

**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA**

**SECTION I:**

**10** **SG01** **H02**  
 FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Year 1 of 3)  
 DIVISION: Student Services  
 OFFICE: Student Achievement and Accountability

**SECTION II:**

COUNTY:    
 LEA/OTHER:      
 SCHOOL:

COUNTY NAME: Essex  
Newark Public Schools

APPLICANT AGENCY  
2 Cedar Street

AGENCY ADDRESS  
Newark

NJ

07102

CITY

STATE

ZIP

(973) 733-7333

(973) 733-8811

AGENCY TELEPHONE NUMBER

AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Fran Atchison

TELEPHONE NUMBER: (973) 733 6437 FAX#: (973)733 8811 E-MAI: fatchison@nps.k12.nj.us

BUSINESS MANAGER: Valerie Wilson PHONE#: (973) 733 8467 Fax: (97) 424 4480

E-MAI: vwilson@nps.k12.nj.us

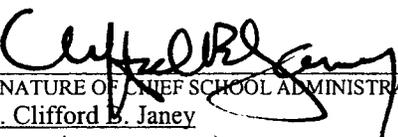
DURATION OF PROJECT: FROM: 9/1/2010 TO: 8/31/2011

TOTAL AMOUNT OF FUNDS REQUESTED: \$ 16,221,687

APPLICATION CERTIFICATION:

*To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

- AGENCY TITLE PAGE
- SIGNED STATEMENT OF ASSURANCES
- BOARD RESOLUTION TO APPLY
- APPLICATION NARRATIVE\*
- BUDGET SUMMARY AND BUDGET DETAIL FORMS\*
- ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

  
 SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR  
Dr. Clifford B. Janey  
 (Please print or type name)

State District Superintendent  
 TITLE

4/29/2010  
 DATE

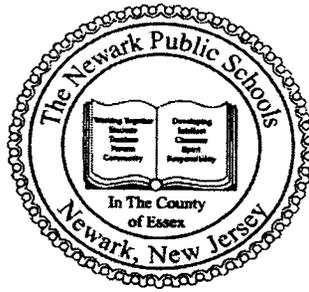
APR 30 A  
 07:40  
 38

**\*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

**SECTION III:**

SEND OR DELIVER APPLICATIONS TO:  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**APPLICATION CONTROL CENTER**  
**RIVER VIEW EXECUTIVE PLAZA**  
**BLDG. 100, ROUTE 29 - PO Box 500**  
**TRENTON, NJ 08625-0500**

APPLICATIONS MUST BE RECEIVED BY:  
**5:00 P.M., ON 04/29/2010**



The Newark Public Schools  
2 Cedar Street  
Newark, New Jersey 07102

**CERTIFICATION**

I, **LISA POLLAK**, General Counsel/Acting Board Secretary, for the Newark Public Schools District of the City of Newark, in the County of Essex, and the State of New Jersey, hereby certify that the:

**Resolution: Approval of State Improvement Grant Application Submission  
COMPETITIVE GRANT**

was approved by the Superintendent and the Advisory Board at the April 27, 2010 Advisory Board Meeting.

In witness whereof, I hereby set my hand and the Seal of said Board this 28<sup>th</sup> Day of April 2010.

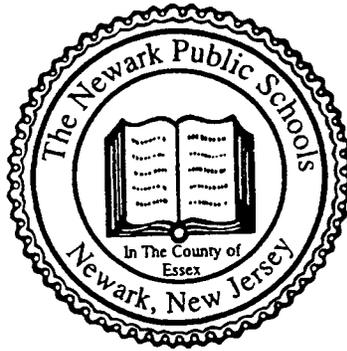
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LISA POLLAK  
GENERAL COUNSEL/  
ACTING BOARD SECRETARY  
NEWARK PUBLIC SCHOOLS

SEAL

**NEWARK PUBLIC SCHOOLS**  
**Grant Application ACTION**

**ACTIVITY**  
*[Background and Recommendation]:*



P# \_\_\_\_\_

**AGENDA:**  
**April 2010**

Page 1 of 1

**RESOLUTION**

**Approval of State Improvement Grant Application Submission**

**COMPETITIVE GRANT**

WHEREAS, the United States Department of Education under Secretary Arne Duncan and President Barak Obama have directed state governments to allocate a portion of state American Recovery and Reinvestment Act resources to improve education for low achieving schools; and

WHEREAS, the State of New Jersey established a process for identifying schools that have performed in the bottom five percent of the state by averaging school-wide performance over the last three years of NJASK or HSPA results; and

WHEREAS, the State of New Jersey Department of Education identified 32 schools in the state as Persistently Lowest Achieving and eligible to compete for reform funding through a State Improvement Grant on March 29, 2010; and

WHEREAS, Avon Avenue, Dayton Avenue, Dr. Martin Luther King, Jr., George Washington Carver, Renaissance, Academy for Vocational Careers, Newark Vocational High School, Malcolm X Shabazz High School, Central High School, and Barringer High School were identified by the State of New Jersey Department of Education as Persistently Lowest Achieving and therefore eligible to submit a competitively awarded State Improvement Grant due April 29, 2010; and

WHEREAS, Newark Public Schools has announced the processes at the previous Advisory Board meeting, Budget Public Hearings, and held public meetings on April 7, April 14, April 21 and April 22, and engaged in regional and local school meetings to gather community input; and

WHEREAS, the Newark Public Schools collaborated with the Newark philanthropic community to procure an independent grant writer for each school application, and

WHEREAS, the final applications have been reviewed by Sadia White, Chief Academic Officer, Fran Atchison, Grants Office, Daniel Gohl, Office of Innovation and Change, and other Newark Public Schools staff including Regional Superintendents.

NOW, THEREFORE IT IS HEREBY RESOLVE that the Advisory Board accepts and approve the submission of Newark Public Schools State Improvement Grant applications:

NJ Department of Education  
State Improvement Grants

**Explanation:** Apply for State Improvement Grants for ten NPS schools

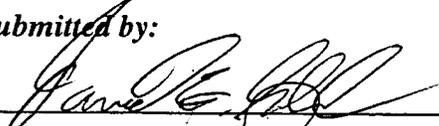
**APPROVALS REQUIRED**

<b>Account</b>	<b>Fund</b>	<b>Account</b>	<b>Center</b>
<i>Code</i>			

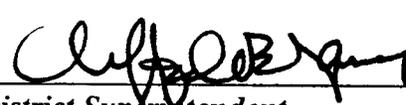
**Certification of Funds:**

\_\_\_\_\_  
*Signature* *Date*

- Funds Available*    
  *Non-Budget Item*    
  *Funds Not Available*    
  *Funds Not Needed*

*Submitted by:*  
 04/23/10  
*Date*

*Reviewed by: General Counsel*  
 4/23/10  
*Date*

*Approved by:*  
 4/23/10  
*Date*

*State District Superintendent*

YEAS		NAYS
	Shavar Jeffries (Abstained)	
X	Barbara King	
X	Ivan Lamourt	
X	Marques Aquil Lewis	
X	Eliana Pintor	
X	Shanique L. Davis-Speight	
X	Juan Rivera	
X	Arelis Romero	
X	Nakia J. White	

**Form L-3**  
**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

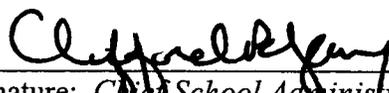
- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
- Has a current and complete registration in the Central Contractor Registry (CCR), located at [www.ccr.gov](http://www.ccr.gov), prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- 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 that is serves with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds.  
NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
- If it implements a restart model in a Tier I or Tier II 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.
- Report to the NJDOE the school-level data required under section III of the final requirements.

Newark Public Schools  
LEA

4/29/2010  
Date

  
Signature: *Chief School Administrator*

Dr. Clifford B. Janey, State District Superintendent  
Typed Name and Title



**Form L-5**

**Date:** April 29, 2010

**Page** \_\_\_\_ **of** \_\_\_\_

**PROJECT ABSTRACT**

**LEA :** Newark Public Schools

The Newark Public School's (NPS) State Improvement Grant (SIG) project has been designed to create school environments that are focused on ensuring student achievement. While each of the ten schools that is being addressed through the planned reforms has a course of action that has been customized to the student achievement history, qualitative and quantitative analysis of performance and previous reform efforts, and the surrounding community, the unifying principle is establishing a school that plans, monitors and modifies actions around student achievement. NPS has utilized all four of the approved Intervention Models in addressing the challenges of all ten Tier I and Tier II schools. Each application will show how the locally crafted plan was developed through careful analysis, community meetings, and the direct guidance of the Regional Superintendent. While the effort has been significant, the project plans reflect the clear direction, monitoring systems, and district capacity to turn great expectations into great accomplishments.

An application has been developed for each of the following:

- Four Elementary Schools – Avon, Dayton, Dr. Martin Luther King, Jr., George Washington Carver
- Three Specialty Schools – Academy of Vocational Careers, Newark Vocational High School, Renaissance Academy
- Three Comprehensive High Schools – Barringer, Central, Malcolm X Shabazz

**Form L-6**

Date: April 29, 2010

Page      of     

**SCHOOLS TO BE SERVED**

LEA :     Newark Public Schools    

**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 and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER		INTERVENTION (TIER I AND II ONLY)				
					I	II	turnaround	restart	closure	transformation	
1 Academy of Voc Careers					X					X	
2 Avon Avenue					X						X
3 Dr. Martin Luther King, Jr.					X			X			
4 Dayton Street					X						X
5 George W. Carver					X						X
6 Renaissance Academy						X			X		
7 Barringer HS						X		X			
8 Central HS						X					X
9 Newark Vocational HS						X					X
10 Malcolm X Shabazz HS						X		X			

## Form L-7

### Stakeholder Participation

The Newark Public Schools invited many stakeholder groups to participate in several types of meetings: large- and small-group informational meetings, forums and planning groups to prepare the School Improvement Grants. Each meeting had different audiences, intended to give voice to the various components of the greater Newark community in the development of the SIG plans. In addition, the district has also provided, through the NPS website link, a copy of the SIG application, the US DOE video about "Turn Around Schools," and announcements of meeting/planning dates.

Meeting attendees included: Advisory Board members, parents and parent leadership groups (PTA, PTO, PTSO), students, community organization representatives, business leaders, university and foundation representatives, teachers, non-instructional personnel, school and central office administrators and designees of education employment unions (NTU, CASA). Listed below is a chronological list of meetings.

One of the major events was a Student Forum, held on April 13, 2010, during the USDOE's two-day visit to Newark, at the Marion A. Bolden Student Center, with more than 100 students representing every high school's student government leadership, several charter and private schools and city-wide Youth groups such as the Rutgers' Abbott Leadership Institute's Youth Media Symposium Council and the Newark Youth Connection. The forum was facilitated by the president of the Newark Public Schools' Student Government, who is also the student member of the NPS Advisory Board. Students came to the meeting with a prepared memo for the US DOE, NJ DOE, Superintendent of NPS, Mayor Booker and the Newark community entitled, "The Demand for the Youth Voice in 'Turning Around' Newark Schools." In that document, they cited their concerns relative to the quality of teaching and learning in their schools and posed questions related to the proposed reconstitution of failing Newark schools. Significantly, they also proposed solutions and ideas to improving their schools. A representative of the US DOE attended the Student Forum.

On April 14, two US DOE representatives met with the mayor, Superintendent and his Executive Cabinet and community groups and then conducted a large-group community meeting. Each SIG school had opportunities for community stakeholder input following the first large-group session (April 7), during which the community provided input in five (5) key areas: Program Interventions, Instructional Interventions, Support Systems, Extended Learning Time and Governance. Several schools conducted additional planning sessions at the school and regional levels. On Wednesday and Thursday, April 21 and 22, a second open-community school planning session (in school localities throughout the city) was held to review the objectives and goals for each school and share activities that were included in each plan's first draft.

The district also held information meetings with the leadership of its employee unions – administrators and teachers – to discuss pertinent requirements of the SIG grants, such as transfers, incentives and teacher/administrator assignments. These discussions will continue throughout the next several weeks until agreement is reached on the protocols that will be used to meet the grant requirements. Final drafts of the plans were presented to the Advisory Board and posted on the district website. The following Chronology of Stakeholders Meetings/Activities is included to provide information relative to stakeholder involvement. Multiple sign-in sheets are available from the district upon request. A sample is included.

Following that table is a listing of school-specific stakeholder meetings/activities.

**Chronology of Stakeholders Meetings/Activities - LEA**

Date/Activity	# Participants or Documentation on File	Participated in Needs Assessment	Participated in SIG Application Development
Jan. 13 – Sign-in sheet at NPS Student Center	Signature sheet with 99 signatures		
March 30 – Principals’ Meetings	11	Yes	Yes
April 5 – Regional Sup’ts and Central Office	17	Yes	Yes
April 5 – SIG Rules Meeting	4	Yes	Yes
April 6 – Meeting of South Region	Agenda		
April 7 – NPS State Improvement Grant Meeting – with SIG schools	Agenda		
April 7, 14, 21, 22 - Advisory Board Meetings, Budget Public Hearings, Public Meetings	Board Resolution		
April 12 – Press Release re US DOE visit	Press Release		
April 13 – Youth Media Symposium Memo to Various re “The Demand for the Youth Voice in “Turning Around” Newark Schools	Memo		
April 14 – Community Meeting with US DOE	50		
April 21 – Meeting of East-Central Region	Agenda		
April 22 – Meeting of South Region – SIG Update	Agenda, Informational Materials		

## Stakeholders Meetings/Activities – by SIG School

### Avon Avenue School

- April 7 – Administrators, staff, parents (8 participants)

### Barringer High School

- April 7 – Community, teachers, staff, parents, school administrators (23 participants)

### Central High School (and feeder elementary schools)

- April 7 – Staff, parents, students, university partner, alumni (64 participants)

### Dayton Street

- April 22 – Community meeting w MX Shabazz, staff, parents, community members, school administrators, central office administrators

### Dr. Martin Luther King, Jr.

- April 7 – Staff, parents, community (14 participants)

### George Washington Carver

- April 7 – Community, parents, administrators, teachers (26 participants)
- April 22 – Regional superintendent and staff, administrators, teacher, crossing guard

### Malcolm X Shabazz High

- April 6 – Brainstorming session – Parents, community, staff, administrators (18 participants)
- April 7 – Students, parents, school administrators, teachers, staff, university partner, alumni, Project Grad representative (50 participants)
- April 21 – Parents/Guardians, administrators, staff, Project Grad representative, community, alumni (15 participants)
- April 22 – Community Meeting – Parents, students, community, staff, administrators, central office administrators, (50 participants)

### Renaissance Academy

April 7, 2010 – Parents, community, school administrators, staff (23 participants)

Attached to the LEA application are sign-in sheets for community wide and regional meetings. Sign-in sheets for each school community are attached to their respective school application.

## LEA COMMITMENT AND CAPACITY

LEA : Newark Public Schools

### Setting the Context

The Newark Public Schools is in the second year of new administrative leadership, the previous Superintendent having served nine years. Community engagement to address the serious educational deficiencies of the district, as well as to highlight significant accomplishments, began in January 2009. Administrators, teachers, and hundreds of parents, guardians, and community members participated in several community meetings held throughout the city. This engagement resulted in an interim plan that pointed to the commitment and shared vision of the Newark school community to do better. In October 2009, the district released a four year strategic plan, *Great Expectations 2009-2013 Strategic Plan* (found at [www.nps.k12.nj.us](http://www.nps.k12.nj.us)) that incorporates the community's vision and concerns and the administration's commitment. There is a single shared goal for the plan: preparing all students for college, work, and citizenship. Student achievement goals thus span the entire Pre-K to college pipeline, as follows:

- Ready to learn by kindergarten. 80 percent of our students ready by 2013, up from 64 percent in 2008-09.
- Reading and writing at grade level by the end of Grade 3. 80 percent ready by 2013, up from 40 percent in 2008-09.
- Ready for the middle grades. 80 percent of Grade 5 students proficient or above in LAL and 85 percent proficient or above in math, up from 40 and 59 percent, respectively, in 2008-09.
- Ready for high school. 80 percent will be "on track for graduation," an increase from 38 percent of 2009-10 freshmen.
- Ready for college or work. 80 percent will graduate, and 80 percent of graduates will enroll in college, respective increases from 54 percent and 38 percent in 2008-09.

In support of the shared goal and pipeline goals, four priorities, thirteen strategies, and multiple action steps have been developed. Moreover, detailed measures will be used to report on our progress annually. The four priorities are:

Priority 1: Ensure highly effective teachers and principals deliver strong curriculum, instruction, and assessment

Priority 2: Build a system of great schools that serve students, their families, and the community

Priority 3: Ensure that schools are safe, welcoming, and working collaboratively with parents, families, and community partners to support student success

Priority 4: Improve our educational practice by creating an accountability system that promotes data-informed, effective, and efficient management and operations

In order to illustrate the depth and breadth of alignment of the SIG initiative with the district's strategic plan, we highlight **Priority 2: Build a system of great schools that serve students, their families, and the community**. The district is committed to making the kinds of gains Douglas Reeves has dubbed 90/90/90 schools, that is those that are 90 percent free and reduced-price lunch, 90 percent or more members of ethnic minority groups, and more than 90 percent of the students meeting or exceeding high

academic standards using independent measures of academic achievement. As noted in the strategic plan (page 21), *“these are exactly the kinds of gains we want to make in Newark public schools, improving our student achievement by up to 50 percentage points in four years”*. Doug Reeves found the following five common characteristics for the 90/90/90 schools: a focus on academic achievement; clear curriculum choices; frequent assessment of student progress and multiple opportunities for improvement; an emphasis on nonfiction writing; and collaborative scoring of student work.

As noted in the strategic plan:

*(Reeves) further found that the techniques used by the 90/90/90 schools are implemented consistently and persistently, and most important, they are replicable. And in these schools, every adult counts...Another hallmark of high-performing schools is they consistently innovate. Whether it is problem solving to address the particular needs of a student; crafting a new, school-wide approach to a vexing challenge; or using time more effectively, innovation and problem solving is a recurring theme. Fostering innovation, rather than the compliance mentality that pervades many of our schools, is a key to success.* (Great Expectations 2009-2013 Strategic Plan, page 21).

Consistent with building a system of great schools the district’s strategic plan also establishes a typology of school classification that takes the development of whole student into account. By using internal, walk-throughs, external expertise, teacher data, survey data, and state assessment data each school was placed into the typology. The strategic plan commits NPS to ensuring that by 2013, every school will be in one of three categories: An International School Knowledge School, A High-Performing School, or A Rapidly Improving Schools. Too many of our schools are now in the bottom two tiers (Consistently Struggling Schools and Chronically Failing Schools). The schools identified as eligible to apply for SIG are in these bottom two tiers using the district’s typology.

*Further, in building a system of great schools, the district recognizes that there is not one model for all schools...our schools should offer a range of approaches and strategies that appeal to children and their parents. One size does not fit all administratively, as well. Autonomy, the amount of control a principal and other school staff have to make decisions, needs to vary...Lower performing schools generally will have less autonomy and will be guided in their decision making and strategy development...There is an important exception..Schools that are entering a new turnaround strategy need flexibility in governance to ensure that they are able to deploy resources in ways that make a difference. Interventions might include performance-based partnerships, customized leader recruitment and professional development strategies, and fiscal incentives with accountability. This flexibility is critically important to success in turning around a school.* (Great Expectations 2009-2013 Strategic Plan, page 23).

Within the strategic plan, **key strategies** for implementing **Priority 2 for 2009-13** are:

- Build an aligned, supportive preK- grade 3 pipeline that ensures students are ready for kindergarten, reading by grade 3, and prepared to move forward.
- Transform the middle grades experience to ensure students are prepared for high school – academically, socially, and emotionally.
- Dramatically transform our high schools, building a system of themed, college- and career-oriented schools that ensure all students graduate prepared for college, work, and citizenship.’
- Implement an aggressive strategy for turning around low-performing schools that includes reconstitution, external partnerships, full-service “community schools,” and other effective strategies.

The work of the schools must be aligned with these key strategies for Priority 2, as well as the other priorities in the strategic plan.

The fact that the SIG program is aligned to the district’s strategic plan is enormous. The spring 2009 extensive community engagement and fall 2009 unveiling of the plan gave hope to communities that the district is serious about addressing failing schools. The work began in earnest because the strategic plan is a promissory note. Indeed, the plan states emphatically that *progress will be reported to the community in the form of annual reports on schools, regions, and central office, which will describe how each school and department performs in student achievement and other measures* (Great Expectations 2009-2013 Strategic Plan, page 23). The new label –Persistently Lowest-Achieving School – and its accompanying public declarations -- presented moments of discouragement to some schools in some instances, but the resolve to continue the work apace soon returned. The district is fully committed to implementing its strategic plan. The focus, monitoring, and funding through the SIG will provide much-needed resources for schools that have been prioritized through this initiative.

**A. Recent History in Improving Schools –**

- Managing previous school improvement plans, programs and grants

Over the past three years, four Restructured Schools – Burnet Street, Broadway, Elliott, South Street - achieved AYP and came out of status. A national study of Burnet Street School was conducted by the Mid-Atlantic Regional Educational Lab Center to document the efforts by the leadership and faculty to improve the school. It serves as a model of district support for improving schools that framed the work for elementary schools.

The needs of regions in the city of Newark vary according to socio-economic and demographic profiles. The Central and South wards have had higher concentrations of families qualifying for free and reduced lunch, the federal measure for poverty levels. Because of the high concentration of schools in these communities, the district identified a research-based initiative, Learning Teams, to build capacity to address low academic performance. In 2005, ten (10) schools in this region were at AYP levels 4 and 5 and only 3 schools were AYP levels 3 and below. By 2008-09, five (5) schools in this region were at AYP levels 5 and above, and eight (8) schools were at AYP levels 4 and below and 3 of the schools were at AYP level 1 – Early Warning. Three schools in this region are on the Tier I Persistently Lowest Achieving List of the lowest 5% of schools in the state of New Jersey. [See chart 1]

Chart 1

All South Region Schools: AYP Status Over Three Years

AYP	2005-06	2006-07	2007-08	2008-09
Level 0				
Level 1				3
Level 2	1	1	1	0
Level 3	2	3	2	2
Level 4	5	3	1	3
Level 5	5	3	6	1
Level 6	N/A	3	2	4
Level 7	N/A	N/A	1	0
Level 8	N/A	N/A	N/A	0

Another example of managing previous reform efforts is the work at Newton Street School from 2006-07 to 2008-09. This unique experiment in collaboration with the district, Newark Teachers' Union and Seton Hall University, occurred when Newton Street School was identified as a Restructured school. After establishing a Memorandum of Understanding, these entities worked for three years to improve leadership, learning, and culture in the school. The Newark Teachers Union agreed to: removal of nine (9) teachers who were transferred, increased learning time with the school day extended by one hour daily, and the selection of new leadership to work in the school. The commitment of Seton Hall University included professional development, a comprehensive needs assessment, governance and accountability measures. This school also is not one of the Persistently Lowest Achieving Schools in the state of New Jersey. The key components of this partnership are sustained at the school level with on-going coaching for teachers and leaders, curriculum mapping, extended school day supported by Title I funds, and a strong mental health initiative. Although this school is on the Tier III list of Persistently Lowest Achieving schools, achievement data shows continued progress on multiple measures of student growth. [See Chart 2]

Although Newton is currently in year 8 of SINI, the school made significant progress during the school year 2008. As shown below, the school made 3 of the four indicators last year.

Chart 2  
Newton Street School AYP by Grade Span

Year	AYP Elem Lang	AYP Elem Math	AYP Middle Lang	AYP Middle Math
2006-2007	NO	YES	NO	NO
2007-2008	YES	YES	YES	NO

The examples cited above provide evidence of the history of the district's strategic service and support for improving schools.

- Previous Grant Experience

The Newark Public School district has extensive experience in managing grants over many years. These have included state, federal, and foundation grants. Currently, we are managing a US DOE Striving Readers Research grant of great significance and complexity to improving adolescent literacy and informing the literacy community of best practices for addressing this serious issue among adolescents. This grant required identifying treatment and control schools (19), implementing specific professional development to the whole school and targeted populations, and working with an external evaluation team over the past four years. State grant experience includes the 21<sup>st</sup> Century Community Learning Centers grant program, and in past years, Comprehensive School Reform grants (a total of 25 Newark schools received these grants in multiple cohorts). Additionally, the district has successfully implemented scores of initiatives with the The district has received exemplary financial audits and passing QSAC scores for its financial management record. The Office of Academic Services, Grants Office and the School Business Administrator collaborate to ensure that all grant applications and implementations are aligned to the strategic plan.

- Tier I and II Schools

There are four Regional Offices – East-Central, South, North, and West and each of these regions has at least one SIG school and the South Region has four SIG schools. The regions support their schools through several methods. First, each region is lead by a Regional Superintendent that manages the instructional program support for schools organized by feeder pattern. The Regional Superintendent has academic support staff that regularly visit the school and assist the principal and other school leadership. Second, the regional offices meet with principals and vice principals monthly. These meetings focus on professional development topics designed to meet leadership needs such increasing competence in teacher observations, using data effectively, presenting best practices of peers, and providing information on district initiatives. Each regional office participated in the district’s peer review process of each school’s Title I Unified Plan which was conducted in November 2009. Teams of content specialists joined with the regional representatives in the orientation presentation on the components of the plan and then served as the peer reviewers. The feedback was invaluable as schools revised their plans based on this input. At the CAPA Benchmark meetings held after the Peer Review, the revisions to plans reflected the comments from the peer review. Anecdotally, principals and their teams responded positively to the feedback and made an effort to include suggestions in the revisions. The Regional Superintendents provide supervision of the Title I Plans, oversight, and evaluation of principals as well as assist them in defining and reaching goals for student achievement. Each region also responds to particularized needs that schools may express. Our community meetings on SIG were led by the Regional Superintendents who have also contributed to the planning for SIG and will be instrumental in implementation of the plans developed for the next three years.

At the district level, three major initiatives supported the Tier I and II schools: Walk-Throughs, Middle Grade professional development by AED external provider, and leadership walk-throughs with CEL. The Central Office focused its professional development of learning objectives with three essential parts: condition, behavior and a measurement standard. Teams were dispersed to assist teachers in the classroom with the development of the learning objective. When the CAPA Benchmark Fall visits were conducted, the Walk Through Protocol included evaluation of the learning objectives which enhanced and supported the district work.

- Implementing Rigorous Reforms

Recognizing the need to infuse more rigor into instruction, the district has initiated several innovative reforms that are making dramatic changes at the high school level. Within the past eight years, expansion of **Advanced Placement** courses in all high schools, especially comprehensive high schools, is evident in the exponential growth of courses offered and participation. In 2001, seventy-three (73) students were enrolled AP English Composition and Literature in five schools and only one was a comprehensive high school. By 2009-10, two hundred-twenty (220) students were enrolled AP in twelve high schools with all comprehensive high schools offering the courses. In AP Mathematics, twenty-two students were enrolled at two high schools – none of them comprehensive high schools - in a single AP course: Calculus. Now, there are three AP Math courses taught- Calculus, Statistics and Probability, and Computer Science in six high schools including 2 comprehensive high schools with one hundred-forty-two (142) students enrolled. In addition, the district now offers fourteen AP certified and college board approved Advanced Placement courses. To expand this effort, the first in-district Pre-Advanced Placement/Advanced Placement Institute for teachers was held in the summer of 2009. Two hundred teachers were invited to participate in training conducted by The College Board consultants. Accompanying this one week training was a two week institute for students. Middle grade students were invited to participate in the enrichment experience taught by math, science, social studies, and English teachers. High school students who were registered for Advanced Placement courses during the 2009-10 school year were also invited to participate in an institute to prepare them for English

Composition/Literature, Biology, US History, and Calculus classes. These teachers continue to receive professional development throughout the school year as a follow-up to the training.

Another initiative that is bringing new levels of rigor to high schools is the introduction of **Physics courses to 9<sup>th</sup> grade students** in a program called the Progressive Science Initiative. Fourteen teachers in the first cohort enrolled in Kean University to earn certification (27 university masters level courses) in Physics in the summer of 2009. Beginning in September 2009, almost 500 9<sup>th</sup> grade students are enrolled in Physics. A comparative study of outcomes on mid-semester grades to date shows that 78% of the students have earned A and B grades in Physics and 77% have earned A, B, or C in Algebra. This is compared to 9<sup>th</sup> grade students in Algebra only whose outcomes are 30% earning A and B grades at mid-semester. More than half of the students currently enrolled have indicated their intention to take Advanced Placement Physics in 10<sup>th</sup> grade.

- School Year and Summer Initiatives to Increase Rigor

During the summer of 2009, the district expanded the recommended list and launched a required summer reading initiative for all students K - 12. Chosen by a committee of cross content area representing all grade levels and school librarians, books were purchased and distributed through school and a list of reading activities was posted on the district website. In September, students showed their understanding of the books by submitting a project and taking an assessment on the books. To continue the practice of providing required extension activities during vacation times, a similar homework packet of assignments was distributed during winter and spring vacations with follow-up assessments on return to school after the vacation.

To address the challenges of the lack of middle grade rigor the district has developed a partnership with the Academy for Educational Development with the support of the Victoria foundation beginning in the fall of 2009. AED is strongly partnered with ten schools to improve the educational environments, support instructional improvement, and monitor performance. Additionally, AED and NPS have established a middle grades advisory committee to examine and make recommendations to improve the rigor in middle grades.

- Requiring Use of Data Resources to Streamline School Interventions

*"The momentum behind building high-quality data systems to harvest better information about student, school and district performance has never been stronger. Although collecting better data is essential, knowing how to analyze and apply this information is just as important for meeting the end goal of improving student achievement."* Elizabeth Laird, *Data Use Drives School and District Improvement*, National Center for Educational Accountability and Data Quality Campaign, September 2006.

**Priority 4** in the district's *Great Expectations 2009-13 Strategic Plan* states... improve our educational practice by creating an accountability system that promotes data-informed, effective and efficient management and operations. The key strategy to create a culture of accountability that uses data to inform decision-making at every level in support of the district strategic priorities includes as its action step building a data warehouse and training staff in how to use information to better understand when and why students fall off track and pinpoint the most cost-effective interventions. To facilitate this key action, the district chose an Instructional Management System [IMS] and decided to use the NJ DOE approved Learnia assessments as its Interim Benchmark Assessments for grade 3- 8. Using the IMS (SchoolNet), the district was able to implement the benchmark assessment system for these grades from start to finish: from printing to test administration to scanning to data output. The analytic tools of the IMS at the individual student, classroom, grade level, school, regional, and district level are enabling the

improved design of the scope and sequence of the instructional program and interventions plan. In conjunction with the tools of NJSMART the individual educator and committees of educators have the data needed to monitor and adjust instruction. Teachers and administrators now have instantly accessible performance data, a district-wide instructional management system that aligns curricula and lesson plans with NJCCCS and district goals. They also have data profiles with student histories and demographics to align to proficiency metrics from the Interim assessment data. Each school has a Data Room with formative and summative assessment data available for review and study for trends at the classroom, grade and school level. This was the beginning of the process to create a culture of accountability. In order to assure that teachers and administrators could use these data to inform instructional decision-making, the district identified data experts in each school building.

As a result, Rutgers University- Newark committed to building a multi-faceted partnership with the Newark Public Schools to train and certify data coach teams for each school. After forming a Data Coach Consultative Team consisting of Rutgers University staff, the district's Office of Innovation and Change, representatives from the Newark Schools Research Collaborative, and representatives from Newark Teachers Union, a plan of action, purpose, and training scheduled were developed and training began in January 2010 for three members of each school – an administrator and two (2) teachers. The Newark Teachers Union contacted their parent organization, the American Federation of Teachers, whose Educational Research and Development division has been engaged in providing two courses to its membership, *Making Data Work for You* and *Making Data Work in the Classroom*. The Data Coach Consultative Team determined that these courses would provide the underpinnings of training for all Data Coach Teams.

The purpose of the training a data coach team for each school is to ensure the creation of a ***“Culture of Data Use and a systemic approach to problem-solving”*** by training all school-based instructional staff to analyze and apply data to effectively inform formative, interim, and summative instructional decision-making.

The roles and outcomes of the training are listed below:

Role Definition for the Data Coach Team members -

- ✓ Facilitator of data examination, analysis, and use;
- ✓ Turn key Professional Developer – help teachers learn how to examine, understand, diagnose, identify, analyze, and apply data effectively to differentiate instructional and curricular strategies to meet the needs of students.
- ✓ Mentor/coach for teachers as they learn how to use data to drive instructional decisions
- ✓ Co-planner for effective instructional lesson design
- ✓ Resource for best professional practices
- ✓ Ensure that in subsequent years, new teachers learn how to analyze and apply data to inform formative, interim and summative instructional decision-making to the same level and degree of proficiency.

Outcomes -

All teachers will

- ✓ define and understand types of data and their appropriate uses for the classroom;
- ✓ Analyze trends and patterns about different subgroups and individual students;
- ✓ Manipulate data to support small group instruction, differentiation, and improved student achievement;

- ✓ Learn formats and interactive strategies so that data are accessible and useful for planning effective instruction;
- ✓ Acquire common language to collegially discuss data to improve student achievement.

The Data Coach initiative will streamline each school's ability to monitor interventions rapidly. The district's timeline for implementation includes training for Data Coach teams this summer, input of elementary diagnostic exams, input of secondary exams: HSPA Prep exams, Criterion Referenced Tests [to measure attainment of course proficiency objectives in English, Mathematics, Social Studies, Science, World Languages, and Health]. It is expected that Data Coaches will continue training teachers to effectively use data to inform classroom instruction particularly for differentiated instruction. With the transition to a new student information system, POWER SCHOOL, not only will all teachers have access to student demographic data systems and electronic grade books, but also parents will also have access to their child's performance increasing parental ability to monitor the child's progress in school on a daily basis.

It is important to note the district has a number of assessments in place to monitor achievement that include diagnostic assessments for Reading and Mathematics at the elementary level including a Writing Assessment administered in the fall and spring. At the high school level, the district provides mid-term and final examinations for all courses.

- Increased Learning Time

Increased learning time has been ingrained in the district's plan of action for the past ten years as it was one of the required initiatives ordered by the NJ State Supreme court in its landmark Abbott decision. The increased learning time included free 10 hour daily Preschool for all three and four years old and supplemental afterschool programs for all students. The Office of Early Childhood implemented and monitored the creation of a network of daycare providers who became preschool centers with certified Early Childhood degrees, and the Office of Extended Day Programs created elementary through high school afterschool and summer programming. While the emphasis in preschool has provided a framework for academic readiness for more than 6,500 three and four year olds, the Extended Day programs combined recreation and homework help as their focus. In addition, each school included funding for six to eight week academies afterschool and on Saturdays to prepare for state assessments.

In the fall of 2006-07, the Newton Street School project began. Identified as part of the district's list of Restructured Schools, this unique partnership with the district, teachers' union and Seton Hall University's School of Education, a new definition for increased learning time was established. The school day was extended by one hour, a mandatory requirement for all students. As described above, the results strongly supported the longer school day initiative. This pilot provides documentation and precedence that increasing learning time is a viable reform that will produce increased student performance.

For the first time in the 2009-10 school year, the district negotiated an additional five (5) instructional days to the school calendar which now has 185 instructional days and five (5) professional development days. It is the intent of the district to increase the instructional school calendar to year to 200 days over the next three to five years.

Given this background and definitive commitment to the need for more instructional time, the district fully supports and intends to implement increased learning time as fundamental part of turning around the SIG schools. Our commitment includes utilizing flexible time schedules for teachers to work an

early shift and a late shift as well as incentives [under negotiation] for increased time. Each of the proposed models will have an additional 300 hours of student instructional time added to the school year.

- Negotiating Compensation for Teachers and Administrators

The district has met with the leadership of the Newark Teachers’ Union (NTU) and the City Administrators and Supervisors Association (CASA) to discuss the impact of SIG on negotiated contracts. Compensation for the increased learning time and extended work year for administrators and teachers were the primary focus of the discussion. While we cannot at this time, comment on the teachers’ union response, the CASA leadership has language to address the extended work year that is adhered to will not cause an issue. [We are in contract negotiations with the teachers union at this time.] The district anticipates collaboration to the extended work day for both administrators and teachers given the parameters of the discussions thus far.

- Establishing Criteria for Removal of Tenured and Non-tenured Teachers and Principals and onitoring the Alignment of Effectiveness Data and Actions for Tenure Decisions

Because the Newark Public Schools is committed to providing the highest quality education to our students, the evaluation of teachers is a critical dimension of monitoring for high quality instruction. In 2004, the district researched the work of Charlotte Danielson and chose *Enhancing Professional Practice: A Framework for Teaching* as its evaluation tool, providing extensive professional development for all administrators on the use of the tool. Based on the Framework, the Newark Public Schools *Achievement Through Teaching Excellence: A System of Teacher Observation and Performance Evaluation* was adopted. The Framework for Teaching Model has four domains 1) *Planning and Preparation*, 2) *Classroom Environment*, 3) *Instruction*, and 4) *Professional Responsibilities* with rubrics to assess the teachers’ skills in each area as distinguished, proficient, basic, or unsatisfactory. Indexed by career level, the tool is differentiated by teacher performance and experience levels.

Level	Teacher Performance level	Components
Foundation	Primary system used for <u>most</u> teachers	22 components in Domain 1- 3
Early Career	New non-tenured teachers – first 3 years of teaching	22 components in Domain 1- 3
Professional Growth	Used for distinguished teachers only	22 components in Domain 1- 3

For teachers unable to meet these standards, a system of supports has been developed called the Teacher Assistance Program – (TAP). This system provides in-class support and a 90 day modified Individual Professional Improvement Plan. A three tiered rubric- Tiers I, II, III- has been developed for those receiving unsatisfactory evaluation and inefficiencies in specific Domains on the Teacher Observation Tool. Principals decide which Tier a teacher’s performance fits. The most egregious is Tier I. If the teacher receives an unsatisfactory rating in the previous school year, and the performance fits the rubric descriptions for unsatisfactory, an Individual Professional Improvement Plan is written, the teacher is placed in the TAP program with additional observations within a three month period at the beginning of

the school year. If the teacher fails to show improvement, tenure charges are filed for inefficiency by January of the school year. An improvement period commences for 90 days, the Professional Improvement Plan is reviews and analyzed. If the teacher is still rated unsatisfactory, the recommendation for tenure charges is sent to HRS, the teacher is suspended and removed from the school. Tier II is for teachers whose teaching performance is inconsistent and tenure charges can be filed if the teacher fails to improve after 18 months of support. Tier III is for teachers whose performance may be inconsistent in one domain and if the teacher fails to improve within 2 years, tenure charges are filed. For teachers who are non-tenured, dismissal prior to achieving tenure is upheld with appropriate documentation of performance and does not require filing tenure charges. Until this new system was developed, only 6 teachers were identified for dismissal in 2007-08; this past year 2008-09, sixty-seven unsatisfactory teachers were identified as either Tier I, II, or III levels during this first year of implementation.

A similar new tool for evaluating Principals was developed in the 2008-09 school year based on national standards for school leaders - ISLIC. A committee of over 50 principals and vice principals, met over a period of 4 months to design the tool, rubric, and numerical ranking system. The supervision and support of this process is ongoing, and is intended to be a meaningful part of the process.

Principals are rated in five key areas:

Strategic Leadership and Vision, Instructional Leadership, Leadership for the Management of the Organizational system, Leadership for Collaborating with Families and Community, Leadership for Ethics and Integrity, and Leadership for the Global Community. It is differentiated by tenured and non-tenured school leaders. The timeline for use includes conferences with the Regional Superintendent, self-assessment and professional development plans with goal setting, site visits, a mid-year and end of year performance review.

Each section has a point value and it is important to note that instructional leadership is assigned the highest value points.

<b>1. STRATEGIC LEADERSHIP VISION, MISSION AND GOALS</b>	<b>5</b>
<b>2. INSTRUCTIONAL LEADERSHIP</b>	<b>35</b>
<b>3. LEADERSHIP FOR THE MANAGEMENT OF THE ORGANIZATIONAL SYSTEM</b>	<b>25</b>
<b>4. LEADERSHIP FOR THE COLLABORATION WITH FAMILIES AND COMMUNITY</b>	<b>20</b>
<b>5. LEADERSHIP FOR ETHICS AND INTEGRITY</b>	<b>10</b>
<b>6. LEADERSHIP FOR THE GLOBAL COMMUNITY</b>	<b>5</b>
<b>TOTAL</b>	<b>100</b>

### Professional Development

The state of NJ requires all new teachers and administrators to participate in Mentoring Programs. New teachers are assigned a teacher mentor who models exemplary teaching for the first twenty (20) days of the teachers' hiring with conferences to debrief teaching and prepare the new teacher for gradual release of classroom duties. After completing this phase of the mentoring plan, the mentor then observes and meets with the teacher bi-weekly. These conferences include conversations with the administrator about areas needing improvement. At the end of the school year, a mentoring report is prepared for the state documenting the mentoring activities and the final rating of the teacher. This is supplemented with

district support systems for new teachers. A one week mandatory pre-teaching training is conducted prior to the opening of the school year. The new teacher is introduced to district operations, instructional seminars in his/her content area conducted by effective teachers. Also, a review of curriculum resources, meeting with the principal and regional superintendent, and a half day of time to prepare the classroom prior to the opening of school are incorporated into the one week experience.

A similar process occurs for administrators. The state assigns a retired, certified external school principal to the newly appointed vice principal or principal. The principal is also encouraged to select a district mentor who informally works with him/her. This external mentor meets with the principal periodically over a year, this includes observing him/her in a variety of roles with teachers, and other stakeholders, interacting with the principal's supervisor regarding areas needing improvement, and reviewing documentation of completion of ISLIC standards. Submission of final report to the state is completed at the end of the school year. The district also provides its support systems for new principals. A **Handbook for New School Administrators** is distributed and reviewed with the principals. They also meet periodically throughout the year as a group. They are also assigned a former principal from the central office who works with them, observes, and mentors.

Professional development dates are negotiated into the school calendar each year. The district reserves 4 - 6 days for this purpose, annually. In addition, principals participate in 2- 3 weeks of training in August prior to the opening of the school year.

Using the district Professional Development Template, each school developed a Professional Development Plan as part of their Title I Unified Plan which reflects their Board- approved Professional Development Plan. The parameters of the plan included

A narrative describing student and teacher challenges, strengths and weaknesses of previous plans, alignment to student learning needs and district priorities. It also included a comprehensive needs assessment of the adult learner needs based on student needs. Next SMART goals were to be developed to specify which objectives the school staff would focus. The template then asked the school team to decide what venues/contexts it would use – team-based, university partnerships, job-embedded – as well as structures and protocols for focusing on results for students. They were also asked to consider their use of time, talent, and sustainability.

## **B. Align with District Resources**

The district is in the process of reviewing each SIG school's budget to reallocate funds that can be used to support the reform efforts of SIG and identify external sources that may also provide resources. While the sources listed below are tentative, the district intent is to leverage these resources to meet the needs of each school's reform model. It is the intent of the district to the funding it receives to accomplish all activities described in the school plans. Where possible, through coordination and reallocation, as well as aligning resources throughout the three years of the grant or phasing in programs to allow for facility renovation or recruitment of staff, all resources – human and capital- will be tapped to achieve the goal. In addition, where possible, it is our intent to cultivate business partnerships for many of the plans such as the Career Technical areas where industry or university partners may be able to assist. We reiterate also that the district's ambitious strategic plan included our intention to target the SIG schools for reform prior to the announcement of SIG grants. The district is seeking support for all SIG schools through this application. The grants, if awarded, will speed up the timeline for implementation.

The chart below gives tentative indication of the district's plan to seek resources for selected schools.

School	Local	State	Private-Business, Industry, University Partnerships	Federal
Academy of Vocational Careers	X	X		X
Avon Avenue Elem. Schools	X	X	X	
Barringer High School	X	X	X	X
George W. Carver Elem. School	X	X	X	X
Central High School	X	X	X	X
Dayton Street Elem. School	X	X	X	X
Malcolm X. Shabazz High School	X	X	X	X
Martin L. King Elem. School	X			
Newark Vocational Academy	X	X	X	X
Renaissance	X	X	X	X

### Alignment with NJ CCCS

It is important to note that the district received outstanding reviews on the alignment of district curriculum to NJCCCS standards when the NJ Quality Single Accountability Continuum audit was conducted in the 2007-08 school year. Specific comments cited the district for having adopted curriculum for all nine (9) content standards with expected scope and sequence, objectives and activities, assessments, resources, sample lesson plans, and timelines. In addition, the district content supervisors, in summer of 2008, worked collaboratively with the NTU to develop the NJ CCCS *Standards Clarification Search Engine* and served as the regional trainer for school districts in northern NJ. This tool was distributed to all teachers and is located on the district's website for easy access.

### C. Recruit, screen, and select external providers to ensure their quality

In support of the strategic plan, the district issued a national Request for Proposal -RFP #7712-Strategic Partnerships for Raising the Bar in All Newark Public Schools. The RFP contained the following:

#### *Scope of Services*

The district is cognizant that different strategies have been used to turn around low-performing schools.

The successful respondents will:

- Give a brief description of the research basis behind the selected strategy or strategies;
- Provide a timeline for the application of that strategy for NPS schools, including planning and development, implementation, monitoring, and evaluation of results;
- Demonstrate experience and success in applying the strategy in low-performing schools with similar demographics and student achievement levels. Specific citations of schools and or

subgroup performance must be clearly stated, with clear references to level of success by grade level and/or subgroups;

- Make specific references to inclusionary practices for students with disabilities, English language learners; and
- Make specific references to core content areas where expertise has been particularly successful, by grade level and student subgroups.

In describing proposed strategies, successful respondents will clearly articulate: 1) how teachers and school administrators will use data to move students from basic to proficient, and from proficient to advanced proficiency on quarterly formative and annual state assessments; 2) how student work and student engagement will become part of the transformative characteristic of school culture; 3) how job embedded professional development will be utilized to transform classroom practices; 4) how classroom management and school environment around academic achievement will be addressed; 5) how the organization will build the internal capacity of the school's academic leadership-- which includes principal, vice principal(s), literacy coach, and math coach – to continue the work after the organization exits; and 6) what grade level the work will be completed, that is K-8 schools including all feeder patterns and/or high schools.

#### *Timeline*

The district recognizes that turning around schools is not a quick-fix process; **however, partnerships must be limited in time and build district capacity for sustainability.** The successful respondent will propose timelines that reflect measurable, attainable short-term and long-term goals for schools in need of improvement as well as for movement up the typology described in Tables 2 and 3 up to three years. The district's strategic plan should be used as a reference for describing such outcomes.

Subject to review of proposals and awarding of contracts by the Newark Public Schools Advisory Board, the district anticipates the following:

- May and June 2010 Planning period - Organizations that have been awarded contracts will be given access to various school-level information and data. Such information will include, but not limited to: individual school reviews and school action plans conducted by Cambridge Education LLC; formative assessment results for 2009-2010; district instructional walk through results by school for 2009-2010; other reports, such as New Jersey Department of Education CAPA visit results.
- District/Partner Retreat - Organizations will be required to attend a two-day district retreat for all partners in June and should plan for two representatives to attend. The purpose will be to further coordinate all activities, and ensure that implementation will begin in a timely manner.
- Implementation Year 1 – School year, beginning August 2010 – June 2011
- Implementation Year 2 – School year, beginning August 2011 – June 2012
- Implementation Year 3 – School year, beginning August 2012 – June 2013

#### *Reporting of Results*

Strategic partners with schools will be required to conference weekly with schools, as appropriate to school improve status and typology; monthly with Regional Superintendents; and quarterly with the district's Chief Academic Officer and staff. For efficiency, the district may decide to conduct some meetings using available technology, such as webinars. Successful respondents will clearly articulate how they can achieve such efficiencies in face-to-face meetings as well as through the use of technology. Each partner must commit to regular interim assessments that have full transparency to the community.

Deliverables should be described that link the scope of services and above-referenced required reporting. The district reserves the right to set contract performance indicators based on the response to the RFP.

#### *Evaluation Criteria*

Proposals will be evaluated on the following criteria:

- A clear understanding of the scope of work and related objectives
- Responsiveness to the specific RFP requirements
- A clear demonstration of past experience and performance
- Qualification and experience of personnel
- Proposed timeline in response to district needs
- Description of deliverables
- Cost of services to be performed

Award and continuance of contracts will be subject to the availability of funds. The award of contracts will be made in the best interest of the Newark Public Schools.

Responses to the RFP- Thirty-three organizations responded to RFP #7712: Achieve 3000; Advance Path Academics, AIM; America's Choice; American Reading Co.; AUSSIE; Bank Street College of Education; ambridge Education (LLC); Cambium Learning Group; Center for Educational Leadership; Center for Evidence-Based Education; Collaborative Learning; Education Dimensions; Essex County Regional; Evans Newton, Inc.; Foundation, Inc.; Gateway Learning; I-Station; The Leadership Learning Center; Learning Focus Solutions; Learning Point, Teach Inc. (LLC); Mosaic; Pearson; Peoples Education; Princeton Review; Scholastic; Seton Hall University; Smarties Tutoring Services; Southern Regional Education Board; Success for All Foundation; Synesi Associates; and TeachScape.

#### **D. Modifications of policies to implement interventions**

Leadership policies, staff assignments, stakeholders, process for collaboration, involvement of critical stakeholders in community

Upon notification of the availability of the SIG grant, the district began preparations for leadership and stakeholder input with a communications plan for notifying stakeholders. Initial meetings were held with Executive Staff, principals, and key district offices impacted by the grant including Offices of Academic Services, Innovation and Change, Grants Office, Communications, HRS, Union Officials, and Federal Programs. Regional meetings, principal meetings, and a community meeting were held by April 7. Documentation of attendance by parents, students, teachers, administrators and community leaders and partners were held. Information sessions explained the US DOE grant parameters, shared the Turn-Around School video from the US DOE. These have been followed with individual school meetings to prepare action plans for individual schools. In addition, representatives from the US DOE visited the district on April 13 and 14 and met with stakeholder groups including the Mayor, NTU leadership, community leaders, student forum, teachers, and open community meeting for parents and stakeholder groups with an interest in the district. Regional meetings to review the draft applications for the schools were held by region on April 21 and 22. These meetings examined the need to change the operations of schools and how to establish indicators outside of the current regulatory measures.

Each school application establishes how the school community will be engaged to participate in governance, monitoring, and analysis. Governance will strongly involve parents, community based

organizations, and the business partners. There will involvement of alumni, community activists, and other identified and collaborative partners.

We add that the Newark Public Schools was one of the few districts in New Jersey whose teachers' union, Newark Teachers Union signed the Race To The Top application in support of the state application for funding. Our numerous collaborative projects – Data Coach training, NJ CCCS Search Engine which we shared with and trained districts across the state, our longer school year contract negotiated for the 2009-10 school year, are evidence of the positive and mutual corroborative projects that will assist with the policies, staff assignments, and relationships necessary for the success of this grant.

**Plan for effective/efficient operations and process for implementation of SIG grant, administration and oversight, budget and reporting, performance tracking and reporting, and fund disbursement to schools**

The district plan for effective and efficient operation and procedures for the implementation of the SIG grants includes oversight by district through the Office of Innovation and Change. [See chart of organizational structure excerpted from Strategic Plan below.] Working collaboratively with regional offices and central offices, this office will provide coordination of services, attend state training and network meetings, and report to the superintendent on a regular basis progress in achieving the grant objectives. In addition, the district will review requisitions, purchase orders, and payments to ensure expedient processing. The district's Schoolnet tool which can provide student profiles, monitor and track performance, preparing required reports will be facilitated with the new data systems available to schools and centrally. The district representative will attend School Turnaround Leadership meetings during the summer and school year.

The district has demonstrated the capacity to meet the requirements of the grants as evidenced by unqualified audits of district fiscal operations for the past six years and in independent audits by KPM accountants, and audits by state for NJ Quality Single Accountability Continuum reports over the past three years. The district's record of meeting the requirements of external grant reporting in a timely and accurate manner support the capacity of the district to meet all grant stipulations.

**E. Sustaining Reforms beyond grant funding period**

The three year planning, implementation, and funding timelines for this grant will provide the necessary resources to begin the immediate steps for reform of these schools, especially the high schools. The district's strategic goal of every school becoming a "great school" will extend beyond these three years. Change theory research tells us that it takes five (5) years for change to be embedded in practice. Our strategic plan realistically set five years for implementation knowing that limited resources would be the beginning of the process of change not the end point. With the resources afforded by the SIG grant, we can begin earlier and faster. It will allow the district to target these schools for immediate change.

As dramatic staff re-assignments occur, it also signals to the school community our determination to reform these schools with their help and support. For schools that have struggled to break their pattern

of downward spiraling failure, stagnant or variable achievement patterns, this opportunity will be a welcome change from low expectations to higher performance levels. For our students who will benefit most from school improvement, the sustaining of reforms will ensure their future success. Attached are the achievement measures set for each school.

**F. Activities to support implementation of Reform Models – Turnaround, Transformation, Restart, Closure**

The district has sought to streamline and bring to scale certain initiatives for SIG schools so that cost savings are evident. For example, the following common elements are included in all SIG applications as appropriate to the grade level:

- In support of school culture and student personal development – SAC and Social Worker positions that were cut due to budget deficiencies; student advisories for grades 6-12, small learning communities professional development.
- In support of early literacy – the Children’s Literacy Initiative Model Classrooms for grades K-3.
- In support of developing a culture of academic rigor – Pre AP and AP training for teachers and the Progressive Initiative; science lab upgrades for high schools, library upgrades for elementary and high schools
- In support of college readiness and career planning – Naviance for grades 6-12 and resources for high school communities to examine feasibility of career academies (what to keep and what to remove); credit recovery for high school students at risk of dropping out
- In support of changing instructional practices – job embedded professional development
- In support of team building and visioning for reconstituted schools – summer and school year institutes for school staff

The SIG initiative came to the district as the 2010-2011 budget was being finalized. The challenges the district faces in addressing models and budget deficiencies are enormous. The following issues will be addressed in May and June: staff reassignments; unions – negotiating incentives; timelines for student re-assignments; timelines for development of schedules – longer school day; courses and program changes, and teacher schedules; timeline for identification of PD providers, where appropriate; and on-going assessment of curriculum needs

**PEER REVIEW**

LEA : Newark Public Schools

The District complied with the NJDOE requirement for peer review. Each draft application was submitted to Mr. Mike Miles between April 13-15, 2010. Comments were returned by April 20, 2010. The common elements from the peer review are summarized below. Each school's was refined and changes were incorporated where applicable using this chart as a template. In addition, the specific comments for each school were also addressed.

**NEW JERSEY SCHOOL IMPROVEMENT GRANTS**  
 Does the Application Describe how the School Will Be Transformed?  
**Common Suggestions for Improvement of Applications**  
 from Peer Reviewer's Comments on Rough Drafts

<p><b>Statement of Need</b></p> <ul style="list-style-type: none"> <li>• Prioritize top three or four of described needs. This could be concluding discussion of this section.</li> <li>• Address need to improve <i>implementation</i> of reform elements and <i>monitoring</i> for continuous improvement.</li> <li>• Address evaluation of teachers and principal, including data on growth in student performance.</li> </ul>		
<p><b>Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>• Pick three or four areas of focus (same as goals).</li> <li>• Goals and objectives need to be measurable.</li> <li>• Write in SMART goal format.</li> <li>• Need specific and measurable indicators of success.</li> <li>• Indicators should be tied to improved student achievement (not process -- keeping logs, attending professional development).</li> <li>• Decrease number of actions to take place in Year 1.</li> </ul>		
<p><b>Project Description</b></p> <ul style="list-style-type: none"> <li>• Describe specific activities that will lead to accomplishing the goals.</li> <li>• What steps will school take to improve quality of instruction?</li> <li>• Too many activities in first year -- too diffuse, not enough focus.</li> <li>• Delays some activities to second year.</li> <li>• Be clear about steps to raise accountability and ensure change in instructional behavior.</li> <li>• Tie increased accountability to teacher evaluation system.</li> <li>• Prioritize areas of professional development (more than three is too much in one year.)</li> <li>• Include actions to monitor for continuous improvement.</li> </ul>		

<p><b>Working Systematically</b></p> <ul style="list-style-type: none"> <li>• Can the staff identify the school's Core Beliefs? Do they agree on them? (Maybe include statement about them.)</li> <li>• Are the items in this new School Improvement Plan the same as previous plans? Which plan will be followed?</li> <li>• What are the leverage points the school should focus on?</li> <li>• How does the school ensure it is implementing well all parts of the plan? Is there a culture of instructional feedback? Is there an effective system monitor for continuous improvement?</li> <li>• At some point, address expanding leadership skills of staff.</li> <li>• Align budget, planned professional development and other activities.</li> </ul>		
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**Form L-10**

**Date:** 4/29/10

**Page** \_\_\_\_ **of** \_\_\_\_

**LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS**

**LEA :** Newark Public Schools

**L-10: LEA Lack of Capacity to Serve Each Tier I School**

All Tier One schools will be served. All Tier Two schools will be served.

**Form L-11**

Page \_\_\_ of \_\_\_

Date: 4/29/10

**WAIVER REQUEST**

LEA : Newark Public Schools

School Name	Waiver 1 Extending the period of availability (This waiver automatically applies to all SIG grantees)	Waiver 2 "Starting over" in the school improvement timeline for turnaround or restart model only	Waiver 3 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
Academy of Vocational Careers	X		
Avon Avenue	X		
Dr. Martin Luther King, Jr.	X	X	
Dayton Street	X		
George Washington Carver	X		
Renaissance Academy	X	X	
Barringer HS	X	X	
Central HS	X		
Newark Vocational HS	X		
Malcolm X Shabazz HS	X	X	

**ATTACHMENT**

**STAKEHOLDER**

**PARTICIPATION**



April 5, 2010 School Improvement Grant Meeting
------------------------------------------------

Part I – Overview of LEA documents
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Items for review:
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1) West Virginia *SIG applications* pg 6, -10, 33,49

2) Turnaround School Case Study (Burnet) Pgs 6,8,11

3) LEA *SIG application Rubric*

4) NJ Department of Ed LEA *SIG application*

5) SIG fact sheet

Form L-7

Date: April 5, 2000

REGIONAL SUPERINTENDENTS  
STAKEHOLDER PARTICIPATION

Page      of     

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
DAN GARCIA	NPS LEO	✓	✓	<i>[Signature]</i>
Don Taylor	NPS LEIA	✓	✓	<i>[Signature]</i>
STEVE MORLINO	NPS	✓	✓	<i>[Signature]</i>
DALE TALBERT	Regional Supdt	✓	✓	<i>[Signature]</i>
Jeanne Brunette	Regional Supdt	✓	✓	<i>[Signature]</i>
SANDRA DeBeneste	STCCI			<i>[Signature]</i>
RABYD KAY	STCCI		✓	<i>[Signature]</i>
Janet B Chaves	NPS Titlo	✓	✓	<i>[Signature]</i>
Nancy Deering	NPS		✓	<i>[Signature]</i>
Madew Walsh	NPS		✓	<i>[Signature]</i>
Kibert Nequir	Reg. Dept			<i>[Signature]</i>
Fran Atchison	NPS Grants Office			<i>[Signature]</i>
Michael Fuchs	NPS Grants Office		✓	<i>[Signature]</i>
Roger Leon	NPS			<i>[Signature]</i>



# State Improvement Grant

April 5, 2010

## Agenda

1. Background Information on SIG competitive grant
  - US DOE Guidance
  - NJ DOE Plan
  - Review data that identified schools
  - Review 4 models and required activities
2. Timelines
3. US DOE visit April 13 and 14
4. Community meeting Wednesday, April 7 at 6 PM
5. Process: Stakeholder Input – Regional Supt., School Staff, Parents, Community Leaders
  - Community meetings- April 7 and second meeting week of April 19 [after receiving feedback from Dr. Miles.]
  - Identify grant writers to assist with each school with grant components
  - Identify support systems – NTU, CASA, HRS, STC, Newark
6. Each of 10 schools
  - a. Which option?
  - b. Staff liason?
7. Next steps



**Newark Public Schools**  
**Persistently Lowest Achieving Schools**  
**School & Community Meeting**  
**Wednesday, April 7, 2010 - 6 to 8 PM**  
**Central High School**  
**250 18th Avenue**

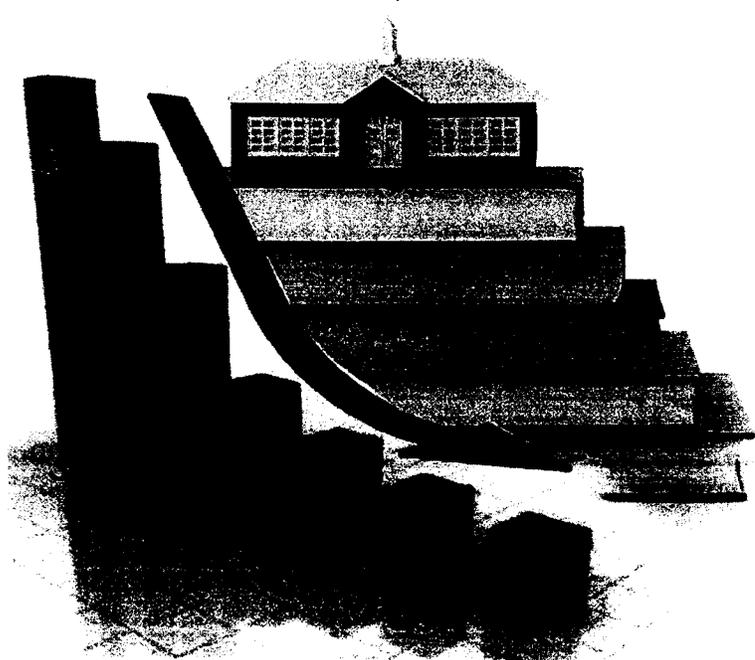
- NPS was officially informed on March 22, 2010 that ten of our schools are in the bottom 5% of school wide performance on NJASK or HSPA over the last three years. These schools are now labeled as Persistently Lowest Achieving Schools.
- NPS must produce an Intervention Plan for each of the schools using one of four models: Turnaround, Transformation, Restart or Closure.
- NPS can apply for State Improvement Grant money to support the Intervention Plan. The grant deadline is April 29, 2010.

**Come learn about and participate in the development of the Intervention Plans.**

**The NPS Schools impacted Are:**

Avon Ave. | Dayton St. | Dr. MLK |  
GW Carver |  
Academy for Vocational Careers

Barringer HS | Central HS |  
MX Shabazz HS | Renaissance |  
Newark Vocational





Dr. Clifford B. Janey  
State District Superintendent

**THE NEWARK PUBLIC SCHOOLS**  
Office of the State District Superintendent  
2 Cedar Street  
Newark, New Jersey 07102-3091  
Phone: 973-733-7333  
Fax: 973-733-6834  
www.nps.k12.nj.us

Bret Schundler  
Commissioner of Education

## NPS State Improvement Grant (SIG) Meeting

April 7, 2010

- 6:00 PM      Welcome  
                  Vision and Mission  
                  USDOE SIG Video  
                  NPS SIG Process  
                  NPS SIG Fact Sheet  
                  Review of community protocols and process
- 6:50            Break to specific schools
- |                   |            |
|-------------------|------------|
| Avon              | 103        |
| Carver            | 106        |
| Dayton            | 108        |
| MLK               | 115        |
| AVC               | Auditorium |
| Newark Vocational | Auditorium |
| M X Shabazz       | Cafeteria  |
| Barringer         | Library    |
| Central           | 120        |
| Renaissance       | 136        |
- 7:00            School specific discussions organized by SIG criteria  
                  Program Interventions  
                  Instructional Interventions  
                  Support Systems  
                  Extended Learning Time  
                  Governance  
                  Discuss next steps for school
- 8:00            Depart from school break out group

**USDOE Meeting on April 14 from 6 – 8 PM**

*Changing Hearts and Minds to Value Education*

## Griffin, Gayle Dr.

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**From:** Richardson, Antoinette  
**Sent:** Monday, April 12, 2010 1:21 PM  
**To:** Green, Keisha; Dodds, John; Bowman, John; Simmons, Charles; Nicholson, Cindy; Neb-Shakara, Heru Maakhet; Somai, Joseph; Wolverton, Thomas  
**Cc:** Griffin, Gayle Dr.; Holmes, Ivan; Jennings, Deborah R.  
**Subject:** IMPORTANT: Read today PLEASE

**Importance:** High

Hello All,

I am at home and feeling better, and need your cooperation and assistance for an event that will take place at the Student Center tomorrow that we were just today made aware of:

On Tuesday, April 13th, from 4:30 - approximately 6 pm, the U.S. DOE will be participating in an NPS hosted Youth Forum at the Student Center as part of the DOE's 2 day visit to the NPS. This program will take place in the Theater Room. NPS student leaders and possibly other invited youth from community organizations will attend. Dr. Griffin is the NPS liaison for this event and will be on hand tomorrow.

We can pull this off smoothly with the following modifications to our regular routine:

- **Welcoming Guests/Ms. Green :** To insure that the DOE, community and NPS guests are made to feel welcome when they enter the building, I am asking Ms. Green to greet guests as they enter and direct them to the Theater Room. Chosen students may assist.
- **We will maintain our regular activity schedule with the following modification:** Martial Arts and Dance will share the Overflow Room/Dance Studio.
- **Mr. Bowman:** Theater Room Set-up: 5 chairs on the stage, podium and microphone (David can get the mic from kitchen cabinet), approximately 70 chairs (aisle in the middle, with extra chairs available if needed).
- **Mr. Dodds:** They will probably want to show a DVD or PowerPoint, so please be prepared, as best you can, for whatever the needs are.
- **David and Dayshawn** are to assume their normal responsibilities of set-up and monitoring of refreshments and assisting with the Stand & Deliver and Graphic Arts Workshops. Be sure to begin set-up for 6pm break at 5:45 pm.
- **Mr. Simmons and Mr. Bell:** Almost all of our student activities will be on the 2nd and 3rd floors, so that area will need attention. Students should still use the restrooms on the first floor (or inside the Media Center) but no large groups at the the same time). On the first floor will be the Creative Writing through Hip Hop Expression, which is in the Historical Room, and the Scholars tutoring program in the Bolden Room (which services a few students). There is a water cooler in the Overflow Room. We should make sure there are cups and a trash can there. All instructors are to be sure that their workshops are actively in session until the designated 6 pm dismissal time.
- **Participation of "our" students in the Youth Forum:** "We" should have representation at the Youth Forum, since our students utilize the Student Center every day. Workshop instructors are encouraged to assign student(s) who they deem to be interested and mature to attend the Youth Forum in the Theater Room. Individual instructors can make that determination, but any student who attends is to attend the entire program, participate fully, and report back to their group.
- **Mr. Somai:** We expect that there *may* be additional students riding the Student Center buses to the Student Center tomorrow as well as home after the Youth Forum...I don't have any specifics as to which schools or how many additional students to expect...so this is just an **FYI**
- I put this all in one email to save time and so everyone can see the larger picture of how tomorrow should run. Let's keep it cool, calm and pleasant for our students and our guests. **Please call my cell (973) 592-4840 if you have any questions.** I'm not on the computer too much and NPS isn't on my Blackberry.
- **Mr. Simmons:** Please make sure that Mr. Meadows and Mr. Bell get a copy of this as I don't have email addresses for either of them.

*note cards + pencils*

Let me know how it goes.

Toni

**Antoinette Richardson**  
*Student Center Activities Coordinator*



# NEWS RELEASE

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## MEDIA CONTACT

Valerie Merritt  
Director of Communications  
(973) 733-7360  
[vmerritt@nps.k12.nj.us](mailto:vmerritt@nps.k12.nj.us)

## **The United States Department of Education Visits the Newark Public Schools**

**APRIL 12, 2010, NEWARK, NJ**—Representatives from the United States Department of Education will be the special guests of Superintendent Janey and the Newark Public Schools at a community meeting on Wednesday, April 14<sup>th</sup> at 6:00 p.m. at Central High School.

United States Secretary Arne Duncan has made an unprecedented \$4.1 billion dollar investment in turning around the nation's bottom five percent of lowest performing schools over the next five years. New Jersey schools are eligible for close to \$46 million dollars to target this effort. The Newark Public Schools have ten of the thirty-two identified in New Jersey's lowest five percent.

"Community engagement and involvement are critical components of successful turnaround efforts", said Dr. Janey. "This will be our second community meeting to talk about the School Improvement Grant (SIG) being offered by the US DOE and each school will be holding follow up meetings at the local site. These meetings will be an opportunity for parents, students, and the community to get more details on the four intervention models for turning around schools."

The New Jersey Department of Education (NJ DOE) developed a method for identifying schools based on an average of the last three years performance of school wide performance on the New Jersey Assessment Skills exam (NJASK) and the High School Proficiency Assessment (HSPA).

Grant applications, one for each one of ten schools, are due to the NJ DOE on April 29<sup>th</sup>.

"This grant opportunity is extremely important for the Newark Public Schools as we seek to set a much higher bar for performance and results in our district. We will not compromise this value even under the intensely short timeline of the New Jersey SIG process," Dr. Janey continued.

Central High School is located at 250 18<sup>th</sup> Avenue in the city of Newark.

###



**YOUTH MEDIA SYMPOSIUM**

**Abbott Leadership Institute  
Youth Media Symposium  
Bradley Hall, Room 179  
110 Warren Street Newark, New Jersey 07102  
Kandi Berryman, YMS Coordinator - 973-353-3560  
Fax: 973-353-1622**

**Date: April 13, 2010**

**Title: The Demand for the Youth Voice in "Turning Around" Newark Schools.**

**Memo To:** United States Department of Education, New Jersey Department of Education, Superintendent of Newark Public Schools Clifford B. Janey, Mayor Cory Booker, Parents, Students, Educators and Community of Newark Public Schools

After many discussions with fellow Newark youth, and examining the issues for ourselves, here are the reasons we believe our high schools are low performing:

- **The students are not involved** in what is planned in our schools.
- **Many students do not see college as a possibility**, do not understand the process of applying, and do not plan to go. What is the point of high school? To prepare for college! If you aren't going to college, why do well in high school?
- **Lack of good learning and resources.** Schools do not have proper learning materials or learning experiences, so how can we learn anything?
- **Boring classrooms** that do not engage students, which lead us to not want to come to schools.
- **Lack of variety in electives at every school.** All students should be able to explore future career choices.
- **A large amount of classrooms are taught by substitutes daily**, which leads to little education at all.
- **Many teachers do not truly care** about the student's well being and if we really learn. Lack of teacher and staff professionalism in schools. Teachers that are out-of-touch and are not able to relate and understand the issues that we face.
- **Lack of self-esteem, lack of motivation and expectations.** Schools do not provide cultural development and curriculum that teaches us that we are more than just bad media images and stereotypes.
- **No real bridge between middle and high school for all Newark students.** We lose a lot of kids in freshman year mentally, and later on physically. To change high school you have to start in the middle.
- **Negative influences from the outside** that are then being brought into schools.
- **Schools feel and look like jail.** There has to be a better way!
- **Negative influences inside of school** like bullying, gang recruitment and other safety issues.
- **Little opportunities for parental involvement.** Schools do not welcome parents who ask questions.
- **A lack of extra curricular activities and programs that make students want to come to school.** With Governor Chris Christie's budget cuts we will have even less of them.
- **Too many tests to determine student achievement.** Students are not prepared for them and they fail. With new graduation requirements and proposed end of course exams, we will be even farther behind.
- **Too much teaching to the test.**
- **Teachers that cannot use technology** or involve it into the curriculum. We have to teach them!

**Do the School Improvement Models (Transformation, Closure, Restart and Turnaround) ensure these issues are addressed? NO! These models alone do not get to the heart of the problem.** They will not result in higher achievement in schools where students have not been engaged and are not expected to succeed. As long as students are not expected to succeed and are not prepared to succeed they will drop out. There is

no reason to drop in. In order for any transformation to be effective, you must first talk to students, parents and community who live here and know what the issues are....**AND TAKE OUR CONVERSATION SERIOUSLY.** The Youth Media Symposium has developed a list of questions about the turnaround models, and solutions to improving our schools. Solutions are based on our discussions over the last two years with high school students, parents and teachers in Newark.

## **QUESTIONS**

- **If schools are closed and other students have to transfer to different schools, the student/teacher ratio will be disproportionate, how will students learn and will drop out rates increase in this environment?**
- **With the cut of 50% of staff in the Turnaround Model, how will the district determine which staff or principals to cut?** Some staff that has been in place the longest might be the least effective. Will students be involved in helping schools decide which staff should stay or go?
- **In the models, the actual programs and strategies have not been clearly identified; will students and parents be involved in the development of the changes that will occur in the schools?**
- **What's wrong with every school picking the transformation model?** The other three models force schools to close, become charter, or fire 50% of staff when, for example, only 30% may need to go based on a real evaluation. Some teachers may improve with a change in school culture or professional development. And if the 50% of teachers are just going to be moved to other schools, what does that solve? It doesn't solve anything.

## **YMS SOLUTIONS AND IDEAS**

- **Have assemblies where students can voice their opinions about school issues.**
- **Implement college preparation from eighth grade through high school.** Have workshops or classes for students each year to get them prepared to start thinking and planning for college.
- **Professional development to teach teachers how to engage and motivate students.**
- **Cultural development in school and curriculum to teach students that they are more than just stereotypes....** Teach us about our REAL history and the role of African Americans and Latinos in all aspects of education.
- **Develop workshops where teachers, students and parents talk about what an ideal good education should be.**
- **Have school support groups and intervention programs in schools that assist students on what to do in certain situations and teach life and empowerment skills.**
- **Develop more interactive lessons, hands-on participation and technology that interest students and engage them in wanting to learn.** Across the curriculum use real life scenarios.
- **Offer a large variety of electives and extra- curriculars that allow for a broad range of career experiences that engages and motivates students for their future.** Electives must have teachers that are qualified.
- **Place more emphasis on hiring (and keeping) teachers that show commitment, care, and are highly qualified to teach their subject area.** Stronger attendance policies for teachers to prevent excessive substituting.
- **Figure out ways to get parents to come to school and to keep them informed. Talk to them.**
- **Assess schools and resources to ensure they have EVERYTHING needed to allow students a chance to meet standards, and more importantly, to truly learn what is being taught.**
- **Teach less to tests and stop using tests alone to determine student success.** If you are not a good test taker, but you have honor roll, a reliance on tests will reflect badly on those students. There should be other ways to assess students, such as classroom performance.
- **Do not allow Gov. Chris Christie to cut the school budget.** Education is what we need to keep going, it is the power to succeed.



Newark Public Schools Student Center



Security Sign-in

① Tues. Happy Tuesday!

Date: 1-13-10

	Student's Name (please print)	School/Organization (please print)	Time in	Time out
1.	Jenice Dennis	THS	2:45	
2.	Octavia Pell	THS	2:45	
3.	Yanet Obregon	THS	2:45	
4.	Jonathan Rodriguez	THS	3:00	
5.	Jimmy J. Hall	THS	3:00	
6.	Yahely Diaz	THS	3:00	
7.	Matthew Duarte	THS	3:00	
8.	Erika Mejia	THS	3:00	
9.	Lina Luzuriaga	THS	3:00	
10.	Ashley Gonzalez	BHS	3:10	
11.	Julia Rodriguez	BHS	3:10	
12.	Wendy Perez	BHS	3:10	
13.	Yanet Obregon	BHS		
14.	Yanet Obregon	BHS		
15.	Stamira Smith	BHS		
16.	Sheila Lopez	THS		
17.				
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22.				
23.				
24.				
25.				



# Newark Public Schools Student Center



Security Sign-in

Tues. Happy Tuesday!

Date: 1-13-10

②

Student's Name (please print)	School/Organization (please print)	Time in	Time out
1. Ibn	KSS		
2. William	CHS		
3. K. [unclear]	CHS		
4. Briana C.	WHS NAF		
5. Kendra Poku	WHS NAF		
6. Nia Livingston	WHS NAF		
7. Crystal [unclear]	CHS	3:25	
8. Sharonda Perry	WHS	3:55	
9. Charles Howard	NVH		
10. Lexus [unclear]	WHS		
11. Jeleman	WHS		
12. Nononke King	MKS		
13. KHIA J.	WHS		
14. Arielle Robinson	MKS		
15. Hudgin [unclear]	MKS		
16. [unclear]	WHS		
17. Kieraw	WHS		
18. Makolm	MKS		
19. [unclear]	SPHS	3:00	
20. Haeletha Kroman	ESHS	3:40	
21. Emily [unclear]	ESHS		
22. [unclear]	ESHS		
23. Nyera M.	ESHS		
24. Elijah R. Crabon	WHS		
25. [unclear]	MKS		



# Newark Public Schools Student Center



Security Sign-in

③

Tues.

Date: 1-13-10

Student's Name (please print)	School/Organization (please print)	Time in	Time out
1. Nathaniel Lawrence	B.H.S.	3:40	
2. Shamuddin Abdul-H.	A.U.S.	3:40	
3. Leticia Loyal	B.H.S.		
4. REANO EVANS	BHS		
5. Monique Bridgen	T.H.S.		
6. Tiffany Adams	Newark Youth Center	4:00	
7. Brian Lopez	Newark Youth Center	4:00	
8. Barbara Ziering	Newark Youth Center	4:00	
9. Miguel Adams	Newark Youth Center	4:00	
10. Brian Mason	UHS		
11. Gene Sankson	UHS	4:00	
12. Rakeyah Hayes	AHS		
13. Theresa Adachi	VHS		
14. Tina Black	UNS		
15. Sandra Proven	JHS		
16. Maura Paterson	JHS		
17. Shauna K.	UHS		
18. Jennifer Meyer	NSA	4:00	
19. Maria Melgar	NSA	4:00	
20. Amanda J.	T.H.S.	4:26	
21. Tyisha J.	T.H.S.	4:26	
22. /			
23. Tamika Co.	U.H.S.	4:31	
24. March Harris-Ree	U.H.S.	4:31	
25. Kathi Loyal	U.H.S.	4:31	



# Newark Public Schools Student Center



## Security Sign-in

4

Tues.

Date: 1-13-10

Student's Name (please print)	School/Organization (please print)	Time in	Time out
1. Hamid Pleasant	UHS	4:31	
2. Dastan C	CMS		
3. Robyn Rogers	WSHS		
4. Alyssa Louis	WSHS		
5. Juhud B.	WJHS		
6. Shawanda Neal	WHS		
7. Kati Clark	WHS		
8. L. Williams	WHS		
9. T. Williams	BHS		
10. T. Williams	WHS		
11. T. Williams			
12. Bianca Tucker	THS		
13. White Jones	WSECHS		
14. K. Williams			
15. K. Williams			
16. K. Williams	BHS		
17. Eric Harrington	WSECHS		
18. Kedar Anthony	WHS	5:06	
19. K. Williams	WHS		
20. Angela Lopez	WHS		
21. K. Williams	WHS		
22. Albert Williams			
23. Eric Williams			
24. K. Williams	WHS		
25. K. Williams			

W. Williams



# Newark Public Schools Student Center

## Security Sign-in



Date: 10/20

Student's Name (please print)	School/Organization (please print)	Time in	Time out
1. <i>Donno Babon</i>	<i>SHS</i>		
2. <i>Maddi Rosario</i>	<i>SHS</i>		
3. <i>Yuleidy Rosario</i>	<i>SHS</i>		
4. <i>Danah Thomas</i>			
5. <i>Isaac...</i>	<i>USHS</i>		
6. <i>Joseph...</i>	<i>WHS</i>	<i>6:10</i>	
7. <i>[Signature]</i>	<i>AVC</i>		
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STATE OF NEWARK COMMUNITY MEETING

Form L-7

April 14, 2010

Date: April 14, 2010

Page      of     

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Bartolomeo Fumo	Adviser Board			<i>Bartolomeo Fumo</i>
Matus Caprista	Student Rep			<i>Matus Caprista</i>
Sherill Nelson	Special education Parent			<i>Sherill Nelson</i>
Anthony White	P/E			<i>Anthony White</i>
JANET A CHAVIS	School District Administrator			<i>Janet A Chavis</i>
RICHARD CAMMARERI	Newark Community Developers Network			<i>Richard Cammareri</i>
Jacquelyn Pilla	US Dept of Ed - NY			<i>Jacquelyn Pilla</i>
Cynthia Dorfman	US Dept of Ed - DC			<i>Cynthia Dorfman</i>

Form L-7

Page \_\_\_ of \_\_\_

Date: April 14, 2010

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
<u>Petra Moody</u>	<u>Parent</u>			
<u>Denise Bradef</u>	<u>LAL/RTC</u>			<u>Denise Bradef NE</u>
<u>Margaret Robinson</u>	<u>LAL/RTC</u>			<u>Margaret Robinson</u>
<u>KAREN BROWN</u>	<u>Security</u>			<u>KAREN BROWN</u>
<u>J. Harrison</u>	<u>Clerk</u>			
<u>Barbara Evans</u>	<u>Administrator</u>			<u>B. Evans NE</u>
<u>Theresa Ferry Lewis</u>	<u>Teacher</u>			<u>Theresa</u>
<u>Paula Cappel</u>	<u>Teacher</u>			<u>Paula Cappel</u>

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Date: 4/10

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
S Anderson	Staff	/		
Ryker Johnson	Staff			
Regina Sherrard	Staff			
Samantha Lott-Velez	Staff/Braggan Avenue	?	?	
Dollister Lee	Staff/Avon Ave. Sch.	No	No	

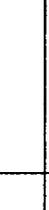
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Page \_\_\_ of \_\_\_

Date: 4/14/10

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Kate Mullen				
Sharon Yvon				
STANDA USA/STAR				
Sheryl Nelson				
Wendee Marshall				
Wayne Veih				
Asbury hts				
A. Sewer				
Denise Crawford				
WHFILL				
Mahako Sitka				
A. Cameron				
D. LA wford	PTA			
Abigail				

Form L-7

Date: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Cass DILLON	E/C Region		✓	
Jacquelyn Owens	E/C Region		✓	
Linda Bivins	E/C Region		✓	
Shelly Horn	E/C Region		✓	
D. Brown	West	I Don't	Support the Budget	
S. Bryan	West	I Don't	Support the Budget	
Z. SHANN	West			
S. Davis	West			
<del>B. Grand</del>	<del>FAS</del>			<del></del>
P. Williams	West Region			
A. Gumbel	Ex. Asst.			



Newark Public Schools

4/21/10

East-Central Region

State Improvement Grants

Central High School | Newark Vocational Academy

6:00 PM

Welcome and Introductions

Review of process to date

Process steps moving forward

Review Transformation Models

General questions

Break into school specific groups

- Review comments from April 7 meeting
- Review SIG objectives for school

Discuss vision for school

Adjourn

Form L-7

Page 1 of

Date: 4/21/2010

STAKEHOLDER PARTICIPATION  
East-Central Region

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Robin Scipio	Administrator CHS	yes		<i>[Signature]</i>
Couss DeLaP.A	EAST/CENTRAL REGION		✓	<i>[Signature]</i>
JACQUELYN OWENS	EAST/CENTRAL REGION		✓	<i>[Signature]</i>
Glen Forle	Cleveland			<i>[Signature]</i>
CITACED	Centre			<i>[Signature]</i>
W. Hamilton	Central			<i>[Signature]</i>
Pat Miller	Central			<i>[Signature]</i>
W. Miller	Central			<i>[Signature]</i>
PAT BURRESS	Central			<i>[Signature]</i>
Sonia Calvo	DVHS	No		<i>[Signature]</i>
Juanita Baker	CHS			<i>[Signature]</i>
Pat Miller	CHS			<i>[Signature]</i>
W. Miller	CHS			<i>[Signature]</i>

Form L-7

Page      of     

Date: 4/21/10

STAKEHOLDER PARTICIPATION

East-Central Region

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
J. F. Love				
J. Brown				
J. Brewin		No	NO	J. Brewin
R. Love				R. Love
Gail Washington				Gail Washington
M. Montgomery		No	No	M. Montgomery
Stephanie Jones				Stephanie Jones
Brennan Reed	NVHS	NO	NO	Brennan Reed
B. Goss				B. Goss
<del>    </del>				<del>    </del>
P. C. Goss	NVHS	NO	NO	P. C. Goss



Dr. Clifford B. Janey  
State District Superintendent

Dr. Ronald G. Taylor  
Regional Superintendent

**THE NEWARK PUBLIC SCHOOLS**  
West Region  
321 Bergen Street  
Newark, New Jersey 07103  
Phone: (973) 733-8722  
Fax: (973) 733-8567



Bret Schundler  
Acting Commissioner of Education

## West Region

### *State Improvement Grant (SIG) Update*

April 22, 2010

Camden Middle School-Academic Theatre

6:30pm

### AGENDA

- Welcome and Purpose
- SIG Presentation & Update
- Questions and Answers

***Changing Hearts and Minds to Value Education***

SCHOOL IMPROVEMENT GRANT (SIG) UPDATE

Camden Middle School @ West Region

Thursday, April 22, 2010

6:30 p.m.

Name	School/Agency	Signature	Telephone Number	E-Mail Address
Sharon Parker	AUC	<i>Sharon Parker</i>	973-733-6911	
JOE AMABILE	AUC	<i>J. Amabile</i>	973-733-6911	JAMASILE@MPS.K12.NJ.US
Derrick Miller	Malcolm X Shabazz HS	<i>Derrick Miller</i>	973-933-6760	d.miller@mps.k12.nj.us
Diane Harris	MUHS	<i>Diane Harris</i>	6985	Newark K12@mps.nj
LaContée Hill	West Region Office	<i>L. Hill</i>		
Dr. Clara Miller	AUC	<i>Dr. Clara Miller</i>	973-733-6920	
BENJAMIN GALIANO	AUC	<i>Benjamin Galiano</i>	973-733-6820	
Phyllis Thomas	AUC	<i>Phyllis Thomas</i>		
Gloria Edwards	AUC	<i>Gloria Edwards</i>	973-733-6911	
Jacqueline Davis Walker	AUC	<i>Jacqueline Davis Walker</i>	973-733-6911	
Ms. RUFFIN HARRISON	AUC	<i>Ms. Ruffin Harrison</i>	973-733-6911	
Ms. Okudaya	AUC	<i>Ms. Okudaya</i>	973-641-0997	
Mrs. Townsend-Every	AUC	<i>Mrs. Townsend-Every</i>	973-733-6912	
Mrs. Manley	AUC	<i>Mrs. Manley</i>	973-733-6911	Chubby908@Aol.com

SCHOOL IMPROVEMENT GRANT (SIG) UPDATE

Camden Middle School @ West Region

Thursday, April 22, 2010

6:30 p.m.

Name	School/Agency	Signature	Telephone Number	E-Mail Address
VERA L. TUNO	Ave	Vera Tuno	973-737-6911	vera@tunos.com
D. Brown	Ave	D. Brown	" "	
U. McDowell	AVC	U. McDowell	733-6800	umcdowell@mps.k12.nj.us
P. Fizzo	MLK	Paul Fizzo	7368	
N. Figueroa	MLK	N. Figueroa	(862) 241-1469	
J. Meola	MLK	J. Meola	973 2332368	tyarrest@mps.k12.nj.us
J. Meola	AVC	J. Meola	733-6403	
J. Meola	Ave	J. Meola	733-6811	
Anita Zayas	DR. MLK	Anita Zayas	X 7368	
L. Woodard	AVC	L. Woodard		
J. D. COSTA	AVC	J. D. Costa		immigrants@comcast.com

SY 2009-2010

South Region School Project Sub-Committee Meeting-Malcolm X Shabazz High School

*Dr. Dale A. Talbert, Regional Superintendent*

*Tuesday, April 6, 2010 11:00 AM South Region Conference Room*

**AGENDA**

- ❖ **Welcome/Introductions** Dr. Dale A. Talbert & Gerald Fitzhugh, II
- ❖ **Review of the Malcolm X Shabazz Draft for Urban Planning, Design, and Marketing**
- ❖ **Discussion of Courses & Alignment to Newark District Graduation Requirements–Urban Planning, Design, and Marketing**
- ❖ **Redesign of School Campus-Creation of Houses**
- ❖ **Next Steps**
- ❖ **Closure**

NOTES: \_\_\_\_\_

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**Presiding: Dr. Dale A. Talbert, Regional Superintendent, South Region**  
**Type of meeting: SIG South Region Community Meeting**

### **Agenda Topics**

- **Welcome/Purpose**
  - Dr. Dale A. Talbert, Regional Superintendent, South Region
- **Review of SIG Grant Timeline**
- **Review of the Five Key Topic Areas**
  - Program Interventions
  - Instructional Interventions
  - Support Systems
  - Extended Learning Time
  - Governance
- **Break-Out Session by Schools**
  - Malcolm X Shabazz (Conference Room Five)
  - Avon Avenue School (Conference Room Two)
  - George Washington Carver (Conference Room Three)
  - Dayton Street School (Conference Room Four)

#### **Break-Out Session Configuration**

Malcolm X Shabazz	Dr. Dale A. Talbert	Dr. Gayle Griffin	Dr. Donna Marable
George W. Carver	Stacey Robinson	Valerie Wilson	Dr. Winston Jackson
Dayton Street	Barbara Bonds	Lenny Kopacz	Ronald Karsen
Avon Avenue	Robert Cecere	Janet Chavis	Deniese Cooper

#### **Handouts:**

- **NPS SIG Fact Sheet**
- **Key Points for Discussion**
- **SIG Grant Timeline**

- **Application Due Date**
  - April 29, 2010
  
- **NJDOE External Reader Panel Review**
  - May-June 2010
  
- **NJDOE Interdivisional Committee Review**
  - June 2010
  
- **Notification of Awards**
  - June 14, 2010
  
- **Pre-Contract Review**
  - July 2010
  
- **Final Award Notices**
  - July 30, 2010
  
- **Summer Institute**
  - August 2010

"Today is Another Opportunity to Succeed"

## SIG Grant Key Points for Discussion:

Program Interventions, Instructional Interventions, Support Systems, Extended Learning Time, & Governance

### Definitions

**Program Interventions:** Means changes in a school's program plan. For example, a school can change its theme, academics, and focus. It can also become a charter school.

**Instructional Interventions:** Means using data to identify instructional programs that are researched-based and aligned to the NJCCCS. This can be major or minor adjustments to the instructional programs in schools, including ensuring the curriculum is implemented with fidelity, integrated technology-based instructional supports, increasing rigorous course work, offering instructional transition programs in the summer, establishing early warning systems.

**Support Systems:** Academic and Social-emotional Support Systems (including family and community engagement). Academic and social-emotional support systems means schools must have on-going mechanisms for family and community engagement, involvement, and support in both schools and home settings. This support should be designed to encourage parents and community to support classroom instruction such as tutoring, and can include, organized parent groups, public meetings for parents and community members to review school performance and coordinate local social, health, and educational programs that can impact the family. Districts can partner with parents, faith- and community-based organizations, local and state agencies to meet the social, emotional, health needs as well as positive behavioral supports to meet student needs such as advisories.

**Extended Learning Time:** Means a longer school day, week, year to significantly increase the total number of school hours-recommended a minimum of 300 additional hours each year. Must include the instructional core subjects of Reading & Language Arts & English, Mathematics, Science, World Language, Civics, and Government, Economics, Arts, History, and Geography as well as other subjects that contribute to a well rounded education such as physical education, service learning, and experiential learning opportunities. It also means time for teachers to collaborate, plan and engage in Professional development.

**Governance:** Means adopting a governance structure adds or restricts flexibility in exchange for greater accountability. Giving the school operational flexibility to substantially improve student achievement outcomes.

"Today is Another Opportunity to Succeed"





## School Improvement Grants (SIG)



### NPS Fact Sheet

1. Newark Public Schools is a Title I district that receives funds from the US Department of Education to support elementary and secondary students. Additional funds are provided to school districts through each state that are called School Improvement Grants. These are special funds to assist school districts for school improvement.
2. The purpose of the School Improvement Grants is to give priority to the lowest achieving schools [Persistently Lowest-achieving Schools] that demonstrate A) the **greatest need** for funds; B) **strongest commitment** to use the resources to enable the school to meet improvement goals to substantially raise student achievement.
3. Persistently Lowest-Achieving [PLA] schools were identified by identifying the lowest-achieving 5% of schools in the state of New Jersey based on performance on the ASK and/or HSPA. In addition, any high school that has a graduation rate below 60% over the past three years is included on the list. The assessment scores in LAL and Math for 2006-07, 2007-08 and 2008-09 were ranked according to the following criteria:
  - a) Elementary Schools: all schools were ranked based on proficiency rates and those in the bottom 20% met the definition of persistently lowest-achieving [PLA] schools. These are Tier I schools which are schools that are currently Title I schools.
  - b) Secondary Schools: all schools were ranked based on proficiency rates and those in the bottom 20% or had a graduation rate below 60% over 3 years met the definition of persistently lowest-achieving [PLA] schools. Tier II schools are secondary schools which previously were not Title I schools.
4. Newark Public Schools Persistently Lowest-Achieving [PLA] schools are...

Tier I	Tier II
Academy of Vocational Careers	Barringer High School
Avon Avenue School	Central High School
Dayton Street School	Malcolm X. Shabazz High School
George Washington Carver School	Newark Vocational Academy
Martin L. King School	Renaissance

5. All schools who meet these criteria must select one of the School Improvement Grant-Intervention Models to enable the schools to make adequate yearly progress and exit improvement status. There are four models from which to choose: Turnaround, Transformation, Restart, and Closure. Each is described below:

- a) **Turnaround Model Overview:** This is a school where the district implements specific actions with regard to teachers and principals, instructional and support strategies, time and support and governance described in the table below.

Teachers and Principals	Instructional and Support Strategies	Time and Support	Governance
Replace principal	Select and implement an instructional model based on student needs	Provide increased learning time - staff and students	New governance structure
Use locally adopted turnaround competencies to review and select staff for school [rehire no more than 50% of existing staff)	Provide job-embedded PD designed to build capacity and support staff	Social-emotional and community-oriented services and supports	Grant operating flexibility to school leader
Implement strategies to recruit, place, and retain staff	Ensure continuous use of data to inform and differentiate instruction		

- b) **\*Transformation Model Overview:** This is a school where the district implements specific actions with regard to teachers and principals, instructional and support strategies, time and support and governance described in the table below.

Teachers and Principals	Instructional and Support Strategies	Time and Support	Governance
Replace principal who led the school prior to the commencement of the transformational model	Select and implement an instructional model based on student needs	Provide increased learning time - staff and students	Provide sufficient operating flexibility to implement reform
Implement new evaluation system -developed with staff -uses student growth as a significant factor	Provide job-embedded PD designed to build capacity and support staff	Provide an ongoing mechanism for community and family engagement	Ensure ongoing technical assistance
Identify and reward staff who are increasing the student outcomes; support and then remove those who are not.	Ensure continuous use of data to inform and differentiate instruction	Partner to provide social-emotional and community-oriented services and supports	
Implement strategies to recruit and, place, and retain staff			

**\* A district with more than 9 Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.**

- c) ***Restart Model Overview:*** this is a school which the district converts, closes, or re-opens the school under a charter school or management organization or an educational management organization that has been selected through a rigorous review process.

Students	Review Process	State Review
Must enroll within the grades it serves any former student who wishes to attend the school	Rigorous review process must consider, applicant's team, track record for success, instructional program, theory of action, and sustainability.	State must review the process the district will use or has used to select the partner.

- d) ***School Closure Model:*** A school closure occurs when the district closes a school and enrolls the students who attended in other schools in the district that are higher achieving.

Students	Available achievement data	Technical assistance
Other schools must be within reasonable proximity to the closed school and may include but are not limited to charter or new schools	The charter or new school may not have achievement data available yet.	Office of Civil Rights Technical Assistance Module- <b><i>Struggling Schools and School Closure Issues</i></b> available as a resource.

- 6) Role of the School District:

***The school district is required to:***

- a) Serve each of its Tier I and Tier II schools; in order to receive SIG funds, the district must commit to serve at a minimum at least 1 Tier I school and 1 Tier II school.
- b) Implement one of the four Intervention Models in each Tier I and II schools-
- A district with more than 9 Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.
- c) Provide adequate resources to each Tier I and II school it commits to serve --  
The district's proposed budget must cover the full period of availability of SIG funds which may be 3 years. The budget for each Tier I and II school must be of sufficient size and scope to support full and effective implementation of the selected intervention. The district may request funding for district-level activities that will support the implementation of the school intervention model.
- d) Establish three year student achievement goals for reading and mathematics.

**Newark Public Schools**  
**South Region-SIG Update**  
**Avon, Dayton, Carver, Shabazz**

April 22, 2010

6:00pm

Dr. Dale A. Talbert, Regional Superintendent

# What is SIG?

SIG Stands for School Improvement Grant.

This is a Federally Funded Grant meant to improve Persistently Lowest Achieving (PLA) Schools.

While the Federal Government Funds the Grant each state adopts how it will be implemented.

NJ Chose to allocate its \$42 Million in a competitive grant process where the PLA schools could receive as much as \$2 Million per year for a 3 yr time period to improve these Schools.

# Identifying PLA Schools

Within each group of schools, an SEA must identify—

- The **lowest-achieving** 5% of schools in the State (or lowest-achieving 5 schools, whichever is greater) based on proficiency.

AND

- Any high school that has had a graduation rate below 60% over a number of years and that is not captured within the lowest 5%.

# Non-Negotiables

1. We respect whomever the speaker is that has the floor.
2. Hands up signify that all talking is to cease and attention is to be given to the front of the facilitator.
3. We all will participate fully to provide the opportunity for growth of the group.
4. The facilitator will move the agenda forward to represent a professional respect for all participants time.
5. We as a group reserve the right to 'Parking Lot' tangent subject matter to be revisited after the agenda is complete or for a later time.

# Purpose and Goals

---

1. Participants will leave this session with an increased capacity of the School Improvement Grant (SIG).
2. Participants will learn more about the process of implementation of SIG requirements
3. Participants will be engaged in meaningful collegial dialogue about the SIG process and increasing student academic performance through design.

## How are Persistently Lowest Achieving (PLA) Schools Defined in NJ

While No Child Left Behind (NCLB) testing helped define the list of Persistently Lowest Achieving Schools. NJ took the added step of analyzing schools' scores to identify the lowest 5% of schools in NJ.

10 of the 32 schools identified are in Newark Public Schools.

Inclusive of these 10 are 4 South Region Schools

Avon,

Dayton,

George Washington Carver, and

Malcolm X Shabazz

## How does the grant process work

Newark Public Schools was informed of these schools and this process on March 22, 2010.

School systems were directed on the + acceptable models for Grant proposals.

School systems were also informed of the tight timelines for this process.

The community was informed at the Advisory Board Mtg on March 23

Spring Break occurred the last week in March.

Community meetings were planned to both inform of the process and solicit input for the SIG Application on April 7.

First Drafts of the SIG Applications were due April 12.

The USDOE visited Newark to field questions on the SIG process April 14

Follow up community meetings were planned for tonight April 22.

Final SIG Application is due on April 29

# SIG Schools and Model Options

1. Dr. MLK Jr.
2. Avon
3. Dayton
4. AVC
5. Central
6. Shabazz
7. Barringer
8. GW Carver
9. Renaissance
10. NVHS

Turnaround

Restart

Closure

Transformation

# Turnaround Model Overview

## Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (require no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
- Staff and students
- Social-emotional and community-oriented services and supports

## Governance

- New governance structure
- Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

# Transformation Model Overview

## Teachers and Leaders

- Replace principal
- Implement new evaluation system
- Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide increased *learning time*
- Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

# Restart Model Overview

▶ Restart model is one in which an LEA converts a schools or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

# School Closure Model Overview

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.
- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module—Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*.

# Purpose and Goals Revisited

---

1. Participants will leave this session with an increased capacity of the School Improvement Grant (SIG).
2. Participants will learn more about the process of implementation of SIG requirements
3. Participants will be engaged in meaningful collegial dialogue about the SIG process and increasing student academic performance through design.

Thank you

Please get home safely.

# **LEA Application**