

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

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

	<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>	135	81	0	School Improvement I

**A5. Funds requested Year 1:** 214038

**A6. Funds requested Year 2:** 144159

**A7. Funds Requested Year 3:** 129559

**A8. Total Amount of Funds Requested:** 487756

**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)

Lafayette Middle School is located in the Uniontown Area School District in Uniontown, PA, Fayette County. It is one of three schools within the District which serves grades 6-8 students. The other two schools are Ben Franklin, the other city school which serves grades K-8, and A.J. McMullen, a rural mountain school which serves grades 6-8. A.J. McMullen has made AYP every year since 2003, and Ben Franklin has made AYP every year since 2003, except for 2006 and 2009 when it was in Warning status. Lafayette Middle School was established when Lafayette School, a Kdg-grade 8 school, closed in 2007-08. Two schools were then established that same year to serve the K-8 children in the same community, Lafayette Elementary (K-5) and Lafayette Middle, grades 6-8. In 2008, Lafayette Elementary was in Warning status, but has made AYP each year since (2009, 2010, and 2011). Lafayette Middle School, on the other hand, was in Warning in 2008, School Improvement I in 2009, Making Progress in School Improvement in 2010, and School Improvement I in 2011. Achievement results (PSSA) and growth results (PVAAS) must be used together to get a complete picture of student learning. Reading and Math PSSA (Percent Scoring At/Above Proficiency) and PVAAS results for the past three years for Lafayette Middle are listed below: Grade 6: (PSSA) 2009: Reading 24.4 Math 26.8 2010: Reading 27.0 Math 54.1 2011: Reading 29.0 Math 48.4 Grade 7: (PSSA) 2009: Reading 30.0 Math 44.3 2010: Reading 35.7 Math 49.3 2011: Reading 57.7 Math 59.6 Grade 8: (PSSA) 2009: Reading 53.6 Math 58.9 2010: Reading 71.9 Math 71.9 2011: Reading 54.5 Math 57.1 COMBINED ALL GRADES (6-8) Multi-year PSSA Reading/Math results are as follows: READING: ALL STUDENTS 2009 - 36.5 2010 - 47.3 2011 - 50.0 READING: BLACK 2009 - 26.2 2010 - 40.5 2011 - 41.5 READING: EDUCATIONALLY DISADVANTAGED 2009 - 30.0 2010 - 42.2 2011 - 46.6 READING % Proficient/Advanced vs PVAAS Growth Index: Grade 6: In 2011 Grade 6 fell into the "Lower % Prof/Adv; Lower Growth quadrant," with a 3-yr-avg growth measure of -4.1 (Significant evidence that the standard for PA Academic Growth was not met). Grade 7: In 2011 Grade 7 fell into the "Lower % Prof/Adv; Higher Growth quadrant," with a 3-yr-avg growth measure of 5.4 (Significant evidence that the standard for PA Academic Growth was exceeded). Grade 8: In

2011 Grade 8 fell into the “Lower % Prof/Adv; Higher Growth quadrant,” with a 3-yr-avg growth measure of 5.2 (Significant evidence that the standard for PA Academic Growth was exceeded). In Grade 6, no predicted performance level group (BB, B, Prof, Adv) met or exceeded the standard for PA Academic Growth. In Grade 7 all predicted performance level groups met or exceeded the standard for PA Academic Growth. In Grade 8, all predicted performance level groups met or exceeded the standard for PA Academic Growth except the Advanced group. The proficiency gap has increased between every relevant subgroup and “All Student Group.” MATH: ALL STUDENTS 2009 – 44.9 2010 – 55.3 2011 – 56.1 MATH: BLACK 2009 – 36.9 2010 – 46.8 2011 – 49.1 MATH: EDUCATIONALLY DISADVANTAGED 2009 – 37.7 2010 – 49.2 2011 – 52.5 Math % Proficient/Advanced vs PVAAS Growth Index: Grade 6: In 2011 Grade 6 fell into the Lower % Prof/Adv; Higher Growth quadrant, with a 3-yr-avg growth measure of 0.7 (Evidence that the standard for PA Academic Growth was met). Grade 7: In 2011 Grade 7 fell into the Lower % Prof/Adv; Higher Growth quadrant, with a 3-yr-avg growth measure of 3.0 (Significant evidence that the standard for PA Academic Growth was exceeded). Grade 8: In 2011 Grade 8 fell into the Lower % Prof/Adv; Higher Growth quadrant, with a 3-yr-avg growth measure of 5.2 (Significant evidence that the standard for PA Academic Growth was exceeded). All grades met or exceeded the standard for PA Academic Growth, however the proficiency gap has increased between every relevant subgroup and “All Student Group.” For reading support in addition to classroom instruction at Lafayette Middle, students participate in the Accelerated Reader program, use Study Island, and may attend after-school tutoring. In the 2009-10 school year the Lafayette Elementary reading coach assisted Lafayette Middle Language Arts teachers in identifying/assigning students with low reading achievement scores (4<sup>th</sup> Sight assessment) to groups that the classroom teacher worked with using Harcourt Intervention Kits two to three times/week for 30 minutes a session. Because of the lack of a full time reading coach to deliver job-embedded professional development, reading intervention teachers to fully implement the RtII program, and a principal who lacks skills in guiding the initiative, secondary RtII was not implemented with the effectiveness/success that was being demonstrated in the elementary RtII district-wide. Students have demonstrated growth, but have failed to reach the AYP benchmarks. Growth has also occurred in the area of math. One factor that has greatly contributed to the school’s math growth has been the availability of a well trained District K-12 Math Coach. She has delivered excellent job-embedded sustained professional development surrounding the use of the Connected Math program in grades 6-8 which promotes critical thinking, inquiry-based learning, and student engagement/collaboration. The Study Island and after-school tutoring program offer additional student support. Lafayette Middle school’s 81% Economically Disadvantaged subgroup and 52% Black subgroup have created great obstacles for positive school culture and success. The high poverty/high minority community, exerts a negative influence on the students’ behavior and motivation/desire to do well in school. The median income for the whole Uniontown area is \$26,000.00 with only 19% of the whole area’s age 25+ age group earning college degrees. Research demonstrates that students from high poverty backgrounds often lack strong core relationships with parents or primary caregivers in their lives. Factors associated with high poverty households contribute to students’ feelings of insecurity, distrust, and nonattachment. Once students are in school, these factors negatively affect socialization and contribute significantly to behavior that is not conducive to learning. The school socialization process typically pressures students to be like their peers or risk social rejection, whereas the quest for high social status drives students to attempt to differentiate

themselves in some areas—sports, personal style, sense of humor, or as is often the case at Lafayette Middle, street skills. Low socioeconomic status forms a huge part of the success equation at Lafayette Middle School. Children raised in poverty rarely choose to behave differently, but in spite of this, often exhibit behavior problems that interfere with learning. The student suspension rate for three consecutive years, was as follows: 2008-09, 48%; 2009-10, 68%; 2010-11, 45%. In the 2009-10 school year, a Positive Behavior Support Program was implemented in conjunction with Intermediate I. The Curriculum Coordinator and Special Education Director met regularly/worked with the staff for establishment and continued progress/success of the program. The program was not consistently implemented in all classrooms and was not fully supported by the principal and all staff. Therefore, the program was not implemented as designed. The students are faced daily with overwhelming challenges such as emotional and social challenges, acute and chronic stressors, cognitive lags, and health/safety issues that affluent children never have to confront. This reality does not mean that success in school or life is impossible. On the contrary, with much effort and reform efforts planned through SIG funds, the LEA's goal is our less-advantaged students' academic and social success. Because of a less than favorable school climate and school choice being offered, approximately 100 Lafayette Middle students have moved to the two other District schools which serve grades 6-8. Considering all 16 teachers at the school, the present teacher/student ratio is approximately 1:10. However, A.J. McMullen, one of the other middle schools, is approximately 45 miles from Franklin Elementary School, a rural school whose students should feed into Lafayette Middle. This results in long bus rides for the Franklin students (who choose to go to A.J. McMullen through school choice) on a bus which is plagued with behavior problems. Enrollment for three consecutive years is as follows: 2008-09, 174; 2009-10, 167; 2010-11, 148. Lafayette Middle is currently in School Improvement I due to failure to meet the state attendance rate of 90%. Attendance rates for three consecutive years are as follows: 2008-09, 90.4%; 2009-10, 88.8%; 2010-11, 89%. SIG funds will make improvement efforts planned for Lafayette Middle School possible, along with an initiative to "recruit" students back to the school. The majority of Lafayette Middle School staff are excellent dedicated professionals who have formed an extremely strong collaborative bond through having to face what seemed to them at times, insurmountable problems. These problems are a result of student social and academic problems, as well as issues in the homes such as unemployment, domestic violence, drugs, theft, fighting, hunger, parent/guardian absence from the home due to "jail time," sexual abuse, gangs, etc. These problems from the community "spill over" into the school, resulting in students entering school with very few readiness skills, disorder and academic time lost. Many unsuccessful attempts have been made to form family/community groups such as Parent Advisory Council (PAC), volunteers for the school, etc. Presently only two parents attend PAC and there is no successful volunteer program. Many reform initiatives are being planned which include the following: replacing the principal, addition of an assistant principal, continued use of the District's full time instructional math coach to deliver job-embedded sustained professional development (on data analysis, instructional strategies, assessment, progress monitoring, interventions, classroom management), increased learning time during the school day through tutoring sessions, educational software (Study Island), after-school tutoring with transportation provided, standards-aligned tutoring materials/resources, counseling services, teacher/principal evaluation and rewards linked to student growth, parent/family/community training, and activities to promote family/community involvement. In addition to internal District support,

outside experts will also be used to include: 1. Otto L. Graf, Ed. D. (Graf Consortium Educational Consultants to oversee and manage the transformation initiative and deliver professional development that will positively impact school culture, instruction and student learning, and instructional supervision. This will result in school transformation which will improve relationships between the school, students, families, and community stakeholders. 2. Intermediate Unit , Math Science Collaborative, who will deliver professional development that emphasizes training teachers to engage students in the Common Core Math Standards of Practice and Science/Engineering Practices, coupled with appropriate math/science content for middle school students. The regular use of cognitively challenging tasks in math/science classes along with addressing the use of multiple representations, incorporating student discourse and effective student collaborative learning strategies will also be included. 3. Literacy professional development/instructional coaching from Intermediate Unit 1 to address Literacy Professional Development that focuses on components of Secondary RtII and best practices through job-embedded instructional coaching to address needs of ALL students (Intensive, Strategic, and Benchmark), resulting in increased student achievement and growth. These grant funded initiatives will result in a transformation that will lead to increased student achievement/growth, improved school culture, and positive student, school, family, and community relationships.

**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)

A comprehensive needs assessment is critical in developing a school-wide reform program. The process yields a snapshot that illustrates the gap between where the school is now and where it wants to be when its vision is realized. Through the needs assessment, the Lafayette Middle School staff/stakeholders identified strengths and weaknesses and specified priorities for improving student achievement and meeting challenging academic standards. The school's planning team which consisted of the principal, reading and math teachers, guidance counselor, literacy and math coach, special education director, curriculum coordinator, Federal programs director, and parent/community members met to review input from school data teams and make decisions relating to improvements which will yield continued growth towards state achievement targets. Weekly data team meetings are held by language arts/math teams and also include input from content area (science/social studies) teachers for analysis of both academic and behavioral data to uncover reasons why the school failed to make adequate yearly progress and/or sufficient growth in all grade levels and subgroups. PSSA data is analyzed along with 4Sight assessment scores three times a year while classroom assessments are reviewed weekly to identify areas of student weakness. Checklists of students' weak areas are assembled and shared with all pertinent staff, thus enabling ALL teachers to work across subjects on areas of need. Through the data team meetings and analytical discussions, needs were identified and prioritized with the overarching goal of differentiating instruction to address all students' needs through secondary RtII. Training in and implementation of secondary RtII are high priorities

for the 2012-13 school year, to ensure students who are academically at risk are identified early and are supported through evidence-based instruction in not only a standards-aligned core program, but through interventions using programs that address individual and/or small group needs. Research is studied to pursue strategies that will have the greatest likelihood of ensuring that all individual and relevant groups of students are monitored for progress and will meet the state's proficiency level of achievement. Plans for improvement also include extended instructional time during the school day in reading and math, tutoring after school four days a week and throughout the summer (with transportation provided), as well as tutoring materials/resources. Measurable targets are set every nine weeks for small group and individual student's continuous and sustained progress. Data garnered through data team meetings, teacher survey feedback, and Act 48 Committee meetings also reveal needs in areas of standards/curriculum map alignment, formative assessment FOR learning versus assessment of learning, student engagement/feedback, and positive school culture. Professional development will be delivered through math and literacy coaches, outside experts, intermediate units, and ongoing professional learning communities. Because behavior and social skills often interfere with learning, behavioral data is also shared/analyzed in order to identify students who need supports in improving social skills. Teachers "compare notes" regarding plans and strategies that yield best results for individual and/or groups of students' behavior, motivation, and positive attitudes towards learning. Input regarding areas and strategies for improvement is considered from all areas; guidance counselors, parents/families, social workers, teachers, principal, special education teachers/director, student study team, security guards, bus drivers, etc. Increased parent training/involvement and increased student attendance have also been identified as an area of great need through attendance data, teacher/counselor input, behavioral data, data from parent/teacher conferences and attendance at family/community activities. Presently, a community liaison aids in school/family/community relations as well as calling homes of absent students. Goals have been set and strategies/timelines identified that will ensure the school partnering with families and the community to support student participation in the learning process and increased school attendance through such activities as Family Nights, Open House, Back to School Nights, PSSA Night, Student/Parent Celebrations of Successes, Art/Talent shows, Parent Advisory meetings, parent/student planned activities three times a year, home-school visits, daily calls to absent students' families etc. The comprehensive school needs assessment has helped all stakeholders to act as planners, better focus on school wide issues and link goals with hard data to improve instruction, school culture, and student growth/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 student attendance	Meet state attendance target of 90%
2	Improved Reading achievement for all students	Decrease the % of students non-proficient in reading by 10%

3	Improved Math achievement for all students	Decrease the % of students non-proficient in math by 10%
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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)

Thru analysis of PDE's "Getting Results Cont Improvement Plan," the School Improvement Team identified 3 prioritized areas of need: Attendance; Reading Achievement; Math Achievement. ATTENDANCE: Goal: By end of 2014-15 school yr, school will reach/maintain state attendance target (90%). Objectives: By end of 2012-13 school yr, school will have min attendance rate of 90%. By end of 2013-14 and 2014-15 school yr, school will have min attendance rate of 90%. Milestones: Attendance rate will be at min of 90% at end of each quarter through 2012-13, 13-14, 14-15 school yrs. Strategies: Strategies to address need in area of attendance are PD re monitoring, documentation, communication, reward systems. These strategies were chosen due to fact that they were effective in maintaining past min required (or higher) attendance rates in other district schools. Activities that address attendance strategies follow: \*Teachers will take daily attendance w/phone calls made by community liaison to parents/guardians of absent students. \*When absences are excessive, Home School Visitor will follow prescribed steps as per district Attendance Policy. \*Principals/homeroom teachers will reward homerooms that have reached attendance goal of 90% or more w/wkly attendance banner/monthly attendance celebration. RDG ACHIEVEMNT: Goal: By yr 2015, goal for grade 6-8 "All Student Group" will be to reach AYP state target of 100% Prof/Adv &/or Reduce non-prof. students by 10% from previous yr. Objectives: By end of 2012-13 school yr, grade 6-8 "All Student Group," Black, & ED subgroups will be 91% Prof/Adv &/or Reduce % of non-prof. students in 2012 by 10%. By end 2013-14 school yr, grade 6-8 "All Student Group," Black, & ED subgroups will reach AYP state target of 100% Prof/Adv &/or Reduce % of non-prof. students in 2013 by 10%. By end 2014-15 school yr, grade 6-8 "All Student Group," Black, & ED subgroups will reach AYP state target of 100% Prof/Adv &/or Reduce % of non-prof. students in 2014 by 10%. Milestones: Grade 6-8 "All Student Group," Black, & ED subgroups will have achieved min of 1/3 of final objective, min of 2/3 of final objective, and then at min the final objective for each yr consecutively, 2012-2015, on each 4Sight Assessment in Sept/Jan/May. Strategies: Strategies to address need in area of Reading are PD, including learning time, after-school tutoring, parent training. These research-based strategies were chosen due to fact that they have been effective in raising student reading achievement. Actives: that address "improving reading achievement" strategies are follow: \*Dist lit coaches will deliver PD on Sec RtII & intervention programs thru in-classroom job-embedded sustained PD & workshops on District in-service days. \*Principal will arrange school schedule to include increased length of periods for Lang Arts classes. \*After-school tutoring program will be scheduled /conducted by principal /teachers for 2 hrs after school 4 days/wk. \*Parent training on school involvement, volunteering, homework, PSSA, school routines/procedures, etc. will be conducted by teachers/principal/Dist lit coaches 1x/month after school - 1 hr/30 min. MATH ACHIEVEMNT: Goal: By yr 2015, goal for grade 6-8 "All Student Group" will



<b>Language Learners</b>								
<b>Economically Disadvantaged</b>	25	22	32	21	32	20	34	14

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

	<b>Year 1 PSSA Math Goal - % Below Basic</b> Format: ###	<b>Year 1 PSSA Math Goal - % Basic</b> Format: ###	<b>Year 1 PSSA Math Goal - % Proficient</b> Format: ###	<b>Year 1 PSSA Math Goal - % Advanced</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Below Basic</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Basic</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Proficient</b> Format: ###	<b>Year 1 Reading Goal - % Advanced</b> Format: ###
<b>All Students</b>	19	14	38	29	24	14	40	22
<b>White non-Hispanic</b>	15	13	36	31	21	10	41	28
<b>Black/African American non-Hispanic</b>	24	17	35	24	28	19	35	18
<b>Latino-Hispanic</b>	0	0	100	0	0	0	100	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>	23	12	47	19	23	17	47	13
<b>IEP-Special Education</b>	25	12	43	19	37	24	37	2
<b>English Language Learners</b>	0	0	0	0	0	0	0	0
<b>Economically Disadvantaged</b>	20	17	40	23	27	15	42	16

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

	<b>Year 2 PSSA Math Goal - %</b>	<b>Year 2 PSSA Math Goal - %</b>	<b>Year 2 PSSA Math Goal - % Proficient</b>	<b>Year 2 PSSA Math Goal - % Advanced</b>	<b>Year 2 PSSA Reading Goal - % Below Basic</b>	<b>Year 2 PSSA Reading Goal - % Basic</b>	<b>Year 2 PSSA Reading Goal - % Proficient</b>	<b>Year 2 PSSA Reading Goal - % Advanced</b>
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<b>American Indian/Native American</b>	0	0	0	0	0	0	0	0
<b>Multi-racial/ethnic</b>	13	2	59	23	13	7	63	17
<b>IEP-Special Education</b>	15	2	59	23	27	14	53	6
<b>English Language Learners</b>	0	0	0	0	0	0	0	0
<b>Economically Disadvantaged</b>	10	7	56	27	17	5	58	20

**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 process used to select the transformation reform model began with the School Improvement Team - which consisted of the principal, reading and math teachers, guidance counselor, literacy and math coach, special education director, curriculum coordinator, Federal programs director, and parent/community members – meeting as a learning community to share expertise, knowledge, and ideas from all areas. Sets of data which included achievement (PSSA, 4Sight, common assessments), growth (PVAAS), behavioral (teacher feedback, detention/suspension rates), demographic, and subjective (personal feelings, perceptions, and attitudes) data were analyzed and discussed relative to how mandatory actions taken in each reform model would impact the students, families, and community as a whole. Even though achievement is low, growth is occurring as evidenced by 2011 PVAAS data which shows grades 6-8 Reading and Math (Across Grades) as “Lower % Prof/Adv Higher Growth.” The staff is dedicated and works well collaboratively to raise achievement and improve student behavior and school culture. Even though staff are faced daily with student/family/community problems associated with a culture of poverty, the teachers have opted to remain at the school

over a period of many years and meet often to support each other and strategize ways to bring about positive outcomes for all stakeholders. The dedication of the TEAM of teachers at the school, and their unrelenting efforts to raise achievement and improve the school culture for the students are factors that tremendously influenced the District's decision to choose the Transformation reform model for Lafayette Middle School. Through the Transformation model, the District will utilize an evaluation system for teachers that will take into account data on student growth. Through the use of the evaluation system, staff will be identified for rewards linked to increased achievement and student growth, as well as staff removed who have not done so. The Transformation model did not involve closing the school, as did the Closure model. Also, with the transformation model all staff were able to be retained, versus only rehiring 50% of the staff as dictated by the Turnaround model. Having to replace the principal however, in the Transformation model will provide the opportunity to begin the 2012-13 school year with a leader who will possess knowledge/expertise in the area of reading in regards to secondary RtII i.e. assessment (screening, diagnostic, formative), effective instructional strategies for the core program, student grouping for interventions and differentiated instruction, and progress monitoring. The present principal will finish the 2011-12 school year at Lafayette Middle and then a decision will be made at a later date concerning his role within the District. In addition to a math and literacy coach who will deliver job-embedded sustained professional development on effective teaching strategies, the principal as instructional leader will reinforce and monitor for evidence-based best practices such as use of the District's curriculum maps which reflect standards-alignment and a research-based instructional program, data analysis, assessment FOR learning versus assessment OF learning, high student engagement/feedback, and effective routines/procedures for improved student behavior and classroom management. Learning time for Language Arts and math will be increased through extending periods, intervention time, use of reading and math software programs which identify/address each student's weak areas, as well as after-school tutoring. Low family/community involvement at the school also contributed to the selection of the Transformation model as a means for reform. This model will enable the District to provide the school with mechanisms to increase family/community involvement. Once a student/family/community survey is administered to assess family/community interest and need, family/community training will be offered once a month by teachers, the principal, literacy/math coaches and outside experts on such topics as child safety, student success (i.e. improving grades and study skills), school volunteers, positive parenting, health and wellness, bullying, physical/emotional abuse, etc. School activities will also be planned that involve students, families, and the community such as performances that showcase students' skills/talents, library volunteers, student art shows, book fairs, family nights (movie nights, sports night, exercise night) etc. The Transformation model was selected because the components of reform align with District goals of evidence/research-based professional development that is job-embedded/sustained and teacher/leader accountability for quality effective data-driven teaching which addresses individual student's needs, resulting in high levels of student achievement and growth.

### **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
New principal and assistant principal will lead reform initiative to increase staff accountability, student achievement/growth, and family community involvement.	Replace principal (of 6 years) with a new principal who has operational flexibility, expertise/knowledge in effective instruction, teaching of reading, and secondary RtII - as well as an assistant principal who will assist with behavior program, parent involvement, and teacher evaluation.	Implementation: 6-15-12 Completion: 6-30-15	Use of new evaluation system for teachers/principals that takes into account data on student growth	138000	1, 2, 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 and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Implement use of rigorous evaluation system for teachers/principals that is linked to student growth, observation-based assessments of performance, and documentation of professional practice.	District administrators, principals, and teachers will give input to develop/approve the new evaluation tool/system. Meetings will be held in July and August with principals and teachers to review information and criteria involved with the tool. Administrators will be trained at IU1 and teachers trained through "Train the Trainer" model and SAS.	Implementation : 8-23-12 Completion: 6-15-15	The new evaluation system/tool will be evaluated through principal/teacher feedback and student achievement/growth.	15888	1, 2, 3

**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	Method of Evaluation	Estimated Cost (3 Years)*	Priority Goal These Action
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		Completion		Format: #.#	s Will Addres s
Maintain high standards of accountability and increased student achievement and growth	Meet with principals and staff to clearly identify expectations of increasing student achievement/growth and establish rewards that principals, teachers, and other staff successful at raising student achievement/growth will receive - as well as professional development that will be offered to principals, teachers, and other staff who are not successful, along with steps that will be taken to remediate and/or remove them. Teachers will receive possible monetary rewards for additional classroom supplies as well as end-of-year Recognition Banquet. Teacher/principal input will determine future reward systems.	Implementation : 8-23-12 Completion: 6-30-15	Process will be evaluated through continued student achievement/growth and success of process of removing unsuccessful staff and replacing with new.	31800	1, 2, 3

**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
Principals and all teachers will be trained in and able to deliver effective teaching within a secondary RtII framework. District and school level stakeholders will have the capacity to successfully implement school reform strategies.	Staff will be provided with ongoing sustained job-embedded high quality professional development through both a math and literacy coach. District math coach will increase time at the school and a literacy/instructional coach will be placed at the school. Professional development will also be delivered through IU 1 (literacy,data analysis), Math Science Collaborative at IU 3 (Math/Science), and behavioral/school culture strategies through partnering with Graf Consortium Educational Consultants.	Implementation : 8-23-12 Completion: 6-15-15	Evaluation will include increased student achievement/growth, improved teacher/principal evaluations, improved perceptual data on school culture gained through family/community surveys, improved behavioral data	92870	1, 2, 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
Retain well trained staff that possess high quality teaching skills and are effective at increasing student achievement/growth over a long period of time	Work with principal and staff to design an environment/work place in which quality staff desire to work - through incentives, opportunities that aid career growth, and work conditions that lend themselves to flexible conditions that will be addressed through discussion/collaboration with all stakeholders.	Implementation: 8-23-12 Completion: 6-15-15	Success will be reflected in a high rate of retention of excellent quality staff who are equipped with effective teaching strategies that yield high student achievement/growth.	27000	1, 2, 3

**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
Improved student achievement/growth through analysis of student achievement and growth data, which will drive the strategic	Principal, literacy/math coaches, and teachers will assemble data (diagnostic, formative, benchmark, summative). Principal, literacy/math	Implementation: 5-28-12 Completion: 6-30-15	*Documentation of weekly data analysis meetings *Increased student achievement/growth *Classroom observations to ensure use of quality instructional	19008	2, 3

<p>implementation of a research-based standards-aligned instructional program that is vertically aligned from one grade to the next</p>	<p>coaches, and teachers will meet weekly to identify student weak areas through data analysis. Student needs will be addressed through the research-based standards-aligned core programs and intervention materials used within the RtII framework during whole group core instruction and small group intervention times. Curriculum Coordinator, Literacy/math coaches and staff will meet during summer of 2012, 2013, 2014 to align curriculum maps to Common Core standards/assessment anchors/eligible content. All available SAS resources will be used for standards/curriculum map alignment and for core program/intervention materials and resources.</p>		<p>practices within the RtII framework *Curriculum maps that are aligned to Common Core standards/assessment anchors/eligible content.</p>		
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**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
Weekly analysis of student achievement/growth data (diagnostic, formative, benchmark, summative) to be used for purpose of informing and differentiating instruction for individual students within the RtII framework (whole/small groups and individual students)	Principal, teachers, and literacy/math coaches will meet weekly to identify student weak areas through data analysis (diagnostic, formative, benchmark, summative assessments). Student needs will be addressed through differentiated instruction within the RtII framework which includes whole group core instruction, small intervention groups during intervention times, and work with individual students.	Implementation : 5-28-12 Completion: 6-30-15	*Documentation of weekly data analysis meetings *Increased student achievement/growth *Classroom observations to ensure use of quality instructional practices within the RtII framework	0	2, 3

**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>
Improved student achievement/growth through increased learning time	In the 2011-12 school year, students received 66,240 minutes of scheduled instruction. In the 2012-13 school year, struggling students will have the option to go for additional instruction after eating breakfast and prior to Period 1 of the school day. This will increase instruction time by 3060 minutes (or 51 hours) throughout the year, bringing the total instructional minutes for the year to 69,300. Reading/Language Arts and math class times during the school day will be extended to include 1 hour of whole group core instruction and 30 minutes of intervention time daily. After-school tutoring for reading and math will be	Implementation : 8-27-12 Completion: 6-11-15	*Improved student achievement/growth data *Documentation of daily in-classroom and after-school instruction time schedules *Classroom observations/walkthroughs	16000	2, 3

	<p>offered 4 days/week to include an additional 1 1/2 hours of reading/math instruction daily. Summer School will be offered to ALL student groups (Intensive, Strategic, Benchmark) to address reading/math needs of struggling students as well as enrichment for advanced students. The 6 week comprehensive Summer School program will include Common Core-aligned real world instruction/experiences to promote critical thinking and high student engagement.</p>				
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**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.

<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>
Increase student achievement/growth through increased family and community engagement not	Principal and teachers will organize a "Community Partners for Progress"	Implementation: 8-1-12 Completion: 6-30-15	*Documentation of meeting schedule and notes regarding monthly plans for family/communit	28150	1, 2, 3

<p>only at the school, but in the community.</p>	<p>committee which will collaborate with school staff to plan monthly meetings held both inside and outside (locations in the community) of the school. Activities involving family/community training on such topics as student achievement, homework, safety, community service, volunteer opportunities, etc. will be planned, as well as Family Nights, and 9-week Recognition Activities. Students and teachers/principal will plan community service projects that will be carried out by students in the community for neighborhood improvements.</p>		<p>y engagement *Family/community feedback through evaluations and surveys *Increased student achievement/growth</p>		
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**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
Through operational flexibility and a comprehensive approach, principal and staff will make decisions involving budget, staffing, school calendar, scheduling and planning of family/community activities that will result in increased student achievement/growth.	Central Office administration will meet with school Principal and staff to review operations that principal and staff will be responsible for through decision-making flexibility. Principal and staff will meet monthly to review the status/progress of comprehensive approach components and make decisions that will result in improved student achievement/growth.	Implementation: 5-30-12 Completion: 6-11-15	*Documentation of meetings and plans *Observations done by Central Office administration *Student/family/community surveys to assess perceptions/satisfaction *Increased student achievement/growth	5940	1, 2, 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.

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
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					SS
Increased student achievement/growth as a result of the school receiving continuous concentrated technical aid and associated/needed supports from the LEA and designated external lead partner organization.	Central Office administration and designated external lead partner organization (Graf Consortium Educational Consultants - Otto L. Graf, Ed.D.) will meet with principal and staff and/or work within the school (walkthroughs, learning walks etc.) approximately 2x/weekly. Dr. Graf will deliver professional development on school culture, bring in other outside experts, address raised issues/problems, and oversee the comprehensive school reform to assess needs and offer continuous concentrated technical aid and associated/needed supports to sustain needed change and growth.	Implementation : 6-1-12 Completion: 6-11-15	*Surveys of principal/staff, families, community members to assess perception of school culture *Documentation of regular meetings to assess needs and offer continuous concentrated technical aid and associated/needed supports. *Increased student achievement/growth *Improved student behavioral data	113100	1, 2, 3

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

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

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

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

(Optional)

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

(Optional)

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

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

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

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

Category	Year	Number to be Purchased	Unit Cost Format: ###	Total Cost Calculated: ###	Description of Budgeted Item	Sustainability Plan
Materials & Supplies	Year 1	1	15530	15530	Secondary RtII literacy materials	Materials will continue to be used in Secondary RtII program.
Staff	Year 1	1	46000	46000	Assistant principal for Lafayette Middle	The District will fund one half of the cost for

					School	the 3 years funded by the grant.
Staff	Year 2	1	46000	46000	Assistant principal for Lafayette Middle School	The District will fund one half of the cost for the 3 years funded by the grant.
Staff	Year 3	1	46000	46000	Assistant principal for Lafayette Middle School	The District will fund one half of the cost for the 3 years funded by the grant.
Contracted Services	Year 1	1	55500	55500	Graf Consortium Educational Consultants - Pittsburgh, PA This service will oversee all school improvement plans/projects/programs at the school and develop/implement a plan to improve student motivation and behavior as well as school/community culture.	Programs initiated will be sustained through monthly planning meetings of District level administration, school level team members (principal and staff), family/community stakeholders, and District instructional coaches to make adjustments/improvements and future plans where/as needed. LEA and future grant funds procured will be used to maintain programs/initiatives.
Contracted Services	Year 2	1	32000	32000	Graf Consortium Educational Consultants - Pittsburgh, PA This service will oversee all school improvement plans/projects/programs at the school and develop/implement a plan to improve student motivation and behavior as well as school/community culture.	Programs initiated will be sustained through monthly planning meetings of District level administration, school level team members (principal and staff), family/community stakeholders, and District instructional coaches to make adjustments/improvements and future plans where/as needed. LEA and future grant funds procured will be used to maintain programs/initiatives.
Contracted Services	Year 3	1	25600	25600	Graf Consortium Educational	Programs initiated will be sustained through

					Consultants - Pittsburgh, PA This service will oversee all school improvement plans/projects/programs at the school and develop/implement a plan to improve student motivation and behavior as well as school/community culture.	monthly planning meetings of District level administration, school level team members (principal and staff), family/community stakeholders, and District instructional coaches to make adjustments/improvements and future plans where/as needed. LEA and future grant funds procured will be used to maintain programs/initiatives.
Professional Development	Year 1	1	19299	19299	Math/Science professional development from Math Science Collaborative at IU3 on Common Core Math and Science & Engineering Practice Standards and learning walks conducted through the school coupled with appropriate content for middle school students.	District Math coach will continue to deliver job-embedded PD in years to come. Teachers will also meet in math and science Professional Learning Communities for sharing best practices and site-based research for sustainability.
Professional Development	Year 2	1	7500	7500	Math Science Collaborative at IU3 will continue learning walks through the school and collaborate with math/science Professional Learning Communities.	District Math coach will continue to deliver job-embedded PD in years to come. Teachers will continue to meet in math and science Professional Learning Communities for sharing best practices and site-based research for sustainability.
Professional Development	Year 3	1	4500	4500	Math Science Collaborative at IU3 will continue learning walks through the school and collaborate with math/science	District Math coach will continue to deliver job-embedded PD in years to come. Teachers will continue to meet in math and science Professional Learning

					Professional Learning Communities.	Communities for sharing best practices and site-based research for sustainability.
Professional Development	Year 1	1	7200	7200	A literacy instructional coach from IU1 will deliver job-embedded professional development on elements within the Secondary RtII model - instructional strategies for whole group (core program) and intervention times, assessment (progress monitoring, formative, benchmark), flexible grouping for intervention time, data analysis, interventions, and fidelity checks.	Will be sustained through skills the teachers will gain from the professional development and continued use of instructional coach as needed. Sustained through General and Title I funds.
Professional Development	Year 2	1	7200	7200	A literacy instructional coach from IU1 will continue to deliver job-embedded professional development on elements within the Secondary RtII model - instructional strategies for whole group (core program) and intervention times, assessment (progress monitoring, formative, benchmark), flexible grouping for intervention time, data analysis, interventions, and	Will be sustained through skills the teachers will gain from the professional development and continued use of instructional coach as needed. Sustained through General and Title I funds.

					fidelity checks.	
Professional Development	Year 3	1	7200	7200	A literacy instructional coach from IU1 will continue to deliver job-embedded professional development on elements within the Secondary RtII model - instructional strategies for whole group (core program) and intervention times, assessment (progress monitoring, formative, benchmark), flexible grouping for intervention time, data analysis, interventions, and fidelity checks.	Will be sustained through skills the teachers will gain from the professional development and continued use of instructional coach as needed. Sustained through General and Title I funds.
Professional Development	Year 1	1	3600	3600	Professional development provided by IU 1 on 9 Literacy Modules pertaining to Data Use for Instructional Decisions, Universal Design for Learning, Building Blocks of Literacy, Successful Transitions Along Literacy Continuum, Reading Apprenticeship, Literacy Design Collaborative, Family Engagement/Literacy, Navigating Content w/Eng Lang Learners, & Supporting Learners w/Special Needs.	Will be sustained through knowledge/skills the teachers will gain from the professional development and continued use of IU 1 instructional coach as needed. Sustained through General and Title I funds.
Professional Development	Year 1	1	3564	3564	Weekly data meetings to analyze/use data to	Will be sustained through knowledge/skills

nt					identify student needs. This process which will be supported by SAS materials and resources will drive the implementation of a research-based standards-aligned instructional program which will be vertically aligned from one grade to the next.	gained by teachers/principal throughout the process. General and Title I funds will be utilized.
Professional Development	Year 2	1	3564	3564	Weekly data meetings to analyze/use data to identify student needs will continue to be held. Use of SAS materials and resources will continue through the implementation of the research-based standards-aligned instructional program which will be vertically aligned from one grade to the next.	Will be sustained through knowledge/skills gained by teachers/principal throughout the process. General and Title I funds will be utilized.
Professional Development	Year 3	1	3564	3564	Weekly data meetings to analyze/use data to identify student needs will continue to be held. Use of SAS materials and resources will continue through the implementation of the research-based standards-aligned instructional program which will be vertically aligned from one grade to the next.	Will be sustained through knowledge/skills gained by teachers/principal throughout the process. General and Title I funds will be utilized.
Professional Development	Year 1	1	2772	2772	Revisions/improvements to align Curriculum maps to	Meetings to continue curriculum map lesson revisions will be

nt					Common Core standards will be made through use of SAS tool.	sustained through General and Title I funds.
Professional Development	Year 2	1	2772	2772	Continuation of revisions to Curriculum maps to align with Common Core standards and improve lessons through use of SAS materials and resources.	Meetings to continue curriculum map lesson revisions will be sustained through General and Title I funds.
Professional Development	Year 3	1	2772	2772	Continuation of revisions to Curriculum maps to align with Common Core standards and improve lessons through use of SAS materials and resources.	Meetings to continue curriculum map lesson revisions will be sustained through General and Title I funds.
Professional Development	Year 1	1	1980	1980	Job-embedded decision making meetings ("operational flexibility") for making plans and reviewing progress of comprehensive approach components (i.e. school budget, calendar, scheduling), all of which impacts student achievement outcomes.	Plans/operatons implemented will continue and needed meetings will be sustained through General and Title I funds.
Professional Development	Year 2	1	1980	1980	Job-embedded decision making meetings ("operational flexibility") for making plans and reviewing progress of comprehensive approach components (i.e. school budget, calendar,	Plans/operatons implemented will continue and needed meetings will be sustained through General and Title I funds.

					scheduling), all of which impacts student achievement outcomes will continue.	
Professional Development	Year 3	1	1980	1980	Job-embedded decision making meetings ("operational flexibility") for making plans and reviewing progress of comprehensive approach components (i.e. school budget, calendar, scheduling), all of which impacts student achievement outcomes will continue.	Plans/operatons implemented will continue and needed meetings will be sustained through General and Title I funds.
Professional Development	Year 1	1	5296	5296	Teacher Effectiveness training for administrators will be delivered through IU 1 and then teachers trained through the "Train the Trainer" model.	Will be sustained through "Train the Trainer" model.
Professional Development	Year 1	1	2178	2178	Weekly data analysis (progress monitoring, formative, and benchmark assessment results) meetings for continuous use of student data to make student intervention/ differentiated instruction decisions in order to meet the academic needs of ALL students.	Will be included in teachers' regular school day.
Professional	Year 2	1	2178	2178	Weekly data analysis (progress	Will be included in teachers' regular

Development					monitoring, formative, and benchmark assessment results) meetings for continuous use of student data to make student intervention/ differentiated instruction decisions in order to meet the academic needs of ALL students.	school day.
Professional Development	Year 3	1	2178	2178	Weekly data analysis (progress monitoring, formative, and benchmark assessment results) meetings for continuous use of student data to make student intervention/ differentiated instruction decisions in order to meet the academic needs of ALL students.	Will be included in teachers' regular school day.
Professional Development	Year 2	1	5296	5296	Teacher Effectiveness training for administrators will be continued through IU 1 and then teachers trained through the "Train the Trainer" model.	Will be sustained through "Train the Trainer" model.
Professional Development	Year 3	1	5296	5296	Teacher Effectiveness training for administrators will be continued through IU 1 and then teachers trained through the "Train the Trainer" model.	Will be sustained through "Train the Trainer" model.
Professional	Year	1	4769	4769	Onsite IU 1 teacher	Will be sustained

al Developme nt	r 1					training/follow-up sessions on Literacy Module content and additional professional development needs that arise for teachers throughout the secondary RtII (Literacy) implementation process.	through knowledge/skills the teachers will gain from the professional development. Sustained through General and Title I funds.
Profession al Developme nt	Yea r 2	1	4769	4769		Onsite IU 1 teacher training/follow-up sessions on Literacy Module content and additional professional development needs that arise for teachers throughout the secondary RtII (Literacy) implementation process.	Will be sustained through skills the teachers will gain from the professional development and continued use of instructional coach as needed. Sustained through General and Title I funds.
Profession al Developme nt	Yea r 3	1	4769	4769		Onsite IU 1 teacher training/follow-up sessions on Literacy Module content and additional professional development needs that arise for teachers throughout the secondary RtII (Literacy) implementation process.	Will be sustained through skills the teachers will gain from the professional development and continued use of instructional coach as needed. Sustained through General and Title I funds.
Communit y and Parent Outreach	Yea r 1	1	1350	1350		Training held monthly for families/community on such topics as student achievement, homework, safety, volunteer opportunities, and other topics of interest to stakeholders. Family/community	Trainings will be held throughout the year for family/community stakeholders. General and Title I funds may be used.

					needs/interests will be assessed through surveys.	
Community and Parent Outreach	Year 2	1	1350	1350	Training held monthly for families/community stakeholders. Family/community needs/interests will be assessed through surveys.	Trainings will be held throughout the year for family/community stakeholders. General and Title I funds may be used.
Community and Parent Outreach	Year 3	1	1350	1350	Training held monthly for families/community stakeholders. Family/community needs/interests will be assessed through surveys.	Trainings will be held throughout the year for family/community stakeholders. General and Title I funds may be used.
Community and Parent Outreach	Year 1	1	5400	5400	Family Nights held throughout the year for students and family/community stakeholders. These include activities such as Math Family Game Night and performances showcasing student work, abilities, and talent.	Will be sustained through school activity fund and General fund if necessary.
Community and Parent Outreach	Year 2	1	3500	3500	Family Nights held throughout the year for students and family/community stakeholders. These include activities such as Math Family Game Night and performances showcasing student work, abilities, and talent.	Will be sustained through school activity fund and General fund if necessary.
Community and Parent Outreach	Year 3	1	1750	1750	Family Nights held throughout the year for students and family/community stakeholders. These include activities such as Math Family	Will be sustained through school activity fund and General fund if necessary.

					Game Night and performances showcasing student work, abilities, and talent.	
Community and Parent Outreach	Year 1	1	3000	3000	Speaker Series - speakers from outside the District for family/community stakeholders on topics of interest - to include Drug and Alcohol, Service Agencies that provide support to families/community, consumer tips, etc.	Will be sustained through General and Title I funds
Community and Parent Outreach	Year 2	1	2200	2200	Continue with Speaker Series - speakers from outside the District for family/community stakeholders on topics of interest - to include Drug and Alcohol, Service Agencies that provide support to families/community, consumer tips, etc.	Will be sustained through school activity fund and General fund if necessary.
Community and Parent Outreach	Year 3	1	1200	1200	Continue with Speaker Series - speakers from outside the District for family/community stakeholders on topics of interest - to include Drug and Alcohol, Service Agencies that provide support to families/community, consumer tips, etc.	Will be sustained through school activity fund and General fund if necessary.
Community and Parent Outreach	Year 1	1	2000	2000	Recognition assemblies for students and family/community stakeholders held	Activity takes place within the school day. Sustained through the school.

					after each 9 week period to honor/recognize student achievements and growth.	
Community and Parent Outreach	Year 2	1	1250	1250	Recognition assemblies for students and family/community stakeholders held after each 9 week period to honor/recognize student achievements and growth.	Activity takes place within the school day. Sustained through the school.
Community and Parent Outreach	Year 3	1	800	800	Recognition assemblies for students and family/community stakeholders held after each 9 week period to honor/recognize student achievements and growth.	Activity takes place within the school day. Sustained through the school.
Community and Parent Outreach	Year 1	1	1000	1000	Community service projects that will be carried out by students in the community for neighborhood improvements.	Sustained through General and Title I funds
Community and Parent Outreach	Year 2	1	1000	1000	Community service projects that will be carried out by students in the community for neighborhood improvements.	Sustained through General and Title I funds
Community and Parent Outreach	Year 3	1	1000	1000	Community service projects that will be carried out by students in the community for neighborhood improvements.	Sustained through General and Title I funds
Other	Year	1	1060	10600	Teachers/principals	Sustained through

(specifics required below)	r 1		0		will receive possible monetary rewards for additional classroom/school supplies as well as end-of-year Recognition Banquet.	General and Title I funds
Other (specifics required below)	Year 2	1	10600	10600	Teachers/principals will receive possible monetary rewards for additional classroom/school supplies as well as end-of-year Recognition Banquet.	Sustained through General and Title I funds
Other (specifics required below)	Year 3	1	10600	10600	Teachers/principals will receive possible monetary rewards for additional classroom/school supplies as well as end-of-year Recognition Banquet.	Sustained through General and Title I funds
Other (specifics required below)	Year 1	1	15000	15000	Principal/teacher incentives, opportunities that aid career growth, and flexible work conditions put in place to recruit/retain quality staff. These elements will be determined through discussion/collaboration with all stakeholders.	Incentive Plan will be sustained through General and Title I funds.
Other (specifics required below)	Year 2	1	7000	7000	Principal/teacher incentives, opportunities that aid career growth, and flexible work conditions put in place to recruit/retain quality staff. These elements will be determined through	Incentive Plan will be sustained through General and Title I funds.

					discussion/collaboration with all stakeholders.	
Other (specifics required below)	Year 3	1	5000	5000	Principal/teacher incentives, opportunities that aid career growth, and flexible work conditions put in place to recruit/retain quality staff. These elements will be determined through discussion/collaboration with all stakeholders.	Incentive Plan will be sustained through General and Title I funds.
Other (specifics required below)	Year 1	1	8000	8000	Summer School will be 5 weeks and will be used to address needs of struggling students in reading and math.	The LEA will work to reduce the cost by using general fund monies to offset in year 2 and 3.
Other (specifics required below)	Year 2	1	4000	4000	Summer School will be 5 weeks and will be used to address needs of struggling students in reading and math.	The LEA will work to reduce the cost by using general fund monies to offset in year 2 and 3.
Other (specifics required below)	Year 3	1	4000	4000	Summer School will be 5 weeks and will be used to address needs of struggling students in reading and math.	The LEA will work to reduce the cost by using general fund monies to zero after year 3.

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

(Optional) (Maximum 3000 Characters)

\*A 3-Year After-school Tutoring Program will take place 4 days a week throughout the whole school year which will address students' areas of need in both reading and math...with snacks and transportation also included. This program will be provided by LEA. \*Summer School will be offered to ALL student groups (Intensive, Strategic, Benchmark) to address reading/math needs of struggling students as well as enrichment for advanced students. The 6 week comprehensive Summer School program will include Common Core-aligned real world instruction/experiences to promote critical thinking and high student engagement. \*Rewards - for school leaders, teachers, and other staff who have increased student achievement Incentives - designed to recruit, place, and retain staff with the skills necessary to meet students' needs. Rewards and incentives will be sustained through LEA and future grant funds procured.

## Reader Comments – Uniontown SD

### Lafayette MS

- Very small school
- \$138,000 for assistant principal – excessive
- Poor sustainability plan
- No teacher monitoring plan
- Not recommended for funding