

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Pennsylvania Department of Education	Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333
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State Contact for the School Improvement Grant

Name: Susan McCrone

Position and Office: Title I Director, Chief of the Division of Federal Programs

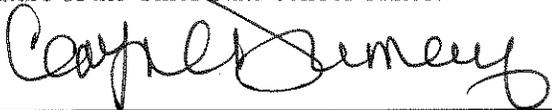
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Chief State School Officer (Printed Name): Dr. Carolyn Dumaesq	Telephone: 717-783-9780
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Signature of the Chief State School Officer: X 	Date: 11/16/13
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The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Pennsylvania



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2016

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@ed.gov.

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before November 15, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

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SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Pennsylvania Department of Education	Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333
State Contact for the School Improvement Grant Name: Susan McCrone Position and Office: Title I Director, Chief of the Division of Federal Programs Contact's Mailing Address: 333 Market Street, 7 th Floor Harrisburg, PA 17126-0333 Telephone: 717-783-9161 Fax: 717-787-8634 Email address: smccrone@pa.gov	
Chief State School Officer (Printed Name): Dr. Carolyn Dumaresq	Telephone: 717-783-9780
Signature of the Chief State School Officer: X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

See Attached list of eligible schools. Pennsylvania is requesting the Priority school list waiver and plans to use this list as the SIG-eligible list.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
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¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
TOTAL AMOUNT OF REMAINING FUNDS:			

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Response:

The PDE will review all SIG applications to ensure that all LEAs and schools are prepared to implement reforms that are proven to be effective, appropriate to the needs identified and sustainable. The responses to questions below provide a more in-depth look at the process to be implemented.

Each LEA will be required to provide a detailed description of the needs assessment process completed and the analysis done to select the intervention to be used in the school. (Schools that have a utilized the

state school turnaround framework — Comprehensive Plan—and have had the plan approved by PDE will not be required to submit additional information. PDE will require the LEA to list the needs of each school identified through the Comprehensive Plan process.)

PDE believes that a thorough needs assessment must include the following:

•Data

- i. Academic data broken down by subject, grade level, subgroup, classroom, standard and anchor.
- ii. Student data on behavior, graduation rate, attendance, participation in extended learning and remediation.
- iii. Professional development data regarding topics covered, number of sessions, length of sessions and participation.
- iv. Parent data regarding the level of involvement, opportunities for involvement and parent feedback.
- v. Leadership data regarding teacher needs, classroom observations and students' needs.
- vi. Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data.

•Analysis

- i. Data must be reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).
- ii. Data connections must be made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.
- iii. All available data must be analyzed and considered important as part of this process.

•Prioritization of Needs

- i. Leadership must review results of data analysis thoroughly. If necessary, outside experts should be consulted to assist in reviewing data analysis.
- ii. Prioritize the needs identified and identify the 1-3 areas to be addressed in the next school year.
- iii. Develop a plan for year 2 and beyond to ensure that all identified needs can be addressed if they continue to be identified as ongoing needs.

•Identification of Solutions

- i. Based on data, analysis and prioritization of needs, research reforms, interventions and supports that address the area of need.
- ii. Extensively review data to support the reforms, interventions and supports to identify those that are proven to be effective in addressing the area of need.
- iii. Based on the unique needs of the LEA and school identify the reforms, interventions and

supports to be implemented.

•Ongoing Evaluation

- i. Determine multiple measures that will be used throughout the implementation process to measure effectiveness.
- ii. Establish benchmark dates, actions to be taken, persons responsible and use of results.
- iii. Establish an on-going implementation review process to review benchmark data and alter plans as necessary.

All components are important in the selection of an intervention model and/or the implementation of reforms. Applications will be reviewed and rated using the attached rubric (Attachment B). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

An LEA will be required to demonstrate within their SIG application the capacity to effectively implement reforms and utilize funds awarded to meet the needs identified. In order to demonstrate this, the LEA's application must:

•Demonstrate Human Capacity

- i. Expertise of staff is adequate to implement reforms
- ii. Leadership necessary to implement reforms
- iii. Acquisition of expertise in areas where capacity is limited
- iv. Human capital plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address the equitable distribution of highly-effective teachers.

•Demonstrate Organizational Capacity

- i. Processes in place to allow for open communication and consistent collaboration of staff
- ii. Ability to alter processes and schedules to allow for needed communication and reforms
- iii. Shared vision and goals among all involved
- iv. Outside communications with parents, community organizations

•Demonstrate Structural Capacity

- i. Necessary curriculum, assessments, professional development, hiring policies, etc. in place to effectively implement reforms
- ii. Proper scaffolding is in place to ensure missing or lacking structural capacity is addressed

•Demonstrate Material Capacity

- i. Funding necessary (in addition to SIG funding) to implement effective reforms

ii. Alignment of state, local and federal resources available to school to support reforms

Attachment A (SIG Application) and Attachment B (Rubric) provides further detail on PDE's expectations for LEAs and the methods to be used to rate and evaluate the applications for capacity.

An LEA will be required to submit separate budgets for each school to be funded with SIG funds.

Budgets will be reviewed using the following criteria:

- Intervention selected by each school
 - Appropriate funds for each required action;
 - School closure funding for 1 year only
- Areas of need identified and articulated within the SIG application and/or Comprehensive Plan;
- Other optional solutions to be implemented with SIG funds;
- Supports to be provided at the LEA-level;
- Timeframe in which solutions are to be implemented;
- Sustainability beyond life of grant

The attached SIG application (Attachment A) provides further detail on PDE's budget expectations for LEAs.

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

Response:

Attachment A (SIG Application) provides complete details on how PDE will collect information on the actions taken and actions to be taken in preparation for implementing SIG interventions. Applications will be reviewed and rated using the attached rubric (Attachment B). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

An LEA's SIG application will identify the intervention(s) selected. Applicants will be required to provide an explanation of the steps taken to ensure that all of the requirements are being addressed and are part of the overall school reform. Each required action will be reviewed using the rubric (Attachment B) and a determination made regarding level of commitment and need for more information.

PDE will award schools on the 3 point scale depending on the level of implementation of the following key strategies (High Level of Implementation/Planning for Implementation/Not Addressed):

- Implementation of a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions;
- Implementation of the fair assessments that are aligned with standards;
- Implementation of an early warning system for grades 6 and above that uses real-time student data;
- Implementation and effective use of a student information system;
- Collaboration (at least twice weekly) time for teachers to review real-time student data to drive instruction;
- Implementation of new teacher induction that includes side-by-side mentoring by highly-effective teachers;
- Implementation of a multi-measure evaluation system for teachers and principals that provides at least annual evaluation and timely and constructive feedback;
- Implementation of a comprehensive, coherent approach to professional development that is based on student and teacher needs and includes professional development for IB/AP or dual enrollment;
- Design and implementation of quality early childhood programs;
- Expansion, implementation or maintenance of Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades 1-3. (Elementary schools only)

The attached rubric (Attachment B) will be used to ensure that all of the final requirements for each of the four reform models are included within the LEA application AND designed and implemented in a manner that will be effective.

If external providers are being used by an LEA, the SIG application requires an explanation of the selection process, the evidence to indicate the provider can meet the needs of the school and the evaluation process to be used with each external provider.

The methods and processes used by the LEA to recruit, screen and select external providers are evaluated using the rubric (Attachment B). The rubric addresses this issue in two separate areas within the rubric: Quality of Reform Plan and Capacity to Serve. PDE will assess this particular item by looking at schools implementing the Restart Model and determining if adequate recruiting, screening and selection of CMO/EMOs took place (Quality of Reform Plan) AND by reviewing each school's processes for obtaining outside expertise in implementing all other models.

LEAs will be required to commit to align all school-level resources with the intervention selected and LEA-level resources, as needed, to the support of the selected intervention. This information is required within the Material Capacity section of the SIG Applications (Attachment A). The rubric (Attachment B) provides the criteria to be used by the readers to determine the appropriateness of the information provided by the LEA.

This item will be addressed mainly within the capacity portion of the SIG application. LEAs must demonstrate their organizational and structural capacity to fully and effectively implement the interventions selected. This section of the LEA application requires each school to specifically discuss the policies and procedures that will be created, modified or eliminated in order to effectively implement the model. Within other sections of the application, the LEA will provide additional information regarding the actions to be taken, processes and practices to be changed and the timelines for completing.

The attached rubric (Attachment B) will be used to evaluate and assess the commitment of the LEA and school to modify practices and policies as necessary to effectively implement the model selected.

LEAs must provide a plan for sustaining interventions beyond the 3-year grant period for SIG funds. Documentation includes other funding sources to be used to maintain salaries & benefits of additional staff; cost savings to occur in other areas once interventions take hold; costs that will not continue beyond the 3-year period; plans to build in-house capacity and therefore sustain interventions with existing staff.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

- (1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

- (2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Response:

- 1. The budget tables within the LEA Application for FY12 and FY 13 SIG funds require very specific differentiation among expenditures for pre-implementation, Year 1, 2 and 3 (see Attachment A). Budgeted amounts for each of the required reform activities must be broken down into one of eleven expenditure categories and each must be assigned to one of four time periods—Pre-Implementation, Year 1, Year 2 or Year 3. The setup of the LEA Application will provide readers/reviewers with specific information on all activities to be carried out during the pre-implementation period as well as each year of the reform. Each budget item also requires a budget narrative. Awarded amounts will be no less than \$50,000 and will not exceed \$2,000,000 per school, per year.

- 2. The SIG Rubric FY12 and FY13 (Attachment B) awards either 3 points or 1 point for information provided by the LEA on pre-implementation costs. The minimum required score for this section of the rubric is a “3” (See Attachment B for minimum on this item as well as all other items.). An LEA must demonstrate that costs for pre-implementation are completely aligned with the reform plan and the activities and goals described within the LEA application. As well, the amount of money budgeted for these pre-implementation activities must be an amount that is adequate for the activities, but not an amount that would negatively impact the reform plan to be carried out in Years 1-3. Readers/reviewers will be considering whether pre-implementation activities must take place prior to the 14-15 school year and awarding less than a "3" if activities could be embedded into Years 1-3. Finally, all pre-implementation activities must be allowable as described within the FY10 SIG guidance.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

March 2014: Release SIG applications to LEAs with Priority Schools
The online eGrant application is currently under development and will be released upon approval of the SEA application. A copy of this SEA application and all of its attachments will be posted on the PDE website within 10 working days of the submission of the application. The eGrant application will include the information provided in Attachment A. During the month of March, PDE will recruit and train at

least 10 educators that have experience in school reform, effective leadership, coaching, curriculum and administration to participate in the peer review of competitive applications.

April 2014: Regional, technical assistance workshops

Workshops will be held regionally and any eligible LEA considering applying for SIG funds will be required to attend at least one workshop. The purpose of the workshops will be to thoroughly review the LEA application, rubric and grant requirements.

May 2014: Completed SIG applications due in the Division of Federal Programs

May 2014: SIG Applications reviewed, scored and ranked by PDE

The peer review process to be implemented will use the attached rubric (Attachment B). Peer reviewers will be brought together for a minimum of 3 days, trained and provided the necessary materials and time to review all competitive applications.

PDE's normal competitive grant reading process requires that grants be read by 4-5 different reviewers and then the results z-scores for reliability. Based on the number of grants received, the number of reviewers and the times read will be adjusted as necessary. Based on scores and comments, if additional information is required from LEAs in order to make a final determination, it will be collected within a 10-day period and then re-reviewed before a final determination is made.

June 2014: Awards announced

Awardees will be announced via PennLink. Awardees will be brought together and provided in-depth instruction and information regarding the steps to be taken—additional application requirements, reporting requirements, contact names/address, etc. Pre-planning activities can begin as necessary to implement SIG reforms in the 2014-15 school year. FY 13 funds will be used to award 3-year grants to schools whose applications have achieved the highest scores.

August/September 2014: Priority Schools interventions begin

PDE will begin to implement the process to review school benchmark data, visit schools, monitor progress and provide technical assistance as necessary.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is

implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

Response:

1. PDE will require each LEA to develop, as outlined within the attached SIG application, school-level performance measures and annual goals for each school to receive SIG funds. Performance measures must include plan milestones, interim performance measures and annual performance goals. Each SIG school will be required to update leading indicator data yearly. This data will be reviewed and will become part of the monitor review process.
2. Pennsylvania will be using the priority schools list and therefore Tier III does not apply. PDE will develop an annual report to be submitted prior to the awarding of 2nd and 3rd year funds that will require each participating school to document its progress toward established annual goals. Schools failing to meet one or more annual goals will be required to provide information to justify why goals were not met, where breakdowns occurred, what corrections were made and/or will be made and assurance that corrective actions will enable the school to meet the next year goals. Schools required to take corrective actions will receive increased monitoring during the following school year to ensure that progress continues and corrections are made. Schools failing to meet the next year's goals will not receive 3rd year funding, unless PDE determines that a school has made significant progress toward meeting goals. Determinations on continued funding when a school fails to meet goals will be made on a case-by-case basis based on data that demonstrates progress. Increased monitoring will consist of submission by the LEA of a Corrective Action Plan within 30 days of the monitor finding. The monitor will then review the Corrective Action Plan and determine if an additional on-site monitoring must take place or a desk audit will be sufficient to correct the deficiency. Determinations on continued funding will be made on a case-by-case basis based on preliminary PSSA and/or Keystone Exam scores prior to release of subsequent year funding.

3. LEAs and schools receiving SIG funds will be monitored by PDE in many ways. First, a system of monitoring will be developed to review school progress at least three times per year. Under this system, schools will be required to provide progress reports to PDE and for those assessed as “behind” for two consecutive reviews will see their SIG payments withheld. Areas to be reviewed on progress reports will be required actions taken or being planned; fidelity to implementation plan/SIG application; appropriate level of LEA support; outside supports in place; meeting established benchmarks as specified within SIG application; and appropriate implementation of timelines. Second, PDE’s state system of support provides on-site assistance through educators experienced in school turnaround, leadership training, school improvement planning, standards-aligned-systems training and data review and analysis training. All of the members of this support system currently work directly with PDE to ensure proper implementation of initiatives and progress toward improvement. This work will continue throughout the life of the SIG. Finally, staff in the Division of Federal Programs will be conducting on-site visits and desk audits of schools that indicate problems or obstacles within progress reports. When the first progress report indicates that things are off-track or “behind”, an on-site visit or a desk audit will be scheduled within 2 weeks to assist with getting back on track and ensuring the next progress report does not indicate the school is “behind” again. Additionally, once a school’s funding is withheld due to two consecutive reviews being “behind”, another on- site visit or desk audit will be conducted within 2 weeks to work in assisting with reforms efforts so that funds can begin to flow again.
4. Scores will be ranked by z-scores. Priority schools previously awarded SIG funds and whose 3-year projects have been closed, will be permitted to apply for an additional 3-year award. Those schools will be ranked by z-scores and additional ranking tied to PVAAS data showing improvement at the school level. Previously funded schools will be considered with other schools by their z-scores if they made progress based on PSSA and Keystone Exam scores during the previous SIG 3-year term. Those schools that did not make progress will not be considered.
5. Pennsylvania will be using the priority schools list and therefore Tier III does not apply.
6. Since PDE was just granted the ESEA Flexibility Waiver, we are not prepared to take over any schools or provide services directly to an LEA.
7. Since PDE was just granted the ESEA Flexibility Waiver, we are not prepared to take over any schools or provide services directly to an LEA.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the

final requirements.

- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Response:

PDE will set aside 5% of our award as permitted. PDE will use the state-level funds to continue the state-wide system of support for schools. This support system provides educators experienced in school turnaround for the lowest achieving schools, leadership training for principals, school leaders for specific sub-group needs, direct assistance for school improvement planning and implementation and support for Reading and Math coaches. The criteria for inclusion in these state-wide initiatives centers around an identification of Priority status.

The Pennsylvania Inspired Leadership Initiative is a state-wide, standards-based leadership development and support system for school leaders. The cohort-based program is delivered through a regional collaboration of Intermediate Units and other partners.

Each PA Inspired Leadership Initiative Region has a full-time Site Coordinator who assists with program delivery and support. In addition, each region has an Advisory Committee to assist in the

design, implementation and evaluation of the regional leadership initiative.

PDE will provide a regionally-assigned Academic Recovery Liaison (ARL) to facilitate and oversee Priority schools' use of the training, technical assistance, and tools available to them. The ARL will develop a working relationship with the IUs within his/her assigned region and ensure that the IU is targeting the Priority schools, and that the Priority schools are accessing the available IU services. The ARLs will receive training from PDE, IU, and PaTTAN staff and national consultants. ARLs will work with the Mid-Atlantic Comprehensive Center (MACC) and Regional Education Lab (REL), and will participate in meetings held by CCSSO and Achieve, for the purpose of improving their services to Priority schools. Each ARL will be assigned to his/her Priority schools for three years. Also, the Priority school principal, along with the Superintendent or CEO, will work with the Academic Recovery Liaison to ensure the various programs and initiatives across the district and school are coordinated within the context of the Comprehensive Plan.

Each of the 29 Intermediate Units (IUs) in the Commonwealth is a partner with the PDE to provide support and professional development to those school districts and schools they serve. This support can be in the form of data analysis, root cause analysis, school improvement planning, training and on-site assistance. Schools identified for improvement work with their IUs to review data, determine root cases, identify solutions and implement strategies to effect change. IU staff work directly with educators experienced in school turnaround and PDE staff to assist struggling schools.

Pennsylvania has a set of online assessments called Classroom Diagnostic Tools (CDT) that are divided designed to provide diagnostic information in order to guide instruction and remediation. The CDT assists in identifying student academic strengths and areas in need of improvement through links to classroom resources. The CDT will provide information that will guide instruction by providing support to students and teachers. The CDT reports show how students are performing in relation to the Pennsylvania Assessment Anchors and Keystone Assessment Anchors. It will also show how and why students may be struggling or extending beyond the grade and course Eligible Content. These online assessments have multiple benefits for students such as moving students towards career and college readiness, promoting goal-setting, and providing feedback. The online assessments benefits teachers by allowing them access to detailed diagnostic reports, understanding the strengths and needs of each student, and insight into students' strengths and needs.

Pennsylvania currently consolidates its federal administrative funds to support the administration of Title I, Title IIA, Title IID and Title III. A majority of monitoring activities will be conducted by current staff in the Division of Federal Programs and current monitors utilized by the Division of Federal Programs. No additional staff will be hired with SIG funds at the state level. A portion of the state-level SIG funds will be used to pay for the peer review of SIG applications and any monitoring or technical assistance that may be required over and above the current support provided by the PDE

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

Pennsylvania requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in

each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

[Enter State Name Here] requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II

school, or each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;

- Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that

does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

School Improvement Grants (SIG) Program FY 2013 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards² to its LEAs.
- Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

² A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

IU	County	AUN	School #	LEA name	School Name	Designation
2	Allegheny	102020003	7846	Academy CS	Academy CS	Priority
24	Chester	125230001	7824	Achievement House CS	Achievement House CS	Priority
26	Philadelphia	126514368	8217	ACT Academy Cyber CS	ACT Academy Cyber CS	Priority
21	Lehigh	121390302	2793	Allentown City SD	South Mountain MS	Priority
26	Philadelphia	168518013	8122	ARISE Academy Charter High School	ARISE Academy Charter High School	Priority
26	Philadelphia	181519176	8148	ASPIRA Bilingual Cyber Charter School	ASPIRA Bilingual Cyber Charter School	Priority
25	Delaware	125231232	6492	Chester-Upland SD	Chester HS	Priority
25	Delaware	125231232	8248	Chester-Upland SD	Showalter and STEM Intermediate	Priority
26	Philadelphia	126513470	7671	Delaware Valley CHS	Delaware Valley CHS	Priority
7	Westmoreland	107653040	7550	Dr Robert Ketterer CS Inc	Dr Robert Ketterer CS Inc.	Priority
3	Allegheny	103022503	7908	Duquesne City SD	Duquesne El Sch	Priority
26	Philadelphia	126519119	8223	Education Plus Academy Cyber CS	Education Plus Academy Cyber CS	Priority
5	Erie	105252602	7035	Erie City SD	Pfeiffer-Burleigh El Sch	Priority
8	Cambria	108112502	1252	Greater Johnstown SD	Greater Johnstown MS	Priority
26	Philadelphia	126513290	7588	Hardy Williams Academy CS	Hardy Williams Academy CS	Priority
15	Dauphin	115222752	1769	Harrisburg City SD	Camp Curtin Sch	Priority
15	Dauphin	115222752	1766	Harrisburg City SD	Foose Sch	Priority
15	Dauphin	115222752	6333	Harrisburg City SD	Harrisburg HS	Priority
15	Dauphin	115222752	7623	Harrisburg City SD	Rowland Sch	Priority
15	Dauphin	115222752	7667	Harrisburg City SD	Scott Sch	Priority
14	Berks	114060392	8155	I-LEAD Charter School	I-LEAD Charter School	Priority
26	Philadelphia	126512980	7542	Imhotep Institute CHS	Imhotep Institute CHS	Priority
4	Mercer	104432830	7506	Keystone Education Center CS	Keystone Education Center CS	Priority
13	Lancaster	113362940	7538	La Academia Partnership Charter School	La Academia Partnership Charter School	Priority
13	Lancaster	113364002	6762	Lancaster SD	Price El Sch	Priority
13	Lancaster	113364002	2600	Lancaster SD	Wheatland MS	Priority
26	Philadelphia	126519644	8259	Mastery CS-Cleveland Elementary	Mastery CS-Cleveland Elementary	Priority
26	Philadelphia	126513734	8207	Mastery CS-Gratz Campus	Mastery CS-Gratz Campus	Priority
26	Philadelphia	126519392	8257	Memphis Street Academy CS @ JP Jones	Memphis Street Academy CS @ JP Jones	Priority
11	Huntingdon	111440001	7762	New Day Charter School	New Day Charter School	Priority
12	York	181677919	7942	New Hope Academy CS	New Hope Academy CS	Priority
23	Montgomery	123465602	6729	Norristown Area SD	Norristown Area HS	Priority
26	Philadelphia	126513452	8205	Olney Charter High School	Olney Charter High School	Priority
26	Philadelphia	126510004	7685	People for People CS	People for People CS	Priority
26	Philadelphia	126515001	5292	Philadelphia City SD	Allen Dr Ethel Sch	Priority

26	Philadelphia	126515001	8029	Philadelphia City SD	Barry Comm John Sch	Priority
26	Philadelphia	126515001	3847	Philadelphia City SD	Bartram John - Main	Priority
26	Philadelphia	126515001	3601	Philadelphia City SD	Bryant William C Sch	Priority
26	Philadelphia	126515001	7404	Philadelphia City SD	Cayuga School	Priority
26	Philadelphia	126515001	6767	Philadelphia City SD	Clemente Roberto MS	Priority
26	Philadelphia	126515001	3849	Philadelphia City SD	Edison HS/Fareira Skills	Priority
26	Philadelphia	126515001	3816	Philadelphia City SD	Fels Samuel HS	Priority
26	Philadelphia	126515001	3850	Philadelphia City SD	Frankford HS	Priority
26	Philadelphia	126515001	3851	Philadelphia City SD	Franklin Benjamin HS	Priority
26	Philadelphia	126515001	3818	Philadelphia City SD	Furness Horace HS	Priority
26	Philadelphia	126515001	3807	Philadelphia City SD	Huey Samuel B Sch	Priority
26	Philadelphia	126515001	3626	Philadelphia City SD	Kelley William D Sch	Priority
26	Philadelphia	126515001	7852	Philadelphia City SD	Kensington Creative & Performing Arts HS	Priority
26	Philadelphia	126515001	7855	Philadelphia City SD	Kensington Culinary Arts	Priority
26	Philadelphia	126515001	7851	Philadelphia City SD	Kensington Intern Business Finance & En	Priority
26	Philadelphia	126515001	8143	Philadelphia City SD	Kensington Urban Education Academy	Priority
26	Philadelphia	126515001	6675	Philadelphia City SD	King Martin Luther HS	Priority
26	Philadelphia	126515001	4732	Philadelphia City SD	Locke Alain Sch	Priority
26	Philadelphia	126515001	3797	Philadelphia City SD	Marshall John Sch	Priority
26	Philadelphia	126515001	3629	Philadelphia City SD	McDaniel Delaplaine Sch	Priority
26	Philadelphia	126515001	3611	Philadelphia City SD	McMichael Morton Sch	Priority
26	Philadelphia	126515001	3630	Philadelphia City SD	Meade Gen George C Sch	Priority
26	Philadelphia	126515001	3857	Philadelphia City SD	Overbrook HS	Priority
26	Philadelphia	126515001	3675	Philadelphia City SD	Peirce Thomas M Sch	Priority
26	Philadelphia	126515001	7244	Philadelphia City SD	Penn Treaty MS	Priority
26	Philadelphia	126515001	5121	Philadelphia City SD	Potter-Thomas Sch	Priority
26	Philadelphia	126515001	3824	Philadelphia City SD	Roosevelt Theodore MS	Priority
26	Philadelphia	126515001	3844	Philadelphia City SD	Roxborough HS	Priority
26	Philadelphia	126515001	7245	Philadelphia City SD	Sayre William L MS	Priority
26	Philadelphia	126515001	3800	Philadelphia City SD	Sheridan Sch	Priority
26	Philadelphia	126515001	3859	Philadelphia City SD	South Philadelphia HS	Priority
26	Philadelphia	126515001	4963	Philadelphia City SD	Stearne Allen M Sch	Priority
26	Philadelphia	126515001	7255	Philadelphia City SD	Strawberry Mansion HS	Priority
26	Philadelphia	126515001	3755	Philadelphia City SD	Taylor Bayard Sch	Priority
26	Philadelphia	126515001	3832	Philadelphia City SD	Tilden William T MS	Priority
26	Philadelphia	126515001	3860	Philadelphia City SD	West Philadelphia HS	Priority

26	Philadelphia	126515001	3728	Philadelphia City SD	Widener Memorial Sch	Priority
26	Philadelphia	126515001	3731	Philadelphia City SD	Wister John Sch	Priority
26	Philadelphia	126515001	5188	Philadelphia City SD	Wright Richard R Sch	Priority
2	Allegheny	102027451	8203	Pittsburgh SD	Acadamy at Westinghouse	Priority
2	Allegheny	102027451	6915	Pittsburgh SD	Pittsburgh Brashear HS	Priority
2	Allegheny	102027451	8204	Pittsburgh SD	Pittsburgh Faison K-5	Priority
2	Allegheny	102027451	7880	Pittsburgh SD	Pittsburgh King K-8	Priority
2	Allegheny	102027451	416	Pittsburgh SD	Pittsburgh Perry HS	Priority
26	Philadelphia	126519434	8195	Universal Audenried Charter School	Universal Audenried Charter School	Priority
25	Delaware	125239452	7943	Upper Darby SD	Charles Kelly El Sch	Priority
25	Delaware	125239652	6509	William Penn SD	Aldan Magnet School	Priority
12	York	112679002	8242	York City SD	McKinley Sch	Priority
12	York	112679002	4647	York City SD	William Penn SHS	Priority

Section A: School Building & Funding Information

Provide information for each school requesting funds as part of this FY13 SIG application.

School Name	Building Enrollment (Oct 2013)	Building Number	Building Grade Level	Intervention Selected	Number of Instructional Minutes in 2012-13 School Year	Advanced Course Data (HS Only)			Teacher Attendance Rate	Student Attendance Rate
				<ul style="list-style-type: none"> • Turnaround • Transformation • Restart • Closure 		Number 2012-13 Students Completing AP/IB or Advanced Math Courses	Number of 2012-13 Students Completing Dual Enrollment Courses	Number 2012-13 Students Completing AP/IB, Advanced Math or Dual Enrollment Courses		

SCHOOL FUNDING INFORMATION:

Schools receiving SIG funds will continue to receive all state and local funds it would otherwise receive in the absence of SIG funds.

School opting to implement the Turnaround, Transformation or Restart models may apply for \$50,000 to \$2,000,000 per year, per school to implement those models. Schools opting to implement the school closure model may not apply for more than \$200,000 in SIG funds. These funds must be budgeted and spent during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students. Below are examples of allowable costs that MAY be supported by SIG funds:

- Parent and community outreach
- Press releases
- Newsletters
- Newspaper announcements
- Transition services for parents and students
- Orientation activities
- 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.

On-site monitoring will occur three times each year during the grant period. Schools will be asked to reapply for second and third year funding at which time they will update the school’s leading indicators and inform PDE of any changes to the approved SIG plan. Monitors will evaluate the continuation application and determine whether the additional funding is justified. The evaluation

Attachment A—FY13 LEA SIG will be based on the continuation application, monitors' on-site visits, the school's progress on leading and lagging data indicators.

TRANSFORMATION, TURNAROUND AND RESTART MODELS:

Section B: School Narrative/Story

SIG eligible schools are identified on the School Performance Profile as a Priority School based on student achievement, academic growth, graduation rate, and test participation. 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.

Provide specific, explanatory information regarding the 3-5 year history of the school to include: 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; professional development plans and initiatives; 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.

Section C: Identified Needs and Annual Goals

SIG funds must be used to support the identified needs of the school beginning in the 2014-15 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Analyze current data for strengths and/or concerns to determine school's needs.

Needs Assessment

Complete the following chart to explain the process used to assess and prioritize the needs of the school. Use the categories below to complete the chart

- Data Sources – List data analyzed: Student Demographic Data (grade level, ethnicity, gender, special education status, ESL/Migrant/Refugee/Homeless status, etc.), Student Assessment Data (PSSA, PVASS, Keystone Exams, 4Sight, DIBELS, etc.) graduation and drop-out data, attendance data, discipline incidence data, student intervention data (academic intervention/social-behavioral interventions), parent/family/community data (parent surveys, focus groups, etc.) socio-economic data (poverty, housing stability, etc.) and teacher effectiveness data.
- Data Reviewers – List groups involved in reviewing and analyzing the data: Administrators, Teachers, Parents, Community members, etc.
- Conclusions – Describe the conclusions drawn by the data reviewers after analyzing the data.

Attachment A—FY13 LEA SIG

- Strengths or Concerns – Identify data-substantiated results that represent student achievement and/or performance accomplishments and identify those results that represent concerns about student achievement and/or performance.
- Data Analysis – List groups involved in reviewing the results of the data analysis to identify and prioritize needs: Superintendent, school principals, outside experts, etc.

	Data Sources	Data reviewers	Conclusions	Strengths or Concerns	Data Analysis Review
READING/LANGUAGE ARTS data broken down by subject, grade level, subgroup and classroom level					
MATH data broken down by subject, grade level, subgroup and classroom level					
Student data on BEHAVIOR					
Student GRADUATION data					
Student and Teacher ATTENDANCE data					
Student participation data for EXTENDED LEARNING AND REMEDIATION					
Staff PROFESSIONAL DEVELOPMENT data regarding topics covered, number of sessions, participation and classroom usage					
PARENT data regarding the					

Attachment A—FY13 LEA SIG

level of involvement, opportunities for involvement and parent feedback					
TEACHER EFFECTIVENESS data regarding teacher needs, classroom observations and student needs					
Additional data regarding reforms already implemented and either abandoned or maintained					
Leadership and teacher changes and building reconfigurations					

Explain how the stakeholders will continue to be involved in the implementation of the SIG model in this school.

When providing prioritized needs, based on the Needs Assessment, 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.

Priority Need #	Need Description	Annual Goal – Year 1, 2, 3
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Section D: Selection of Model

Schools must choose to implement one of four required interventions in the 2014-15 school year. The LEA must adequately support the intervention selected by each school. (LEAs that have nine or more Priority Schools may not implement the transformation model in more than 50 percent of those schools.)

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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.

Section E: Description of Reform Plan

In this section of the SIG application, the required actions are listed for each of the four reform models. For each requirement, the following must be provided:

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Transformation Model (11 Requirements):

E1. Replace the principal who led the school prior to commencement of the transformation model (if the principal was replaced in the 2011-12 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. A new principal must be in place for the start of the 2014-15 school year. SIG funds may not be used to pay the salary/benefits of the principal.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- 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
- Are designed and developed with teacher and principal involvement.
 - Goal
 - Action(s) to be taken
 - Anticipated date for implementation and completion
 - Method of Evaluation

- Estimated Costs (3 Years)*
- Priority need # these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority # these actions will address

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 the capacity to successfully implement school reform strategies.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion

- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority goal these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E9. Provide ongoing mechanisms for family and community engagement.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Turnaround Model (Nine Requirements):

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2011-12 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.) A new principal must be in place for the start of the 2014-15 school year. SIG funds may not be used to pay the salary/benefits of the principal.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- Screen all existing staff and rehire no more than 50 percent; and
- Select new staff.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E3. Provide appropriate social-emotional and community-oriented services and supports for students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion

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- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E4. 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 the turnaround school.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E6. Establish schedules and strategies that provide increased learning time.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*

- Priority need # these actions will address

E8. 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.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E9. 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).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Restart Model (Four Requirements):

E1. The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E2. The LEA identifies the EMO/CMO selected or the pool of potential providers.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E3. The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

E4. The LEA/school has an implementation plan to ensure a smooth “restart” for the 2014-15 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)*
- Priority need # these actions will address

Closure Model (Two Requirements):

E1. The LEA has a plan to enroll students in new, higher-performing schools or LEAs.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (1 Year)*
- Priority need # these actions will address

E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2014-15 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (1 Year)*
- Priority need # these actions will address

*Costs can include pre-implementation activities necessary to prepare for the implementation of the reform model at the beginning of the 2014-15 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.;
- Transition services for families of students transferring to new schools (closure model);
- The rigorous review of external providers (experts, CMOs, EMOs) to properly select those to contract with;
- Recruitment and selection of principals and new instructional staff;
- Remediation and enrichment to school students to be involved in the implementation of a reform model in the 2011-12 school year;
- Identification and purchase of instructional materials to be used in the 2014-15 school year;
- Instructional planning sessions to review data and develop curriculum for use in the 2014-15 school year;
- Training necessary to implement new or revised instructional programs and strategies in the 2014-15 school year; and
- Develop and pilot data systems to be used in connection with the reform program to be implemented in the 2014-15 school year.

Section F: Selection Process for Outside Experts/Providers

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

Section G: LEA and School Capacity

List Priority Schools for which the LEA will not be seeking funding.

School Name	Grade Span

Priority Schools can only be excluded from the SIG application due to LEA/school capacity issues. Provide a summary of the capacity issues that prevent each of the schools listed above from participating in the SIG application: (Five page limit)

- Human Capacity: Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- Organizational Capacity: Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support.
- Structural Capacity: Curriculum, assessments, professional development, hiring policies, building and space limitations.
- Material Capacity: Funding, alignment of all school resources, instructional materials, time.

Part 2—Adequate Capacity to Serve Selected Schools

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools. Describe below the capacity of the LEA and schools to carry out the chosen initiatives (if capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period). (Five page limit)

- Human Capacity: Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- Organizational Capacity: Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support. (LEAs MUST address the practices and policies that will be created, modified or eliminated to allow for the effective implementation of model.)
- Structural Capacity: Curriculum, assessments, professional development, hiring policies, building and space limitations.
- Material Capacity: Funding, alignment of all school resources, instructional materials, time. (LEAs MUST address how all school-level and LEA-level funds will be aligned to the intervention model selected.)

Section H: Budget Information & Budget Narrative

For each required action outlined in Section E of the SIG application an estimated, 3-year cost was 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.

Schools opting to implement the Turnaround, Transformation or Restart models may apply for \$50,000 to \$2,000,000 per year, per school to implement those models. Schools choosing the Closure model may apply for a maximum of \$200,000 for one year.

(The electronic application will provide each SIG applicant with a series of drop-down boxes that provide budgeting options, amounts (totals and unit costs) selected years (Pre-Implementation, 1, 2 or 3), narrative description of cost and information on sustainability of costs.) Below is a mock-up of what a completed budget item would look like for one required action:

Requirement E4: Estimated 3-year Cost: (Amount entered in this section of the application will be pre-filled here.) \$500,000

Attachment A—FY13 LEA SIG

Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
1	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
2	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
3	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year	Category	Sessions	Cost Per Session	Total Cost	Description of Budgeted Item	Sustainability Plan
PI	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD sessions on use of data to inform instruction prior to the implementation of the reform model.	This is only a pre-implementation cost. Additional PD will be take place in Year 1.
1	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD	This is only a pre-implementation &

					sessions on use of data to inform instruction.	Year 1 cost because teachers will have the capacity to perform this function after Year 1.
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The following budget categories will be available for SIG applicants to utilize in this section:

- LEA Level Administration
- Staff
- Materials & Supplies
- Professional Development
- Travel Costs
- Contracted Services
- Community & Parent Outreach
- Assessment Materials
- Computer Equipment
- Software
- Other (Specifics will be required if Other is chosen.)

Once all budget data is completed online, the information will be summarized and displayed:

Part I: Assurances

The LEA must assure to the following:

- SIG funds will be used to fully and effectively implement an effective intervention in each Priority School that the LEA commits to serve consistent with the final requirements.
- Establish annual student achievement goals on the state’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that the LEA serves with SIG funds.

☐ Schools implementing a restart model in a Priority School will include in its contract or agreement with charter operator, charter management organization or education management organization provisions to hold such organization accountable for complying with the final SIG requirements.

☐ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

☐ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

☐ Report to the SEA the school-level data required under Section III of the final requirements.

READER #:

LEA Name:

School Building Name:

				Data				
#	Application Section	Level	Score	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	READER COMMENTS:
1	Identification of Needs	School		Academic data broken down by subject, grade level, subgroup, classroom, standards & anchors were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
2	Identification of Needs	School		Student data on behavior, graduation rate, attendance, participation in extended learning and remediation were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
3	Identification of Needs	LEA		Graduation data were considered during the needs assessment.	<i>LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school. (If this data element applies to none of the schools in this application, the reader may conclude that sufficient evidence has been provided.)</i>	<i>LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
4	Identification of Needs	School		Student and teacher attendance data were considered during the needs assessment.	<i>LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school.</i>	<i>LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
5	Identification of Needs	School		Extended Learning and Remediation data were considered during the needs assessment.	<i>LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school.</i>	<i>LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	

	6	Identification of Needs	School	Professional development data regarding topics covered, number of sessions, length of sessions, participation and classroom usage were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
	7	Identification of Needs	School	Parent data regarding the level of involvement, opportunities for involvement and parent feedback were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
	8	Identification of Needs	School	Teacher Effectiveness data regarding teacher needs, classroom observations and student needs were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
	9	Identification of Needs	School	Additional data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
	10	Identification of Needs	School	Leadership data regarding teacher changes and building reconfigurations were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>	
Analysis								
#	Application Section	Level		Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	

11	Identification of Needs	School		<p>Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).</p>	<p><i>The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review all relevant data.</i></p>	<p><i>The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). The time taken to review the relevant data was not specified or was limited.</i></p>	<p><i>The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was provided.</i></p>	
12	Identification of Needs	School		<p>Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.</p>	<p><i>The LEA application provides an in-depth description of the data connections made as a result of the data review team's work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)</i></p>	<p><i>The LEA application provides general, surface information on data connections made as a result of the data team's work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.</i></p>	<p><i>The LEA application provides little or no evidence of data connections made as a result of the data team's work. Even the most basic connections that are apparent to the reader were not provided within the application.</i></p>	

Prioritization of Needs							
#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	READER COMMENTS:
9	Identification of Needs	School	Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.	LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.	A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.	There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.	
10	Identification of Needs	School	The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first year of the reform effort.	The LEA application clearly articulates the priority needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.	The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.	The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.	

READER #:

LEA Name:

School Building Name:

Identification of Model or Solutions							
#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	READER COMMENTS:
11	Selection and Implementation of Intervention	LEA	The model selected best meets the prioritized needs of the school.	<i>The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.</i>	<i>The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may a better choice.</i>	<i>The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.</i>	

READER #:

LEA Name:

School Building Name:

				Lack of Capacity to Serve All Priority Schools			
#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	
12	LEA & School Capacity - Part I	LEA	The LEA/school has insufficient human capacity to implement reforms.	<i>The LEA has clearly demonstrated it lacks the needed human capacity to carry out reforms in all eligible schools. The application describes the staff expertise currently available. The lack of a process for recruitment and identification of outside experts is described; the lack of an appropriate number of administrative staff available to lead the reform. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)</i>	<i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient human capacity exists within the LEA to implement reforms in all eligible schools.</i>	<i>There is little or no evidence that the LEA lacks the necessary human capacity to implement the reforms.</i>	
13	LEA & School Capacity - Part 1	LEA	The LEA/school has insufficient organizational capacity to implement reforms.	<i>The LEA has clearly demonstrated it lacks the needed organizational capacity to carry out the reforms in all eligible schools. The application describes the current lack of planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school's lack of commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the lack of a planned approach to presentation and communication of school reform goals and vision. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)</i>	<i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient organizational capacity exists within the LEA to implement the selected reforms in all eligible schools.</i>	<i>There is little or no evidence that the LEA has insufficient organizational capacity to implement the reforms.</i>	

14	LEA & School Capacity - Part II	LEA	The LEA/school has insufficient structural capacity to implement the reforms selected.	<i>The LEA has clearly demonstrated it lacks the needed structural capacity to carry out the reforms in all eligible schools. The application describes the lack of current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)</i>	<i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient structural capacity exists within the LEA to implement the selected reforms in all eligible schools.</i>	<i>There is little or no evidence that the LEA lacks the necessary structural capacity to implement the reforms.</i>
15	LEA & School Capacity - Part II	LEA	The LEA/school has insufficient material capacity to implement the reforms selected.	<i>The LEA has clearly demonstrated it lacks the needed material capacity to carry out the reforms selected in all eligible schools. The application describes the lack of current or planned processes for aligning all school resources to the reforms, attaining the necessary instructional materials and resources; lack of sufficient time to implements reforms and necessary additional funding is unavailable. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)</i>	<i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient structural capacity exists within the LEA to implement the selected reforms in all eligible schools.</i>	<i>There is little or no evidence that the LEA lacks the necessary material capacity to implement the reforms.</i>
Adequate Capacity to Serve Selected Priority Schools						
12	LEA & School Capacity - Part I	LEA	The LEA/school has sufficient human capacity to implement the reforms selected	<i>The LEA has clearly demonstrated it has the needed human capacity to carry out reforms in selected schools. The application describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard -to-staff subjects and address equity among highly effective teachers.</i>	<i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient human capacity exists within the LEA to implement reforms in selected schools.</i>	<i>There is little or no evidence that the LEA has the necessary human capacity to implement the selected reforms.</i>

13	LEA & School Capacity - Part II	LEA	<p>The LEA/school has sufficient organizational capacity to implement the reforms selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school's commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.</i></p>	<p><i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reforms.</i></p>	
14	LEA & School Capacity - Part II	LEA	<p>The LEA/school has sufficient structural capacity to implement the reforms selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed structural capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations.</i></p>	<p><i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reforms.</i></p>	
15	LEA & School Capacity - Part II	LEA	<p>The LEA/school has sufficient material capacity to implement the reforms selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed material capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reforms, attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.</i></p>	<p><i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary material capacity to implement the selected reforms.</i></p>	

15	Outside Experts/Pro viders	LEA		<p>The LEA has a process for recruiting and selecting providers that ensures that providers are highly qualified, proven effective and able to provide the assistance needed.</p>	<p><i>The LEA has clearly demonstrated that it has identified the reasons for hiring an external partner, that specific goals have been articulated, that multiple high-quality external partners have been considered, that a rigorous process has been developed to select the provider and that the budget is adequate to support the relationship for the duration of the</i></p>	<p><i>The LEA has addressed some of the components for selecting an external partner. Key areas need to be addressed in order to determine if sufficient capacity exists for a successful relationship with an external provider.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary capacity to recruit and select a high-quality external provider.</i></p>	
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READER #:

LEA Name:

School Building Name:

Ongoing Evaluation							
#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	
16	School-level performance measures	School	<p>Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.</p>	<p><i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i></p>	<p><i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i></p>	<p><i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i></p>	
17	School-level performance measures	School	<p>Benchmarks for evaluation measures have been set at specific times throughout the school year.</p>	<p><i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i></p>	
18	School-level performance measures	School	<p>An ongoing review process is established to ensure timely review of data and plan alterations as necessary.</p>	<p><i>The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i></p>	<p><i>The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i></p>	<p><i>The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alterations to plans.</i></p>	

READER #:

LEA Name:

School Building Name:

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Quality of Reform Plan

Turnaround Model

#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	READER COMMENTS:
19	Turnaround Template	School	The school must replace of 50% of the school staff. (Turnaround Model Only)	<i>The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.</i>	<i>The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.</i>	<i>The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.</i>	
20	Turnaround Template	School	The school must replace the principal of the school. (Required component of model)	<i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i>	<i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i>	<i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i>	
				OR	OR		
				<i>The LEA provides evidence that the current principal was hired within the last two years as part of a school reform initiative and will not be replaced.</i>	<i>The LEA provides limited evidence that the current principal was hired within the last two years as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i>		
21	Turnaround Template	School	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. (Required component.)	<i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i>	<i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i>	<i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i>	

22	Turnaround Template	School	The school must plan for the provision of social-emotional and community support services to students. (Required component)	<i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i>	<i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i>	<i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i>
23	Turnaround Template	School	The school must implement a new governance structure to provide necessary supports and reporting structures to ensure accountability.	<i>The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.</i>	<i>The LEA's description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.</i>	<i>The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA's application.</i>
24	Turnaround Template	School	The school must implement a standards-aligned system of instruction. (Required component)	<i>The LEA's plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i>	<i>The LEA's plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i>	<i>There is little or no evidence of a comprehensive, standards-aligned-system within the school's reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i>
25	Turnaround Template	School	The school must develop a plan for on-going, sustained professional development. (Required component)	<i>The LEA describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i>	<i>The LEA describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i>	<i>The LEA provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i>

26	Turnaround Template	School	The school must have a plan for the use of benchmark, formative, diagnostic and summative assessments to monitor student progress. (Required component)	<i>The LEA has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i>	<i>The LEA has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i>	<i>The LEA provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i>
27	Turnaround Template	School	The school must increase learning time for students. (Required component)	<i>The LEA provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i>	<i>The LEA provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i>	<i>The LEA provides little or no evidence of its plans to extend learning time for students in the school.</i>
28	Turnaround Template	School	The school must develop a plan to monitor teacher effectiveness and support effective teachers. (Required component)	<i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers.</i>	<i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers lack necessary details.</i>	<i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness and support new and/or struggling teachers.</i>
Budget						
28	School-Level Budget	School	The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	<i>The school presents a school-based 3-year budget that contains all the required elements of the Turnaround model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.</i>	<i>The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.</i>	<i>The school describes a budget that provides little or no evidence of relating to the reform plan.</i>
28	School-Level Budget	School	The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	<i>The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Turnaround model.</i>	<i>The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.</i>	<i>The school provides little or no evidence of a sustainability plan.</i>

28	School-Level Budget	School	<p>The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.</p>	<p><i>The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities</i></p>	<p><i>The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.</i></p>	<p><i>The school's pre-implementation costs have no relation to the reform plan</i></p>	
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READER #:

LEA Name:

School Building Name:

Quality of Reform Plan							
Transformation Model							
#	Application Section	Level	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	READER COMMENTS:
19	Transformation Template	School	The school must replace the principal of the school. (Required component)	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p>OR</p> <p><i>The LEA provides evidence that the current principal was hired within the last two years as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p>OR</p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>	
20	Transformation Template	School	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. (Required component)	<p><i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i></p>	<p><i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i></p>	<p><i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i></p>	
21	Transformation Template	School	The school must plan for the provision of social-emotional and community support services to students. (Required component)	<p><i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i></p>	<p><i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i></p>	<p><i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i></p>	

22	Transformation Template	School	<p>The school must implement a standards-aligned system of instruction. (Required component)</p>	<p><i>The LEA's plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The LEA's plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school's reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>
23	Transformation Template	School	<p>The school must develop a plan for on-going, sustained professional development. (Required component)</p>	<p><i>The LEA describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The LEA describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The LEA provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
24	Transformation Template	School	<p>The school must have a plan for the use of benchmark, formative, diagnostic and summative assessments to monitor student progress. (Required component)</p>	<p><i>The LEA has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The LEA has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The LEA provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>

25	Transformation Template	School		The school must increase learning time for students. (Required component)	<i>The LEA provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i>	<i>The LEA provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i>	<i>The LEA provides little or no evidence of its plans to extend learning time for students in the school.</i>	
26	Transformation Template	School		The school must develop a plan to monitor teacher effectiveness and support effective teachers.	<i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers.</i>	<i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers lack necessary details.</i>	<i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness and support new and/or struggling teachers.</i>	
27	Transformation Template	School		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). (required component)	<i>The LEA's application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i>	<i>The LEA's application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i>	<i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i>	

Budget							
28	School-Level Budget	School		The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	<i>The school presents a school-based 3-year budget that contains all the required elements of the Transformation model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.</i>	<i>The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.</i>	<i>The school describes a budget that provides little or no evidence of relating to the reform plan.</i>
28	School-Level Budget	School		The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	<i>The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Transformation model.</i>	<i>The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.</i>	<i>The school provides little or no evidence of a sustainability plan.</i>
28	School-Level Budget	School		The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	<i>The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities</i>	<i>The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.</i>	<i>The school's pre-implementation costs have no relation to the reform plan</i>

READER #:

LEA Name:

School Building Name:

Restart Model							
Quality of Reform Plan							
21	Restart Template	School		The school to be "restarted" has retained its original grade configuration or has a plan for those students to be moved. (required component)	<p><i>The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the "restarted" school in 2010-11.</i></p> <p style="text-align: center;">OR</p> <p><i>The LEA plans to change the grade configuration of the "restarted" school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.</i></p>		<i>The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.</i>

	Restart 22 Template	School		<p>The LEA/school has an implementation plan to ensure a smooth “restart” for the 2010-11 school year. (required component)</p>	<p><i>The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.</i></p>	
Budget								

28	School-Level Budget	School	The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	<i>The school presents a school-based 3-year budget that contains all the required elements of the Restart model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.</i>	<i>The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.</i>	<i>The school describes a budget that provides little or no evidence of relating to the reform plan.</i>
28	School-Level Budget	School	The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	<i>The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Transformation model.</i>	<i>The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.</i>	<i>The school provides little or no evidence of a sustainability plan.</i>
28	School-Level Budget	School	The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	<i>The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities</i>	<i>The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.</i>	<i>The school's pre-implementation costs have no relation to the reform plan</i>

READER #:

LEA Name:

School Building Name:

Quality of Reform Plan						
School Closure						
19	School Closure Template	School	The LEA has a plan to enroll students in new, higher-performing, schools or LEAs. (required components)	<i>The LEA provides a detailed plan to enroll students into higher-performing schools, new schools or other neighboring LEA schools that are higher performing.. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.</i>		<i>The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.</i>
20	School Closure Template	School	The LEA/school has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2010-11 school year. (required component)	<i>The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i>	<i>The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i>	<i>The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.</i>