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

Sto - Rox School District

A2. School Name (Maximum 50 Characters)

Sto - Rox Middle School

A3. Grade span (Maximum 25 Characters)

6-8

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

SCHOOL CLOSURE MODEL MAXIMUM

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

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

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS

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

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	298	83	0	Corrective Action II

A5. Funds requested Year 1:

1558275

A6. Funds requested Year 2:

1471875

A7. Funds Requested Year 3:   1311150

A8. Total Amount of Funds Requested: 4341300

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)

Sto–Rox School District serves students from Stowe Township and McKees Rocks Borough. The areas are just outside of the city of Pittsburgh. 2010 census data show there are 13,328 residents living in the district. 19% live below poverty level. Millage is 29.6, the eleventh highest in the Commonwealth. One mil generates $275,000. The district collects a rate in the low 90's%. The communities thrived in the early eighties when manufacturing and steel mills were present. At that time, many of the residents were employed by these industries and the district was solidly in the middle income range. Since the collapse of these industries, many residents have moved away. This left the district with a transient population that move in and out of the five housing projects within the area. The home ownership rate in McKees Rocks falls 30 points below the state average. The median income is $18,616.00. The poverty rate is 22.6%. Census data shows 18.5% of households in the district are run by a single mother. 2011-2012 data shows 83% of the student body qualifies for free and reduced lunch. There are 294 students in grades 6-8. 46% of the students are Black, 43% of the students are White, 1% of the students are Multi-Racial. 2 students are Asian. 4 are Hispanic. There are no ELL students. 24% of the students qualify for an IEP. Middle School PSSA achievement data, as reported by the Pennsylvania Department of Education, is as follows: In 2009-2010, the school did not make AYP, and was placed into Corrective Action I. In the following year, 2010-2011, the school again did not make AYP and was put into Corrective Action II. Specific achievement data reflects the following: 17/21 goals were met and there was an overall

increase in Reading but a decrease in Math. Specifically by subgroup, student performance reflected: AYP by growth model for overall students however, the overall student group did not meet AYP in math. White students Made AYP by safe harbor/confidence interval in Reading and through confidence interval in math. The black student subgroup did not meet AYP through any measure. The IEP subgroup made AYP through safe harbor and safe harbor confidence interval in Reading and Math. The Economically Disadvantaged students made AYP in Reading through Safe Harbor/Confidence Interval and they did not make AYP at all in Math. The Sto – Rox School District and Sto - Rox Middle School have undergone several changes in leadership in its recent history. In Nov. 2010, the Superintendent left the district after six years, and an interim Superintendent was appointed and served until July, 2011 when a full time Superintendent was appointed. The district has been without a Business Manager since Jan. 2012. There have been other administrative changes as well. In the summer of 2011, the middle school principal was reassigned to the high school to act as principal and assistant superintendent for instruction. She resigned in Oct. 2011. A new principal was appointed in Nov. 2011. The High School Principal was reassigned to the Sto – Rox Middle School in July of 2011 to lead reform and restructuring efforts at the 6-8 level. In the Fall of 2011, teachers were surveyed to review educational practices and strategies. The findings highlight the need for more embedded professional development for staff. Sto – Rox Middle School staff rely on curriculum based assessments to gauge student progress. These teacher created documents and assessments that are not common across curricular areas. Teachers report that they are not sure that they are always adhering to the standards. Responses indicate a need to use assessment data more consistently. Responses reflect not enough time is being spent on specific reading intervention and indicates lack of progress monitoring. This calls out the need for quality embedded professional development that the SIG would provide. Parent perceptual data from Fall 2011 shows a desire to be better informed of how to use the assessment data to help children. Parents also indicate that they want to be better and more engaged in their students' education and instructional decisions. The district will use the Community Liaison and plans developed in the SIG planning process to help encourage and engage parents more fully. The Sto - Rox Middle School realizes the trend of chronic low performance is tied to systemic issues that need attention and support. The team will work to implement the SIG components with fidelity to, over the course of the three year grant, improve the achievement of all students.

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)

Sto Rox Middle School is currently in Corrective Action II. SIG funds will be used to support the identified needs that the staff realize have impacted students in the chronically underperforming school. The staff, lead by the new middle school principal, conduced a needs assessment and data analysis to analyze and prioritize need. The staff realizes the following: The students did not achieve Adequate Yearly Progress in 2011, but were able to meet the benchmark among certain subgroups through safe harbor and confidence intervals. Middle school students met the participation target. Reading scores in the past three years have risen as much as 11 percentage points and returned to the original scores. Staff see this as a result of

continual budget and programming cuts. Review of PVAAS data shows grade 6 was able to meet AYP in reading in the ADVANCED group but failed to make a year's growth in BELOW BASIC, BASIC AND PROFICIENT. Grade 7 made one year's growth in reading in the BELOW BASIC designation but failed to demonstrate the same in BASIC, PROFICIENT AND ADVANCED. In grade 8 all proficiency groups made one year's growth. The middle school staff realize the following strategies will help increase proficiency: 1. Principal observations and submitted common plan logs 2. Review of lesson plans 3. New text book series aligned with standards 4. Interactive word walls 5. Review of local and benchmark assessments 6. Study Island exercises used often 7. School wide high interest materials available to all 8. Scheduled library visits 9. Accelerated Reader 10. Teacher reading competition A needs assessment also reveal areas of concern: 1. Lack of a district wide well planned professional development plan over 5 years 2. No professional development support for literacy 3. High rate of transiency among students 4. Lack of time devoted to in depth data analysis 5. Continual budget cuts with little to no funds for materials or resources 6. Student dislike of reading for pleasure 7. No current requirements for monthly book reading, written summary and oral report 8. Active reading strategies are taught but not utilized by students 9. Frequent infrastructure problems re: technology; underperforming server, laptops are beginning to wear out, Promethean Smart boards not always in working order 10. Student indifference and lack of understanding and appreciation for the importance and future implications of the PSSA scores 11. No summer school program or activities to prevent summer loss 12. Minimal parental participation, supervision and involvement 13. Students arrive at middle school with deficient skills The middle school staff and principal believe the strategies outlined and addressed by the goals in the SIG plan will have significant impact over three years' time on student achievement.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

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

Priority Goal #		Need	Annual Goal	
	1	Increased amount of small group and individual instruction in math and literacy	Students and teachers will use enrichment periods for interventions in reading and math. Create after school tutoring using Study Island.	
	2	Students need to develop an appreciation and understanding of the importance of the PSSA since it does not have a significant impact on their course grades	Principal will meet with each English class to explain importance to students, review scores and have students complete a plan for success.	
	3	Increase percentage of students that read for pleasure and create more opportunities to read in classes	All students will participate in weekly reading and writing workshops where they can select their reading, write and conference about it with journal use.	

	4	Extended periods for language arts and math instruction to increase levels of student engagement	Students will improve performance on benchmark and end of year assessments.
	5	Improve rate of homework completion and return to improve drill and practice skills	Create a revised grading policy to reflect more heavily weighted homework values. Provide information to parents through the use of a Parent University to communicate the importance of supervision and review of implemented curriculum strategies.
	6	Increased word recognition, vocabulary development and word usage skills for incoming middle school students	Implementation of the Word of the Day model and instill a competition amongst grade levels to encourage participation levels.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

Sto Rox Middle School is currently in Corrective Action II. The students did not achieve Adequate Yearly Progress in 2011 but were able to meet the benchmark among certain subgroups with the use of a special provision. Middle school students met the participation and graduation target. Reading scores in the past three years have risen as much as 11 percentage points and returned to the original scores as a result of continual budget and programming cuts. Grade 6 was able to meet AYP in reading in the ADVANCED group but failed to make a year's growth in BELOW BASIC, BASIC AND PROFICIENT. Grade 7 made one year's growth in reading in the BELOW BASIC designation but failed to demonstrate the same in BASIC, PROFICIENT AND ADVANCED. In grade 8 all proficiency groups made one year's growth. Strategies Used to Increase Proficiency: 1. Principal observations and submitted common plan logs 2. Review of lesson plans 3. New text book series aligned with standards 4. Interactive word walls 5. Review of local and benchmark assessments 6. Study Island exercises used often 7. School wide high interest materials available to all 8. Scheduled library visits 9. Accelerated Reader 10. Teacher reading competition Areas of Concern: 1. Lack of a district wide well planned professional development plan over 5 years 2. No professional development support for literacy 3. High rate of transiency among students 4. Lack of time devoted to in depth data analysis 5. Continual budget cuts with little to no funds for materials or resources 6. Student dislike of reading for pleasure 7. No current requirements for monthly book reading, written summary and oral report 8. Active reading strategies are taught but not utilized by students 9. Frequent infrastructure problems re: technology; underperforming server, laptops are beginning to wear out, Promethean Smart boards not always in working order 10. Student indifference and lack of understanding and appreciation for the importance and future implications of the PSSA scores 11. No summer school program or activities to prevent summer loss 12. Minimal parental participation, supervision and involvement 13. Students arrive at middle school with deficient skills

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #.##	Current PSSA Math Data - % Basic Format: #.##	Current PSSA Math Data - % Proficient Format: #.##	Current PSSA Math Data - % Advanced Format: #.##	Current PSSA Reading Data - % Below Basic Format: #.##	Current PSSA Reading Data - % Basic Format: #.##	Current PSSA Reading Data - % Proficient Format: #.##	Current PSSA Reading Data - % Advanced Format: #.##
All Students	35	19	26	20	34	24	26	16
White non-Hispanic	23	14	32	31	17	27	31	25
Black/African American non-Hispanic	44	22	21	12	48	23	20	8
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	52	19	22	7	44	15	30	11
IEP-Special Education	60	17	23	0	66	11	21	2
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	35	20	27	18	35	24	27	14

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #.##	Year 1 PSSA Math Goal - % Basic Format: #.##	Year 1 PSSA Math Goal - % Proficient Format: #.##	Year 1 PSSA Math Goal - % Advanced Format: #.##	Year 1 PSSA Reading Goad - % Below Basic Format: #.##	Year 1 PSSA Reading Goal % Basic Format: #.##	Year 1 PSSA Reading Goal - % Proficient Format: #.##	Year 1 Reading Goal - % Advanced Format: #.##
All Students	25	10	36	29	24	14	37	25
White non-Hispanic	14.6	5	41.5	38.9	8.2	18.6	40.2	33

Black/African American non-Hispanic	33	14.4	30.7	21.9	35.2	11.5	34.4	18.9
Latino-Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	41.9	8.5	32.5	16.1	34.4	4.8	40	20.8
IEP-Special Education	50	7	33	10	52	5	31	12
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	25.3	10.9	36.5	27.3	24.5	13.3	38.5	23.7

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

	Year 2 PSSA Math Goal - % Below Basic Format: #.##	Year 2 PSSA Math Goal - % Basic Format: #.##	Year 2 PSSA Math Goal - % Proficient Format: #.##	Year 2 PSSA Math Goal - % Advanced Format: #.##	Year 2 PSSA Reading Goal - % Below Basic Format: #.##	Year 2 PSSA Reading Goal - % Basic Format: #.##	Year 2 PSSA Reading Goal - % Proficient Format: #.##	Year 2 PSSA Reading Goal - % Advanced Format: #.##
All Students	15	5	46	40	14	10	46	36
White non-Hispanic	10	10	42	41	5	5	56	46
Black/African American non-Hispanic	24	10	41	32	28	5	40	28
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	32	5	42	27	24	5	50	31
IEP - Special Education	40	5	43	20	46	3	41	22

English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	15	5	47	38	15	10	47	34

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal – % Below Basic Format: #.##	Year 3 PSSA Math Goal – % Basic Format: #.##	Year 3 PSSA Math Goal – % Proficient Format: #.##	Year 3 PSSA Math Goal – % Advanced Format: #.##	Year 3 PSSA Reading Goal – % Below Basic Format: #.##	Year 3 PSSA Reading Goal – % Basic Format: #.##	Year 3 PSSA Reading Goal – % Proficient Format: #.##	Year 3 PSSA Reading Goal – % Advanced Format: #.##
All Students	5	0	46	49	12	2	41	45
White non-Hispanic	0	0	50	50	0	0	54	46
Black/African American non-Hispanic	13	0	48	39	18	0	50	32
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	22	0	52	26	4.4	0	56	39.6
IEP-Special Education	25	0	50	25	36	0	43	21
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	50	50	5	0	58	37

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

⦿ Transformation

○ Turnaround

○ Restart

○ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school.
(Maximum 15000 Characters)

The administrators in the Sto – Rox School District were made aware of the opportunity for SIG funding in the early Spring of 2012. Following a presentation at the Pennsylvania Federal Programs Coordinators meeting in Hershey, PA at the end of March, the Federal Programs Coordinator met with the administrative team to discuss the four models. The team discussed the models, and carefully considered the ramifications of each. The administrative team, in addition to consideration from the teachers' association and school board input, decided that the Transformation Model would be the most effective and least disruptive to the school culture that was being established by the newly appointed principal. The team based this decision largely on the fact that a new principal was appointed during the 2011-2012 school year in the Sto - Rox Middle School under the directive that she was to turn the schools around and provide the leadership that would provide effective in increasing student achievement levels. Under the Transformation Model, the building principal, new to her position will remain in place. The current teacher turnover rate is low, during the summer between the 2010-2011 school year, no teachers left the Sto – Rox Middle School. The school currently has partnerships with local universities such as Carlow, the University of Pittsburgh and Duquesne to create a succession plan for possible future educators. In addition, Sto –Rox hired a new Superintendent in the summer of 2011 to lead reform efforts in the district. The Superintendent has extensive knowledge of school reform efforts, and he supports the district's reform initiatives in both financial and academic arenas.

Tranformation Model

Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 year or after as part

of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2012-13 school year.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Attract and retain highly qualified Middle School Principal that is qualified to lead a comprehensive reform plan.	1. Transfer the high school principal to the middle school July 2012 2. Transfer the middle school principal to the high school July 2012 3. New high school principal takes an out of district position; replace departing high school principal 4. Obtain school board approval for new high school principal 5. Hire and new high school principal	Completed in Summer of 2011	Re-organization necessary as result of Corrective Action II status of middle school Proposal includes transformation model which will use the Phase III Pilot Evaluation program for teachers and administrators. In addition, the principal will set annual goals that will be reviewed with the Superintendent.	18000	1,2,3,4,5

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well

as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address	
Teachers will work together with administrators to create a revised evaluation method that is in line with Phase III Pilot expectations along with CBA.	1. A revision of the walk through procedures to reflect commentary on teacher performance utilizing the Danielson Framework for Supervision and Teacher Observation 2. A revision of the current formal evaluation process reflecting the use of: a. Pre and post conferencing b. Written summative evaluation narrative c. Notice of tenure with and without assistance d. Teacher rubric of self assessment e. A quarterly evaluation to assess how the new	Beginning in July, 2012 and running through 3 years of SIG funding. Assessments will be quarterly.	A final document emphasizing: Domains 2 and 3 of Danielson Project based instruction Standards aligned curriculum Classroom climate Instruction		1,2,3,4,5,6	

	evaluation procedures are working				

E3. Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address	
Identify and reward school leaders, teachers and staff who, in implementing this model, have increased student achievement Remove those staff who, after many opportunities to remediate student achievement, have failed to do so per the CBA. Teachers would have the opportunity to apply from a list of opportunities	Adopt a menu of teacher expectations and incentives teachers can select if criteria is met; Large awards are given at the end of the year; smaller awards are given at the semester e.g. release time, conferences	July 2012 through life of SIG	20% increase in 6th grade scores 30% in 7th grade scores 40% in 8th grade scores	300000	1,2,3,4,5,6	

E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.

(Optional)

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

Goal	Action(s) To	Anticipated	Method of	Estimate	Priority	

	Be Taken	Date For Implementation and Completion	Evaluation	d Costs (3 Years)* Format: #.##	Goal These Actions Will Address
Provide staff on-going, high-quality, job embedded professional development	Staff members will be surveyed using an instrument based on the Danielson and NISL frameworks; Professional development will be drafted by a committee, charting new waters into cutting edge, research based strategies; reflect the professional development and improvement plan goals of individual teachers; reflect a participatory and hands on experience of demonstrated best practices; reflect a broad horizon and wide spectrum appreciation of what professional development is and entails. Teachers will assess the validity of the professional development	Professional development menu will be available January 1, 2013 and will run through SIG cycle.	Strategies used in classrooms Teacher attendance Teacher efficacy Student achievement Student engagement	3000	1,2,3,4,5,6

	with the intent of reducing the teacher absenteeism during professional development training days.				
Provide high quality professional development to encourage teachers to use strategies to be successful in block scheduling.	Schedule time during professional development to provide strategies and information to teachers who work in the block. Retain consultants from OnHand Schools to provide best practice strategies. Provide teachers with specific look for's during block instruction, then complete a series of learning walks to provide specific feedback relative to the look for topic. Provide teachers with release time through use of the full time subs to meet with colleagues to discuss walk through information.	Beginning in the first semester of the 2012 school year and running the three year course of the SIG	Strategies used in classroom teaching Increased engagement	768000	1,2,3,4,5,6
Select and visit schools	Review list of approved	January 2013 with one trip	Teacher survey/input	300000	1,2,3,4,5,6

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)	Priority Goal These Actions Will Address
that are successfully implementing a SIG Transformation model	model schools. Schedule trips (1 per year for different cohort of teachers per life of grant) Compare programs, bring back implementation strategies that have been successful. Share strategies with remaining staff.	scheduled each January through life of SIG.	to success of program. Implementation of suggested successful strategies in lesson plans and practice.		
Seek to increase professional development opportunities for teachers by considering research based strategies and workshops presented by local intermediate units and PATTAN	Research course offerings and methods for delivery, assign cohorts of teachers to attend trainings. Share out findings at all staff meetings.	Through life of SIG grant.	Lesson plans, walk through data, formal observations, student achievemetn data	45000	1,2,3,4,5,6

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
Provide tangible	A committee will meet once	First quarter of the 2012-2013	Surveys from: Students and	3000	1,2,3,4,5,6

incentives for teachers who are successful in raising student achievement levels in the Transformation Model School.	per month during the first quarter of the school year to (1) develop staff development survey (2) review responses (3) complete staff incentive/reward menu (4) Design, amend and expand professional development opportunities	school year and through the duration of SIG	Teachers rating school culture, climate and instruction Test results will demonstrate increase cited in Section E3 A comprehensive program evaluation model will be established to assess entire growth at the end of year 3		
Provide targeted and high quality professional development for teachers to teach in an increased learning time environment.	Consult with OnHand Schools to provide the professional development session to staff. Work with teachers to develop a collaborative set of look for components to observe during learning walks. Conduct learning walks with groups of teachers. Provide feedback relative to learning walk information. Refine instruction and provide increased feedback.	Beginning in July of 2012 and continuing through life of SIG.	Strategies used in classroom teaching Increased engagement	100000	1,2,3,4,5,6

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.

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
Use research based strategies to align curriculum and program to ensure alignment with State academic standards	Complete the work of writing the curriculum and completing curriculum mapping based on EdInsight Curriculum Model	September 2012 with completion by September 2013	Review of curriculum and alignment to SAS system	42840	1,2,3,4,5,6
Use research based strategies to align curriculum and program to ensure alignment with State academic standards	Schedule meetings by discipline/subject to monitor for curriculum gaps and duplications	Ongoing through 2012-2013 school year and years 2 and 3 of SIG	Review of curriculum and alignment to SAS system to ensure that no gaps or overlaps exist	60000	1,2,3,4,5,6
Use research based strategies to align curriculum and program to ensure alignment with State academic standards	Recruit and hire high quality Reading and Math coaches	July 2012	Review of lesson plans, student engagement and achievement, classroom observations and survey data	342000	1,2,3,4,5,6
Use research based	Hire Curriculum Manager	July 2012	Review of curriculum and alignment	231000	1,2,3,4,5,6

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)*	Priority Goal These Actions Will Address
strategies to align curriculum and program to ensure alignment with State academic standards			to SAS system		
Provide students with relevant and engaging curriculum in all core subjects.	1)Review sample materials to ensure appropriateness and alignment with SAS and Common Core 2) Purchase new materials for use in the classrooms 3) Review implementation and assessment data with new materials	Fall 2012 with full implementation by first semester of 2013. Continue through SIG cycle.	Increased student achievment. Tighter alignment of lesson plans to SAS/Common Core.	200000	1,2,3,4,5,6
Use research based strategies to align curriculum and program to ensure alignment with State academic standards	Purchase materials to implement technologically rooted curriculum applications such as iPads, SMART boards and necessary supports	Fall 2012 with expected use through life of SIG	Demonstration of use of technology in lesson plans that are aligned with SAS/Common Core	475000	1,2,3,4,5,6

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.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address

Provide strategies and time to engage teachers in a data informed culture through collaboration and research of best practices	1. Designated time away from students to collaborate with peers, analyze data, perform item analysis and generate strategies to use infuse into their instruction 2. Release time to assemble assessment binders and collaborate with peers on how assessments can be modified, adapted, etc. to gain a stronger understanding of student ability 3. Professional development related to project based instruction and service based instruction 4. Professional development on how to infuse high level honors classes with an elite group of students and a highly rigorous curriculum that would prepare them for higher level classes	Beginning in July 2102 and running through years 2 and 3 of SIG	Teacher discussion and survey to assess comfort level with data Observation of data driven instruction Ongoing evaluation of student achievement	6000	1,2,3,4,5,6
Develop math tutorial program for each grade level.	MS curriculum team will review and develop intervention curriculum that will be rooted	Summer 2013 and through remainder of years 2 and 3.	Increased rate of student achievement in mathematics as evidenced	462000	1,2,3,4,5,6

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
	in student need and eligible content. A tutor teacher will be hired for each grade level to implement, run and deliver the instruction in the new model.		by report cards, formative and summative assessments		
Develop reading tutorial program for each grade level.	MS curriculum team will review and develop intervention curriculum that will be rooted in student need and eligible content. A tutor teacher will be hired for each grade level to implement, run and deliver the instruction in the new model.	Summer 2013 and through remainder of years 2 and 3.	Increased rate of student achievement in reading as evidenced by report cards, formative and summative assessments	462000	1,2,3,4,5,6

E8. Establish schedules and strategies that provide increased learning time.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Implement student tutoring program that is aligned to curriculum and SAS framework	1)development of standards driven program 2)put qualified tutors in place 3)invite and retain students	Planning during the first quarter for implementation during the second quarter of the 2012-2013 sy	Enrollment of 25 students who show marked improvement in academics and attendance	493200	1,2,3,4,5,6
Institute a Saturday Academy that	1)form partnerships with outside	Beginning of second semester 2013 and	Large rate of participation and	265800	1,2,3,4,5,6

would offer students internships, mini courses and connections, opportunities for expanding learning, project based learning, peer collaboration and performance	vendors to provide services such as:Ceramics, Food Artistry, Vet Tech Readers Theater, Cradle Club, Carpentry, Drama, Athletics, Flower Arranging, Mobile Science, Strings classes Videography Artist in Residence, Collaboration with Symphony, Invention Convention	through summer of 2013	correlation to increased student achievement levels of participants.		
Provide outside learning activities for students to make real world connections to relate back to academic learnings	Institute a summer school boot camp at Camp Kon-O-Kwee. Students would report for a three day boot camp by grade level. Taught by grade level teachers and facilitated by outside activity directors, students would participate in fun, hands on sessions with peers. Students learn teamwork, investigative strategies,	Offered every other weekend from mid July to mid August through life of SIG	Robust enrollment Skills translate back to school Increased homework completion, organization and test preparation	145000	1,2,3,4,5, 6

	leadership, collaboration, conflict resolution, compromise, organization as well as enjoying away from home camp and physical activities.				
Provide students the opportunity to work in a Reading/Writing Lab	Institute a reading and writing lab concept at all three grade levels every Friday. Students would have control over the genre of their reading, conference weekly with teachers, journal daily, complete projects and participate in peer editing. End of year culminating activity would be an art and poetry show with a dedicated theme followed by poetry reading.	Reading and writing workshop would begin by October 1 and run through life of SIG	Increased engagement Increased student achievement Increased reading for pleasure		1,2,3,4,5,6
Develop partnerships witb local corporations so that students can practice real work world applications	Form a consortium of corporate partners that would offer in kind gifts of technology, mentoring,	Five corporate partners are in place by onset of second semester and work through life of SIG	One major in kind gift is given each semester from 5 corporations		1,2,3,4,5,6

	field trips, speakers, student incentives				

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
Create a family involvement task force whose duty it is to bring parents into the school for a variety of school based activities	Team will review standards for family involvement Design and conduct survey Hold one family event per semester e.g. Family Carnival Hold volunteer recognition day Institute Gold Card Club for Senior Citizens Investigate the feasibility of Parent Universities Offer mini courses in math and technology A community foundation is started to raise funds for school supported activities	Survey is drafted and conducted by the end of the first semester First family event in May '13	25% return on surveys Successful family activity with robust attendance	75000	1,2,3,4,5,6

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	
Provide opportunities for staff to collaborate and refine the school improvement process and activities contained in SIG to ensure success and alignment to reform model	The middle school staff will be given the opportunity to: Professional development days to review data and collaborate with literacy and math coaches to determine exactly how instruction should be delivered and targeted Use staff development time to adjust instruction e.g. modified scheduling, project based instruction, service learning, honors and advanced placement classes	All teachers are serving on a committee and have designated role by second week of school 2012	Increased teacher efficacy Increased student engagement Increased student performance	30000	1,2,3,4,5,6	

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	Method of Evaluation	Estimated Costs (3 Years)*	Priority Goal These Actions	

		Completion		Format: #.##	Will Address	
The Middle School will select a qualified turn around specialist/external lead partner organization to monitor and refine goals and objectives of SIG grant	Meet with consulting organizations, such as OnHand Schools to discuss SIG and necessary components	July, 2012 and maintain relationship through life of SIG	Increased student achievement Increased postive parent feedback Increased positive teacher feedback	480000	1,2,3,4,5,6	
Implement goals of SIG with fidelity.	Hire SIG Administrative Consultant to be shared with HS SIG project.	July 2012	Review and audit of SIG goals and student achievement. Goals will be reached and activities will be implemented with fidelity to the program.	90000	1,2,3,4,5,6	
Retain a Project Manager for Evaluation	Advertise and interview for candidate to fill the position. Review goals of SIG and Phase III Pilot program.	July 2012	Developed evaluation tool in conjunction with Danielson and Phase III information along with CBA.	273000	1,2,3,4,5,6	

* Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are:

Community meetings to review school performance and discuss the reform model to be implemented; communications between the school and parents regarding the school status, school choice options, social services, etc; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.

(Optional)

No

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

(Optional)

This school will not be prepared to pilot a teacher and principal evaluation plan that takes into account data on student growth as a significant factor for the 12-13 school year but will agree to take part in the Phase III Pilot of the state teacher/principal evaluation plan.

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

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.
Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: #.##	Total Cost Calculated: #.##	Description of Budgeted Item	Sustainability Plan	
Staff	Year 1	1	91000	91000	Project Manager to oversee and maintain fidelity of program.	This is a SIG specific position and will not be needed after year 3.	
Staff	Year 1	800	25	20000	Curriculum hours and teacher stipend to review, update and revise curriculum.	This is the first year of a three year project that will be completed by end of SIG cycle.	
Staff	Year	50	2000	100000	Amount set aside	This is the first	

		1				to begin to implement teacher reward and incentive program.	year of a three year implementation. After year three, this cost is no longer necessary.
Staff	Year 1		2	24000	48000	Cost of two full time floating substitute teachers that will be employed to cover classrooms so that teachers can participate in job embedded professional development activities.	This is the first year of a three year. Following year three, staff capacity will have been built, and this service will no longer be needed.
Staff	Year 1		1	77000	77000	Cost of salary/benefits to hire Curriculum Manager to oversee, refine and improve curriculum writing process and finished product.	This is the first year of a three year project. The curriculum will be updated by the end of year three, and this position will no longer be needed. At the end of SIG, district employees will assume this responsibility.
Staff	Year 1		13	12067	156871	Cost to hire tutoring teachers and manager to run after school program.	The tutoring program will be picked up by school district at end of SIG if it proves to be successful.
Materials & Supplies	Year 1		4	50000	200000	Cost to purchase new core area text books for all three grade levels at the middle school.	This is a one time expense.
Materials & Supplies	Year 1		200	100	20000	Cost to develop, create, distribute, review and share results of teacher	This is the first year of a three year review plan. After implementation

					surveys regarding professional devlopment and materials	of SIG, this cost will be assumed by the district.
Materials & Supplies	Year 1	100	20	2000	Cost to prepare and maintain the newly created assessment binders.	This is a one time material cost that will not be necessary in years 2 and 3 of the grant.
Professional Development	Year 1	80	2000	160000	OnHand Schools professional development days that will target professional development needs shared by staff in relation to SIG implementation.	This is the first year of a three year plan. After year 3, capacity will have been built and the cost will no longer be necessary.
Professional Development	Year 1	400	25	10000	Purchase of number of hours for teachers to work outside of the school day and be paid a stipend for curriculum and school improvement committee activities.	This is the first of a three year plan. During the planning meetings, capacity and sustainability will have been developed, making this cost not necessary after year 3.
Travel Costs	Year 1	8	12500	100000	Cost for travel for team to in or out of state successful SIG schools to review and share best practices.	This is the first year of a three year plan. Each year of SIG will have a new cohort of teachers toing to an offsite visit. After year three, this cost will no longer be incurred as the SIG cycle will have been completed.
Contracted	Year	108	200	21600	Cost of 108 days	This is a yearly

Services	1				of additional bus transportation for students participating in afterschool tutoring.	cost through SIG. Following the end of the SIG cycle, the program will be curtailed and the expense will not be necessary.
Contracted Services	Year 1	108	200	21600	Transportation costs for safe travel to and from Saturday camp for participating students.	This is a three year project. Following year three, if desired to continue the retreat, students and families will be asked to provide funds.
Contracted Services	Year 1	15	1000	15000	Cost to contract with outside vendors to provide materials and instruction to students in non - traditional activities to build engagement to school.	The school will seek donations to sustain the program following SIG implementation.
Community and Parent Outreach	Year 1	1	67000	67000	Cost of salary and benefits for a Community Outreach Specialist to assist school staff in implementation of parent engagement activities.	This position will be funded by the district following year 3.
Community and Parent Outreach	Year 1	7	4857	33999	Cost of a weekend at offsite for students.	If successful, this program will be supported through PTO donations following year 3 of SIG.
Community and Parent Outreach	Year 1	300	84	25200	Cost to develop, implement, staff and run Parent University activities.	Materials and agendas will be developed through 3 year cycle. These can be used following

						SIG with donations from PTO or support from Title I Parent Involvement funds to support the effort.
Computer Equipment	Year 1		1	250000	250000	Cost to retrofit the Middle School with the capability to support a wireless network.	This is a one time cost.
Computer Equipment	Year 1	300	500	150000	Cost to purchase iPads for middle school students so that engaging technology based curriculum can be implemented.	This is a one time expense.
Computer Equipment	Year 1	3	10000	30000	Cost to purchase iPad carts and necessary support to charge and use technology in classrooms.	One time cost.
Computer Equipment	Year 1	7	3200	22400	Cost to purchase and install additional SMART boards and purchase an electronic response system.	One time cost.
Software	Year 1	1	14280	14280	EdInsight Data Management Suite through OnHand Schools to provide curriculum mapping software and assessment builder software and lesson planning software.	Annual license that the district will assume responsibility for after SIG cycle.
Staff	Year 1	2	57000	114000	Cost of salary and benefits for	The district will look to use local

					reading and math coach.	funds to support these positions after SIG.
Staff	Year 1	1333	25	33325	Staff stipends for teachers who prepare and present job embedded professional development based on teaching in extended leraning periods.	Capacity will be built in years 1-3 and will not continue after SIG.
Staff	Year 2	3	77000	231000	Salaries and benefits for Reading tutors to facilitate new in school tutoring program.	Year 1 of two year plan. District will look to assume cost after SIG.
Staff	Year 2	3	77000	231000	Cost of salaries and benefits for newly created Math tutor positions.	Year 1 of 2 year plan. District will look to assume cost after SIG.
Staff	Year 2	1	91000	91000	Project Manager to oversee and maintain fidelity of program.	This is a SIG specific position and will not be needed after year 3.
Staff	Year 2	800	25	20000	Curriculum hours and teacher stipend to review, update and revise curriculum.	This is the second year of a three year project that will be completed by end of SIG cycle.
Staff	Year 2	1	9000	9000	Principal stipend for successful implementation of the SIG framework.	Award will be presented, if vaild, in years 2 and 3. It will not be supported after SIG.
Staff	Year 2	50	2000	100000	Amount set aside to begin to implement teacher reward and incentive program.	This is the 2nd year of a three year implementation. After year three, this cost is no longer necessary.

Staff	Year 2		2	24000	48000	Cost of two full time floating substitute teachers that will be employed to cover classrooms so that teachers can participate in job embedded professional development activities.	This is the 2nd year of a three year plan. Following year three, staff capacity will have been built, and this service will no longer be needed.
Staff	Year 2	1333		25	33325	Staff stipends for teachers who prepare and present job embedded professional development based on teaching in extended leraning periods.	Capacity will be built in years 1-3 and will not continue after SIG.
Staff	Year 2		2	57000	114000	Cost of salary and benefits for reading and math coach.	The district willlook to use local funds to fund these positions after SIG.
Staff	Year 2		1	77000	77000	Cost of salary/benefits to hire Curriculum Manager to oversee, refine and improve curriculum writing process and finished product.	This is the second year of a three year project. The curriculum will be updated by the end of year three, and this position will no longer be needed. At the end of SIG, district employees will assume this responsibility.
Staff	Year 2		13	12067	156871	Cost to hire tutoring teachers and manager to run after school program.	The tutoring program will be picked up by the school district at the end of SIG if it proves to be successful.

Materials & Supplies	Year 2	100	10	1000	Materials to develop, implement and analyze annual staff suveys.	Cost will be assumed by the district after SIG.
Professional Development	Year 2	80	2000	160000	OnHand Schools professional development days that will target professional development needs shared by staff in relation to SIG implementation.	This is the 2nd year of a three year plan. After year 3, capacity will have been built and the cost will no longer be necessary.
Staff	Year 2	400	25	10000	Purchase of number of hours for teachers to work outside of the school day and be paid a stipend for curriculum and school improvement committee activities.	This is the 2nd of a three year plan. During the planning meetings, capacity and sustainability will have been developed, making this cost not necessary after year 3.
Contracted Services	Year 2	216	200	43200	Cost to provide bus transportation through the year for students that participate in the extended learning hour activities.	These activities are year 2 of a 3 year plan. If found successful, the district will look to use local funds or PTO/family donations to support the program.
Contracted Services	Year 2	15	1000	15000	Cost to contract with outside vendors to provide materials and instruction to students in non - traditional activities to build engagement to school.	The school will seek donations to sustain the program following SIG implementation.
Community	Year	7	4857	33999	Cost of a	If successful, this

and Parent Outreach	2				weekend at offsite for students.	program will be supported through PTO donations following year 3 of SIG.
Community and Parent Outreach	Year 2		1	67000	67000	Cost of salary and benefits for a Community Outreach Specialist to assist school staff in implementation of parent engagement activities.	This position will be funded by the district following year 3.
Community and Parent Outreach	Year 2	300	84	25200	Cost to develop, implement, staff and run Parent University activities.	Materials and agendas will be developed through 3 year cycle. These can be used following SIG with donations from PTO or support from Title I Parent Involvement funds to support the effort.
Software	Year 2		1	14280	14280	EdInsight Data Management Suite through OnHand Schools to provide curriculum mapping software and assessment builder software and lesson planning software.	Annual license that the district will assume responsibility for after SIG cycle.
Staff	Year 3		1	91000	91000	Project Manager to oversee and maintain fidelity of program.	This is a SIG specific position and will not be needed after year 3.
Staff	Year	800	25	20000	Curriculum hours	This is the second

					and teacher stipend to review, update and revise curriculum.	year of a three year project that will be completed by end of SIG cycle.
	2					
Staff	Year 3	800	25	20000	Curriculum hours and teacher stipend to review, update and revise curriculum	THis is the third year of a three project that will be complete at end of SIG cycle.
Staff	Year 3	1	9000	9000	Amount set aside to provide reward and incentive to building principal if SIG goals are successfully implemented.	Not necessary after year 3
Staff	Year 3	50	2000	100000	Amount set aside to begin to implement teacher reward and incentive program.	THis is the third year of the SIG and completion of the cycle. This is not necessary after year 3.
Staff	Year 3	2	24000	48000	Cost of two permanent substitute teachers that will be hired to cover classrooms as teachers participate in job embedded professional development through the year.	This is the third year of a three year plan. This does not need to continue after this last year of SIG.
Staff	Year 3	3	77000	231000	Cost of salary and benefits for newly created math tutor positions for each grade level.	Year 2 of 2 year plan. District will look to assume the cost.
Staff	Year 3	3	77000	231000	Cost of salaries and benefits for newly created tutoring position at each grade level.	This is the second year of a 2 year plan. District willlook to assume cost following SIG.

Staff	Year 3		2	57000	114000	Cost of salaries and benefits for reading and math coaches.	The district will look to use local funds to support these positions following SIG.
Staff	Year 3		1	77000	77000	Cost of salary/benefits to hire Curriculum Manager to oversee, refine and improve curriculum writing process and finished product.	This is the third year of a three year project. The curriculum will be updated by the end of year three, and this position will no longer be needed. At the end of SIG, district employees will assume this responsibility
Staff	Year 3		13	12067	156871	Cost to hire tutoring teachers and manager to run after school program.	The tutoring program will be picked up by school district at end of SIG if it proves to be successful.
Materials & Supplies	Year 3		100	10	1000	materials and costs related to staff survey development, distribution and implementation	Data and information gathered from year 3 will inform decisions post SIG. Future costs will be assumed by the district.
Professional Development	Year 3		400	25	10000	Purchase of number of hours for teachers to work outside of the school day and be paid a stipend for curriculum and school improvement committee activities.	This is the last of a three year plan. During the planning meetings, capacity and sustainability will have been developed, making this cost not necessary after year 3.
Travel Costs	Year 2		8	12500	100000	Travel and expense costs for a team of teachers to travel	Year 2 of 3 year plan. Cost will not be necessary after year 3.

					to a successful SIG school.	
Travel Costs	Year 3		8	12500	100000	Travel costs for team of teachers to travel and visit successful SIG schools.	Last year of this expense.
Contracted Services	Year 3		216	200	43200	Transportation costs for students participating in extended time activities through the year.	These activities are year 2 of a 3 year plan. If found successful, the district will look to use local funds or PTO/family donations to support the program.
Community and Parent Outreach	Year 3		1	67000	67000	Cost of salary and benefits for a Community Outreach Specialist to assist school staff in implementation of parent engagement activities.	This position will be funded by the district following year 3.
Community and Parent Outreach	Year 3		7	4857	33999	Cost of a weekend at offsite for students.	If successful, this program will be supported through PTO donations following year 3 of SIG.
Community and Parent Outreach	Year 3		300	84	25200	Cost to develop, implement, staff and run Parent University activities.	Materials and agendas will be developed through 3 year cycle. These can be used following SIG with donations from PTO or support from Title I Parent Involvement funds to support the effort.

Software	Year 3	1	14280	14280	EdInsight Data Management Suite through OnHand Schools to provide curriculum mapping software and assessment builder software and lesson planning software.	Annual license that the district will assume responsibility for after SIG cycle.
Materials & Supplies	Year 3	100	100	10000	Cost to replace and maintain assessment binders.	One time cost.
Professional Development	Year 1	10	1500	15000	professional development for teachers in research based best practice	Capacity will be developed through three year cycle. At end of year 3, majority of staff will have undergone professional development and the cost will no longer be necessary.
Professional Development	Year 2	10	1500	15000	research based professional development opportunities for cohort of teachers to engage in best practice seminars	Capacity will be developed within the staff through the three year cycle. At end of year 3, cost is no longer necessary.
Professional Development	Year 3	10	1500	15000	professional development opportunities for staff members to participate in research based and best practice rooted development	end of three year plan. capacity has been established and sustained. cost is no longer necessary.

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

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

A2. School Name (Maximum 50 Characters)   Sto - Rox 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.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	385	76	3	School Improvement I

A5. Funds requested Year 1:   1658620

A6. Funds requested Year 2:   1545600

A7. Funds Requested Year 3:   1362000

A8. Total Amount of Funds Requested: 4566220

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)

The Transformation Model was the best fit for the current situation at Sto - Rox. The flexibility this model provides will give the new principal and staff the opportunity for the resources to truly impact academic achievement and the future of our students. In addition, it will provide the staff the flexibility to participate in the Phase III pilot for teacher evaluation. The Transformation Model will give Sto – Rox High School the opportunity to implement new evaluation systems for administrators and staff, support and reward staff who are increasing student achievement combined with growing professionally, and further implement an instructional model based on student needs. The goal is to provide job-embedded professional development in order to build capacity and sustainability. Sto–Rox School District serves students from Stowe Township and McKees Rocks Borough. The areas are just outside of the city of Pittsburgh. 2010 census data show there are 13,328 residents living in the district. 19% live below poverty level. Millage is 29.6, the eleventh highest in the Commonwealth. One mil generates $275,000. The district collects a rate in the low 90's%. The communities thrived in the early eighties when manufacturing and steel mills were present. At that time, many of the residents were employed by these industries and the district was solidly in the middle income range. Since the collapse of these industries, many residents have moved away. This left the district with a transient population that move in and out of the five housing projects within the area. The home ownership rate in McKees Rocks falls 30 points below the state average. The median income is $18,616.00. The poverty rate is 22.6%. Census data shows 18.5% of households in the district are run by a single mother. 2011-2012 data shows 77% of the high school student body qualifies for free and reduced lunch. There are 395 students in grades 9-12. 50.4% of the students are Black, 38% of the students are White, 11% of the students are Multi-Racial. 3 students are Asian. 10 are Hispanic. There are 3 ELL students. 24% of the students qualify for an IEP. The graduation rate, 79%, is far below the PA average of 91%. High School achievement data, as reported by the Pennsylvania Department of Education, is as follows: A review of high school data reveals that the graduation rate dropped almost eleven percent from the 2009-2010 school year to the 2011-2012 school year. High school staff

attributes this to a significant increase of students that were educated outside of the district. In addition, there was a large cohort of special education students that opted to stay in the program until the age of 21. This had a considerable impact on the overall graduation rate and contributed to the drop. Data review of the last three year trends in PSSA data show that not much movement is evident with the overall student population in terms of raising the percentage of students in the proficient and advanced quadrants. The rate of students who are identified as advanced/proficient in mathematics has actually declined in the last year by six percentage points, however the percentage of students in the below basic category increased from thirty seven percent to forty six percent in the same time span. While there is limited growth in reading, the percentages are slightly more promising than the math scores. There is not discernable trend in the percentage of students scoring advanced. Over three years time, the percentage has fluctuated from eighteen to seven to twenty percent. A similar pattern is reveled in the below basic quartile. In 2008-2009, thirty five percent of the students were below basic. In 2009-2010 that percentage increased to 44%. There was a decline in 2010-2011 when again thirty five percent of the students were below basic. Overall, the total student percentages in the proficient and advanced categories has increased from thirty two percent in 2010 to forty two percent in 2011. The Sto – Rox School District has undergone several changes in leadership. In Nov. 2010, the superintendent left the district after six years, and an interim superintendent was appointed and served until July, 2011 when a full time Superintendent was appointed. The district has been without a business manager since Jan. 2012. There have been other administrative changes as well. In the summer of 2011, the middle school principal was reassigned to the high school to act as principal and assistant superintendent for instruction. She resigned in Oct. 2011. A new principal was appointed in November of 2011. In the Fall of 2011, teachers were surveyed to call attention to educational practices and strategies. The findings highlight the need for more embedded professional development for staff. Secondary staff rely on curriculum based assessments to gauge student progress. These teacher created documents and assessments that are not common. Secondary teachers report that they are not sure adhering to the standards. Responses indicate a need to use assessment data more consistently. Responses reflect not enough time is being spent on specific reading intervention and indicates lack of progress monitoring. This calls out the need for quality embedded professional development that the SIG would provide. Parent perceptual data from a survey in the Fall of 2011 shows a desire to be better informed of how to use the assessment data to help children. Parents also indicate that they want to be better and more engaged in their students' education and instructional decisions. The district will use the Community Liaison and plans developed in the SIG planning process to help encourage and engage parents more fully. The staff at the Sto - Rox High School realizes the challenges presented. The staff also realizes the importance of data informed instruction, participation in job embedded professional development and strategies to increase student engagement will all lead to significant increases in student achievement over time. The staff is willing to implement and uphold the rigorous program outlined by the SIG and will work to maintain fidelity to the model through the three year cycle.

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)

Through comprehensive, school – wide needs assessment using attendance, graduation rates, PSSA data and benchmarking rates, it was determined that several root causes have contributed to the Sto – Rox High School's chronic underperformance. The needs assessment revealed several areas of concern: *Curriculum alignment to common core and SAS system *Need for improved classroom instruction and enhanced student engagement and increased attendance *A need for coaching and consistent administrative support *Professional development in alignment with improvement plan and teacher survey needs reflected through surveys *Development of appropriate interventions and strategies to improve student learning When the HS staff examines student attendance rate, it is revealed that the average is 87 percent. Staff correlates this low percentage to student performance on the PSSA. It also should be noted that the school graduation rate is 79%. Again, a correlation can be made between attendance, achievement and graduation. It appears that students are not attending often enough to make a significant dent in achievement and attendance rates. A review of 2011-2012 PSSA data by subgroup reveal that all groups were deficient and did not make achievement targets. Overall, 37% of students scored proficient/advanced in Reading and 30% of students scored proficient/advanced in Math. In addition, in the area of Reading, 11% of IEP students and 33% of the Economically Disadvantaged subgroups scored proficient/advanced. The Black/African American subgroup achieved a proficient/advanced percentage of 30%. In Mathematics, the IEP subgroup achieved proficient/advanced at a rate of 7$. The ED students were 24% proficient/advanced and the white students achieved 32% proficient/advanced status. For the 2011-2012 school year, there is little benchmark data to gauge student achievement in the areas of Reading and Mathematics. With the change in leadership at the building level, benchmarks were inconsistently administered and therefore, not valid assessments. SCHOOL WIDE PROJECT PLAN: The reform activities included in the high school plan are designed to prevent academic failure. Research has clearly demonstrated that some students will never achieve complete success in high school without the extra instructional support that is given in addition to the comprehensive instructional program that all students receive. Researchers agree that the first year of high school is pivotal terms in adjustment and achievement. National data indicates that students fail in 9th grade subjects more than any other year and every single day, more than 3,000 students drop out of high school and the largest numbers of drop out before getting to the 10th grade. Sto – Rox data supports this. The high school principal reports that approximately 15% of the students who enter ninth grade do not enter the tenth grade. He also reports that often the ninth grade students do not matriculate through the program in order to receive a diploma. The high school, for many students in the Sto – Rox School District, is the last chance they have to become well prepared and ready to enter the work force and higher education. Activities for the 2012-2013 School year include: *A review and revision of the curriculum to align with the SAS and common core. *Development of common assessments to gauge overall student progress in the curriculum. *Use of home/school visitor and guidance counselor to track, monitor and work to improve student attendance and overall graduation rate *Implement a school – wide plan to monitor the progress of students through use of course

grades toward year end goals. Using report card grades, lesson plans and PSSA data, we will monitor student achievement and provide feedback to teachers to use data to inform instruction. Progress monitoring data for students will be an important component of gauging student success. Teachers will be continually trained through on – going embedded professional development in reflective use of data. In addition, the Sto – Rox High School Professional Development plan will ensure that teachers learn how to use strategies that will provide them with the greatest amount of leverage with their students. It will be important for students to understand, remember and apply key information and concepts. Teachers will implement the gradual release of responsibility model to hold students accountable and responsible for their own learning. All teachers, in every content area, should use similar strategies to ensure consistency that will translate to greater understanding for students. The school realizes that it must develop an intervention program that prevents or stops academic failure. Research clearly demonstrates that some students will never achieve success in high school without extra instructional supports. Research about struggling students helps the school to understand what the intervention program must do: 1)be an acceleration model with a strong diagnostic component. Each student must be enhanced and accelerated to drive students to become increasingly self reliant. 2)provide progress monitoring for students. Teachers must be able to quickly find out what students know and can do. They must also be able to overcome deficiencies and grow in areas of strength. One specific strategy that the Sto – Rox High School is looking to implement is the Apangea Learning online mathematics tutoring program to provide individual interventions and instruction juniors in preparation for the PSSA in the Spring. The school expects to see success with this model when the PSSA is administered in the Spring of 2013. An additional step that is being built into the plan is to fully implement a revised and strengthened curriculum that includes appropriate professional development for all staff. The curriculum is tied to standards and research based activities that have proven successful in improving achievement for the persistently low – achieving students in order to make Adequate Yearly Progress. The needs were assessed and prioritized through a series of intensive staff meetings designed to examine the root causes of chronically low achievement rates. The staff of the Sto - Rox High School believe that the plan that will be implemented with assistance of SIG funding will target the five priority areas in conjunction with the Getting Results Plan to address the needs and improve student and teacher performance.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

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

Priority Goal #	Need	Annual Goal	
1	Increased amount of attention to the test data of students so that they know their strengths and weakness and can establish their own learning goals	100% increased attention paid to this area through use of planning time and staff meetings documented on agendas and sign in sheets.	
2	Increased student engagement levels are a	Math and Reading scores will	

	key component of the SIG strategy; including the increase in the amount of time students spend on reading and math goals.	increase by 10% on the PSSA.
3	Staff capacity needs to be increased through comprehensive staff development that supports growth in proficiency.	Math and Reading scores will increase by 10% on the PSSA.
4	Artful use of infrastructure and available community resources like Rotary and Interact Club to provide outside resources designed to increase family engagement as a critical component of the academic improvement strategy.	75% growth in use of outside resources to help achieve student goals.
5	Develop an equitable evaluation system, based on student data utilizing incentives and professional growth in order to meet the needs of the students in a Transformation Model	Administrators and teachers will be sufficiently trained to meet the timelines associated with the Phase III Pilot Evaluation Project.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

Sto Rox High School is currently in School Improvement I. The students did not achieve Adequate Yearly Progress in 2011. The high school students met the participation and graduation target. Reading scores in the past three years have dropped by 10% as a result of deep cuts in programs following budget deficits. The growth demonstrated by high school juniors was not inconsistent with that made by the average school throughout the state. Progress indicated one year's growth in all areas except BASIC. Grade 11 did not show a positive 3 year growth trend in reading. There are several strategies used to increase proficiency: 1. Reading lab 2. 4Sight testing 3. Sustained silent reading during advisory 4. Frequent data and grades review 5. Attendance monitoring 6. High interest reading materials 7. Lesson plans aligned to the standards 8. Summer reading and packet due on the first day of school Areas of Concern: 1. Lack of a district wide well planned professional development plan over 5 years 2. No professional development support for literacy 3. High rate of transiency among students 4. Lack of time devoted to in depth data analysis 5. Continual budget cuts with little to no funds for materials or resources 6. Poor management of Title I funds 7. Student dislike of reading for pleasure 8. No current requirements for monthly book reading, written summary and oral report 9. Active reading strategies are taught but not utilized by students 10. Frequent infrastructure problems re: technology; underperforming server, laptops are beginning to wear out, Promethean Smart boards not always in working order 11. Student indifference and lack of understanding and appreciation for the importance and future implications of the PSSA scores 12. No summer school program or activities to prevent summer loss 13. Minimal parental participation, supervision and involvement 14. Students arrive at high school with deficient skills Math scores in the past three years have increased by

a total of 7%. This margin was as high as 12% but dropped by 3 points as a result of deep cuts in programs following budget deficits. A review of PVAAS data shows that not all groups had a positive three year growth pattern. Economically disadvantaged students' proficiency increased by 22% points to 51% in academic year 2008-09. The following year the percentage dropped to 37.7%. Grade 11 met the participation and graduation targets in math. Although the juniors did not hit the 56% target, they did score well above the expected mean predicted score. A challenge arose when the required elective of math lab designed to remediate math weaknesses was cut from course offerings as a result of budget cuts and the failure to replace a teacher on medical leave. Review of PVAAS data indicates that all four reported subgroups did made one year of predicted growth. Grade 11 students were only able to make AYP in one area (white students) with special provisions: Strategies Used to Increase Proficiency: 1. In depth analysis of PSSA math items, anchors and eligible content 2. Extensive staff development for math teachers by Just Math Owner and Consultant Melanie Ryan 3. Frequent use of PSSA Coach materials 4. Frequent use of Study Island materials 5. 4Sight Bench Mark assessments 6. Continued in class practice with open ended questions 7. Review of all eligible content and completion of practice math packets 8. Summer math packet due on the first day of school Areas of Concern: 1. No summer school programs for general education students to prevent summer loss 2. Minimal parental participation, supervision and involvement 3. Student indifference 4. High level of distraction of students re: out of school issues 5. Students do not complete homework and lack valuable drill and practice opportunities 6. Students do not take advantage of summer math assignments to boost grades 7. Students do not take advantage of small class size and teacher availability to gain assistance Achievement goals, rooted in the approved School Improvement Plan indicate that the school will work to make ten percent gains in achievement each year over the course of the plan. The school will implement strategies and provide supports to quickly and clearly identify students that have data that suggests they are at risk for academic failure.

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #.##	Current PSSA Math Data - % Basic Format: #.##	Current PSSA Math Data - % Proficient Format: #.##	Current PSSA Math Data - % Advanced Format: #.##	Current PSSA Reading Data - % Below Basic Format: #.##	Current PSSA Reading Data - % Basic Format: #.##	Current PSSA Reading Data - % Proficient Format: #.##	Current PSSA Reading Data - % Advanced Format: #.##
All Students	48	22	21	9	36	27	20	17
White non-Hispanic	45	24	21	11	30	24	22	24
Black/African American non-Hispanic	52	20	22	7	41	28	17	13
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0

American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	77	17	0	7	57	32	11	0
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	55	21	15	9	36	31	19	14

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #.##	Year 1 PSSA Math Goal - % Basic Format: #.##	Year 1 PSSA Math Goal - % Proficient Format: #.##	Year 1 PSSA Math Goal - % Advanced Format: #.##	Year 1 PSSA Reading Goad - % Below Basic Format: #.##	Year 1 PSSA Reading Goal % Basic Format: #.##	Year 1 PSSA Reading Goal - % Proficient Format: #.##	Year 1 Reading Goal - % Advanced Format: #.##
All Students	38	12	31	19	26	17	30	27
White non-Hispanic	35	14	31	21	20	14	32	34
Black/African American non-Hispanic	42	10	32	17	31	18	27	23
Latino-Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	67	7	10	17	47	22	21	10
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	45	11	25	19	26	21	29	24

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

	Year 2 PSSA Math Goal - % Below Basic Format: #.##	Year 2 PSSA Math Goal - % Basic Format: #.##	Year 2 PSSA Math Goal - % Proficient Format: #.##	Year 2 PSSA Math Goal - % Advanced Format: #.##	Year 2 PSSA Reading Goal - % Below Basic Format: #.##	Year 2 PSSA Reading Goal - % Basic Format: #.##	Year 2 PSSA Reading Goal - % Proficient Format: #.##	Year 2 PSSA Reading Goal - % Advanced Format: #.##
All Students	28	2	41	29	16	7	40	37
White non-Hispanic	25	4	41	31	10	4	42	44
Black/African American non-Hispanic	32	0	42	27	21	8	37	33
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	0	0	0	0	0	0	0	0
IEP - Special Education	57	0	20	27	37	12	31	20
Engish Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	35	1	35	29	16	11	39	34

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal - % Below Basic Format: #.##	Year 3 PSSA Math Goal - % Basic Format: #.##	Year 3 PSSA Math Goal - % Proficient Format: #.##	Year 3 PSSA Math Goal - % Advanced Format: #.##	Year 3 PSSA Reading Goal - % Below Basic Format: #.##	Year 3 PSSA Reading Goal - % Basic Format: #.##	Year 3 PSSA Reading Goal - % Proficient Format: #.##	Year 3 PSSA Reading Goal - % Advanced Format: #.##
All Students	18	0	51	39	6	17	50	47
White non-	15	0	51	41	0	0	50	50

Hispanic							
Black/African American non-Hispanic	22	0	39	39	11	0	44	45
Latino/Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	37	0	30	37	27	2	41	30
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	25	0	45	39	6	1	49	44

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- ⦿ Transformation
- ○ Turnaround
- ○ Restart
- ○ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school.
(Maximum 15000 Characters)

The administrators in the Sto – Rox School District were made aware of the opportunity for SIG funding in early spring of 2012. Following a presentation at the Pennsylvania Federal Programs Coordinators meeting in Hershey, PA at the end of March, the Federal Programs Coordinator met with the administrative team to discuss the four models. The team discussed the models in detail. The ramifications of each were carefully considered. The administrative team, in consultation with the teachers' association and with school board input, decided that the Transformation Model would be the most effective and least disruptive to the school

culture that was being established by the newly appointed principal. The team based this decision largely on the fact that a new principal was appointed during the 2011-2012 school year in the High School under the directive that he was to turn the school around and provide the leadership that would prove effective in increasing student achievement levels. Under the Transformation Model, the building Principal, new to his position will remain in place. In addition, Sto –Rox hired a new Superintendent in the summer of 2011 to lead reform efforts in the district. The Superintendent has extensive knowledge of school reform efforts, and he supports the district's reform initiatives in both financial and academic arenas. The current teacher turnover rate is low. During the summer between the 2010-2011 and 2011-2012 school years, only three teachers left the Sto – Rox High School. Our focus is to have the new principal with the support of the new Superintendent and with the assistance from the SIG funds provide the leadership to transform the Sto – Rox High School. The school currently has partnerships with local universities such as Carlow, the University of Pittsburgh and Duquesne to create a succession plan for possible future educators. The Transformation Model is the best fit for the current situation at Sto - Rox. The flexibility this model provides will give the new principal and staff the opportunity for the resources to truly impact academic achievement and the future of our students. The Transformation Model will give our school the opportunity to implement new evaluation systems for administrators and staff, support and reward staff who are increasing student achievement combined with growing professionally, and further implement an instructional model based on student needs. The goal is to provide job-embedded professional development in order to build capacity and sustainability. In May of 2008, the What Works Clearinghouse published an Institute of Education Sciences (IES) Practice Guide funded by the US Department of Education entitled "Turning Around Chronically Low-Performing Schools." The four major recommendations coming out of this publication were: 1. Signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing school that fails to make adequate yearly progress must improve student achievement within a short timeframe—it does not have the luxury of years to implement incremental reforms. 2. Maintain a consistent focus on improving instruction. Chronically low performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals. 3. Make visible improvements early in the school turnaround process (quick wins). These can rally staff around the effort and overcome resistance and inertia. 4. Build a committed staff. The school leader must build a staff that is committed to the school's improvement goals and qualified to carry out school improvement. This goal may require changes in staff, such as releasing, replacing, or redeploying staff who are not fully committed to turning around student performance and bringing in new staff who are committed. We believe that our new administrative team (Superintendent and High School and Middle School Principals) can use the transformation model to successfully implement the above recommendations. With the addition of higher standards for graduation requirements, increased targets for AYP and the need to prepare students for college and careers, our High School must make significant changes in order to meet these objectives. The funding from the School Improvement Grant will provide us with the resources to implement the various mandates and initiatives to help us to transform our High School into a school that prepares ALL students

with 21st Century Skills for post-secondary success!

Tranformation Model
  Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2012-13 school year.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Attract and retain effective building level leadership that can drive and support comprehensive school reform.	Advertise, interview and hire new high school principal.	Completed in November, 2011	SIG Cohort III Evaluation Pilot and annual goal review with Superintendent.	18000	3

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation	Method of Evaluation	Estimated Cost (3 Years)*	Priority Goal These

		and Completion		Format: #.##	Actions Will Address
Develop and implement a comprehensive and research inclusive evaluation system that utilized the Charlotte Danielson Model as a foundation for a ten point overall evaluation system for teachers and administrators.	Teachers and administration will form an evaluation committee to develop and implement this evaluation model. The evaluation committee will convene quarterly to review the effectiveness of the model based on student growth and other significant factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student growth and increased high school graduation rates and implement any revisions necessary. Hire a project a manager to provide expert assistance in all aspects of the evaluation process.	July 2012 to June 2013 and will continue through the three year SIG cycle.	Every teacher must complete a series of two meetings based on two formal observations and informal walkthroughs. New teachers must maintain induction logs; establish growth goals focusing on one of the four core areas i.e. Charlotte Danielson framework. Instructional I teachers are supervised through close observations and goal setting on student achievement. Goal setting and review meetings are done a minimum of 4 times a year. Instructional II teachers undergo similar goal setting observation processes focused on student achievement. SRHS will pilot the evaluation system and	0	5

			will be part of the phase three teacher evaluation system. All final evaluation systems must be comply with the CBA.		
YEARS 2 and 3: Develop and implement a comprehensive and research inclusive evaluation system that utilized the Charlotte Danielson Model as a foundation for a ten point overall evaluation system for teachers and administrators.	Teachers and administration will form an evaluation committee to develop and implement this evaluation model. The evaluation committee will convene quarterly to review the effectiveness of the model based on student growth and other significant factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student growth and increased high school graduation rates and implement any revisions necessary.	Ongoing from Year 1.	Every teacher must complete a series of two meetings based on two formal observations and informal walkthroughs. New teachers must maintain induction logs; establish growth goals focusing on one of the four core areas i.e. Charlotte Danielson framework. Instructional I teachers are supervised through close observations and goal setting on student achievement. Goal setting and review meetings are done a minimum of 4 times a year. Instructional II teachers undergo similar goal setting observation	0	5

| | Hire a project a manager to provide expert assistance in all aspects of the evaluation process. | | processes focused on student achievement. SRHS will pilot the evaluation system and will be part of the phase three teacher evaluation system. All final evaluation systems must be comply with the CBA. | | |

E3. Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
To create an incentive or reward system for teachers and administrators who have contributed to student achievement and high school graduation rates.	The school improvement team will establish an incentive system based upon student performance factors. On hands school will provide research assistance to the school improvement team with respect to best practices being utilized around the	July 2012 to June 2013 and will continue through the three year SIG cycle.	Track the number of student demonstrating increases in achievement and the percentage of increases. Track graduation rate percentage, a minimum of 3% per year and focus on steady increases over time. Track the number of staff members who	45000	5

	country.			qualify for incentives. Track the number of teachers referred to the professional review process and the results of that process will be monitored.		
YEAR 2 & 3 To create an incentive or reward system for teachers and administrators who have contributed to student achievement and high school graduation rates	Every 6 months the School Improvement Team will evaluate, revise, and modify as needed	July 2012 to June 2013 and will continue through the three year SIG cycle.	Track the number of student demonstrating increases in achievement and the percentage of increases. Track graduation rate percentage, a minimum of 3% per year and focus on steady increases over time. Track the number of staff members who qualify for incentives. Track the number of teachers referred to the professional review process and the results of that process will be monitored		5

E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Establish continuous supportive ongoing professional develop to all instructional staff that will enhance delivery of instruction within the transformation model.	Create a school improvement team to establish professional learning communities consisting of teachers, administrators, coaches, the superintendent, the director of pupil services, and other central office staff to improve instructional practices. Professional development opportunities will be directed by OnHand Schools and embedded in the school improvement plan. Will hire an SIG implementing technology consultant for professional development. Hire four floating substitutes for job embedded high quality professional development. Professional Development in the form of Best Practices	July 2012- June 2013 and will continue through the 3 year SIG cycle.	The school improvement team will use a collaborative instructional review model to assess and evaluate teacher's classroom performance and to identify professional development needs.	172000	3

	through presentations, modeling and instruction for all staff through the cycle of the SIG grant. The professional development will focus on best practices and instruction in lower socioeconomic schools that deal with poverty or challenging students.				
YEAR 2 and 3: Establish continuous supportive ongoing professional develop to all instructional staff that will enhance delivery of instruction within the transformation model.	School Improvement Team will continue its activites during years 2 and 3. Technology Consultant will continue Professional Development during Years 2 and 3. Floating Substitutes will continue to be utilized in years 2 and 3. All professional development will continue in Years 2 and 3. Teacher Professional Development that focuses on Best Practices for schools that deal with Poverty stricken challenging students.	July 2012- June 2013 and will continue through the 3 year SIG cycle.	Ongoing from Year 1.	300000	3

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
Capacity building for teachers	Create a committee to develop a compensation schedule and career pathways for teachers and staff based on the teacher evaluation system.	July 2012-June 2013 and through the 3 year SIG cycle.	By end of year 1, the compensation schedule and career pathways for teachers and staff will be approved by the SRSD and the education association.	0	5
YEAR 2 and 3: Capacity building for teachers	The committee will continue its activites during years 2 and 3	July 2012-June 2013 and through the 3 year SIG cycle.	Will be evaluated and revised as needed during years 2 and 3.	0	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
Establish a rigorous standards aligned core curriculm and common assessments.	The School Improvement Team will create and implement a timeline for the completion of common	July 2012-June 2013 and continue through the 3 year SIG cycle.	The following leading indicators by the SRHS School Improvement Team to	0	1 and 2

	curriculum.		measure this goal of the SIG. 1. Baseline Benchmark Tests (including but not limited to 4-sights, Study Island, Apangea and Aleks) 2. Baseline PVAAS data. 3. Increase number of students taking advanced courses. 4. Increased student attendance. 5. Increase in number of students graduating. 6. Decrease number of discipline referrals. 7. Average days missed per teacher. 8. Instructional Rounds/Learning Walks.		
Establish a rigorous standards aligned core curriculm and common assessments.	Hire RTII specialist for behavior. Partner with a local university to provide home-school interns for attendance/truancy issues.	July 2012-June 2013 and continue through the 3 year SIG cycle.	The following leading indicators by the SRHS School Improvement Team to measure this goal of the SIG. 1. Baseline Benchmark Tests (including but not limited to	0	1 and 2

			4-sights, Study Island, Apangea and Aleks) 2. Baseline PVAAS data. 3. Increase number of students taking advanced courses. 4. Increased student attendance. 5. Increase in number of students graduating. 6. Decrease number of discipline referrals. 7. Average days missed per teacher. 8. Instructional Rounds/Learning Walks		
Establish a rigorous standards aligned core curriculm and common assessments.	Hire a Learning Environment Specialist.	July 2012-June 2013 and continue through the 3 year SIG cycle.	The following leading indicators by the SRHS School Improvement Team to measure this goal of the SIG. 1. Baseline Benchmark Tests (including but not limited to 4-sights, Study Island, Apangea and Aleks) 2. Baseline PVAAS data. 3. Increase number of	0	1 and 2

			students taking advanced courses. 4. Increased student attendance. 5. Increase in number of students graduating. 6. Decrease number of discipline referrals. 7. Average days missed per teacher. 8. Instructional Rounds/Learning Walks.		
YEARS 2 and 3: Establish a rigorous standards aligned core curriculum and common assessments	The RTII specialist for behavior, Learning Environment Specialist and Home and School Interns will continue to be utilized in years 2 and 3.	Ongoing from Year 1.	The following leading indicators by the SRHS School Improvement Team to measure this goal of the SIG. 1. Baseline Benchmark Tests (including but not limited to 4-sights, Study Island, Apangea and Aleks) 2. Baseline PVAAS data. 3. Increase number of students taking advanced courses. 4. Increased student attendance. 5. Increase in	0	1 and 2

			number of students graduating. 6. Decrease number of discipline referrals. 7. Average days missed per teacher. 8. Instructional Rounds/Learning Walks.		
Establish a rigorous standards aligned core curriculm and common assessments.	Review of online Algebra programs for 9th grade. Purchase most research based and engaging model.	July,, 2012	Quarterly grades, weekly classroom assessments, benchmark assessments and PSSA	20000	1 and 2
Implement technology driven and standards/research based Algebra program to increase student engagement.	Review of research based programs aligned with SAS. Purchase of technology to support the wireless component of an iPad to increase student engagement.	July 2012 and July 2013	The following leading indicators by the SRHS School Improvement Team to measure this goal of the SIG. 1. Baseline Benchmark Tests (including but not limited to 4-sights, Study Island, Apangea and Aleks) 2. Baseline PVAAS data. 3. Increase number of students taking advanced courses. 4. Increased student attendance. 5. Increase in	357500	1 and 2

| | | | number of students graduating. 6. Decrease number of discipline referrals. 7. Average days missed per teacher. 8. Instructional Rounds/Learning Walks. | | |

E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Continuous use of student data to help teachers identify students at risk to drive instruction, make meaningful interventions, and make adaptations to develop the curriculum which will be gathered and reviewed multiple times per year.	Investigate and identify an online assessment (such as Apangea Learning or Aleks for Math, and Study Island for Language Arts. Teachers will meet quarterly to analyze data and use that to drive instruction and adapt curriculum. Hire math and reading specialist.	July 2012-2013 and throughout the SIG Grant cycle.	Principal will enact data teams quarterly to discuss student progress based on reports generated. Student achievement data will be monitored with the expectation of increased student growth over a 3 year time period with the goal of meeting and exceeding AYP target. Ongoing from Year 1.	324000	1 and 2

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)	Priority Goal These Actions Will Address
YEAR 2 and 3: Continuous use of student data to help teachers identify students at risk to drive instruction, make meaningful interventions, and make adaptations to develop the curriculum which will be gathered and reviewed multiple times per year.	Continue using online assessment tools. Continue teacher quarterly data meetings. Math and Reading Specialists will continue their work in years 2 and 3.	July 2012-2013 and throughout the SIG Grant cycle.	Ongoing from Year 1.	0	1 and 2

E8. Establish schedules and strategies that provide increased learning time.

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Extend the school day, week, and year in order to increase student achievement.	We will provide an additional 300 plus hours of instruction by: Developing and implementing an after school tutoring for students, Developing and implementing an SAT/PSSA program for students on Saturdays. Developing and implementing a 6 week summer school	September 2012-end of July 2013 and continue through the 3 year SIG cycle	Student performance on Benchmark Test, PSSA, End-of-Course testing, and value-added will be used to measure success of the extended year programs and learning opportunities. Formative and Summative Assessments will be given to students who complete the	924000	1 and 2

	program for students to address summer learning loss, provide remediation, and address deficiencies		summer school program.		

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
Our goal is to deepen opportunities for family and community engagement in order to: improve school readiness, increase student achievement, prepare students for life after high school and to improve the high school graduation rate. To achieve this goal, our school will implement the National PTA's National Standards for Family-	The National Standards and their indicators are based upon years of research and grounded in the practical experience of the National PTA society. Their purpose is to: • Promote meaningful parent and family participation; • Raise awareness regarding the components of effective programs; • Provide guidelines for schools that wish to improve their programs. When the standards are used as guidelines, they can assist school and community leaders in the development of	July 2012	As discussed above, the Power of Partnerships Family Surveys will be compared between the first and third year. Teachers will also be surveyed to assess their perceptions of the impact on the program with respect to parent and community engagement. Community leaders will also be brought together in a focus group to determine the overall		4

School Partnerships and to dramatically increase the number of ways in which parents and the community can be engaged in our high school.	programs that can help raise academic achievement. The National PTA's Standards for Family-School Partnerships are: Standard 1: Welcoming all families into the school community— Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning/doing in class. Standard 2: Communicating effectively— Families and school staff engage in regular, two-way, meaningful communication about student learning. Standard 3: Supporting student success— Families and school staff continuously collaborate to support students' learning and healthy development at home and at school, and have regular opportunities to strengthen their ability to do so effectively. Standard 4: Speaking up for every child—		impact the program has had on the community.		

	Families are empowered to be advocates for children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. Standard 5: Sharing power— Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Standard 6: Collaborating with community— Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. During the pre-implementation period, a "Family Involvement Action Team" will be formed. An external consultant will assist the Action Team and together they will use the National Standards Implementation Guide as their				

	compass for this work. The team will review the National Standards Assessment Guide, identify how well they think the school is doing on each indicator, and help the school determine future focus areas. Listed below are some of the family and community engagement concepts that we want to become part of our normal course of doing business: • Curriculum Nights---e.g. Math Night----students present what they are learning in their classrooms, projects, technology, etc. • Enhance existing Mentor Program---families are contacted at least once each month by the mentor teacher to discuss student concerns and progress • College Preparation Nights—How to fill out the FAFSA, paying for college, career planning, etc. • Continue work with Key Communicator Committee---monthly meetings with community members to discuss ways to improve our				

	partnership • Establish a Parent Volunteer Committee to help with the musical, prom decorating and chaperones, staff appreciation luncheon, various other events • Create a Panel of Experts from members of the community who would assess students' portfolios, graduation projects, applied learning products, etc. During the first year, the Power of Partnerships Family Survey will be sent to each family in the school district. This information will serve as the baseline barometer. The National Standards will also be introduced to the entire teaching faculty during this time and the results of the self-assessment will be shared with the entire staff. The development of an Action Plan prepared by the Family Involvement Action Team will occur during this first year. Also during this first year, the school will be				

	developing more community oriented project-based courses that will increase the opportunities for parent and community engagement. During the 2nd year, the focus of the Family Involvement Action Team will be to increase the number of opportunities for parent and community involvement and to solicit feedback on the new project-based curriculum in use in the school. The Action Plan developed during the first year will also be presented to the parents and community for feedback and buy-in. The development of a plan for continuous communications between the school and the families/community will also occur during the 2nd year. At the end of the 3rd year of the grant, the Power of Partnerships Family Survey will be administered a second time and the results will be compared to the baseline survey. The goal is to see				

at least a 20% improvement in the number of responses in the two highest categories (strongly agree or agree) as compared to the baseline results. A "Report to the Community" using the National PTA template will also be prepared and presented during this period.				

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
Provide temporary administrative staffing flexibility during the SIG period to ensure full implementation of all program elements and to ensure continuity of implementation with the Middle School SIG program.	Hire a MS/HS SIG Administrative Consultant	July 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementation of these efforts.	90000	1,2,3,4,5

To provide intensive support during the implementation of the new SIG evaluation model.	Hire Project Manager for Evaluations	August 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementation of these efforts.	279000	1,2,3,4,5
To provide teachers with the necessary technology and ongoing support in order to utilize the technologies purchased under SIG.	Hire SIG Implementing Technology Consultant for Professional Development	August 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementation of these efforts.	180000	1,2,3,4,5
To provide ongoing support for students with emotional and special needs	Hire RTII Specialist for Behavioral Support	August 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section	204000	1,2,3,4,5

			and appropriate adjustments will be made to improve the implementation of these efforts.		
To increase attendance, decrease truancy and to engage families more directly in their child's educational needs.	Hire Family Involvement Consultant	July 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementation of these efforts.	120000	1,2,3,4,5
To increase attendance, decrease truancy and to engage families more directly in their child's educational needs.	Partner with a Local University to provide Home School Interns for Attendance/Truancy	September 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementation of these efforts.	18000	1,2,3,4,5
To provide additional	Hire Math Specialist Hire	August 2012	Every 6 months,	342000	1,2,3,4,5

			appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementatio n of these efforts.		
To enhance the learning environment of SRHS resulting in increased instructional time.	Hire Learning Environment Consultant	July 2012	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate adjustments will be made to improve the implementatio n of these effort	240000	1,2,3,4, 5
YEAR 2 and 3: Provide temporary administrative staffing flexibility during the SIG period to ensure full implementatio n of all program elements and	Carry on actions from year 1	Beginning Year 2 and through year 3	Every 6 months, appropriate student data will be collected and analyzed to examine the impact of each position in this section and appropriate		1,2,3,4, 5

to ensure continuity of implementation with the Middle School SIG program. To provide intensive support during the implementation of the new SIG evaluation model. To provide teachers with the necessary technology and ongoing support in order to utilize the technologies purchased under SIG. To provide ongoing support for students with emotional and special needs. To increase attendance, decrease truancy and to engage families more directly in their child's educational needs. To provide additional math and reading support for students that require additional learning opportunities.			adjustments will be made to improve the implementation of these efforts.		

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 engagement in the child's educational experience. To enhance the learning environment of SRHS resulting in increased instructional time.					

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
Consult with external consultant to review school needs assessment and discover ways to address them	Review SIG plan with external evaluators and review steps of implementation of plan	July 2012	Student data will be evaluated quarterly with turnaround organization to review the impact of the turnaround specialist.	480000	1,2,3,4,5

* Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are:

Community meetings to review school performance and discuss the reform model to be implemented; communications between the school and parents regarding the school status, school choice options, social services, etc; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.
(Optional)
No

Schools choosing the Transformation mode must be prepared to pilot a teacher and teacher evaluation plan that takes into account data on student growth as a significant factor.
(Optional)
This school will not be prepared to pilot a teacher and principal evaluation plan that takes into account data on student growth as a significant factor for the 12-13 school year but will agree to take part in the Phase III Pilot of the state teacher/principal evaluation plan.

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

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.
Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: #.##	Total Cost Calculated: #.##	Description of Budgeted Item	Sustainability Plan	
Staff	Year 2	1	9000	9000	Incentive to provide HS teacher who successfully implements the SIG model with fidelity to increase student achievement and improve staff efficiency.	This is a component of SIG that will serve through the life of the grant and be phased out after year 3.	
Staff	Year 3	1	9000	9000	Incentive to provide HS	This is a component of	

					teacher who successfully implements the SIG model with fidelity to increase student achievement and improve staff efficiency.	SIG that will serve through the life of the grant and be phased out after year 3.
Staff	Year 2	30	7500	225000	Cost of incentive system based on student performance. Teachers that show evidence of increased student achievement levels will be rewarded with a variety of incentives.	This is a component of SIG that will serve through the life of the grant and be phased out after year 3.
Staff	Year 3	30	75000	2250000	Cost of incentive system based on student performance. Teachers that show evidence of increased student achievement levels will be rewarded with a variety of incentives.	This is a component of SIG that will serve through the life of the grant and be phased out after year 3.
Staff	Year 1	4	24000	96000	Cost of four floater substitute teachers to provide coverage for teachers who are participating in job embedded professional development activities.	As staff capacity and professional learning is built and supported through the SIG cycle, after the end of year 3, this expense will be phased out.
Staff	Year 2	4	24000	96000	Cost of four floater substitute teachers to provide coverage for teachers who are participating in job embedded professional	As staff capacity and professional learning is built and supported through the SIG cycle, after the end of year 3, this expense will

					development activities.	be phased out.
Staff	Year 3	4	24000	96000	Cost of four floater substitute teachers to provide coverage for teachers who are participating in job embedded professional development activities.	As staff capacity and professional learning is built and supported through the SIG cycle, after the end of year 3, this expense will be phased out.
Professional Development	Year 1	10	2000	20000	Professional development activities directed by OnHand Schools	This is the first year of a three year plan which will be phased out by the end of year three after capacity in staff is built.
Professional Development	Year 2	10	2000	20000	Professional Development opportunities directed by OnHand Schools inline with SIG goals.	Ths is the second year of a three year plan, which will be phased out after capacity is developed at the end of year 3.
Professional Development	Year 3	5	2000	10000	Professional development activiites led by OnHand Schools to support efforts outlined in SIG.	Third year of three year plan. At the end of this year, all teachers will have received adequate training to support ongoing efforts. The cost will no longer be needed after year 3.
Contracted Services	Year 1	1	60000	60000	SIG Implementing Technology Consultant will train teachers in best practices.	This is the first year of a two year part of the SIG plan. The first two years will develop the technology skills needed to implement iPads

						and related technology in the classroom. This will not be mecessarsy after year 2.
Contracted Services	Year 2		1	60000	60000	SIG Implementing Technology Consultant will train teachers in best practices.	This is the first year of a two year part of the SIG plan. The first two years will develop the technology skills needed to implement iPads and related technology in the classroom. This will not be mecessarsy after year 2.
Travel Costs	Year 1		8	4200	33600	Travel costs for a group of 8 teachers to visit 90/90/90 or successful SIG schools.	One trip will be scheduled for each year of the SIG. This cost will not be incurred after year 3.
Travel Costs	Year 2		8	4200	33600	Travel costs for a group of 8 teachers to visit 90/90/90 or successful SIG schools.	One trip will be scheduled for each year of the SIG. This cost will not be incurred after year 3.
Travel Costs	Year 3		8	42000	336000	Travel costs for a group of 8 teachers to visit 90/90/90 or successful SIG schools.	One trip will be scheduled for each year of the SIG. This cost will not be incurred after year 3.
Materials & Supplies	Year 1		130	154	20020	Updated Algebra curriculum materials.	Bulk of this cost is incurred in year one of SIG. Minimal costs associated with this component are necessary in years 2 and 3.

Contracted Services	Year 1		1	300000	300000	Cost to retrofit the HS building with the capability to support wireless internet connectivity.	This is a one year cost. No further costs associated with this will be necessary in years 2 or 3.
Computer Equipment	Year 1	220	500	110000	Cost to provide iPads for 9th and 10th grade students to use available technology driven curriculum materials.	This is a two year plan to phase in technology for students. After year 2 of the grant, this cost will no longer be necessary.
Computer Equipment	Year 2	220	500	110000	Cost to provide iPads for 11th and 12th grade students to use available technology driven curriculum materials.	This is a two year plan to phase in technology for students. After year 2 of the grant, this cost will no longer be necessary.
Contracted Services	Year 1	540	200	108000	Cost of a bus to provide transportation for students due to additional learning time in Saturday School and tutoring opportunities. This cost also supports an activities bus to provide safe transportation home for students who are participating in extracurricular activities after school.	Following the life of the SIG, this cost will be assumed by the disrict.
Contracted Services	Year 2	540	200	108000	Cost of a bus to provide transportation for students due to additional learning time in	Following the life of the SIG, this cost will be assumed by the disrict.

					Saturday School and tutoring opportunities. This cost also supports an activities bus to provide safe transportation home for students who are participating in extracurricular activities after school	
Contracted Services	Year 3	540	200	108000	Cost of a bus to provide transportation for students due to additional learning time in Saturday School and tutoring opportunities. This cost also supports an activities bus to provide safe transportation home for students who are participating in extracurricular activities after school	Following the life of the SIG, this cost will be assumed by the disrict.
Contracted Services	Year 1		1	30000	30000	HS SiG Administrative Consultant to assist in collection, analyzing and reviewing overall success of SIG program.	This is the first year of a three year planned cost that will not be necessary after SIG.
Contracted Services	Year 2		1	30000	30000	HS SiG Administrative Consultant to assist in collection, analyzing and reviewing overall success of SIG	This is the second year of a three year planned cost that will not be necessary after SIG.

					program.	
Contracted Services	Year 3		1	30000	30000	HS SiG Administrative Consultant to assist in collection, analyzing and reviewing overall success of SIG program.	This is the third year of a three year planned cost that will not be necessary after SIG.
Staff	Year 1		1	93000	93000	Cost of salary and benefits for a Project Manager for Evaluations to ensure full compliance with SIG requirements and timelines.	This is the first year of a three year position funded by SIG. This position will not exist after the life of the grant.
Staff	Year 2		1	93000	93000	Cost of salary and benefits for a Project Manager for Evaluations to ensure full compliance with SIG requirements and timelines.	This is the second year of a three year position funded by SIG. This position will not exist after the life of the grant.
Staff	Year 3		1	93000	93000	Cost of salary and benefits for a Project Manager for Evaluations to ensure full compliance with SIG requirements and timelines.	This is the second year of a three year position funded by SIG. This position will not exist after the life of the grant.
Staff	Year 1		1	67000	67000	Salary and benefits for RtII Specialist for Behavioral support to provide ongoing support for students with emotional and special needs.	This is a three year position whose cost will be covered by the district after the SIG cycle.
Staff	Year 2		1	67000	67000	Salary and benefits for RtII Specialist for Behavioral support to provide ongoing	This is a three year position whose cost will be covered by the district after the SIG cycle.

					support for students with emotional and special needs.	
Staff	Year 3		1	67000	67000	Salary and benefits for RtII Specialist for Behavioral support to provide ongoing support for students with emotional and special needs.	This is a three year position whose cost will be covered by the district after the SIG cycle.
Community and Parent Outreach	Year 1		2	3000	6000	Stipends for Home/School Interns for Attendance and Truancy.	This is a three year component of the SIG plan that will be phased out at the end of the program.
Community and Parent Outreach	Year 2		2	3000	6000	Stipends for Home/School Interns for Attendance and Truancy.	This is a three year component of the SIG plan that will be phased out at the end of the program.
Community and Parent Outreach	Year 3		2	3000	6000	Stipends for Home/School Interns for Attendance and Truancy.	This is a three year component of the SIG plan that will be phased out at the end of the program.
Contracted Services	Year 1		1	40000	40000	Salary for Family Involvement Consultant to increae attendance, decrease truancy and engage families more directly in their child's educational needs.	The district will assume the cost of the position following SIG.
Contracted Services	Year 2		1	40000	40000	Salary for Family Involvement Consultant to	The district will assume the cost of the position

					increae attendance, decrease truancy and engage families more directly in their child's educational needs.	following SIG.
Contracted Services	Year 3		1	40000	40000	Salary for Family Involvement Consultant to increae attendance, decrease truancy and engage families more directly in their child's educational needs.	The district will assume the cost of the position following SIG.
Staff	Year 1		2	57000	114000	Cost of salaries and benefits for Reading and Math Specialists to provide small group instruction and supports to students whose data reveal need for interventions.	These costs, should the positions prove to increase student achievment, will be assumed by the district following SIG.
Staff	Year 2		2	57000	114000	Cost of salaries and benefits for Reading and Math Specialists to provide small group instruction and supports to students whose data reveal need for interventions.	These costs, should the positions prove to increase student achievment, will be assumed by the district following SIG.
Staff	Year 3		2	57000	114000	Cost of salaries and benefits for Reading and Math Specialists to provide small group instruction and supports to students whose data reveal need for interventions.	These costs, should the positions prove to increase student achievment, will be assumed by the district following SIG.

Contracted Services	Year 1		1	60000	60000	Cost to hire Learning Environment Consultant. This person's role is to enhance the learning environment of SRHS which will result in increased instructional time.	This position will be phased out by the end of SIG year 3.
Contracted Services	Year 2		1	60000	60000	Cost to hire Learning Environment Consultant. This person's role is to enhance the learning environment of SRHS which will result in increased instructional time.	This position will be phased out by the end of SIG year 3.
Contracted Services	Year 3		1	60000	60000	Cost to hire Learning Environment Consultant. This person's role is to enhance the learning environment of SRHS which will result in increased instructional time.	This position will be phased out by the end of SIG year 3.
Contracted Services	Year 1		80	2000	160000	Consultant fee to hire OnHand Schools as the designated external consultant to review school needs assessment and discover ways to address them.	This is a vital component of SIG that will be phased out over the life of the program and no longer used at the end of year 3.
Contracted Services	Year 2		80	2000	160000	Consultant fee to hire OnHand Schools as the designated	This is a vital component of SIG that will be phased out over

					external consultant to review school needs assessment and discover ways to address them.	the life of the program and no longer used at the end of year 3.
Contracted Services	Year 3	80	2000	160000	Consultant fee to hire OnHand Schools as the designated external consultant to review school needs assessment and discover ways to address them.	This is a vital component of SIG that will be phased out over the life of the program and no longer used at the end of year 3.
Staff	Year 1	8000	25	200000	8,000 stipend hours for tutors/teachers to provide instruction in extended learning opportunities.	This component of SIG, a necessary requirement, will be considered by the district for permanent schedule and cba revision after the SIG cycle.
Staff	Year 2	8000	25	200000	8,000 stipend hours for tutors/teachers to provide instruction in extended learning opportunities.	This component of SIG, a necessary requirement, will be considered by the district for permanent schedule and cba revision after the SIG cycle.
Staff	Year 3	8000	25	200000	8,000 stipend hours for tutors/teachers to provide instruction in extended learning opportunities.	This component of SIG, a necessary requirement, will be considered by the district for permanent schedule and cba revision after the SIG cycle.
Software	Year 1	800	135	108000	Research based and engaging	These programs will be supported

					software programs that will help teachers quickly identify students at risk for failure, enabling teachers to make adaptations to instruction to meet student need.	through other funding streams following the life of SIG.
Software	Year 2	800	135	108000	Research based and engaging software programs that will help teachers quickly identify students at risk for failure, enabling teachers to make adaptations to instruction to meet student need.	These programs will be supported through other funding streams following the life of SIG.
Software	Year 3	800	135	108000	Research based and engaging software programs that will help teachers quickly identify students at risk for failure, enabling teachers to make adaptations to instruction to meet student need.	These programs will be supported through other funding streams following the life of SIG.
Computer Equipment	Year 1	3	10000	30000	Cost to purchase and maintain three iPad carts/docking stations and detachable keyboards	This is a cost that will be incurred in year one of the grant. The cost will not be necessary in the rest of the grant life.
Travel Costs	Year 1	5	600	3000	Professional development cost for HS Team to	This is a year 1 cost that will not need to be

					travel to local high schools to consult with successful SIG principals/staff	repeated in year 2 and 3.

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

11-12 SIG Reader Comments – Sto-Rox SD

Sto-Rox MS

- $500,000 for tutoring ($20,000 per student) excessive
- Excessive staffing – Turnaround specialist & Program manager
- Excessive costs - $780,000 for PD, $300,000 for travel to other SIG schools, $250,000 for technology retrofit, $475,000 for ipads.
- Not recommended for funding

Sto-Rox HS

- No explanation of how they will deal with very low teacher attendance rate (68.5%)
- Unrealistic projected gains (20 points per year)
- Excessive costs - $300,000 retrofit for technology, $110,000 for ipads
- Learning environmental consultant position – no explanation
- Not recommended for funding