged. As we examine Reading performance we have find the following changes in performance: Student performance with below basic scores in Reading on the PSSA from 2007 to 2011 went from: 37.4% to 33.8%, for all students; 41.7% to 33.3%, for Black; 48.2% to 42%, for Hispanic; 32.8% to 12.5%, for White; 80.7%, to 65.7%, for IEP; 63.6% to 72.4%, for ELL; and 46.7% to 42.2%, for Economically disadvantaged. Student performance with basic scores in Reading on the PSSA from 2007 to 2011 went from: 17.5% to 22.2%, for all students; 25.0% to 20.0%, for Black; 12.5% to 27.0%, for Hispanic; 19.1% to 17.6%, for White; 8.7%, to 14.3%, for IEP; 27.3% to 20.7%, for ELL; and 15.2% to 22.2%, for Economically disadvantaged. Student performances with Proficient scores in Reading on the PSSA from 2007 to 2011 went from: 31.6% to 32.4%, for all students; 25.0% to 46.7%, for Black; 32.1% to 28.0%, for Hispanic; 31.3% to 27.1%, for White; 6.5%, to 17.1%, for IEP; 0.0% to 6.9%, for ELL; and 25.7% to 31.1%, for Economically disadvantaged. Student performance with Advanced scores in Reading on the PSSA from 2007 to 2011 went from: 0.0% to 11.6%, for all students; 3.0% to 0%, for Black; 7.1% to 3.0%, for Hispanic; 16.8% to 37.5%, for White; 4.3%, to 2.9%, for IEP; 9.1% to 0.0%, for ELL; and 12.4% to 4.4%, for Economically disadvantaged. Performance in Math has similar growth indicating also that literacy impacts problem – solving as well. Student performance with below basic scores in Math on the PSSA from 2007 to 2011 went from: 37.4% to 33.6%, for all students; 50.0% to 53.3%, for Black; 43.6% to 48%, for Hispanic; 34.8% to 13.5%, for White; 83.0%, to 68.6%, for IEP; 54.5% to 89.7%, for ELL; and 44.8% to 45.9%, for Economically disadvantaged. Student performance with basic scores in Math on the PSSA from 2007 to 2011 went from: 21.8% to 21.7%, for all students; 16.7% to 20.0%, for Black; 20.0% to 25.0%, for Hispanic; 22.7% to 17.7%, for White; 10.6%, to 25.7%, for IEP; 18.2% to 10.3%, for ELL; and 18.1% to 25.2%, for Economically disadvantaged. Student performances with Proficient scores in Math on the PSSA from 2007 to 2011 went from: 34.0% to 29.5%, for all students; 33.0% to 13.3%, for Black; 34.5% to 22.0%, for Hispanic; 33.3% to 31.3%, for White; 6.4%, to 5.7%, for IEP; 27.3% to 0.0%, for ELL; and 32.4% to 23.0%, for Economically disadvantaged. Student performance with Advanced scores in Math on the PSSA from 2007 to 2011 went from: 6.8% to 10.1%, for all students; .01% to 13.3%, for Black; 1.8% to 5.0%, for Hispanic; 9.1% to 37.5%, for White; 0.0%, to 0.0%, for IEP; 0.0% to 0.0%, for ELL; and 4.8% to 5.9%, for Economically disadvantaged. In 2010-11 we had an enrollment of 155 English Language Learners at the High School, during that year we had a match of 121 students that were in our school/district the previous school year. In comparing their growth of the 121 from the previous year, we had 43% not making progress, 14% drop in their scores, and 57% making progress. There is great concern that 43% of our student are not making progress with AMAOs, with great concern for the 14% that have dropped in their performance scores indicating we are not meeting the needs of this student population. Our students with IEPs have regressed in both reading and math on the PSSA. The lack of consistent monitoring of student progress during the year a great concern. Our scores indicate we need to better prepare our teachers and administrators in differentiating our instruction to meet the needs of our students. To ensure this is occurring we need time for teachers and administrators to meet and evaluate

the effectiveness of the instruction based on data to establish early warning systems that informs teachers and administrators that our students are struggling to understand what has been taught. Our administration must incorporate the evaluation procedures that ensure that the curriculum is being implemented with fidelity and rigor, with the intended impact on student achievement, and is modified if ineffective.

**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)

In both reading and math performance we struggle getting our economically disadvantaged, Hispanic, ELL and students with IEPs to a significant rate of progress in the proficient or advanced performance levels. With their increasing numbers, it also impacts all student performance averages. We have placed much emphasis on remediation and we acknowledge the need to increase the levels of expectation and rigor in the general instruction classes where instruction begins. We have participated district-wide in additional classroom observation training for our school administration. We developed our knowledge and skills through training with Max Thompson and identifying Learning Focused Strategies, we have been trained in Marzano's Effective Teaching strategies with i-observation, and we are participating in PHASE Two of the PA Danielson Model. We maintain the need to stay current and provide our teaching staff with the most strategic and specific feedback that promotes effective instruction. Classroom observation feedback along with assessment results have provided us with significant data that support our conclusions of what is needed to improve our school. There are consistent indicators from PSSA, Stanford-10, 4sight, MAZE, and vocabulary screeners; that, indicates our students struggle with content vocabulary, fluency, and comprehension. These literacy deficits impact learning across all content areas when coupled with inconsistent organizational, oral communication, writing, and problem-solving skills. While we have gathered ample data to identify what curricular areas we need to improve, we have identified that we are inconsistent in the use of formative assessments and data analysis at the classroom level. Without continuous use of student data (formative, interim, and summative), we are ineffective in identifying differentiated instruction to meet the diverse needs of our student population. This includes all subgroups and students within all performance levels. Combined with the need to increase our teacher knowledge and skills with the PA Common core and instructional strategies that meet the needs of all students, we conclude our best approach is to focus on the quality of instruction, developing teacher and administrators skills in identifying effective instruction, increase and ensure teacher use of student data to drive instruction, increasing the opportunity for our students to advance in coursework, and creating flexible scheduling will benefit our students' achievement levels. Providing common time to develop curriculum maps is a key ingredient in improving our instruction, as we understand what we are teaching needs to be better aligned to state PA Common Core Standards and level of rigor. While we have adapted the philosophy of Professional Learning communities, opportunities for teachers to develop their voice is limited

to a tight teaching schedule. This grant would provide the school the opportunity to provide hourly pay for after school hour meetings that can map the curriculum, conduct data reviews, and plan for quality instruction using such tools as the Standards Aligned System (SAS). The district has a professional plan that includes Learning Focused Strategies (LFS) for all new staff and revisit training for all teachers at building level meetings. Additional training for support staff on adaptation/instructional strategies has included Sheltered Instruction Observation Protocol (SIOP) and LFS Differentiated instruction. If we are going to make any improvement differentiated training needs to be extended to our general education teachers with more fidelity. Our high school is in the infancy of aligning the PA Common Core with instructional strategies that addressed the needs of our students. To better prepare our teachers with the knowledge and skills, we need coaching for our teachers to better structure their lessons with explicit instruction with vocabulary and comprehension strategies. There is a need to examine the coordination of a Tiered Literacy implementation. The teachers need specific strategies that reflect a comprehensive literacy plan that is well described for all learners across all content areas. Coaching level expertise can guide instructional planning in alignment with the use of ongoing data-analysis from formative as well as benchmark assessments. Additional support and monitoring of the implementation of best practice can be supported through coaching and on-going monitoring of formative assessment implementation. There is a need for coaches with training in differentiated instruction for English language learners and students with IEPs. Hybrid learning is a growing area that represents different pedagogy for content assembly that has potential to keep our high school students in school and graduating college ready. We have embraced this delivery system as it provides increased options to keep our students in school and it allows for differentiated instruction for all students. Additional time is needed to build in coaching and increase practitioner's knowledge of literacy components across all content areas; specifically for ESL and Special Education teachers. Another area of need is to develop leadership training with literacy walkthrough tools that are evidence-based. The school administration along with the district administration have identified the need for providing high levels of professional development on standards-based instruction that is delivered with fidelity and high levels of rigor. Teacher knowledge and skills are also needed to better prepare our students to be college ready. With a tight schedule and limited funds, it is difficult to provide collaborative time for teachers to analyze data and make data decisions to guide their instruction to meet the differentiated needs of our students. Without the funds to provide focused literacy professional development and side-by-side coaching, we remain stagnant and challenged in meeting the needs of an increasingly mobile population that represents high levels of poverty. As others have, we have found that teaching children of poverty requires not only instructional strategies, but coping strategies that proved our students with positive ways to resolve conflict, problem-solve, and establish resilient characteristics. Student attendance at the high school continues to be a challenge for consistency in learning, but the additional impact on graduation rate is also a great concern. When students begin falling behind, they struggle with the motivation to continue with their education. To make the needed changes, leadership must be on board with the knowledge and skills to transform the intended curriculum delivery, use of data, integrate technology and intervention supports, and focus on building capacity of teacher leadership through professional learning communities. The district has selected a new principal for 2012-2013 that has participated in Phase II of the Teacher Evaluation System, and has demonstrated the leadership skills to develop teacher teams that use data to drive their instructional decisions.

**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
2	Develop literacy skills for all level of students based on data-analysis and alignment to PA Common core.	Teachers will improve knowledge and skills gathered from professional development with Literacy Design Collaborative (LDC) and Learning Oasis to align PA Common Core Standards with effective instructional strategies based on the data-analysis conducted on an ongoing basis.
3	Teachers need time to analyze formative and summative assessments, align PA Common Core Standards, identify short-term goals, and an action plan for improved student performance representing a diverse student population.	Teachers will meet monthly to analyze student data using multiple measures from formative and summative assessments, establish short-term goals, develop action plans, adjust instruction to address the learning needs of a diverse student population with monitoring of implementation from administrative walk through.
4	There is a need to develop literacy screening, and intervention procedures and devices that will identify knowledge and skills that student need in order to understand key concepts presented in various content areas. Once needs are identified through screening there is a need for procedures to monitor student progress with identified intervention.	At a minimum of once a month, teachers will meet by department to review demographic data, locally designed assessments, student progress reports from on-line intervention, and Classroom Diagnostic Tools (CDT) to analyze student performance and the effectiveness aligning pacing and delivery of instruction.
5	There is a need to bridge communication with students, parents, community, and school to address social-emotional, attendance, disciplinary, and college and career goals.	Create a position that will be responsible for identifying, developing, and coordinating support systems to assist students in acquiring, the knowledge and skills, to become college and career ready.
1	Teachers and administrators need to develop the knowledge and skills to document classroom and school implementation of planned effective instruction based on data-decisions to improve student performance.	Teachers and Administrators will develop knowledge and skills to use data to identify and implement effective instructional programming by participate in Phase III of the Teacher Evaluation System that is designed







	<b>PSSA Math Goal - % Below Basic</b> Format: ###	<b>PSSA Math Goal - % Basic</b> Format: ###	<b>Math Goal - % Proficient</b> Format: ###	<b>Math Goal - % Advanced</b> Format: ###	<b>Reading Goal - % Below Basic</b> Format: ###	<b>Reading Goal - % Basic</b> Format: ###	<b>Reading Goal - % Proficient</b> Format: ###	<b>Reading Goal - % Advanced</b> Format: ###
<b>All Students</b>	10	20	50	20	10	10	55	25
<b>White non-Hispanic</b>	5	15	60	20	5	5	60	30
<b>Black/African American non-Hispanic</b>	10	20	45	25	10	20	55	15
<b>Latino/Hispanic</b>	10	20	55	15	10	20	55	15
<b>Asian/Pacific Islander</b>	0	0	100	0	0	0	100	0
<b>American Indian/Native American</b>	0	0	100	0	0	0	100	0
<b>Multi-racial/ethnic</b>	0	0	100	0	0	0	100	0
<b>IEP-Special Education</b>	15	35	45	5	15	40	40	5
<b>English Language Learners</b>	10	45	40	5	10	45	40	5
<b>Economically Disadvantaged</b>	10	20	55	15	10	20	55	15

**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)

We have determined that our best course of action to reform our High School is the transformation model that will serve as a plan to implement robust and comprehensive reform to dramatically transform our school culture and increase student outcomes. We have just identified a new principal for 2012-2013 and we plan to implement a flexible schedule by adding a Hybrid Model of instruction. As a TIER II school, we have not had the additional funding to support struggling students and the School Improvement Grant (SIG) provides us the opportunity to strategically plan the much needed professional development to prepare our teachers with the knowledge and skills to us data-driven practices while developing professional learning communities of sustainable support within our school. By implementing relevant, ongoing, high-quality job-embedded professional development we are giving our staff the opportunity to develop not only teacher effectiveness, but leadership as well. We strongly believe the effectiveness of our schools is based on the quality of instruction and the effectiveness of our teachers in designing and implementing standards with high levels of rigor and fidelity. With increased rigor and student engagement, we anticipate improved student behavior and academic performance. We plan to create incentive field trips based on student performance, thus creating motivation and relevance. The new teacher evaluation system will provide the necessary skills to document evidence with significant measures on student growth to improve teachers' and school leaders' performance. Funding with the SIG will allow us to establish and schedule comprehensive instructional programs based on the PA Common core and student achievement data. By providing teachers more time to collaborate, instructional intervention will be better aligned to meet the diverse needs of our students. We plan to take this opportunity to ensure that the school receives ongoing, intensive technical assistant and related support in the implementation of the Literacy Design Collaborative, Collins Writing, and Read 180. The flexibility and intensive support of including a Hybrid model of instruction creates options for students who may not be well matched to the traditional schedules of the Brick and Mortar System of education. We also recognize the value of parent and community relationships so we can collaborate together in creating career and college ready goals for our students. We plan to increase our 2-year and 4-year college trips, so more students can have the opportunity of choosing post-secondary programs of learning. When we can create the relevance of student learning to post-secondary education, we can support students in reaching their career goals.

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Date of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To develop professional Learning Communities that use data-driven practices to inform instruction with a new principal to guide the process.	Select and hire a new principal that will participate in the New Teacher Evaluation (Phase III) and guide staff in data-driven practices with cross grade and content level teams.	Begin and complete selection starting date July, 2012.	Principal annual evaluation by the Superintendent and performance criteria in the new principal evaluation format established by PDE.	411291	1

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Date of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Cost (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To provide the knowledge and skills of	Teacher and Principal Training with Phase III of PA	Implementation to begin September of 2012. Completion	Teacher Reflections and Principal evaluations	20485	1

providing the evidence of student achievement and effective teaching.	Teacher Evaluation Model with IU#13 Consultants	of training to be May of 2013.			
To develop capacity of teachers and school leaders in analyzing data, establishing patterns of need, and establishing action plans based on results.	School wide Data analysis of demographic and achievement using graduation rates, grades, attendance, discipline, PSSA, Stanford-10, ACCESS, and 4Sight Results.	Data Review to begin July, 2012 and completion of initial Baseline assessment in August, 2012.	Completed summative reports and action plans of teacher teams facilitated by school administration.	26417	1
To provide training on the key elements of effective data-driven practices.	Data-analysis and documentation training.	July, 2012 implementation with completion of training August, 2012	Teachers and administration will be able to identify patterns of need in aligning performance to PA Common Core Standards and instruction.	31531	1

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Date of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Cost (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To provide knowledge of the Framework of teaching	Provide substitutes so teachers may attend training in Phase III of	August 2012 to begin and end August 2013	Reflection on Domain Rubric and survey comments.	15554	1

and Rubric of the 4 domains of evaluation.	the Teacher Evaluation tool to monitor and evaluate teacher performance with Department Coordinators.				
To provide support for struggling and novice teachers.	Establish Improvement Plan procedures with teacher mentors for struggling teachers.	2012- 2013 school term and completion 2014-2015	Implementation of the improvement plan with expected student outcomes.	2448	1
To provide an opportunity for teachers to observe other teachers that have proven to implement best-practices.	Substitutes for Teachers to observe Effective teaching and instruction.	September, 2012 to begin and end in May of 2015 (at the end of the grant).	Teacher reflection and action plan and implementation after observation.	6960	1

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Date For Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
Teachers teaching core content will gain Knowledge and Skills in	Training on the PA Common Core and side by side alignment	August, 2012 Monthly application at after school department meetings.	Final action Plans for curriculum and lesson mapping will be submitted with	69960	2

accessing PA Common Core Standards and alignment to instruction.	with the PA Standards and eligible content using the SAS website.		anticipated reflection of benefit of process, expected reference resources from the SAS website.		
Teachers in non-core subject areas will receive Knowledge and Skills in accessing PA Common Core Standards and align to instruction.	Training on the PA Common Core and side by side alignment with the PA Standards and eligible content for literacy and math in content areas using the SAS website.	August 2012, October, 2012, January 16, 2013, March 5, 2013 August 2013, August 2012	Final action Plans for curriculum and lesson mapping will be submitted with anticipated reflection of benefit of process.	9614	2
Teachers will gain knowledge and skills in teaching literacy across all content areas with emphasis on Vocabulary and Fluency.	Discussion and planning with alignment to strategies presented in REWARDS with Anita Archer, updated training and videos to be accessed with IU#13 / PATTAN consultants.	August 2012 on-going through May of 2015.	Teacher action plans, student performance, and formative assessments.	2400	2
Teachers will gain knowledge and skills in identifying strategies to differentiate instruction for comprehension using writing across all content	Teachers will be trained in using Collins Writing, Literacy Design Collaborative and module creator.	August 2012 and completion May of 2013.	Student performance with writing assignments scored with the LDC Rubrics. Student and Teacher evaluation.	7200	2

areas.					
Teachers in Core areas will gain knowledge and skills to design lesson with increased Rigor and based on PA Common Core Standards. in Literacy Design Collaborative initiatives using Module Creator.	Core teachers will participate in LDC training provided by IU staff in using Module Creator by MetaMetrics.	August, 2012; October, 2012; January, 2013; March 2013.	Final Product review and student writing sample analysis based on LDC Rubric.	9600	2
Teachers will use ELL Overlays to differentiate instruction for English Language Learners.	Following Training with the Director of ESOL and consultation with Teachers of ELLs during department instructional planning, Teachers in Core content will observe ELL teachers as they implement differentiated instruction.	September 2012 and each monthly meeting following.	Action plans and lesson planning will reflect differentiated instruction. Classroom observation will monitor implementation .	3712	2
Teachers will gain knowledge and skills with literacy in all content areas focusing on building safety nets for struggling readers.	Materials for teachers of students with IEPs and ELL participating in LETRS training	June, 2012 January, 2013	Teacher feedback forms	5000	2
To increase	Attend	August, 2012	Bi weekly	3080	4

knowledge and skills of teachers with Literacy skills with vocabulary, comprehension and writing increasing student success with college ready skills.	training on Learning Oasis for intervention instruction with targeted practice with progress measured on a developmental Scale.		Review at team meetings of progress reports from Learning Oasis.		
Teachers will gain knowledge and skills for implementing Learning Oasis to support differentiated reading, writing, and vocabulary activities.	Training will be conducted by Learning Oasis to implement the on-line instruction and review student reports.	September of 2012 and end November of 2012	Teacher survey and review of student progress reports.	1720	2
To increase knowledge and skills of teachers with the pedagogy to integrate technology in instruction that is differentiated and based on the Common Core.	Teachers will participate in IU#13, apple, and district operated professional development on the Curriculum for Hybrid Learning and the pedagogy to implement instructional options for students diverse needs.	Start up September of 2012 and completion May of 2015	Student progress, demographic data, and parent and student feedback.	86760	1

**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 celebrate and recognize student growth on performance with benchmark and course assessments.	Field trips will be provided to classes when students demonstrate progress with the behavioral and academic goals.	Begin January 2013 and continue through May 2015	Review of progress reports and data analysis by the principal and teachers.	150000	5
To increase interest in college and support college planning.	Counselors will take juniors and seniors to visit post-secondary colleges for orientation with Parent meetings to review options for visitations.	December of 2012 and continue through May 2015	Student Survey of benefits of the orientation.	7000	5
Celebration programs for grade and school level improvement in social-emotional and academic progress.	Students will vote on special programs to celebrate identified improvement on course finals,/Keystone exams, benchmarks and local assessments.	May 2013, May 2014, May of 2015	review of improvement by a team of teachers, administrators, and students.	6000	5

**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
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				###	Will Address
To gather data on-going on student understanding of taught Math skills for test preparation.	Implement the use of Test Prep USA for Mathematics focusing on Algebra to monitor student understanding of skills and concepts.	August, 2012 May, 2015	Review of progress reports and student growth with presented skills and concepts.	900	4
To increase Literacy skills with vocabulary, comprehension and writing increasing student success with college ready skills.	Implement Learning Oasis for intervention instruction with targeted practice with progress measured on a developmental Scale.	September of 2012 and end May of 2015	Student progress will be reviewed by teachers and administration.	43200	2
To provide intensive direct instruction in literacy with supplementary independent intervention for English Language Learners and Students with IEPs, that are below grade level according to lexile screening.	Implement screening with Scholastic Reading Inventory and /or/ Scholastic Phonics Inventory to identify intensive instruction using Read 180 for students with IEPs and English Language Learners struggling in general curriculum as a result of low reading proficiency skills.	August, 2012 and continue through May of 2015	Weekly and unit reports from Read 180 performance will be reviewed by teachers and 80% or better proficiency is expected with over all lexile improvement at the end of each semester as recognized by GRADE diagnostic tests.	100699	6

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To provide opportunity for teachers to work in teams to use data to inform instruction.	Teachers will analyze data at team meetings held after school to identify adjustments to instruction, identify intervention supports, and create action plans.	Begin September 2012 and completion in May of 2015	Summary reports of students that are making progress and students moving to proficient levels. Also work sample review.	92812	3
To provide opportunity for teachers and administration to develop professional learning communities as they develop data decision making practices.	Teachers and administration will begin to collaborate using summative assessments to establish annual learning goals during the summer prior to school starting.	August 2012, August 2013, August 2014, August 2015	Data review reports and action plans completed at the end of the data analysis.	159185	3
To screen student performance using benchmark assessment tools based on PA standards for	Implement benchmark assessments for screening using GRADE and GMADE	Start September 2012 end May of 2015	Growth will be based on number of students moving proficiency levels and % of students scoring proficient/advanced at the end of year assessment.	43960	4

data analysis to inform instruction..					
To purchase a scanner for GMADE and GRADE benchmark assessment in preparation for analysis to guide instruction intervention.	Scan benchmark assessments for screening and growth analysis using GRADE and GMADE	Purchase August of 2012	Receipt of purchase	14000	4

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Cost (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To increase options for learning using Hybrid instruction.	Students will be offered Hybrid courses to advance or replace traditional-hours of instruction and coordinated by a Hybrid instructor.	Start August 2012 and end May 2015	student enrollment and success with course selection using Hybrid learning options.	191140	5
To provide additional intervention tutoring during the day and after school.	Select two tutors, one for reading and one for math to provide screening and intervention monitoring during the day and after school.	Begin September, 2012 and end May 2015	Review of progress reports with intervention tutoring using monitoring assessments with GRADE and 4sight.	125976	4

**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
To increase family involvement and community engagement focusing on the importance of school attendance, literacy, and developing college ready skills.	Monthly Literacy meetings with parents and students will be coordinated by a Family Social Worker in addition to support for families in connecting to community support systems.	Begin August, 2012 and continue through May of 2015.	Parent surveys and demographic data on student involvement.	168646	5

**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
to provide after school tutoring and homework support for students struggling with daily assignments.	After school tutoring and homework center to support hybrid and traditional instruction.	Begin September 2012 and end May 2015	Student attendance and progress with assignments as indicated by grades.	53599	1

**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 seek intensive support based on data results and when an additional support is needed to make improvement.	Seek additional support with contracted services to support school improvement	Begin August 2012 and end May of 2015	Results will show an increase in percentage of students reaching proficient levels in Language Arts and Math as demonstrated on the PSSA/Keystone Exams.	177391	1

**\* 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)

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

(Optional)

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

**For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.**

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

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

Category	Year	Number to be Purchased	Unit Cost Format : #.##	Total Cost Calculate d: #.##	Description of Budgeted Item	Sustainability Plan
Staff	Year 1	1	137097	137097	Salaries and Wages for a new principal to start July 1, 2012. year 1	Building Basic Ed. funds to maintain the principal at the end of the grant.
Staff	Pre-Implementation	1	26417	26417	Salary 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.
Staff	Year 1	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.
Staff	Year 1	134	116	15544	Substitutes for teachers to attend Phase III Teacher Training. year 1	Building Basic Ed. Budget.
Professional Development	Year 1	2038	34.16	69618.08	Salary and Benefits for teachers to develop Knowledge and skills in PA Common Core and use of the Standards Aligned System.	Teachers will gain knowledge and team capacity knowledge will sustain

					year 1	use of acquired skills.
Staff	Year 1	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.
Staff	Year 2	321	34.16	10965.36	Salary and Benefits for teachers to participate in data team meetings held after school. year 2	Building Basic Ed funding with Act 80 days.
Staff	Year 1	1846	34.16	63059.36	Salary and Benefits for teachers to analyze summative data before school starts by departments. year 1	Building Basic Ed. funds and scheduling of Contracted days.
Staff	Year 1	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.
Staff	Year 1	2	20996	41992	Salary and Benefits for Tutors for reading and math during the day and after school hours. year 1	Building Basic Ed funds with teacher schedule adjustment to cover intervention grouping.
Staff	Year 1	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.
Staff	Year 1	983	34.16	33579.28	Salary (by the Hour) and Benefits for after school homework support	Scheduled during the day with mentors.

					and project tutoring. year 1	
Assessment Materials	Year 1	1	23960	23960	GRADE and GMADE assessments. year 1	Building Basic Ed. funds
Software	Year 1	1	70007	70007	Licenses for Read 180 for Students with IEPs and ELLs with reproducible readers. year 1	Building Basic Ed Funding (Program replacement will require only replacing reproducible s.)
Software	Year 1	1440	10	14400	License for Learning Oasis for literacy development for all students. year 1	Building Basic Ed funds.
Assessment Materials	Year 1	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.
Travel Costs	Year 1	1	2334	2334	Travel costs for College Visits for Juniors and Seniors. year 1	Building Basic Ed funds with the school counselors.
Contracted Services	Year 1	1	2000	2000	Incentive Celebration Programs/activities for Improved student achievement. year 1	Building Basic Ed Funds
Contracted Services	Year 1	1	1720	1720	Contracted Services for Learning Oasis Software. year 1	Building Basic Ed. Funds
Professional Development	Year 1	1	63714	63714	Professional Development for Hybrid (Technology/traditional instruction), Year	District technology integrators and Hybrid Coordinator

					1	will provide additional training for new teachers.
Contracted Services	Year 1	1	3080	3080	Contract for Training for Learning Oasis. year 1	Teacher leaders will train new staff as needed.
Materials & Supplies	Year 1	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.
Contracted Services	Year 1	1	9600	9600	Contract for Training with Literacy Design Collaborative using Module Creator.	Teacher leaders will train new staff members in their department.
Contracted Services	Year 1	1	7200	7200	Contract for Training for Collins Writing. year 1	Teacher leaders will provide training to new staff members.
Professional Development	Year 1	1	800	800	Contract Services for Training with Vocabulary using Rewards. year 1	Teacher leaders will provide training for new teachers.
Contracted Services	Year 1	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.
Staff	Year 1	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.
Other (specifics required below)	Year 1	1	50000	50000	Incentive Field Trips for improved performance following benchmark assessments. year 1	Fund Raising
Professional Development	Year 1	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.
Staff	Year 1	1	15554	15554	Salaries and Benefits for teachers participating in Phase III Teacher Evaluation training. year 1	The school principal with his administrative team will provide ongoing training.
Contracted Services	Year 1	1	3214	3214	Contracted services for the Teacher Evaluation from the IU staff. year 1	The building principal and his administrative team will provide ongoing updated training.
Contracted Services	Year 2	1	3083	3083	Contracted Services Phase III Teacher Evaluation with IU staff. year 2	The building principal and his administrative team will provide ongoing updated training.
Contracted Services	Year 3	1	14202	14202	Contracted Services for Phase III Teacher Evaluation with IU Staff. year 3	The building principal and his administrative team will provide ongoing

						updated training.
Staff	Year 2	1	137097	137097	Salaries and Wages for a new principal to start July 1, 2012. year 2	Building Basic Ed. funds to maintain the principal at the end of the grant.
Staff	Year 3	1	137097	137097	Salaries and Wages for a new principal to start July 1, 2012. year 3	Building Basic Ed. funds to maintain the principal at the end of the grant.
Staff	Year 2	12	116	1392	Substitutes for teachers to observe effective teaching practices within their teams. year 2	Building Basic Ed funding and scheduling coverage with support staff.
Staff	Year 3	12	116	1392	Substitutes for teachers to observe effective teaching practices within their teams. year 3	Building Basic Ed funding and scheduling coverage with support staff.
Contracted Services	Year 2	1	2000	2000	Incentive Celebration Programs/activities for Improved student achievement. year 2	Building Basic Ed Funds
Staff	Year 3	1	2000	2000	Incentive Celebration Programs/activities for Improved student achievement. year 3	Building Basic Ed Funds
Other (specifics required below)	Year 2	1	50000	50000	Incentive Field Trips for improved performance following benchmark assessments. year 2	Fund Raising
Other (specifics required below)	Year 3	1	50000	50000	Incentive Field Trips for improved	Fund Raising

required below)					performance following benchmark assessments. year 3	
Professional Development	Year 2	1	800	800	Contract Services for Training with Vocabulary using Rewards. year 2	Teacher Leaders will provide training for new teachers.
Staff	Year 3	1	800	800	Contract Services for Training with Vocabulary using Rewards. year 3	Teacher leaders will provide training for new teachers
Staff	Year 2	1	816	816	To provide support for struggling teachers by teacher leaders. year 2	The school Principal, Assistants and Teacher Curriculum Coordinators will provide on going support for new teachers.
Staff	Year 3	1	816	816	To provide support for Struggling Readers. year 3	The school Principal, Assistants and Teacher Curriculum Coordinators will provide on going support for new teachers.
Professional Development	Year 2	1	10928	10928	Professional Development for Hybrid (technology/traditional Instruction). year 2	District technology integrators and Hybrid Coordinator will provide additional training for new teachers.
Staff	Year 3	1	10918	10918	Professional Development for Hybrid	District technology integrators

					(Technology/Traditional) instruction. year 3	and Hybrid Coordinator will provide additional training for new teachers.
Travel Costs	Year 2	1	2333	2333	Travel costs for College Visits for Juniors and Seniors. year 2	Building Basic Ed funding with the school counselors
Travel Costs	Year 3	1	2333	2333	Travel costs for College Visits for Juniors and Seniors. year 3	Building Basic Ed. funding with school counselors
Software	Year 2	1440	10	14400	License for Learning Oasis for literacy development for all students. year 2	Basic Ed. Funding
Software	Year 3	1440	10	14400	License for Learning Oasis for literacy development for all students. year 3	Basic Ed Funding
Materials & Supplies	Year 2	1	20894	20894	Licenses for Read 180 for Students with IEPs and ELLs with reproducible readers. year 2	Building Basic Ed Funding (Program replacement will require only replacing reproducible s.)
Materials & Supplies	Year 3	1	9794	9794	Materials for Read 180 for Students with IEPs and ELLs with reproducible readers. year 3	Building Basic Ed Funding (Program replacement will require only replacing reproducible s.)

Staff	Year 1	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.
Staff	Year 3	321	34.16	10965.36	Salary and Benefits for teachers to participate in data team meetings held after school. year 3	Building Basic Ed funding with Act 80 days.
Assessment Materials	Year 2	1	300	300	Test Prep USA for Algebra to monitor student progress. year 2	Building Basic Ed. Funds to be gradually replaced with teacher made materials and assessments from SAS.
Assessment Materials	Year 3	1	300	300	Test Prep USA for Algebra to monitor student progress. year 3	Building Basic Ed. Funds to be gradually replaced with teacher made materials and assessments from SAS.
Staff	Year 3	1407	34.16	48063.12	Salary and Benefits for teachers to develop as a PLC analyzing summative data before school starts by departments. year 3	Building Basic Ed. funds and scheduling of Contracted days.
Computer Equipment	Year 1	1	14000	14000	Scanner for GRADE and GMADE assessments. year 1	One time purchase.
Staff	Year 2	1	63714	63714	Salary and Benefits for teacher-coordinator for Hybrid instruction. year 2	Savings of Cyber education as students remain with district Hybrid

						courses.
Staff	Year 3	1	63713	63713	Salary and Benefits for teacher-coordinator for Hybrid instruction. year 3	Savings of Cyber education as students remain with district Hybrid courses.
Staff	Year 2	2	20996	41992	Salary and Benefits for Tutors for reading and math during the day and after school hours. year 2	Building Basic Ed funds with teacher schedule adjustment to cover intervention grouping.
Staff	Year 3	2	20996	41992	Salary and Benefits for Tutors for reading and math during the day and after school hours. year 3	Building Basic Ed funds with teacher schedule adjustment to cover intervention grouping.
Staff	Year 2	1	56215	56215	Salary and Benefits for a Family Social Worker to promote family literacy student college Ready skills. year 2	Title funds and other grants with parent and community support.
Staff	Year 3	1	56215	56215	Salary and Benefits for a Family Social Worker to promote family literacy student college Ready skills. year 3	Title funds and other grants with parent and community support.
Staff	Year 2	1402	34.16	47892.32	Salary and Benefits for teachers to develop as a PLC analyzing summative data before school starts by departments. year 2	Building Basic Ed. funds and scheduling of Contracted days.

Assessment Materials	Year 2	1	10000	10000	GRADE and GMADE assessments. year 2	Building Basic Ed. funds
Assessment Materials	Year 3	1	10000	10000	GRADE and GMADE assessments. year 3	Building Basic Ed. funds
Staff	Year 2	293	34.16	10008.88	Salary (by the Hour) and Benefits for after school homework support and project tutoring. year 2	To be Scheduled part of the day during intervention period.
Staff	Year 3	293	34.16	10008.88	Salary (by the Hour) and Benefits for after school homework support and project tutoring. year 3	To be Scheduled part of the day during intervention period.
Materials & Supplies	Year 1	1	99505	99505	Materials to supplement screening and instructional materials, Year 1	Building Budget
Materials & Supplies	Year 2	1	23204	23204	Materials to supplement screening and instructional materials, Year 2	Building Budget
Materials & Supplies	Year 3	1	23204	23204	Materials to supplement screening and instructional materials, Year 3	Building Budget

**Explain any "Other" budget category used above.**

(Optional) (Maximum 3000 Characters)

Field trips will be provided by course or grade for students that show improvement on their monitoring assessments in reading, math, and Science in preparation for Keystone Exams.