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.*



Scho ol Name	ing	Ti er	Interve ntion Selecte d	Num ber of Minu tes in 2011 -12 Scho ol Year	of 9-12 grade Student s Complet	r of 9- 12 studen ts comple ting at least one Dual Enroll	students completi ng AP/IB, Dual Enrollm ent or advance d mathem	r Attend	t
H.R. Edmu nds	3737	Ti er II	Restart	7710 6	0	0	0	93	92
J.P. Jones	7243	Ti er I	Restart	7710 6	0	0	0	90	86
Clevel and	3666	Ti er I	Restart	6516 0	0	0	0	94	92

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

(Optional) (Maximum 10000 Characters)

The School District of Philadelphia's selection process for outside experts and providers is ultimately based on a very rigorous review process which begins at the school community level. Broadly representative "School Advisory Councils" are formed at each school with the "Restart" designation. Council members include, but are not limited to parents, students, teachers, administration, community members, and community partners. The School Advisory Council engages active community involvement in the selection of a CMO/EMO by issuing an RFQ for interested CMOs and EMOs. In answering the RFQ, each applicant is required to quantify why their organization has proven effective methods of management and meets all of the metrics to be classified as a highly qualified provider with the capacity to meet all of the goals outlined by the School Advisory Council. Subsequent to the RFQ process, School Advisory Councils from eligible schools engage in selecting an appropriate provider for their school from the list of qualified providers that emerge via the RFQ solicitation.

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. school from participating in the SIG application:



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

	Add new data by entering the fields, then clicking the ADD button at the end of the row on the i							
School		AYP	Ti	Human	Organizatio		Mater	
Name	de	Status	er	Capacity	nal Capacity	Capacity	ial	
	Spa						Capac	
	n						ity	
Allen, Ethan		CAII, 5th year	Tie r II	The School District of Philadelphia (District) and the ten Tier I/II schools included in this application are extremely well prepared to fully implement the designated SIG reform models: three (3) restarts, four (4) turnarounds, and three (3) transformation s. The District has been building capacity for the implementatio n of these reform models	perhaps the highest priority of District-level administration for the past three years. Communication of shared vision and goals for	TURNAROUN D and TRANSFORMA TION. The District has developed a full complement of structural capacities that will support implementati on of these two models in all the targeted schools: Curriculum and Assessments. The District has developed a standards- aligned system, incorporating its nationally	ity	
				for the past	as the	renowned		
				three years	"Empowerme	Core		
				under the	nt Schools"	Curriculum,		

leadership of the District's former Superintenden and clear. t/CEO. Known There is as the "Empowermen t School" initiative, the District began implementing most of the components of the SIG models in a subset of Philadelphia schools, all of which were in Corrective Action status under NCLB three years ago. All of the schools included in this application are including the on the "Empowermen t School" list. RESTART. The schools. District undertook a process, beginning in January 2012, that led to the identification of fully qualified and capable CMOs to lead school restarts in three of Philadelphia's lowest performing schools. Through an RFO/RFP process, CMOs community

initiative) has aligned with been consistent strong community, school board and union support for the initiative. The District is District particularly proud of the terms negotiated in its agreements with the teachers' and n schools will principals' unions which allow for the implementati instructional on of many of interventions the required components, re-staffing of the turnaround Broadly representativ e School Advisory Councils were onsite involved in the planning and decisionmaking processes for all schools implementing the restart and turnaround models, thereby ensuring paraent,

state standards and assessments and supported with formative assessments such as the predictive benchmark exams. All participating turnaround and transformatio also be supported with for students who are identified as falling behind. Professional Development. Each of the schools will be supported by intensive coaching and professional development, provided in multiple formats in an ongoing fashion by professionals trained in researchbased methodologie s, proven to work in high-

were required demonstrate their capacity- those human, organizational, and structural and material/finan cial- to fully implement the engaged in model. All the selected CMOs implementati had to demonstrate that they had sufficient personnel, with skills setsa specifically geared to meet the needs of the specific schools to which they were assigned, to provide adequate support for the initiative. A number of different CMOs were selected and matched with the schools through a process that included vetting by a broadly representative School Advisorv Council from each school/commu nity. It should also be noted that the District has

and staff buy-in for the settings. changes in schools. Staff has been community have been actively suspporting on of reform in the transformatio via new n schools for the past three years.

risk urban Staff/Hiring Policies, As described throughout this application, the leaders and staff in the targeted schools have been selected processes designed to ensure that hiahlv effective educators are present and supported in every classroom. RESTART. Each of the CMOs selected has had to provide extensive plans and documentatio n for the curriculum, assessments, staffing and professional development to be implemented in the schools, as part of the RFQ/RFP process described elsewhere in this application. Details of

designated these plans are laid out in personnel within its the school-Office of based Charter, templates for Partnership each of the and New schools Schools to implementing oversee the this model. implementatio Fully implementing n of the model in the targeted these schools, and rigorous to provide models in ongoing these monitoring schools, in and support to addition to the ones ensure success. approved in TURNAROUND the last round . The of SIG, is implementatio only possible because of n of the turnaround the very high model is degree of overseen by a alignment of team funding and personally other selected and resources led by the mobilized for District's such efforts former over the past Superintenden two years. As t/CEO, A team detailed in of veteran both the LEAadministrators level and , including a school-level Regional budgets Superintenden provided with t and two this veteran school application, principals, all all requested three of whom funds will be have led used to schools to support full success in implementati challenging on of all urban required components settings, work full time in of the providing selected support to the reform

schools. models in the TRANSFORMA schools. A TION. The variety of other funds District has been building will also be human designated to support some capacity to support the of the implementatio components, n of reforms in including but the schools not limited identified for to: Title I the funds to transformation support professional model for the past three development, vears. All parental schools will be involvement supplied with and School instructional Improvement interventions Support for struggling Liaisons and students. Teacher Title II funds Leaders, who to support have been class-size trained in reduction. Title III funds researchbased to provide methodologies additional and supports for inaterventions English to support the Language schools to Learners. which they are Various assigned in competitive achiefing federal grants success. (including GEAR UP, Human and Smaller other resources to Learning support Communities, implementatio and n will be Department deployed, of Labor coordinated grants) to and enhanced provide by a central enhancement District office to college know as the and career Office of counseling School supports,

				Improvement and Reform. Overseen by the District's Chief Academic Officer, the OSIR provides ongoing supervision, monitoring and professional development for staff assigned to all participating schools. Each of the schools is lead by a principal selected through a process designed to find leaders with proven track records of success in turning around low-performing schools.		especially for participating high schools.	
Bethune	K-8	CAII, 7th year	Tie r I	same as above	same as above	same as above	
Beeber	6-8	Making Prograess CAII		same as above	same as above	same as above	
Blanken burg	K-8	SI 1	Tie r I	same as above	same as above	same as above	
Carnell	K-8	CAII, 3rd year	Tie r II	same as above	same as above	same as above	
Carroll	9-12	CAII, 6th year	Tie r II	same as above	same as above	same as above	
Comegy s	K-6	CAII, 2nd year	Tie r I	same as above	same as above	same as above	
Cooke	K-8	CAII, 8th	Tie	same as above	same as	same as	

		year	r II		above	above
Creighto n			Tie r II	same as above	same as above	same as above
DeBurgo s	K-8	Making Progress CAII	Tie r II	same as above	same as above	same as above
Dick	K-8	Made AYP	Tie r I	same as above	same as above	same as above
Dobbins	9-12	CAII, 5th year	Tie r II	same as above	same as above	same as above
Douglas, Stephen	9-12	Making Progress SI 1	Tie r I	same as above	same as above	same as above
Duckrey	K-8	CAI	Tie r I	same as above	same as above	same as above
Dunbar	K-8	Making Progress CAII	Tie r I	same as above	same as above	same as above
Elkin	K-4	CAII, 2nd year	Tie r I	same as above	same as above	same as above
Fairhill	K-8	CAI	Tie r I	same as above	same as above	same as above
Finletter	K-8	SI II	Tie r II	same as above	same as above	same as above
Fitzsimo ns	7-12	CAII, 8th year	Tie r I	same as above	same as above	same as above
Franklin, Benjami n	9-12	CAII, 7th year	Tie r II	same as above	same as above	same as above
Franklin	K-8	CAII, 1st year	Tie r II	same as above	same as above	same as above
Girard	K-4	SI II	Tie r II	same as above	same as above	same as above
Harding	6-8	CaII, 9th year	Tie r II	same as above	same as above	same as above
Hartranf t	K-8	Made AYP	Tie r I	same as above	same as above	same as above
Hopkins on	K-8	CAII, 8th year	Tie r	same as above	same as above	same as above

			II			
Bartram	9-12	CAII, 8th year	Tie r I	same as above	same as above	same as above
Kendert on	K-8	CAII, 8th year	Tie r II	same as above	same as above	same as above
Kensingt on CAPA	9-12	_	Tie r I	same as above	same as above	same as above
Kensingt on Culinary	9-12	CAI	Tie r I	same as above	same as above	same as above
Kensingt on Business	9-12	CAI	Tie r I	same as above	same as above	same as above
Kinsey	K-8	SI II	Tie r I	same as above	same as above	same as above
Lambert on	9-12	SI II	Tie r I	same as above	same as above	same as above
Lea	K-8	CAII, 5th year	Tie r II	same as above	same as above	same as above
Lowell	K-4	CAII, 3rd year	Tie r I	same as above	same as above	same as above
McMicha el	K-8	SI II	Tie r II	same as above	same as above	same as above
Meehan	7-8	Making Progress, CaII	Tie r II	same as above	same as above	same as above
Morrison	K-8	CAII, 8th year	Tie r II	same as above	same as above	same as above
Pastoriu s	K-8	CAII, 8th year	Tie r I	same as above	same as above	same as above
Pepper	5-8	Slated for closure	Tie r II	same as above	same as above	same as above
Randolp h	9-12	Making Progress, SI II	Tie r II	same as above	same as above	same as above
Reynold s	K-8	SI II	Tie r I	same as above	same as above	same as above
Rhodes	7-12	CAII, 6th year	Tie r I	same as above	same as above	same as above

School of the Future	9-12	Making Progress, CAI		same as above	same as above	same as above
Shaw	7-8	CAII, 6th year	Tie r II	same as above	same as above	same as above
Sheridan West	6-8	Making Progress, CAII		same as above	same as above	same as above
Stanton	K-7	Made AYP	Tie r I	same as above	same as above	same as above
Strawbe rry Mansion	9-12	SI 1	Tie r II	same as above	same as above	same as above
Swenso n	9-12	CAII, 4th year	Tie r II	same as above	same as above	same as above
Taylor	K-5	Making Progress, CAII		same as above	same as above	same as above
Washing ton, Grover	5-8	CAI	Tie r II	same as above	same as above	same as above

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					Organizational Capacity		
NA	NA	NA	Tier I	NA	NA	NA	NA

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

J1. The amounts entered here will be part of the overall requested amount for this LEA. Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Year	Category	Number	Unit	Total	Descriptio	Sustainabilit
				Cost		y Plan
		Purchase	Format: #.##	Calculated	Budgeted	
		d	: #.##	: #.##	Item	

Pre-	LEA Level	0	0	0	NA	NA
Implementatio	Administratio					
n	n					

The LEA assures the following:

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

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

Yes

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

Yes

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

Yes

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

Budget Function	Budget Object	Amount Format: ##	Description
1000-Instruction	100-Salaries	0	NA
		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 Number Format: ## Purchased	Unit Item Where Equipment will be Located
--	---

1000-	700-	0	0	1 0	NA	NA
Instruction	Property					

Budget: \$0.00 Allocation: \$0.00

${\bf Budget\ Over (Under)\ Allocation:}$

\$0.00

	100 Salari es	200 Benefi ts	300 Purchased Profession al and Technical Services	400 Purchas ed Property Services	500 Other Purchas ed Services	Dues &	700 Proper ty	Row Total s
1000 Instruction	0	0	0	0	0	0	0	0
1692 Tutor Training	0	0	0	0	0	0	0	0
2100 Pupil Personnel Services	0	0	0	0	0	0	0	0
2200 Staff Support Services	0	0	0	0	0	0	0	0
2300 Admin Support Services	0	0	0	0	0	0	0	0
2400 Health Support Services	0	0	0	0	0	0	0	0
2500 Business Support Services	0	0	0	0	0	0	0	0
2600 Operation and Maintenance	0	0	0	0	0	0	0	0
2700 Student Transportatio n	0	0	0	0	0	0	0	0
2800 Central Support Services	0	0	0	0	0	0	0	0

2900 Other Support Services	0	0	0	0	0	0	0	0	
3100 Food Services	0	0	0	0	0	0	0	0	
3200 Student Activities	0	0	0	0	0	0	0	0	
3300 Community Services	0	0	0	0	0	0	0	0	
4400 Architecture & Engineering Services/Ed Spec Improvement s Communicatio	0	0	0	0	0	0	0	0	
Column Totals	0	0	0	0	0	0	0	0	
Approved Indirect Cost/Operational Rate 0.0229 Cost (CF:5000 Object:900):								0	
Pass Through Funds (If Applicable) (CF: OBJ									
Total:									