

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

William Penn School District

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

Aldan Elementary

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

K-6

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

**SCHOOL CLOSURE MODEL MAXIMUM**

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

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

**TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS**

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

	<b>Building Enrollment (October 2011)</b>	<b>Low Income Percentage (Free &amp; Reduced Lunch)</b> Format: #.##	<b>Building ESL Population</b>	<b>AYP Status (2011-12 School Year)</b>
<b>School Level Data</b>	293	70	75	Warning

**A5. Funds requested Year 1:**

463600

**A6. Funds requested Year 2:**

415400

**A7. Funds Requested Year 3:**

354160

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

1233160

**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)

Aldan Elementary serves Kindergarten through sixth grade students from across all six boroughs that comprise the William Penn School District. About one third of our students reside in the Borough of Aldan; the remaining two thirds of the students come from neighborhoods in the other five boroughs. The student enrollment has been consistent for the past four years averaging around 300 to 325. Over the past few years, our school and District has had an increase in the number of students that are first generation African. Many of these students are from West African French speaking countries. The percentage of free and reduced has markedly increased over the past five years. Severe budget cuts have decreased the District's ability to provide after school programs due to a lack of after school transportation. We also lost the funding to have tutors for the intervention block which provided more intensive literacy skills for struggling students. There have been many changes at Aldan, including changes in administration, reduced staffing, and curriculum including the implementation of a new reading program (Harcourt Journeys) and updating our math program (Everyday Math). In the 2009-2010 school year, we did not make AYP due to the IEP subgroup in reading. For the 2010-2011 school year, Aldan did make AYP through special provisions (safe harbor). In all relevant subgroups there was an increase in percentage of students' performing at the proficient or advanced level ranging from 11 to 33 percent in reading. In math there was also an increase in percentage of students performing at the proficient or advanced level ranging from 6 to 13 percent. One of the systemic challenges we have identified is that at-risk students are not identified early and customary interventions are not available to our students. 22 percent of our expected enrollment at Aldan is second language identified and a high proportion of those students will require learning support services. 17 percent of our current students enrolled at Aldan have IEP's.

**C1. SIG funds must be used to support the identified needs of the school beginning in the**

**2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs.** (Maximum 25000 Characters)

The teachers and administrators meet regularly to review the data to ascertain the academic strengths and gaps. In the process we have uncovered root causes and potential interventions to address them. We have used PSSA test scores, Scholastic Reading Inventory, Scholastic Math Inventory and AIMS Web. These scores indicate that students at Aldan are showing incremental growth that must be accelerated in both reading and mathematics skill levels to reach the state targets (see data below). Percentage of Students (Grades 2-6) Performing at Advanced/Proficient according to the SRI (Scholastic Reading Inventory) Fall Mid-Year Spring 36% 53% NA Percentage of Students (Grades 2-6) Performing at Advanced/Proficient on the SMI (Scholastic Math Inventory) Mid-Year Spring 46% 56% Percentage of Students (K-1) Performing at the Established level AIMS Web Reading Letter Naming Fluency (Kindergarten) Fall Mid-Year Spring 75% 65% Phonemic Segmentation Fluency (First Grade) Fall Mid-Year Spring 38% 54% Number Identification (Kindergarten) Fall Mid-Year Spring 46% 55% Number Identification (First Grade) Fall Mid-Year Spring 46% 61% Quantity Discrimination (Kindergarten) Fall Mid-Year Spring 50% 35% Quantity Discrimination (First Grade) Fall Mid-Year Spring 61% 77% Sadly, many of our students have social and emotional issues that impede their educational progress within our current school day. During the 2011-2012 school year we have had 50/300 (16%) discipline incidents which involved both physical violence and/or weapons. Therefore, we are seeking additional resources to assist our students and families with social and emotional disabilities which impede their learning.

**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	Students who are academically at risk are identified early; supported with needed interventions, and monitored for progress.	80 percent of our Kindergarten and first grade students will perform at the established level according to Reading and Math AIMS web by the spring of 2013. 80 percent of second through sixth grade students will perform at the proficient or advanced level according to the SRI and SMI by the spring of 2013.
2	There will be a protocols and calendar created within our school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student	Teachers and administrators will meet twice a month to review curriculum assessments and quarterly to review local assessments. A data protocol will be developed and utilized to monitor progress toward AYP goals.

	learning as it relates to the effectiveness of professional practice.	
3	To create a system within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate.	Beginning of the school year events (Teacher Inservices, Welcome Back BBQ for families and staff, Back to School Night) will be held to promote the building of a school community and ensure that the vision and goals are clearly understood and implemented by all stakeholders. Parent involvement will be motivated by provision of transportation to school events, including refreshments, parent oriented workshops and family activities. Teachers will be empowered by direct involvement in decision making and the development of school wide procedures and routines (targeted character traits to enhance social skills and improve behaviors). Artifacts will include parent sign-in sheets, school-wide behavior charts, agendas and handouts. Pre and post teacher and parent surveys will help monitor and implement an improved school climate.

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)

For all of our students in the 2012-13 we have established a goal of 60% of students to be proficient/advanced in math and 50% for reading. Please see tables below for relevant subgroups.

**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: ###
<b>All Students</b>	21	24	31	23	26	29	30	14



<b>IEP-Special Education</b>	30	33	26	11	27	27	30	16
<b>English Language Learners</b>	0	0	0	0	0	0	0	0
<b>Economically Disadvantaged</b>	20	20	35	25	22	29	37	12

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

	<b>Year 2 PSSA Math Goal - % Below Basic</b> Format: ###	<b>Year 2 PSSA Math Goal - % Basic</b> Format: ###	<b>Year 2 PSSA Math Goal - % Proficient</b> Format: ###	<b>Year 2 PSSA Math Goal - % Advanced</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Below Basic</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Basic</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Proficient</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Advanced</b> Format: ###
<b>All Students</b>	16	20	39	25	20	25	37	18
<b>White non-Hispanic</b>	13	27	38	22	16	34	25	25
<b>Black/African American non-Hispanic</b>	18	18	37	27	23	22	39	16
<b>Latino/Hispanic</b>	0	0	0	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	0	0	0	0	0	0	0
<b>American Indian/Native American</b>	0	0	0	0	0	0	0	0
<b>Multi-Racial/ethnic</b>	0	0	0	0	0	0	0	0
<b>IEP - Special Education</b>	26	30	30	14	24	24	35	17
<b>English Language Learners</b>	0	0	0	0	0	0	0	0
<b>Economically Disadvantaged</b>	18	18	37	27	20	25	40	15

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

	<b>Year 3 PSSA Math Goal - %</b>	<b>Year 3 PSSA Reading Goal - %</b>						
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	Goal - % Below Basic Format : ###	Goal - % Basic Format : ###	Proficien t Format: ###	Advance d Format: ###	- % Below Basic Format: ###	- % Basic Format: ###	Proficien t Format: ###	Advance d Format: ###
All Students	14	18	41	27	18	22	40	20
White non-Hispanic	11	25	40	24	13	32	28	27
Black/African American non-Hispanic	16	16	40	28	20	20	42	18
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	25	25	33	17	21	22	38	19
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	15	17	40	28	18	23	43	17

**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)

Aldan Elementary School had a recent change in Leadership as of August 2011 when we hired a new principal. We have a well seasoned teaching staff that has long standing roots in the local community. Over the past five years, there have been changes in the demographics of the student population. This has been due, in part, because the District presently reassigns students from the other five boroughs to Aldan when their own neighborhood schools have reached enrollment capacity. Whereas in past years almost all students and families could walk to school for a range of purposes and events; an increasing number of our families do not have convenient transportation to get to our school building for traditional academic and social activities. Thereby, creating difficulty in maintaining stronger community connections. We have many wonderful ingredients for being a successful, high performing school and require resources to achieve these goals. The Transformation model of reform seems best suited to meet our needs for improvement and provide additional resources and approaches to do so.

**Transformation Model**

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

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

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

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Replace principal.	New principal hired 8/2011. Previous principal reassigned.	Completed.			

**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
Use rigorous, transparent, and equitable evaluation systems for teachers and principal.	Adoption of the Pennsylvania statewide standardized evaluation system.	August, 2012.	Finalization of documentation and distribution to teachers and administrators.	1250	2

**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
Reward staff who improve student performance.	1. School-, district-, and community-wide recognition. 2. Attendance at national professional conferences in relevant subject-areas. 3. Staff luncheons and other staff appreciation events.	Following the second and subsequent administrations of local assessments.	Copies of newsletters and other publications.	15000	2, 3

Provide support and opportunities for struggling teachers to increase student performance by improving their professional practice to increase student achievement.	Teachers who fail to increase student performance will be placed upon an Improvement Plan as outlined in the collective bargaining agreement. Appropriate professional development will be provided.	January, 2013.	Documentation of improvement plans.	9000	2,3
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**E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.**

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Teachers will be provided with professional development for Hardcort Journeys and ESL. The professional development will be through coaching in the classroom and collaborative sessions.	1. Contract with Hardcort for 12 days during year 1, 8 days during year 2 and 8 days during year 3. 2. Contract with DCIU for ESL training.	August 2012-February 2015	Teacher surveys, observations, coaching feedback and student assessments.	70000	2

**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
Identify a highly skilled teacher in math content to coach peers and provide model lessons and approaches to strengthen classroom instruction and student acquisition of stronger math skills.	1. Identify staff member with extensive classroom experience in EDM. 2. Secure long-term sub to provide instruction in thier classroom.	September 2012-January 2013, September 2013-January 2014, September 2014-January 2015	Analyzing EDM data, SMI, teacher feedback, ovbseration	64000	2

**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
Implmentation of Harcourt Journys and EDM was started in August 2011. Refer to E4.	1. Contract with Hardccourt for 12 days during year 1, 8 days during year 2 and 8 days during year 3. 2. Contract with DCIU for ESL training.	August 2012-February 2015	Documentation of Inservices, professional development	0	2

Purchase ELL matherial from Harcourt Journys	Purchase the following: 1. Teacher Editions for all grades 2. Student Edition Audio Text CD's for all grades 3. ELL Vocabulary cards for all grades 4. ELL Readers for all grades	August 2012	Items will be purchased, invoices will be provided and evidence of use in the classroom	15200	2
Purchase the data collection compoenant of Harcourt Journys for all grade levels	District will purchase data collection componant for all grade levels.	August 2012- June 2015	Data collected	0	2

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

(Optional)

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

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
Teachers will use pre and post assessments to design and differentiate their instruction and lessons.	Record pre and post data to inform and dirrerentiate instruction	August 2012- June 2015	Record keeping and student achievement.	0	1
Continue use of SRI and SMI to differentiate and inform	Continue use of SRI and SMI testing	Present- June 2015	Student reports, classroom reports and parent	0	1

instruction.			reports.		
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**E8. Establish schedules and strategies that provide increased learning time.**

(Optional)

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

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Cost (3 Years)* Format: #.#</b>	<b>Priority Goal These Actions Will Address</b>
Extend student learning time beyond the regular school day by having an after school program related to academic as well as social needs.	1. Contract with and outside tutoring service. 2. Implement program	September 2012- June 2015	Assessments administered by the school and by the after school program to assess student progress	390000	1
Alter the teacher day to allow for more collaboration time at the end of the school day to discuss student achievement assessment data and interventions to improve instruction and achievement.	Reschedule the teacher day for more collaboration time	September 2012- June 2015	Sign in sheets and meeting notes	0	1
Provide extended learning time by providing After School Tutoring	Contact with a transportation service to have 2 buses needed each of the 4 days a week tutoring will be available	September 2012 - June 2015	Number of children able to participate in our After School Program, Parent Surveys, Assessment data.	76800	1

**E9. Provide ongoing mechanisms for family and community engagement.**

(Optional)

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

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.###	Priority Goal These Actions Will Address
Provide opportunities and incentives for more parent involvement during the school day and after school events	1. Provide busing for parents from neighborhood school to Aldan events. 2. Provide incentives to encourage parents to attend Aldan events. 3. Plan staff events such as, parent workshops, back to school BBQ, Back to School Night, PSSA Night, Talent Show, ect.	August 2012-June 2015	Parent and staff sign in sheets, flyers, transportation receipts	30000	3

**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
Counselor to student ratio reduction to address the high social/emotional needs of our students and	Increase time in the school building to assess and deliver social/emotional services to students and	August 2012-June 2015	number of assessments performed by community based social service agency,	86400	1, 3

increase the service of the local community based social service agency.	thier families.		number of office referrals, teacher observation of classroom behavior and students well being		
To support the teacher in delivering differentiated instruction.	Hire 4 instructional assistants to support the teacher in delivering differentiated instruction, including the specialized needs of ELL students	August 2012-June 2015	Observation and evaluation	264000	1
To ensure that the social and academic needs of students with exceptionalities are met.	1. Hire professional staff member to coordinate services to ESL and Learning Support students.	August 2012-June 2015	various assessments , parent and teacher surveys.	225000	1,3

**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.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
Utilize the expertise of the DCIU.	1. contact DCIU to establish additional fees and a availability of specialized staff.	August 2012-June 2015	Teacher feed back, student assessment data	6000	2

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

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

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

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

(Optional)  
No

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

(Optional)

**For 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.*

<b>Category</b>	<b>Year</b>	<b>Number to be Purchased</b>	<b>Unit Cost</b> Format: #.#	<b>Total Cost</b> Calculated: #.#	<b>Description of Budgeted Item</b>	<b>Sustainability Plan</b>
Staff	Year 1	4	22000	88000	Instructional Assistants for classrooms to	Demonstrate success in student

						support direct & guided instruction for differentiated groups. Student to Staff Reduction	achievement to request District funding in 4th plus years.
Staff	Year 1	1	75000	75000	ELL Coordinator to administer required ongoing testing and facilitate deliver of ELL instructional services.	Demonstrate continued need for position to service ELL population and success in student achievement to District for funding in future years as long as needs and requirements continue.	
Contracted Services	Year 1	1	130000	130000	After School Program for 4 days a week from a specialized outside provider for academic remediation and social skills.	Seek other grants from community based entities and organizations.	
Computer Equipment	Year 1	25	450	11250	Purchase of Classroom set of 25 computers for mobile cart to provide more accessibility for student assessments (& instruction) to supplement regular computer lab which is heavily utilized.	Equipment life longer than 3 years. Should be able to utilize equipment for 5 - 6 years.	
Computer Equipment	Year 1	1	3000	3000	Mobile storage & charging cart for classroom set of computers.	n/a - very long equipment life.	
Contracted Services	Year 1	1	3000	3000	Contracting for ELL expertise from DCIU for	n/a We hope to develop sufficient in house building	

						professional development and administration of ELL programs and communication with families.	level expertise to fulfill needs within 2 years.
Contracted Services	Year 1	72	400	28800	Contract for 2 days a week SAP Faciliator in building to improve effectiveness of assessing student and family needs and then connecting them with appropriate community and social service agencies to deliver needed services and guidance in a more timely fashion.	This is a strong area of need and will require us to secure future funding from other grant providers to supplement limited District funding available to us for this purpose.	
Staff	Year 1	1	32000	32000	Acquire a long term sub to cover a District employed teacher's classroom on 2 partial year assignments as an EDM demonstration teacher and coach to support rest of building math teachers with imbedded and ongoing professional development in math content area.	n/a as our plan is to develop sufficient and sustainable content and program expertise within our elementary school building and District within 2 years of this professional development EDM coaching of staff.	
Contracted Services	Year 1	12	2500	30000	Contract with Harcourt to provide on site classroom	We will need to absorb cost of daily subs to release classroom	

						coaching and model lesson demonstration directly with teachers and students. 1st year for 12 days; and 8 days each in the 2nd and 3rd years.	teachers to observe other teachers and develop more in house expertise as co-teachers to sustain and increase knowledge and skills developed over the 3 years of imbedded professional development and training directly from Harcourt.
Materials & Supplies	Year 1	1	1250	1250	For new Evaluation System we will need to distribute documentation to all parties and Professional Development Materials.	Succeeding years should have minimal costs as only new members of the staff would need to be extensively educated.	
Materials & Supplies	Year 1	1	5000	5000	Teacher Recognition Rewards such as certificates, newsletters, and attendance at Professional Conference related to content area.	We are looking to get sponsors in future years for more expensive recognition awards.	
Professional Development	Year 1	1	3000	3000	Funding needed to provide specialized Professional Development for any teacher, as needed while on an Improvement Plan.	By the 4th year, we should have sufficient in-house expertise to make these expenditures minimal for teachers' Improvement Plans.	
Materials & Supplies	Year 1	1	15200	15200	This is to purchase new ELL Teacher Editions and Student books	The first year is expensive in acquiring the central ELL related	

						including Audio CD's that are part of our school wide reading program, Harcourt's Journeys.	components including Teacher Editions. The following years are minimal costs for consumable replacement parts such as workbooks.
Other (specifics required below)	Year 1	1	5000	5000	To increase parental engagement in school day and evening events. We will provide transportation and other incentives to have more parents attend key events and workshops.	We would hope to build stronger community ties by encouraging car pooling in later years and reduce the number of larger vehicles (buses, vans) initially needed for transportation purposes.	
Travel Costs	Year 1	1	25600	25600	Buses needed to transport students home from the After School program to be held 4 days a week for 32 weeks. We require 2 bus routes to handle the number of students and the geographic spread of our District.	In order to have an After School program to reach the most children at risk, we must have transportation or we cannot continue to program. In the 4th and 5th year, we will need to raise funds from several sources to continue tutoring our students beyond the regular school day.	
Computer Equipment	Year 1	15	500	7500	Laptops for classroom teachers.	Equipment life - longer than 3 years.	
Staff	Year 2	4	22000	88000	Instructional Assistants	Request future funding for 4th year from WPSD	
Staff	Year 3	4	22000	88000	Instructional Assistants	Request funding from WPSD or seek grants	

Staff	Year 2	1	32000	32000	LT sub for Model EDM district teacher for 1 semester	May not need for 3rd year -
Staff	Year 2	1	75000	75000	ELL Coordinator - see more details under Year 1	Will seek further grants or District funding in 4th year
Staff	Year 3	1	75000	75000	ELL Coordinator	Seeking funding for 4th year from District
Materials & Supplies	Year 2	1	5000	5000	Teacher Recognition - see Year 1	other grants in 4th year
Materials & Supplies	Year 3	1	5000	5000	Teacher Recognition Awards - see Year 1	will seek funding for 4th year if success ensues.
Contracted Services	Year 2	1	130000	130000	After School Program for 4 days a week from a specialized outside provider for academic remediation and social skills.	Seek additional funds from community based entities and organizations.
Contracted Services	Year 3	1	130000	130000	After School Program for 4 days a week from a specialized outside provider for academic remediation and social skills.	Seek other grants from community based entities and organizations.
Contracted Services	Year 2	72	400	28800	Contract for 2 days a week SAP Faciliator in building to improve effectiveness of assessing student and family needs and then connecting them with appropriate community and	This is a strong area of need and will require us to secure future funding from other grant providers to supplement limited District funding available to us for this purpose.

						social service agencies to deliver needed services and guidance in a more timely fashion.	
Contracted Services	Year 2	8	2500	20000	Contract with Harcourt to provide on site classroom coaching and model lesson demonstration directly with teachers and students. 1st year for 12 days; and 8 days each in the 2nd and 3rd years.	We will need to absorb cost of daily subs to release classroom teachers to observe other teachers and develop more in house expertise as co-teachers to sustain and increase knowledge and skills developed over the 3 years of imbedded professional development and training directly from Harcourt.	
Contracted Services	Year 3	8	2500	20000	Contract with Harcourt to provide on site classroom coaching and model lesson demonstration directly with teachers and students. 1st year for 12 days; and 8 days each in the 2nd and 3rd years.	We will need to absorb cost of daily subs to release classroom teachers to observe other teachers and develop more in house expertise as co-teachers to sustain and increase knowledge and skills developed over the 3 years of imbedded professional development and training directly from Harcourt.	
Contracted Services	Year 2	1	3000	3000	Contracting for ELL expertise from DCIU for professional	n/a We hope to develop sufficient in house building level expertise to	

					development and administration of ELL programs and communication with families.	fulfill needs within 2 years.
Professional Development	Year 2	1	3000	3000	Funding needed to provide specialized Professional Development for any teacher, as needed while on an Improvement Plan.	By the 4th year, we should have sufficient in-house expertise to make these expenditures minimal for teachers' Improvement Plans.
Professional Development	Year 3	1	3000	3000	Funding needed to provide specialized Professional Development for any teacher, as needed while on an Improvement Plan.	By the 4th year, we should have sufficient in-house expertise to make these expenditures minimal for teachers' Improvement Plans
Other (specifics required below)	Year 2	1	5000	5000	To increase parental engagement in school day and evening events. We will provide transportation and other incentives to have more parents attend key events and workshops.	We would hope to build stronger community ties by encouraging car pooling in later years and reduce the number of larger vehicles (buses, vans) initially needed for transportation purposes.
Other (specifics required below)	Year 3	1	5000	5000	To increase parental engagement in school day and evening events. We will provide transportation and other incentives to have more parents attend key events and	We would hope to build stronger community ties by encouraging car pooling in later years and reduce the number of larger vehicles (buses, vans) initially needed for transportation

					workshops.	purposes.
Travel Costs	Year 2	1	25600	25600	Buses needed to transport students home from the After School program to be held 4 days a week for 32 weeks. We require 2 bus routes to handle the number of students and the geographic spread of our District.	In order to have an After School program to reach the most children at risk, we must have transportation or we cannot continue to program. In the 4th and 5th year, we will need to raise funds from several sources to continue tutoring our students beyond the regular school day.
Travel Costs	Year 3	1	25600	25600	Buses needed to transport students home from the After School program to be held 4 days a week for 32 weeks. We require 2 bus routes to handle the number of students and the geographic spread of our District.	In order to have an After School program to reach the most children at risk, we must have transportation or we cannot continue to program. In the 4th and 5th year, we will need to raise funds from several sources to continue tutoring our students beyond the regular school day.

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

(Optional) (Maximum 3000 Characters)

Parental Engagement is something that we are working to foster more extensively with all of our students' families. Presently, about 2/3's of our students are bused to school rather than walk as the other 1/3 does. Many of those families lack convenient transportation to attend events or even pick up their children from our building for any reason. By providing transportation and other motivational incentives, we hope to encourage more active participation in our Home & School Association as well as school sponsored events.

