

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: 8 0
LEA/OTHER: 6 4 2 5
SCHOOL: 9 2 0

COUNTY NAME: Mercer
EMILY FISHER CHARTER SCHOOL OF ADVANCED STUDIES

APPLICANT AGENCY
31 CHANCERY LANE

AGENCY ADDRESS
TRENTON NEW JERSEY 08618

CITY STATE ZIP

(609) 656-1444 (609) 656-0999

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): PAUL E. SEMEGHAN

TELEPHONE NUMBER: (609) 656-1444 FAX#: (609) 656-0999 E-MAIL: PSEMEGRAN@EMILYFISHER.ORG

BUSINESS MANAGER: CHIFONDA KELLY PHONE#: (609) 656-1444 E-MAIL: PSEMEGRAN@EMILYFISHER.ORG

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

TOTAL AMOUNT OF FUNDS REQUESTED: \$3,813,683.00

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
EXECUTIVE DIRECTOR 4/29/10 DATE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR
G. DALLAS DIXON
(Please print or type name)

*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

Form L-2

BOARD RESOLUTION TO APPLY

1	0	S	G	0	1	H	0	2	
FY		NGO#				WKL			

The EMILY FISHER CHARTER SCHOOL Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, in the amount of,

\$ 3,813,683.00.

starting on 9/01/2010, and

ending on 6/30/2013.

The filing of this application was authorized at the Board meeting held on,

April 28, 2010

Samuel H. Black
Secretary of the Board

4/28/10
Date

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 11275, 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, 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.

EMILY FISHER CHARTER SCHOOL

LEA

Date

4/29/10


Signature: *Chief School Administrator*

G. DALLAS DIXON EXECUTIVE DIRECTOR
Typed Name and Title

Form L-4

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant

EMILY FISHER CHARTER SCHOOL

Address

31 CHANCERY LANE

DUNS number

03344893

Expiration Date of CCR registration

6/30/2011

Part II – Primary Place of Performance under this award

City

TRENTON

County

MERCER

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.

G. Dallas Dixon
Signature of Chief School Administrator

G. DALLAS DIXON EXECUTIVE DIRECTOR
Name and Title

Date: 4/28/2010

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PROJECT ABSTRACT

LEA : EMILY FISHER CHARTER SCHOOL

If the New Jersey School Improvement Grant (SIG) is awarded to Emily Fisher Charter School (EFCS) in full, EFCS will systematically, comprehensively, and successfully attack the most pernicious and persistent weakness of the Fisher educational system. It is the failure – in all three EFCS educational centers (middle school, arts and career center, and high school) – to execute the remediation of basic literacy skills – simply reading and writing in all of its components – while simultaneously delivering the core content information in the existing curriculum.

In the spirit of the transformation model, EFCS fully commits to this critical educational reform in each of its three educational buildings. It has already put in place a new educational leader and principal. Furthermore, the proposal herein:

1. Adds sixty minutes of instructional time to the school day so as to enable the delivery of a literacy remediation program.
2. Totally revamps the entire curriculum from literacy arts to culinary arts to include a language arts remediation component.
3. Creates a professional development plan, a teacher and administrator evaluation plan including incentives to deliver creatively the literacy remediation plan.
4. Creates an educational philosophy and leadership plan in all three educational centers (middle school, arts and career center, and high school) that make the inclusion of literacy remediation and basic math skills (with a reading comprehension focus) remediation a top priority. These areas were chosen because of their importance as life-long knowledge, are required for success at the next level of instruction, and are high-leverage areas, i.e., knowledge and skills necessary for success in multiple content areas and grade levels.
5. Creates the literacy arts remediation expertise and basic math skills remediation (with a reading comprehension focus) expertise in each of three educational centers by adding staff who will be language and math coaches, specialists, and remediation teachers. They will research based language arts and math remediation programs that will be delivered to 21st century students with a technology and a creativity that motivates and encourages students.
6. Finally, EFCS will create clear and measurable goals to track student achievement over the three years and beyond.
7. The College of New Jersey and other independent examiners will oversee the progress of the project through monthly reviews during the period of this grant.
8. Each student will be challenged to remediate their literacy skills by two grades for every grade they are enrolled at EFCS after their first full year of enrollment. A testing program (NWEA MAP) will be implemented in May 2010 as a part of the transformational model to track progress and notify stakeholders of progress.

There are two reasons that this \$3.6 million dollar investment over three years in EFCS will pay educational dividends.

First, EFCS has been committed to educational reform for all of its twelve years – not just for this application. The Collaborative Assessment and Planning for Achievement (CAPA) team evaluations over the past three years have confirmed this fact. In the most recent review, the CAPA leader, Ms. Lynn Gallagher, said “in each visit, Fisher gets better and better.”

Moreover, EFCS’ educational mission is education reform in itself. The mission of EFCS is to ignite a love of learning in students who have previously been unsuccessful in school by virtue of learning or behavioral issues. As a result, EFCS has attracted a demographic in which 40% of its students are classified as special education students, 95% are deemed at risk students eligible for subsidized lunches, and as many students 25% of our students who have been expelled from multiple schools before coming to EFCS. EFCS manages productively nearly 4000 discipline matters each year.

Secondly, despite the state’s classification of EFCS as a Tier 1 school, there have been some significant prior indications of progress – modest and insufficient, but important in showing EFCS’ capacity to deliver on the promises of this grant. These improvements are clearly not sufficient, especially among students whose remediation needs are more severe. The embedding of language arts remediation in all subjects in all three educational centers, and professional development to deliver the necessary instruction will enable students to advance grade level reading, writing and basic math skills by two years for every year at Fisher, excluding the first year.

Emily Fisher Charter School has set forth the following SMART school-wide primary goals for this initiative:

Goals for Basic Reading and Writing Remediation

- During the 2010-11 school year, all students will improve their reading comprehension skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Reading assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their working with text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their analyzing text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their persuasive writing skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

- During the 2010-11 school year, all students will improve their explanatory writing skills as measured by a 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Reading comprehension subtest) will improve their reading comprehension skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the reading comprehension strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA working with text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the working with text strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the analyzing text strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA persuasive writing subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the persuasive writing strand in on the NJ ASK/HSPA LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their explanatory writing skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the explanatory writing strand in on the NJ ASK/HSPA LAL test.

Goals for Basic Math Remediation

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the numbers and numerical operations subtest strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the problem solving strand in on the NJ ASK/HSPA Math test.

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

The requested funding for the program diminishes over 3 years because of the anticipated growth in the expertise of teachers, and the acquisition of appropriate instructional materials and technology in all areas will institutionalize the program so that it will be self-sustaining at the end of the three-year grant period.

EFCS will use the following research-based practices to achieve the goals:

- Use student data (such as diagnostic, formative, interim, and summative assessments) to inform and differentiate Language Arts instruction in order to meet the academic needs of individual students. Test every student quarterly with the same standardized test in LAL and Reading so that each student's year-to-year progress can be tracked.
- Use technology to support and enhance instruction.
- Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement.
- Used research based instructional materials to improve achievement
- Devise and implement a rigorous, transparent, and equitable evaluation systems for teachers and principals
- Use incentives to attract and keep the most effective staff.
- Engage families in the education of their children

Date: 4/28/2010

SCHOOLS TO BE SERVED

LEA : EMILY FISHER CHARTER SCHOOL

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 I	TIER II	INTERVENTION (TIER I AND II ONLY)	restart	closure	transformatio
1	Emily Fisher Charter School	80	6425	920	00314	X					X
2											
3											
4											
5											
6											
7											
8											

STAKEHOLDER PARTICIPATION

Date: 4/28/2010

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
G. Dallas Dixon	Executive Director	YES	YES	
Paul E. Semegran	Asst. Executive Director/Principal	YES	YES	
Andrea Schutz	Principal	YES	YES	
Rosy Matos	Asst Executive Director/Planning	YES	YES	
Jeanne Liwacz	Asst SBA	YES	YES	
Carmen Gonzalez	Parent	YES	NO	
Tracy Edwards	Student	YES	NO	
Peter Hackney	Coordinator of Special Education Services	NO	YES	
Althia Muse	Headmaster	YES	YES	
Faith Davies	Headmaster	YES	YES	
Naem Muse	Headmaster	YES	YES	

Date: 4/28/2010

Form L-8

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LEA COMMITMENT AND CAPACITY

LEA : EMILY FISHER CHARTER SCHOOL

If the New Jersey School Improvement Grant (SIG) is awarded to Emily Fisher Charter School (EFCS) in full, EFCS will systematically, comprehensively, and successfully attack the most pernicious and persistent weakness of the Fisher educational system. It is the failure – in all three EFCS educational centers (middle school, arts and career center, and high school) – to execute the remediation of basic literacy skills – simply reading and writing in all of its components – while simultaneously delivering the core content information in the existing curriculum.

In the spirit of the transformation model, EFCS fully commits to this critical educational reform in each of its three educational buildings. By already putting in place a new educational leader and principal, and creating a plan in this proposal to:

- Add sixty minutes of instructional time to the school day so as to enable the delivery of a literacy remediation program.
- Totally revamping the entire curriculum from literacy arts to culinary arts to include a language arts remediation component.
- Creating a professional development plan, a teacher and administrator evaluation plan including incentives to deliver creatively the literacy remediation plan.
- Creating an educational philosophy and leadership plan in all three educational centers (middle school, arts and career center, and high school) that make the inclusion of literacy remediation and basic math skills remediation a top priority
- The creation of literacy arts remediation expertise and basic math skills remediation expertise in each of three educational centers by language arts coaches and language arts remediation teachers, math coaches and math remediation teachers, research based language arts and math remediation programs that can be delivered to 21st century students with technology and creativity that allows them to connect to the learning.
- Finally, EFCS will create clear and measurable goals to track success over three years and beyond. Each student will be challenged to remediate their literacy skills by two grades for every grade they are present at EFCS after their first full year enrolled at EFCS. A testing program (NWEA MAP) will begin as a part of the transformational model in May 2010 to track progress for all the stakeholders in this endeavor – students, staff, parents, administrators, our board, other community members, and state and federal oversight.

A. Recent history in improving schools

Effectiveness

Comments

Introduction of specific targeted programs such as KRAM (Kids Reading and Math), Study Island, and the Accellus Program.

2

Implemented extended year programs.

3

Saturday school programs were initiated and sustained throughout the year, including additional tutoring hours on selected Saturdays.

2

The EFCS Board of Trustees approved a dual credit program through which EFCS partners with Mercer County Community College to allow students to take advanced courses.

3

Block scheduling has been instituted.

X

SES programs

3

The EFCS Board of Trustees has a history of approving research-based programs, and allowing for innovative programs to meet the specific needs of

4

EFCS students. Examples include the Copeland Arts & Career Center and the Transition Programs as alternative education models. EFCS has established innovative multi-age small learning communities for students in need of intensive interventions. Students enrolled in Transition 1 (T1) are those who have violated EFCS' zero tolerance policies or who have been recently released from the Criminal Division of the Juvenile Justice system.

Transition 4 (T4) students are those who have disengaged from all public schools and dropped out. Teachers from the regular high school program provide instruction in these small learning communities.

Data driven instruction has been created. This information comes from

2

Additional training in the use of data to drive instruction is

1 = not effective 2 = somewhat effective 3 = effective 4 = very effective X - insufficient information

A. Recent history in improving schools

surveys, benchmarks, state assessments, questionnaires, report cards and progress reports.

EFCS revised its compensation and benefits package for incoming teachers to make it comparable with other local schools.

A significant percentage of instructional staff has been replaced over the past three years.

Professional development opportunities have been increased through greater amounts for tuition reimbursement and an increase in the number of seminars and workshops offered.

Effectiveness¹
Comments

needed, including identifying how data can be used, understanding how to modify instruction based on the identification of needs as supported by the data, This has enabled EFCS to attract a higher quality teacher.

In anticipation of a 7th year as a SINI, EFCS appointed a new principal within the last year, and hired a second principal. A greater proportion of faculty have taken advantage of external opportunities. We are seeing improvements in instructions, though significant improvement is still required.

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

Discipline records show that 4000 discipline events have been handled productively in the past year. Infractions have been reduced by 10% over comparable data one year ago.

We have begun discussions with The College of New Jersey to have this institution provide professional development support and monitoring support.

We have begun discussions with Eleanor Horne, a well known educational consultant in the state to provide monitoring services.

We have begun discussions with Discovery Charter, a high performing charter school, to collaborate on sharing best practices, and co-teaching to embed that training into regular instruction.

Effectiveness
Comments

C. Align other resources with the interventions

In preparing this grant application, EFCS reviewed other sources of funding to insure that the request was not supplanting other sources, e.g., NCLB funds, IDEA funds, or E-rate subsidies. EFCS also prepared this application within

Effectiveness
Comments

C. Align other resources with the interventions

Effectiveness **Comments**

its overall plan for instructional improvement, of which this is only one part. For example, EFCS reviewed its Technology Plan and the funding received through the E-Rate program to insure no overlap. 2
 Though EFCS' curriculum is aligned with the NJCCCS, it must be reviewed and revised. The Language Arts and the Math curricula will be reviewed updated to include a significant focus on remediation.
 All funds are used in accordance with federal and state mandates to accomplish the activities and programs outlined in the school unified plan. 3

D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

Emily Fisher Charter School's Board approved the Saturday School to provide additional minutes of instruction during a week. 3
 Emily Fisher Charter School's Board of Trustees has already approved the addition of a second principal in response to instructional needs. 3
 EFCS recently implemented its Board approved Accelerated Credit Program, under New Jersey's Option II program for earning credits towards graduation. X

E. Sustain the reforms after the funding period ends

Emily Fisher Charter School has made efforts to restructure to change academic achievement results in the past, and those efforts resulted in some improvement, but the improvement was neither significant nor sustained. After reviewing past efforts and our current state, we identified elements of action that we believe will lead to sustained improvement. These actions are research-based, field-proven programs, practices, and models for the remediation of literacy skills (reading, writing and all of its elements) and basic math skills. This approach will embed in all staff, administration, curriculum, evaluation systems, testing and measurement systems, etc., an expertise in remediation.

EFCS mission has been to attract and educate students who have not had success in traditional public schools. That focus necessarily resulted in the need to focus disproportionately on behavioral and cultural issues. Instruction was not easily accomplished until EFCS was both orderly and safe. Our

² 1 = not effective 2 = somewhat effective 3 = effective 4 = very effective X - insufficient information
 17

behavior management data is substantial, and documents the positive results of the overall school culture and behavioral modification program. We are now turning our energies and resources to attend almost exclusively to reading, writing, and math remediation.

An extensive review of academic data led EFCS to the conclusion that a large majority of our students have gaps in their education foundation knowledge and skills in reading comprehension and fluency, basic mathematics, and writing. Many of our students do not have the basic or foundational skills upon which to build the grade-level concepts and content. EFCS must build foundational skills and fill the gaps (remediation), while simultaneously accelerating learning in grade-level concepts and content and higher order skills. The staffing and programmatic efforts in this proposal are designed to do that – accelerated remediation. We have made a commitment to a laser like concentration of time and resources on the foundation skills – reading comprehension, writing, and math. This is a change from our past practices.

The above review also indicated gaps in the skills and knowledge of our staff. Our staff lacks the skills and the orientation to analyze and use data effectively as regards ongoing decision making and program improvement. This proposal provides for the ongoing, sustained training needed by staff so that all of us ask the right questions in analyzing and interpreting data and that staff receive professional development to acquire the skills to identify and apply appropriate interventions for students based on data. This targeted staff development with structures to insure on-going implementation is a change from past practices.

Just the two changes noted above will result in a more permanent change in the competency of the EFCS staff to deliver remediation in basic literacy and basic math skills.

The evaluation of staff and the related rewards in the past has not been closely linked to student achievement in literacy. The new evaluation system that will be developed will make that change. What will be measured and what will be rewarded will be directly linked to improvements in student literacy and basic math skills. This is a change from our past practices.

The budget for this proposal goes down approximately 30% in the second year, and again approximately 30% in the third year. We are planning for the absence of the additional funding at the end of three years. The requested funding for the program diminishes over three years because of the anticipated growth in the expertise of teachers, and the acquisition of appropriate instructional materials and technology in all areas will institutionalize the program so that it will be self-sustaining at the end of the three-year grant period.

F. LEA-level activities designed to support implementation

Program Management

The move to the tenets of the “transformation” model to achieve lasting gains in student achievement necessarily means that the Chief School Administrator and the School Instructional/Academic will visibly and fully lead the efforts described in this application, and they are committed to doing that. The role of the principal has been defined as the chief academic/instructional leader, and as such she is charged with monitoring the academic initiatives noted in this application. She will receive monthly reports from the headmasters in each of the three buildings on the progress towards achieving each objective and the status of each activity. The principal will in turn provide reports to the Chief School Administrator, who will brief the Board of Trustees at each of its monthly meetings. The Chief School Administrator is the liaison to the Board and the driving force and face of innovation and reform at EFCS. A score card will be developed by the principal to provide summary data on progress, with documentation being kept by the headmasters and the principal.

At the building level, the principal will be responsible for ensuring that all activities noted in the plan are implemented and that progress is being made. Progress will be reported to the Board of Education and the results are publicly displayed, as outlined in the plan.

For each objective and activity, a more detailed project plan will be developed and executed. In these detailed plans, the following elements will be included: overall task leader, staff involved, activity description, steps to completion, timeline for each step, milestones, tracking tools, and artifacts/indicators of accomplishment.

Under the direction of the Assistant Executive Director, who is a certified principal, the Assistant Business Administrator is responsible for collecting and reviewing the project plans, monitoring the budget, insuring that other resources are aligned with the intended interventions, providing updates to the Executive Director and to the Principal, and insuring that the funds are used specifically as outlined in the application. He also oversees the budget to insure that the use of the funds is to supplement rather than supplant other sources of funding. The Assistant Executive Director, who is also a certified school principal, will provide support as required to the principal in the oversight of instructional activities. He will provide a written report to the Executive Director on the responsibilities outlined here, with a copy to the Principal.

Organization of the Work

Emily Fisher Charter School is organized into three divisions – the Arts and Career Center for high school students which also houses intervention programs, the college preparatory high school, and the middle school. Each educational center has its own headmaster and dedicated teaching staff. With the focus on accelerating the remediation of basic reading, writing, and mathematics skills, a reading coach a reading specialist, a math coach and a math specialist is requested for each educational center.

Delivery of instruction and use of technology to enhance instruction and learning is largely building based, while professional development may be either building based or school wide. Assessment is school wide. Review of progress is unit, building and/or school-wide based, depending on the activity.

Parent engagement is largely building based, but may be unit, building and/or school-wide based, depending on the nature of the activity. For example, only middle school parents will likely be involved in NJ ASK information workshops. Parents were included in the preparation of this grant, and will serve on the parent engagement and technology committees tasked with completing the listed activities. They will also be members of the committees working on co-curricular activities, the “2 for 1” educational initiative, i.e., two years achievement growth in reading, writing, and basic math skills for each year of enrollment.

The process for meeting identified needs and deadlines – The organization of the initiatives is either building based, unit based or school-wide, as noted in the project activity plan. Deadlines are outlined in the monitoring and accountability portion of this application. However, for each objective and activity, a more detailed project plan will be developed and executed. In these detailed plans, the following elements will be included: overall task leader, staff involved, activity description, steps to completion, time-line for each step, milestones, tracking tools, and artifacts/indicators of accomplishment. This plan will be completed prior to the beginning of the new school year.

Date: 4/28/2010

PEER REVIEW

LEA : EMILY FISHER CHARTER SCHOOL

A review was completed by multiple individuals at the district and school level of Emily Fisher. This grant application was distributed to all involved and a meeting was held after being reviewed. This review consisted of each individual bringing up different points in the application that they deemed insufficient for submission. The information was discussed and a resolution was concluded by updating, changing, or deletion from the application. The members of the internal review consisted of the Executive Director, Asst. Executive Directors, Principals, Professional Development Coordinator, Headmasters, Parent, Student and School Business Administrator.

EFCS also sent its draft application to the state appointed peer reviewer, Michael Myles, a superintendent who is based in Colorado. He provided several pages of helpful comments, mostly related to indicators and scope of work. We revised some components of this application as a result of those comments.

Date: 4/28/2010

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

LEA : EMILY FISHER CHARTER SCHOOL

Emily Fisher Charter School does not lack the capacity to serve all its Tier I Schools. The Emily Fisher Charter School is one-school charter school district. EFCS has students in grades 5 – 12, and is able to serve its populations in three educational centers, the Middle School Center, the Arts & Career Center, and the High School Center.

Date: 4/28/2010

WAIVER REQUEST

LEA : Emily Fisher Charter School

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 school-wide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
Emily Fisher Charter School	X		

School Application



Form S-1

**NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION****

SECTION I:

IGO#: 10-SG01-H02 Title: School Improvement Grant

SECTION II, PART A:

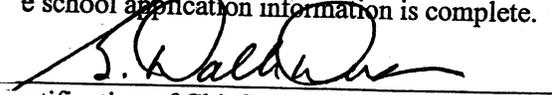
EMILY FISHER CHARTER SCHOOL

School Name
41 CHANCERY LANE
 School Address
RENTON, N.J. 08618
 School City, State, Zip
08612
 Grade Span of School

Internal use only	School Code	Type	Region	Sequence
Andrea Schutz			609-656-1444	
School Principal Name			Phone #	
Paul Semegran				
School Program Director Name				
609-656-1444				
School Program Director Telephone				
609-656-1894				
School Program Director Fax/email				

Total amount of funds requested for school application: \$3,813,683.00 Duration of the project: from 9/1/2010 to 8/31/2012

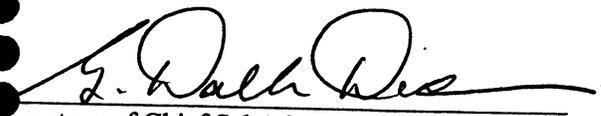
To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify that the school application information is complete.


 Certification of Chief School Administrator

4/29/10
 Date

SECTION II Part B

The school application has been duly authorized by the governing body of the EMILY FISHER CHARTER SCHOOL school district (county code 80, District Code 6425).


 Signature of Chief School Administrator

EXECUTIVE DIRECTOR
 Title

4/29/10
 Date

Business Manager: Jeanne Liwacz

Phone: 609-656-1444

Fax: 609-656-1444

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Emily Fisher Charter School
Applicant LEA


Signature: Chief School Administrator

Emily Fisher Charter School
Applicant School

4/28/2010
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant

EMILY FISHER CHARTER SCHOOL

Address

31 CHANCERY LANE

DUNS number

033448932

Expiration Date of CCR registration

6/30/2011

Part II – Primary Place of Performance under this award

City

TRENTON

County

MERCER

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

G. DALLAS DIXON EXECUTIVE DIRECTOR
Name and Title

Date: 4/28/2010

Page

PROJECT ABSTRACT

LEA : Emily Fisher Charter School

Name of School: Emily Fisher Charter School

If the New Jersey School Improvement Grant (SIG) is awarded to Emily Fisher Charter School (EFCS) in full, EFCS will systematically, comprehensively, and successfully attack the most pernicious and persistent weakness of the Fisher educational system. It is the failure – in all three EFCS educational centers (middle school, arts and career center, and high school) – to execute the remediation of basic literacy skills – simply reading and writing in all of its components – while simultaneously delivering the core content information in the existing curriculum.

In the spirit of the transformation model, EFCS fully commits to this critical educational reform in each of its three educational buildings. It has already put in place a new educational leader and principal. Furthermore, the proposal herein:

- Adds sixty minutes of instructional time to the school day so as to enable the delivery of a literacy remediation program.
- Totally revamps the entire curriculum from literacy arts to culinary arts to include a language arts remediation component.
- Creates a professional development plan, a teacher and administrator evaluation plan including incentives to deliver creatively the literacy remediation plan.
- Creates an educational philosophy and leadership plan in all three educational centers (middle school, arts and career center, and high school) that make the inclusion of literacy remediation and basic math skills (with a reading comprehension focus) remediation a top priority. These areas were chosen because of their importance as life-long knowledge, are required for success at the next level of instruction, and are high-leverage areas, i.e., knowledge and skills necessary for success in multiple content areas and grade levels.
- Creates the literacy arts remediation expertise and basic math skills remediation (with a reading comprehension focus) expertise in each of three educational centers by adding staff who will be language and math coaches, specialists, and remediation teachers. They will research based language arts and math remediation programs that will be delivered to 21st century students with a technology and a creativity that motivates and encourages students.
- Finally, EFCS will create clear and measurable goals to track student achievement over the three years and beyond.
- The College of New Jersey and other independent examiners will oversee the progress of the project through monthly reviews during the period of this grant.
- Each student will be challenged to remediate their literacy skills by two grades for every grade they are enrolled at EFCS after their first full year of enrollment. A testing program (NWEA MAP) will be implemented in May 2010 as a part of the transformational model to track progress and notify stakeholders of progress.

There are two reasons that this \$3.6 million dollar investment over three years in EFCS will pay educational dividends.

First, EFCS has been committed to educational reform for all of its twelve years – not just for this application. The Collaborative Assessment and Planning for Achievement (CAPA) team evaluations over the past three years have confirmed this fact. In the most recent review, the CAPA leader, Ms. Lynn Gallagher, said “in each visit, Fisher gets better and better.”

Moreover, EFCS’ educational mission is education reform in itself. The mission of EFCS is to ignite a love of learning in students who have previously been unsuccessful in school by virtue of learning or behavioral issues. As a result, EFCS has attracted a demographic in which 40% of its students are classified as special education students, 95% are deemed at risk students eligible for subsidized lunches, and as many students 25% of our students who have been expelled from multiple schools before coming to EFCS. EFCS manages productively nearly 4000 discipline matters each year.

Secondly, despite the state’s classification of EFCS as a Tier 1 school, there have been some prior indications of progress – modest and insufficient, but important in showing EFCS’ capacity to deliver on the promises of this grant. These improvements are clearly not sufficient, especially among students whose remediation needs are more severe. The embedding of language arts remediation in all subjects in all three educational centers, and professional development to deliver the necessary instruction will enable students to advance grade level reading, writing and basic math skills by two years for every year at Fisher, excluding the first year.

The specifics set forth below provide an overview of the goals, strategies, costs, outcomes, and means of evaluating such over the 3 years of the grant. The concentration is single-mindedly on improving student literacy in all areas, including math skills. At the conclusion of the three years, each EFCS student with below grade level performance will advance grade level reading, writing and basic math skills by two years for every year at Fisher, excluding the first year.

The requested funding for the program diminishes over 3 years because of the anticipated growth in the expertise of teachers, and the acquisition of appropriate instructional materials and technology in all areas will institutionalize the program so that it will be self-sustaining at the end of the three-year grant period.

Emily Fisher Charter School has set forth the following SMART school-wide primary goals for this initiative:

Goals for Basic Reading and Writing Remediation

- During the 2010-11 school year, all students will improve their reading comprehension skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Reading assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their working with text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their analyzing text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

- During the 2010-11 school year, all students will improve their persuasive writing skills as measured by a 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their explanatory writing skills as measured by a 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Reading comprehension subtest) will improve their reading comprehension skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the reading comprehension strand in on the NJ ASK/HSPA LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA working with text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the working with text strand in on the NJ ASK/HSPA LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the analyzing text strand in on the NJ ASK/HSPA LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA persuasive writing subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the persuasive writing strand in on the NJ ASK/HSPA LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their explanatory writing skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the explanatory writing strand in on the NJ ASK/HSPA LAL test.

Goals for Basic Math Remediation

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the numbers and numerical operations subtest strand in on the NJ ASK/HSPA Math test.

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the problem solving strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

EFCS will use the following research-based practices to achieve the goals:

- Use student data (such as diagnostic, formative, interim, and summative assessments) to inform and differentiate Language Arts instruction in order to meet the academic needs of individual students. Test every student quarterly with the same standardized test in LAL and Reading so that each student's year-to-year progress can be tracked.
- Use technology to support and enhance instruction.
- Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement.
- Used research based instructional materials to improve achievement
- Devise and implement a rigorous, transparent, and equitable evaluation systems for teachers and principals
- Use incentives to attract and keep the most effective staff.
- Engage families in the education of their children

Date: 4/28/2010

Form S-5

Page 25 of 112

REPORTING METRICS

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

School Data	Metric
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	TRANSFORMATION
AYP status	MS MATH YR 7 MS LA YR 5 HS MATH YR 3 HS LA YR 3
Which AYP targets the school met and missed	Student Attendance targets met Staff Attendance targets met Assessment Participation target met Academic target missed Dropout target met
School improvement status	Graduation Rate targets met MS MATH YR 7 MS LA YR 5 HS MATH YR 3 HS LA YR 3
Number of minutes within the school year	75,660
Student Outcome/Academic Outcome Data	

Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup

	5 TH	6 TH
MATH		LA
TOTAL	18.5	
GENERAL	27.8	
SPECIAL ED	0.0	
FEMALE	25.0	
MALE	9.1	
NON-MIGRANT	18.5	
BLACK OR AFRICAN AMERICAN	22.1	
HISPANIC OR LATINO	11.1	
ECON. DISADVANTAGED	20.0	
NON-ECON DISADVANTAGED	0.0	
MATH		LA
TOTAL	19.6	
GENERAL	25.0	
SPECIAL ED	0.0	
FEMALE	27.6	
MALE	5.9	
NON-MIGRANT	19.6	
WHITE	0.0	

Metric

2009-10 Data

BLACK OR AFRICAN AMERICAN	16.0
12.0	
HISPANIC OR LATINO	25.0
25.0	
ECON. DISADVANTAGED	20.5
18.2	
NON-ECON DISADVANTAGED	0.0
0.0	
	7 TH LA
MATH	
TOTAL	15.4
18.5	
GENERAL	20.6
20.0	
SPECIAL ED	5.6
15.8	
FEMALE	11.1
10.7	
MALE	20.0
26.9	
NON-MIGRANT	15.4
18.5	
BLACK OR AFRICAN AMERICAN	12.1
14.3	
HISPANIC OR LATINO	21.1
26.3	
ECON. DISADVANTAGED	15.4
18.5	
NON-ECON DISADVANTAGED	0.0
0.0	
	8 TH LA
MATH	
TOTAL	30
14.2	
GENERAL	36.8
16.2	
SPECIAL ED	8.3
8.3	
FEMALE	34.5

	10.7	MALE	23.8
	19.1	NON-MIGRANT	30
	14.2	BLACK OR AFRICAN AMERICAN	28.1
	12.9	HISPANIC OR LATINO	33.3
	16.7	ECON. DISADVANTAGED	28.6
	12.5	NON-ECON DISADVANTAGED	100
	100		100
			11 TH LA
		MATH TOTAL	65.2
	26.1	GENERAL	*
		SPECIAL ED	*
		FEMALE	47.4
	10.5	MALE	35.3
	23.5	NON-MIGRANT	*
		BLACK OR AFRICAN AMERICAN	44.8
	20.7	HISPANIC OR LATINO	*
		ECON. DISADVANTAGED	42.9
	17.1	NON-ECON DISADVANTAGED	*
			5 TH LA
		MATH TOTAL	100

Student participation rate on State assessments in reading/language arts and in mathematics, by student

Metric

2000-2001 Data

subgroup	Metric	2000-2001 Data
GENERAL	100	100
SPECIAL ED	100	100
FEMALE	100	100
MALE	100	100
NON-MIGRANT	100	100
BLACK OR AFRICAN AMERICAN	100	100
HISPANIC OR LATINO	100	100
ECON. DISADVANTAGED	100	100
NON-ECON DISADVANTAGED	100	100
MATH	6 TH LA	
TOTAL	100	100
GENERAL	100	100
SPECIAL ED	100	100
FEMALE	100	100
MALE	100	100
NON-MIGRANT	100	100
WHITE	100	100
BLACK OR AFRICAN AMERICAN	100	100
HISPANIC OR LATINO	100	100

Metric

2009-2010 Data

ECON. DISADVANTAGED	100	100
NON-ECON DISADVANTAGED	100	100
MATH TOTAL	100	100
GENERAL	100	100
SPECIAL ED	100	100
FEMALE	100	100
MALE	100	100
NON-MIGRANT	100	100
BLACK OR AFRICAN AMERICAN	100	100
HISPANIC OR LATINO	100	100
ECON. DISADVANTAGED	100	100
NON-ECON DISADVANTAGED	100	100
MATH TOTAL	100	100
GENERAL	100	100
SPECIAL ED	100	100
FEMALE	100	100
MALE	100	100

100	NON-MIGRANT	100	
100	BLACK OR AFRICAN AMERICAN	100	
100	HISPANIC OR LATINO	100	
100	ECON. DISADVANTAGED	100	
100	NON-ECON DISADVANTAGED	100	
			11 TH LA
	MATH TOTAL	100	
	GENERAL	100	
	SPECIAL ED	100	
	FEMALE	100	
	MALE	100	
	NON-MIGRANT	100	
	BLACK OR AFRICAN AMERICAN	100	
	HISPANIC OR LATINO	100	
	ECON. DISADVANTAGED	100	
	NON-ECON DISADVANTAGED	100	
	QUAR TOTAL	169.9	169.0
	3 rd GENERAL	178.6	170.4

Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup

Metric

2009-2010 Data

3	SPECIAL ED	152.4	166.0
3	FEMALE	172.3	165.3
3	MALE	166.4	175.4
3	NON-MIGRANT	169.9	169.0
3	BLACK OR AFR AMER	170.5	172.6
3	HISPANIC OR LATINO	168.7	162.6
3	ECON. DISADVANTAGED	168.8	172.1
3	NON-ECON DISADVAN 3 rd 2 nd	183.5	133.0
	QUAR	6 TH LA	MATH
	TOTAL	182.2	181.8
3 rd	GENERAL	184.6	184.5
3	SPECIAL ED	173.4	172.1
3	FEMALE	185.4	181.8
3	MALE	176.6	181.9
3	NON-MIGRANT	182.2	181.8
3	WHITE	178.0	168.0
3	BLACK OR AFR AMER	181.3	175.8
3	HISPANIC OR LATINO	183.5	190.1
3	ECON. DISADVANTAGED	182.6	182.1
3	NON-ECON DISADVAN	172.5	175.5

	3	7 TH	8 TH	LA	MATH
QUAR					
TOTAL		167.3			171.6
3 rd					
GENERAL		173.0			173.7
3					
SPECIAL ED		156.7			167.7
3					
FEMALE		169.1			166.4
3					
MALE		165.4			177.2
3					
NON-MIGRANT		167.3			171.6
3					
BLACK OR AFR AMER		164.5			168.2
3					
HISPANIC OR LATINO		172.3			177.9
3					
ECON. DISADVANTAGED		167.3			171.6
3					
NON-ECON DISADVAN		0.0			0.0
0					
QUAR			8 TH	LA	MATH
TOTAL				187.6	164.5
3 rd					
GENERAL				191.9	166.8
3					
SPECIAL ED				174.0	157.5
3					
FEMALE				190.6	162.1
3					
MALE				183.5	167.7
3					
NON-MIGRANT				187.6	164.5
3					
BLACK OR AFR AMER				184.8	159.4
3					

Metric

2009-2010 Data

<p>Percentage of limited English proficient students who attain English language proficiency</p>	<table border="1"> <tr> <td>3</td> <td>HISPANIC OR LATINO</td> <td>192.6</td> <td>173.4</td> </tr> <tr> <td>3</td> <td>ECON. DISADVANTAGED</td> <td>186.8</td> <td>163.1</td> </tr> <tr> <td>3</td> <td>NON-ECON DISADVAN 4th</td> <td>228.0</td> <td>231.0</td> </tr> <tr> <td></td> <td>11TH LA MATH</td> <td></td> <td></td> </tr> <tr> <td></td> <td>QUAR TOTAL</td> <td>184.5</td> <td>179.4</td> </tr> <tr> <td>3</td> <td>GENERAL</td> <td>191.2</td> <td>187.4</td> </tr> <tr> <td>3</td> <td>SPECIAL ED</td> <td>173.2</td> <td>167.3</td> </tr> <tr> <td>3</td> <td>FEMALE</td> <td>192.4</td> <td>189.5</td> </tr> <tr> <td>3</td> <td>MALE</td> <td>183.1</td> <td>185.6</td> </tr> <tr> <td>3</td> <td>NON-MIGRANT</td> <td>187.2</td> <td>188.4</td> </tr> <tr> <td>3</td> <td>BLACK OR AFRI AMER</td> <td>183.9</td> <td>178.5</td> </tr> <tr> <td>3</td> <td>HISPANIC OR LATINO</td> <td>191.5</td> <td>185.6</td> </tr> <tr> <td>3</td> <td>ECON. DISADVANTAGED</td> <td>188.3</td> <td>184.5</td> </tr> <tr> <td>3</td> <td>NON-ECON DISADVAN 4th 3rd</td> <td>201.3</td> <td>198.2</td> </tr> </table>	3	HISPANIC OR LATINO	192.6	173.4	3	ECON. DISADVANTAGED	186.8	163.1	3	NON-ECON DISADVAN 4 th	228.0	231.0		11 TH LA MATH				QUAR TOTAL	184.5	179.4	3	GENERAL	191.2	187.4	3	SPECIAL ED	173.2	167.3	3	FEMALE	192.4	189.5	3	MALE	183.1	185.6	3	NON-MIGRANT	187.2	188.4	3	BLACK OR AFRI AMER	183.9	178.5	3	HISPANIC OR LATINO	191.5	185.6	3	ECON. DISADVANTAGED	188.3	184.5	3	NON-ECON DISADVAN 4 th 3 rd	201.3	198.2
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3	ECON. DISADVANTAGED	188.3	184.5																																																						
3	NON-ECON DISADVAN 4 th 3 rd	201.3	198.2																																																						
<p>Graduation rate</p>	<p>83.8%</p>																																																								

Metric	2009-2010 Data
Dropout rate	6.6%
Student attendance rate	83.7%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A
College enrollment rates	58.1%*
Student Connection and School Climate	
Discipline incidents	3953 (focus room, ISS and OSS)
Ttuants * Students who were accepted; we do not have enrollment.	Nine (9)
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Outstanding – 30% Average – 65% Below Average – 5%
Teacher attendance rate	96.2%

Date: 4/28/2010

STATEMENT OF NEED

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

Emily Fisher Charter School (EFCS) is in its 12th year of operation, has an enrollment of 384 students in grades 5 – 12, and has a Special Education population that is about 40% of our student body. The Trenton Public School District sends students to EFCS who are not successful in their district. EFCS faces a significant challenge in meeting AYP in LAL and Math, not only for its sub-group specific, but for the large majority of our students, who come to EFCS with basic reading, writing, and math skills that are on average three years below grade level. Our middle school is in its 7th year of designation as a school in need of improvement, while our high school is in its 4th year of that designation. Related statistics are noted below.

Dropout Rates	Graduation Rates			HSPA Math Results % Proficient		HSPA LAL Results % Proficient		NJ ASK Math Results % Proficient		NJ ASK LAL Results % Proficient							
	07-08	06-07	08-09	07-08	06-07	08-09	07-08	06-07	08-09	07-08	06-07						
6.6%	1.9%	1.7%	83.8	97.5%	97.0%	16.7%	22.6%	16.7%	38.9%	41.2%	27.3	16.8	7.7	11.1	08-09	07-08	06-07
															21.6	15.6	15.2

In identifying areas that could most impact student achievement so that EFCS can remedy its deficiencies, the process that we used began with the request for a variety of stakeholders to be involved. This request was made through announcements of Board meetings to the public where initial discussions were held. Individuals who expressed an interest were invited to become a part of a working group. Where we did not have wide representation, the Executive Director recruited members of unrepresented groups. Members of the working group were asked to review the school's most recent Unified Plan as background.

Next, the working group determined which types of data would be collected and analyzed to determine areas where improvement was needed, which was obvious when looking at NJ state assessment data. Priority areas were determined based on the severity of the gap between desired and actual outcomes. This step was followed by research to identify the factors that caused these needs of greatest concern to occur.

After identifying our prioritized needs and their root causes, we brainstormed possible remedies, and then determined those that would have the best probability of achieving the outcome that we are seeking. Next, we identified the resources (people, materials, etc.) needed, the availability of those resources, and the likely time frames to execute the remedies. Subsequently we identified the measures to monitor actions and artifacts to determine goal achievement. This formed the basis for program evaluation.

Below are the multiple measures that EFCS used to identify and prioritize our needs.

Areas	Name of Measure	When the Measure Falls Short
<p>School Academic Performance</p> <ul style="list-style-type: none"> Curriculum Classroom Evaluation/ Assessments Standardized Assessments Observed Instruction 	<ul style="list-style-type: none"> - State Assessments - Benchmark Assessments - Report Cards - Progress Reports - Lesson Plans 	<ul style="list-style-type: none"> - Progress made by each student in specific academic areas. Students for each grade span and each-group have not met AYP or safe harbor. - Mastery of specific skills - Whether or not the assessments appear to be positively correlated; report cards and progress reports are positively correlated, while state assessments and benchmark assessments are not positively correlated with report cards and progress reports. - Area(s) in which re-teaching may be needed – This varies by teacher and strand of the curriculum - Area(s) where the curriculum and instructional materials should be reviewed/revised. Language Arts and Math curriculum and instructional materials must be enhanced and curriculum may need revision. The enacted curriculum does not match the written curriculum - Lesson plans should have remediation strategies specified, and differentiated instruction must be specified and executed. - Identify area(s) for which individual students need additional support and/or remediation
<ul style="list-style-type: none"> Student Attendance 	<ul style="list-style-type: none"> - Headmaster, Principal and Small Learning Community Coordinator walk-throughs, formal and informal observations - Discussions in staff meetings 	<ul style="list-style-type: none"> - Areas in which teachers may need professional development – Data analysis and use, differentiated instruction, teaching reading across content areas, integrating technology into instruction, enacting the curriculum
<p>Attendance records</p> <p>Student opportunities for instruction are reduced because of absences. In the Middle School, the attendance rate is 96% while in the high school the rate is 80%</p>		

Areas	Name of Measure	Achievement Measure (Full Year)
School Learning Environment • School Culture	- Participation in Dual Credit Program - Surveys of students, parents, and staff	- Achievement level of specific students; correlates with state assessments. - Student, staff, and parent perception of the rigor and relevance of the curriculum, the support for the school, and the view of the school culture. <u>Conclusions:</u> Improvement in reading and math across all subgroups and for the school as a whole needs significant improvement. Reading instruction is fundamental. Teachers need more effective professional development in the content areas and in pedagogy. We need more minutes of instruction in basic reading, writing, and basic math. We need supplemental instructional materials in reading and math. Our curriculum for Math and Language Arts needs review and possibly revision.
• Support for the School	- Personal Learning Plans - Headmaster, Principal and Small Learning Community Coordinator walk-through - Discipline records - Stakeholder attendance at	All students have a personal learning plan that each small learning community leader has compiled. The information enables instructors and administrators to review student academic, career aspirations, and behavioral progress. These plans also allow SLCs to concentrate on areas in which the student(s) are deficient and identify impediments to success, and strategies for remediation. Student engagement in learning - Engagement is estimated to be acceptable or better in 85% of classrooms. Student behavior in class and during transition times is estimated to be acceptable or better in 85% of classrooms. <u>Conclusions:</u> This is not a priority area for most students. Stakeholder attendance is currently very low. This is an indicator of parent connectiveness to the school. The number of volunteers is currently small. This is an indicator of interest in school culture, student learning and activities

Areas	Name of Measure	What the Measure Tells You
<ul style="list-style-type: none"> Professional Development and Evaluation 	<ul style="list-style-type: none"> community meetings Volunteer activity Participation in school activities 	<p>Participation of students is an indicator of engagement in school; approximately 50% of students are involved in a school activity.</p> <p>Each individual contract contains a personal improvement plan area in which each staff member enters information on what they intend on doing for that academic year. This information is gathered and reviewed on a yearly basis to make sure individual professional development is completed.</p> <p>Conclusion: Parental engagement in student learning and outcomes is a priority area.</p> <hr/> <p>During 2008-2009, 25% of staff registered for external opportunities.</p> <p>School workshops are planned for each month of the school year. All staff members are mandated to attend these workshops. Feedback from these workshops indicates their degree of usefulness in supporting effective instruction. 85% of workshops were rated as useful or better. However, student achievement is not improving at the rate needed to meet AYP requirements.</p> <p>Conclusion: Professional development must be more targeted to the specific school goals related to student achievement. This is a priority need.</p>
School Leadership/Governance	<ul style="list-style-type: none"> Records of Professional Development activities Assessment of Administrator Performance 	<p>Participation measures commitment to enhancing professional competence.</p> <p>Measure of Administrator Effectiveness. These are completed annually.</p> <p>Conclusion: Administrators are pursuing professional development.</p>
Parent Involvement	<ul style="list-style-type: none"> PTO Involvement Stakeholder attendance at community meetings 	<p>Interest in student learning and activities. Current participation is less than 10%, and higher in the middle school.</p> <p>Interest in school culture, student learning and activities. Current participation is less than 10%.</p>

Areas	Name of Measure	What the Measure Tells You
	- Volunteer activity	<p>Interest in school culture, student learning and activities. Current participation is less than 10%.</p> <p><u>Conclusion:</u> Support for the school is below what is needed to have effective partnerships. We must develop more effective strategies to partner with families and the community.</p>
Extended Year	194 Day School Year	<p>Emily Fisher's base school year is 194 days. That number is sufficient, but we need more minutes of instruction.</p> <p><u>Conclusion:</u> Extend minutes of instruction for basic reading, writing, and math skills. Given student performance on state standardized assessments, this is a priority need.</p>
Teacher Quality	<p>NCLB Reporting on Highly Qualified Teachers</p> <p>Observations, both formal and informal</p>	<p>Compliance with highly qualified requirements. The EFCS 2009 Annual Report indicated that 95% of EFCS teachers meet highly qualified requirements.</p> <p>Performance in the classroom.</p> <p>Ratings of Teacher in formal evaluations:</p> <p>Outstanding – 30%</p> <p>Average – 65%</p> <p>Below Average – 5%</p> <p><u>Conclusion:</u> EFCS has been successful in recruiting and retaining teachers who meet the definition for "highly qualified", but we need improvement in the delivery of instruction. This is a priority need.</p>
Education Reform & Improvement – Use of Technology and Use of Data	Technology Use Survey	<p>The degree to which technology is used to enhance instruction and prepare students with 21st century skills. In a March 2010 survey, teachers self-rated their overall performance (proficiency) in using technology as 1.74 on a scale where 1 – High, 2 - Medium, 3 - low, 4-uncertain. However, classroom observations and the availability of technology indicate that there is vast room for improvement. About 90% of middle school students self reported proficiency in use of technology while 85% of high school students self-reported proficiency in the use of technology.</p>

Areas	Current Practices	Improvements are Needed
Hiring, Retaining, Recruiting	Teacher Recruitment & Retention Plan Results	<p>The degree to which EFCS is able to attract and retain highly qualified staff. Staff turnover in 2008-2009 was 3%. This does not provide information on the retention of highly effective staff.</p> <p><u>Conclusion:</u> Recruitment and retention are not significant issues at this time. However, we need to fore consistently collect data on teacher effectiveness, and then insure attraction and retention of effective teachers.</p>



Areas	Name of Measure	Measurable Results
Support for Students	SLCC Reports Emergency Room Plan Personal Learning Plans Transition 1 ³ Enrollment Transition 4 ⁴ Enrollment Eligibility for Free and Reduced Lunch IEPs Participation in introductory career/vocational programs	SLCC Reports serve as an early warning system for identifying students who are at risk, and impediments to student achievement. The reports also identify supports for academic and behavioral success. 40% of EFCS students have IEPs and 98% of students eligible for free/reduced lunch. Approximately 95% of the students who are enrolled in EFCS Transition 1 and Transition 4 programs are "at risk". Provides information on students who are "at risk" and makes the case for programs designed to enhance "school connectedness" ⁵ for EFCS students. This measure provides information on curricular choices that can best prepare students for careers. It also is an indicator of student engagement and connectedness to school. Conclusions: EFCS' students continue to need a wide range of supports to overcome deficiencies and on-going risk factors.

Of the identified needs, the data supported the following as the priority areas of concern and desired outcomes:

- | | | |
|--|---|---|
| <p>Priority Areas of Concern</p> <p>1. Basic reading, writing, and math skills.</p> | <p>Root Causes</p> <p>Low skills at entry.</p> | <p>Desired Outcomes</p> <p>Increased and improved student basic reading,</p> |
|--|---|---|

³ Students enrolled in Transition 1 (T1) are those who have violated EFCS' zero tolerance policies or who have been recently released from the Criminal Division of the Juvenile Justice system. The small learning community program provides intensive student support to increase the connectedness of these students to the school and to help them address issues that prevent their success.

⁴ Transition 4 (T4) students are who have disengaged from all public schools and dropped out. This small learning community program provides intensive student support to increase the connectedness of these students to the school and to help them address issues that prevent their success.

⁵ School Connectedness is defined as the belief by students that adults in the school care about their learning and about them as individuals. Students are more likely to succeed when they feel connected to school. Critical requirements for feeling connected include high academic rigor and expectations coupled with support for learning, positive adult-student relationships, and physical and emotional safety. Blum, Robert, School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2005.

Priority Areas of Concern

Root Causes

Desired Outcomes

- | Priority Areas of Concern | Root Causes | Desired Outcomes |
|--|---|--|
| 2. Increasing proficiency in basic math skills, particularly reading comprehension for mathematics problem solving and numbers and numerical operations at all grade levels. | <ul style="list-style-type: none">- The implemented curriculum allows, but does not intentionally promote, mastery of learning.- Teacher-designed assessments are not always rigorous and/or authentic.- The assessments do not always elicit proficient student work.- Some, but not all, staff members use differential instructional strategies to meet student needs.- A core reading program has not been implemented.- The school has not had optimal use of technology to improve instruction and learning. | <p>Increased and improved student understanding and ability to perform basic math in the numbers and numerical operations strand and the problem solving strand.</p> |
| 3. Providing sustained, relevant, high quality professional development for all teaching staff and paraprofessionals. | <ul style="list-style-type: none">- Professional development must address more content issues and challenges of pedagogy. | <p>Effective practice of instructional strategies to achieve and accelerate remediation and mastery in reading, writing, and basic math skills.</p> |
| 4. Using data to inform instruction. | <ul style="list-style-type: none">- Measures used in the past had insufficient | <p>Use of specific data by all instructional</p> |

Priority Areas of Concern

Root Causes

detail to inform instruction. Teachers must be trained to use data to inform instruction.

Desired Outcomes

administrators and staff to inform planning and delivery of instruction and progress monitoring.



Why has EFCS chosen the “Transformation Model”?

A significant proportion of the instructional staff at Emily Fisher Charter School has developed a cultural competence in working with the specific demographic at EFCS. Over twelve years, we have discovered that developing that cultural competency is very demanding – even difficult - for most teachers whom EFCS has employed. Thus, we do not want to lose the institutional capacity residing in these staff, but rather want to build it upon the necessary instructional capacity to successfully accelerate remediation and achievement of mastery. The transformational model emphasizes identifying, developing and rewarding staff who improve student achievement – our school-wide goal. This model is closely aligned with the major tasks that EFCS must execute in order to improve student achievement.

Date: 4/28/2010

PROJECT DESCRIPTION FOR THREE YEARS

LEA : EMILY FISHER CHARTER SCHOOL

Name of School: EMILY FISHER CHARTER SCHOOL

INTERVENTION MODEL - TRANSFORMATION

Component Required or Optional	Targeted Area	Year 1	Year 2	Year 3
Required	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and EFCS Goal & Objective - 1A, 1B, 2A, 2B, 1C, 2C	X Identify and implement tools	X Continue use of tools	X Continue use of tools
Required	Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students. EFCS Goal & Objective - 1A, 1B, 2A, 2B, 1C, 2C	X	X	X
Required	Replace principal EFCS Goal & Objective - 1E, 2E	X		
Required	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; b) and are designed and developed with teacher and principal involvement.	X Design and Pilot	X Implement	X Continue

	Identify the current system and determine if it is effective and efficient	Design and Pilot system	Implement system	Evaluate system
Required	Identify the current system and determine if it is effective and efficient after ample opportunities have been provided for them to improve their professional practice, have not done so EFCS Goal & Objective –1F, 2F	X	X	X
Required	Build staff capacity for effective instruction by providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies EFCS Goal & Objective –1D, 2D	X	X	X
Required	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. EFCS Goal & Objective –1F, 2F	X	X	X
Required	Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school; EFCS Goal & Objective –1F, 2F	X	X	X
Required	Institute a system for measuring changes in instructional practices resulting from professional development EFCS Goal & Objective –1D, 2D, 1E, 2E	X	X	X
Required	Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. N.A. – One School District	X	X	X

Optional	Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective EFCS Goal & Objective – 1B, 2B	school district X Evaluate current systems; revise or replace as necessary	X	X	
Optional	Implement a school-wide “response-to-intervention” model;	--	--	--	--
Optional	Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;	--	--	--	--
Optional	Use and integrate technology-based supports and interventions as part of the instructional program;	X	X	X	
	EFCS Goal & Objective – 1C, 2C				
Optional	Increase rigor by offering opportunities for students to enroll dual enrollment programs	X	X	X	
	EFCS Goal & Objective – 1B, 2B				
Optional	Improve student transition from middle to high school through summer transition programs or freshman academies;				
Optional	Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; EFCS Goal & Objective – 1B, 2B	X System already in place (credit recovery programs, re-engagement strategies, smaller	X Continue and expand options systems	X Continue systems	

	Establish early-warning systems ⁶ to identify students who may be at risk of failing to achieve to high standards or to graduate.	learning communities)	X	Continue systems	X
Optional	Establish schedules and strategies that provide increased learning time; EFCS Goal & Objective – 1B, 2B	X Systems already in place	X	Continue systems	X
Optional	Provide ongoing mechanisms for family and community engagement. EFCS Goal & Objective – 1G, 2G	X Additional minutes added to instructional day	X		X
Optional	Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; EFCS Goal & Objective – 1G, 2G	X Implement additional programs	X		X
Optional	Extend or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between				

⁶ EFCS has small learning communities most notably through its Transition Programs. Students enrolled in Transition 1 (T1) are those who have violated EFCS' zero tolerance policies or who have been recently released from the Criminal Division of the Juvenile Justice system. The small learning community program provides intensive student support to increase the connectedness of these students to the school and to help them address issues that prevent their success.

Transition 4 (T4) students are who have disengaged from all public schools and dropped out. This small learning community program provides intensive student support to increase the connectedness of these students to the school and to help them address issues that prevent their success. SLCC Reports serve as an early warning system for identifying students who are at risk, and impediments to student achievement. The reports also identify supports for academic and behavioral success. All students have a personal learning plan that each small learning community coordinator completes. The information enables instructors and administrators to review student academic, career aspirations, and behavioral progress. These plans also allow SLCCs to concentrate on areas in which the student(s) are deficient and identify impediments to success, and strategies for remediation.

	students, faculty, and other school staff;			
Optional	Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	X Systems already in place	X	X
Optional	Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;	X This is a one school charter school district.	X	X
Optional	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). EFCS has started discussions to establish a relationship with The College of New Jersey and Discovery Charter School. EFCS Goal & Objective – 1A, 2A	X Work with TCNJ & Discovery Charter School	X Work with Discovery Charter School	X Work with Discovery Charter School

⁷ See Transition Programs footnote on prior page.
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Date: 4/28/2010

GOALS, OBJECTIVES AND INDICATORS

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<p><u>Goals for Basic Reading And Writing Remediation</u></p> <ul style="list-style-type: none"> During the 2010-11 school year, all students will improve their <u>reading comprehension</u> skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Reading assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) During the 2010-11 school year, all students will improve their <u>working with text skills</u> as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) 	<p>A. Use student data to (such as diagnostic, formative, interim, and summative assessments) inform and differentiate Language Arts instruction in order to meet the academic needs of individual students, particularly with respect to basic reading and writing skills.</p>	<p>More effective use of data to inform instruction</p>	<p>1, 2, 3</p>	<ul style="list-style-type: none"> 100% of students will take the MAP Reading and Language Arts test. 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Reading assessment for 80% of students who have been at EFCS for at least one full school year. 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment for 80% of students who have been at EFCS for at least one full school year. 80% of non-proficient students achieve a 10% improvement in reading comprehension skills as measured by an increase in the percentage of students testing or above the NJ AKS/HSPA statewide raw score on the reading comprehension 80% of non-proficient students achieve a 10% improvement in working with text and analyzing text skills as measured by an

<ul style="list-style-type: none"> • During the 2010-11 school year, all students will improve their <u>persuasive writing skills</u> as measured by a 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) • During the 2010-11 school year, all students will improve their <u>explanatory writing skills</u> as measured by a 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) • During the 2010-11 school year, non-proficient students (as indicated by the 			<ul style="list-style-type: none"> • 80% of non-proficient students achieve a 10% improvement in persuasive writing skills as measured by an increase in the percentage of students testing or above the NJ AKS/HSPA statewide raw score for this strand • 80% of non-proficient students achieve a 10% improvement in explanatory writing skills as measured by an increase in the percentage of students testing or above the NJ AKS/HSPA statewide raw score for this strand
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GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<p>NJ ASK and HSPA Reading comprehension subtest) will improve their reading comprehension skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the reading comprehension strand in on the NJ ASK LAL test.</p> <ul style="list-style-type: none"> During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA working with text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the working with text strand in on the NJ ASK LAL test. During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the 				



GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<p>analyzing text strand in on the NJ ASK LAL test.</p> <ul style="list-style-type: none"> During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA persuasive writing subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the persuasive writing strand in on the NJ ASK LAL test. During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their explanatory writing skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the explanatory writing strand in on the NJ ASK LAL test. 				
	<p>B. Use research based instructional materials and instructional strategies to improve achievement in basic reading and writing</p>	<p>Weak student foundational skills in reading, working with text, analyzing text, and writing</p>	<p>1, 2, 3</p>	<p>100% of teachers will use quality district-adopted reading comprehension remediation strategies to inform instruction. 100% of teachers will use quality</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
	skills.	Lack of targeted instruction to address individual student skill gaps		<p>district-adopted writing skills remediation strategies to inform instruction.</p> <p>By October 15, 2010, teachers will develop and implement a list of teaching strategies and resources to support reading remediation. 100% of teachers will implement the agreed upon research-based instructional strategies</p> <p>100% of students will enroll in a reading lab, with their placement determined by their performance on the MAP assessment.</p> <p>- 15% of students who achieved proficiency on the HSPA in LAL will enroll in dual credit classes</p> <p>-All three educational centers will add 60 minutes of instructional time to the school day, and devote those additional minutes to LAL and math instruction.</p> <p>-Fisher will acquire technical assistance from a college and begin collaboration with that college and with a high performing charter school no later than June 15, 2010. At least 60% of the agreed upon recommendations will be implemented during the 2010-2011 school year.</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
				<p>Reading specialists will provide services to 100% of students who test 3 or more grade levels below in reading.</p>
	<p>C. Use technology to support and enhance instruction, and to assess student achievement progress in basic reading and writing.</p>	<p>Weak student foundational skills in reading, working with text, and analyzing text</p> <p>Need to use supplemental tools to accelerate remediation</p>	<p>1, 2, 3</p>	<p>100% of teachers will be provided the resources and training to use technology to enhance instruction and to accelerate remediation. At least three professional development sessions on the competency will be held during the school year.</p> <p>80% of teachers will evaluate the sessions as effective or better for enabling them to implement the use of technology to enhance instruction.</p> <p>Administrative walkthroughs will be conducted at least weekly for each teacher, evidence of technology embedded in instruction will be observed at least 75% of the time.</p>
	<p>D. Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic reading, writing, and in the identified</p>	<p>More targeted professional development in differentiated instruction, using technology to enhance instruction, using data to inform instruction, content specific training for identified strands</p>	<p>1, 2, 3</p>	<p>100% of teachers will be provided the resources and training to use data to inform instruction and to accelerate remediation. At least three professional development sessions on the competency will be held during the school year.</p> <p>80% of teachers will evaluate the sessions as effective or better for enabling them to implement the use data to remediate and provide instruction.</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
	NJCCCS strands of reading, working with text, analyzing text, explanatory writing, and persuasive writing.			<p>100% of Language Arts teachers will co-teach with Reading specialists and Reading coaches at least twice quarterly</p> <p>Administrative walkthroughs will be conducted at least weekly for each teacher, evidence of use of data to plan instruction will be observed at least 75% of the time in lesson planning</p>
	E. Devise and implement rigorous, transparent, and equitable evaluation systems for teachers and principals.	Evaluation systems are not properly aligned with school goals Need to better define effectiveness and reward it to attract and retain the best staff.	1, 2, 3	<p>-A pilot system will be designed and piloted by January 2011. Incorporate the factors enumerated in planning documents, e.g., implementation of research based instructional strategies, use of technology to enhance instruction, etc.</p>
	F. Use incentives to attract and keep the staff that are most effective in raising student achievement in basic reading, writing, and math remediation, resulting in increases in the proportion of students who meet the achievement goals on the NJASK or HSPA.	Stable well trained, effective staff		<p>-Incentive system in place</p> <p>-85% of teachers rated as effective or better will be retained and agree to return the following school year.</p> <p>-75% of teachers will rate the incentive system as motivational for improving professional practice and achieving the specific student achievement goals outlined for them.</p>
	G. Engage families in the improvement of their children's basic	Little parent and community involvement in the	1, 2, 3	<p>-Increased family attendance at school events</p> <p>-At least 80% of parents will attend</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
	reading, writing and math skills and knowledge.	education of students.		<ul style="list-style-type: none"> parent-teacher conferences in the middle school. - Parental involvement at the high school level will increase 25% over prior year numbers. -The number of volunteers will increase by 50% by the end of the school year over the number recorded at the beginning of the school year. -Survey results will indicate that 80% or more parents are satisfied with the level of achievement that students achieve.

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<p><u>Goal# 2 - Basic Math Remediation</u></p> <ul style="list-style-type: none"> During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the numbers and numerical operations subtest strand in on the NJ ASK/HSPA Math test. During the 2010-11 school year, non-proficient students (as indicated by the NJ 	<p>A. Use student data to (such as diagnostic, formative, interim, and summative assessments) inform and differentiate mathematics instruction in order to meet the academic needs of individual students in basic mathematics skill and knowledge.</p>	<p>More effective use of data to inform instruction</p>	<p>1, 2, 3</p>	<ul style="list-style-type: none"> 100% of students will take the NWEA Math test. For the problem solving strand, 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Math assessment for 80% of students who have been at EFCS for at least one full school year. For the numbers and numerical strand, 2.0 year gain from the 2009-2010 in national grade equivalent growth measure on the NWEA MAP Math assessment for 80% of students who have been at EFCS for at least one full school year. <p>100% of Math teachers will use quality district-adopted remediation math strategies to</p> <p>100% of Math teachers will use participate 2 content area workshops during the school year.</p> <p>100% of students who test 3 or more grade levels below in math will receive one-on-one or small group instruction (no more than 4 students to a group) provided by Math specialists</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<p>ASK and HSPA Math problem solving subtest) will improve their problem solving skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the problem solving strand in on the NJ ASK/HSPA Math test.</p> <ul style="list-style-type: none"> During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) 				

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
<ul style="list-style-type: none"> During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.) 	<p>B. Used research based instructional materials to improve math achievement through a strong emphasis on remediating basic reading in math, writing in math and math skills throughout instruction.</p>	<p>Weak student foundational skills in numeracy and problem solving. Lack of targeted instruction to address individual student skill gaps</p>	<p>1, 2, 3</p>	<p>100% of Math teachers will use quality district-adopted remediation math strategies to improve basic math skills. 100% of Math teachers will use participate 2 content area workshops during the school year. 100% of students who test 3 or more grade levels below in math will receive one-on-one or small group instruction (no more than 4 students to a group) provided by Math specialists</p>

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
	C. Use technology to support and enhance instruction in basic mathematics. Use technology to assess student achievement in basic mathematics.	Weak student foundational skills in numeracy and problem solving. Need to use supplemental tools to accelerate remediation	1, 2, 3	100% of teachers will be provided the resources and training to use technology to enhance instruction and to accelerate remediation. At least three professional development sessions on the competency will be held during the school year. 80% of teachers will evaluate the sessions as effective or better for enabling them to implement the use of technology to enhance instruction. Administrative walkthroughs will be conducted at least weekly for each teacher, evidence of technology embedded in instruction will be observed at least 75% of the time.
	D. Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic math skills.	More targeted professional development in differentiated instruction, using technology to enhance instruction, using data to inform instruction, content specific training for identified LAL strands, etc.	1, 2, 3	100% of Math teachers will co-teach with Math specialists and Math coaches at least twice quarterly. 85% of Math teachers will rate instructional strategy professional development as useful for improving instruction in the classroom.
	E. Devise and implement rigorous, transparent, and equitable evaluation systems for teachers and principals.	Evaluation systems are not properly aligned with school goals	1, 2, 3	85% of teachers will respond to a survey on the evaluation system that will be administered in August 2010;

GOAL	OBJECTIVE	Prioritized Need	Year of Activity	Indicator
				<p>85% of teachers will attend a meeting to discuss the evaluation system. 30% of those will volunteer to serve on a committee for revising the evaluation system.</p>
	<p>F. Use incentives to attract and retain the staff members that are most effective in improving student achievement in remediating basic reading in math skills, writing in math skills, and basic math skills.</p>	<p>Stable well trained, effective staff</p>	<p>1, 2, 3</p>	<p>-85% of teachers rated as effective or better will be retained and agree to return the following school year. -75% of teachers will rate the incentive system as motivational for improving professional practice and achieving the specific student achievement goals outlined for them.</p>
	<p>G. Engage families in the improvement of their children's basic reading, writing and basic math skills and knowledge.</p>	<p>Little parent and community involvement in the education of students.</p>	<p>1, 2, 3</p>	<p>60% of parents will return at least one parent survey during the school year. - At least 80% of parents will attend parent-teacher conferences in the middle school. - Parental involvement at the high school level will increase 25% over prior year numbers. -The number of volunteers will increase by 50% by the end of the school year over the number recorded at the beginning of the school year.</p>

Date: 4/28/2010

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ANNUAL STUDENT TARGETS

LEA : EMILY FISHER CHARTER SCHOOL

Name of School: EMILY FISHER CHARTER SCHOOL

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span: <u>Middle (NJASK)</u>		State Assessment	Baseline	2011 Target	2012 Target	2013 Target	State Assessment	Baseline	2011 Target	2012 Target	2013 Target
Total Students		State Assessment	78.4%	70.6	63.5	57.1	State Assessment	83.2%	74.8	67.3	60.5
Students with Disabilities		State Assessment	93.4%	84.0	75.6	68.0	State Assessment	90.2%	81.1	72.9	65.6
Limited English Proficient Students		State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
White		State Assessment	100%	90%	81%	72.9	State Assessment	100%	90%	81.0%	72.9%
African-American		State Assessment	81.1%	72.9	65.6	59.0	State Assessment	86.8%	78.1	70.2	63.1
Asian/Pacific Islander		State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
American Indian/Native American		State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Hispanic		State Assessment	73.7%	66.3	59.6	53.6	State Assessment	77.2%	69.4	62.4	56.1
Others		State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Economically Disadvantaged		State Assessment	78.6	70.7	63.6	57.2	State Assessment	83.6%	75.2	67.6	60.8

Date: 4/28/2010

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ANNUAL STUDENT TARGETS

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS					
For Each Grade Span: _____ Middle _____	Name of Measurement	Baseline	2011 Target	2012 Target	2013 Target	Name of Measurement	Baseline	2011 Target	2012 Target	2013 Target
Total Students	School Benchmark	80	73	65.7	59.1	School Benchmark	83	74.7	67.2	60.4
Students with Disabilities	School Benchmark					School Benchmark				
Limited English Proficient Students	School Benchmark	N/A	N/A	N/A	N/A	School Benchmark	N/A	N/A	N/A	N/A
White	School Benchmark	100	90	81	72.9	School Benchmark	100	90	81	72.9
African-American	School Benchmark	91	81.9	73.7	66.3	School Benchmark	92	82.8	74.5	67
Asian/Pacific Islander	School Benchmark	N/A	N/A	N/A	N/A	School Benchmark	N/A	N/A	N/A	N/A
American Indian/Native American	School Benchmark	N/A	N/A	N/A	N/A	School Benchmark	N/A	N/A	N/A	N/A
Hispanic	School Benchmark	71	63.9	57.5	51.7	School Benchmark	75	67.5	60.7	54.6
Others	School Benchmark	N/A	N/A	N/A	N/A	School Benchmark	N/A	N/A	N/A	N/A
Economically Disadvantaged	School Benchmark	80	73	65.7	59.1	School Benchmark	83	74.7	67.2	60.4

Date: 4/28/2010

PROJECT ACTIVITY PLAN

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

Goal #1 for Basic Reading and Writing Remediation

- During the 2010-11 school year, all students will improve their reading comprehension skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Reading assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their working with text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their analyzing text skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their persuasive writing skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, all students will improve their explanatory writing skills as measured by a 2.0 year gain from the 2009-2010.in national grade equivalent growth measure on the NWEA MAP Language Arts assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Reading comprehension subtest) will improve their reading comprehension skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the reading comprehension strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA working with text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the working with text strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the analyzing text strand in on the NJ ASK LAL test.

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA persuasive writing subtest) will improve their working with text skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the persuasive writing strand in on the NJ ASK LAL test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA analyzing text subtest) will improve their explanatory writing skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the explanatory writing strand in on the NJ ASK LAL test.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity #1 - Assess current reading level using MAP Reading and Language Arts Assessment. 3 times/year Grades 5 – 12</p> <p>LAL classrooms will gather and chart the following MAP measures each time the MAP assessment is administered - Class Breakdown by Goal – Language Usage, Class Breakdown by Goal – Reading, Classroom Growth, Data Worksheet #1 <i>Fall-to-Spring Growth</i>, Class Breakdown by Overall RIT. On a bi-monthly basis, teachers will update results of the Student Goal Setting Worksheet. There will a public display of the Classroom Growth Data sheet. Data will be used to inform lesson planning with a strong emphasis on remediating basic reading and writing skills.</p>	<p>Principal Headmasters Teachers Reading Specialists Reading Coaches Coordinator of SPED Curriculum staff Small Learning Community Coordinators Technology Staff</p>	<p>NWEA MAP for grades 5 – 12 Training in the administration and use of the MAP assessment to inform classroom instruction Study Island Collaborative planning time for teachers Release time Materials on evaluation systems</p>	<p>100% of students will take the MAP Reading and Language Arts test. 100% of Language Arts teachers will complete the noted reports. 80% of all teachers will demonstrated increase in the use of data for reading remediation and delivery via observations and lesson plans Increase in</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity #2</p> <p>Use results of MAP Reading and Language Arts assessments to place students for instruction with a strong emphasis on remediating basic reading and writing skills.</p> <p>Results of the assessment will be used to place students when they enter EFCS or at the beginning of the school year for continuing students. This placement will determine the students' reading lab sections.</p>	<p>Assistant Executive Director Principal Headmasters Coordinator of SPED</p>	<p>Training in data use Schedules</p>	<p>proportion of students achieving proficiency on the NJ ASK and HSPA scores, Quarterly MAP scores, Tutorial Data, Study Island Data, Results of Teacher Made Assessments</p>	
<p>Activity #3</p> <p>Student work will be reviewed routinely at monthly subject area meetings in the high school and grade level meetings in the middle school with specific and intentional focus on formative and intermediate assessments leading to re-teaching/remediation for students not at proficient</p>	<p>Headmasters Coordinator of SPED Teachers Reading Specialists Reading Coaches</p>	<p>Student Work Assessment results</p>	<p>Portfolios of student work Official minutes for the meetings. Greater proficiency in explanatory and persuasive</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>levels in basic reading and writing skills. Review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives) will be discussed monthly at administrative academic meetings and monthly unit meetings.</p> <p>- Formative assessment results quarterly NWEA Map Results On-Line Assessments, e.g., Study Island Writing prompts Journals Student self-assessments in basic reading and writing skills. NWEA Map Assessment for Language Arts, Reading, and Math - Summative assessments Work Samples/ Portfolios Teacher made tests in basic reading and writing skills. Unit assessments Oral presentations Research papers Projects Report cards -Interim assessments Weekly quizzes Weekly vocabulary assessments Chapter tests Group projects</p>			writing	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 4 Conduct quarterly school-wide writing assessments</p>	<p>Headmasters Teachers Other Academic Staff</p>	<p>Writing prompts</p>	<p>Increased proficiency in the explanatory and the persuasive section of the NJ ASK.</p>	
<p>Activity # 5 Identify and implement basic reading and writing skills diagnostic tools to determine underlying skill deficits in terms of print skills or alphabets and making meaning skills. ⁸ These tools will be used to assess the deficits for all students who are one or more grade levels below in LAL.</p>	<p>Reading coaches and Reading specialists Headmasters</p>	<p>Assessment tools</p>	<p>Record of assessment results Improvement in reading skills of affected students via assessments</p>	

⁸ Alphabets include phonemic awareness, word analysis, word recognition, spelling, and fluency. Making meaning skills include word meaning (vocabulary), background knowledge, silent comprehension, and general literacy achievement

Objective: Use research based instructional materials and instructional strategies to improve achievement in basic reading and writing skills.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 6- Modify the EFCS Language Arts curriculum to include Reading Lab for all students in grades 5 – 12 with an emphasis on basic reading and writing skills.</p> <p>- Students, who are <i>below 4th grade level (intensive)</i> in reading and are at least 3 grade levels below their grade, will be scheduled into a reading lab to improve alphabetics⁹ and meaning skills¹⁰, supplemented with an intensive instructional program taught by a reading specialist. These students will also have a 120 minute reading block, which includes a 30 minute reading lab, 30 minutes of whole class instruction, and 60 minutes of literacy stations.</p> <p>- Students who are one grade level behind but less than three grade levels behind in reading (strategic), and are reading on at</p>	<p>Headmasters Principals All instructional staff</p>	<p>-Corrective Reading Program¹¹, research-based core literacy program -Voyagers III -Earobics Literacy Launch¹², a supplemental tool for students who are reading below 5th grade level. Laptop Carts (6 stations) Technological support and training.</p>	<p>Records of Reading Lab activity Portfolios of student work Logs from computer programs used Scores on MAP NWEA reading and language arts sections. Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA</p>	

⁹ Alphabetics include phonemic awareness, word analysis, word recognition, spelling, and fluency.

¹⁰ Making meaning skills include word meaning (vocabulary), background knowledge, silent comprehension, and general literacy achievement

¹¹ The Florida Center for Reading Research reports that the instructional design and content of the decoding component of *Corrective Reading* is consistent with research suggesting that struggling readers may benefit from explicit and systematic instructional sequences on word attack, letter-sound identification, oral reading fluency and beginning levels of comprehension. http://www.fcrr.org/FCRRReports/PDF/Corrective_Reading.pdf

¹² According to The Florida Center for Reading Research, the instructional content and design of *Earobics Literacy Launch* is consistent with recent research in reading. In addition, the research base supporting the use of *Earobics Literacy Launch* is strong.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>least a 5th grade level will receive a reading lab period for alphabetics and making meaning in addition to a regular Reading class. Specific emphasis will be placed on remediating basic reading and writing skills. These students will also have a 90 minute reading block, which includes a 30 minute reading lab, 30 minutes of whole class instruction, and 30 minutes of literacy stations.</p> <p>- Students who are reading <i>on-grade level (benchmark)</i> will be scheduled into a grade-level reading lab, along with 45 minutes of whole class work; and students who are <i>advanced</i> will be scheduled into an honors reading lab along with 45 minutes of whole class work. A student remains in the scheduled lab until he/she has demonstrated enough growth to be moved to the next level reading lab.</p> <p>Schedules will be adjusted school-wide to implement this activity.</p>			<p>Tutorial Data, Study Island Data Results of Teacher Made Assessments</p>	
<p>Activity #7 Provide three Reading Specialists¹³, one for each building (the Middle School, one for the Copeland Arts & Career Center, and one for the High School.) These specialists will coordinate and will deliver instruction for individuals or groups of</p>	<p>Executive Director Principals Headmasters Reading Specialists Board</p>	<p>Hire 3 Reading Specialists (one for each building)</p>	<p>Addition of Reading specialists to staff Student proficiency in analyzing text,</p>	

¹³ Reading Specialists are a helpful resource for addressing the students' reading deficiencies. A New Role For The Reading Specialist: Contributing Toward a High Schools, GF Henwood - Journal Of Adolescent & Adult Literacy, 1999 - Jstor.Org

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>students having difficulty learning to read. They will diagnose the nature and causes of student difficulties in learning to read, plan developmental programs in reading for students, recommend methods and materials to be used in district reading programs and contribute to the evaluation of the reading achievement of students.</p>	<p>Approval</p>		<p>reading comprehension, and working with text on the NJ ASK and HSPA Tutorial Data, Results of LAL Teacher Made Assessments Formation of Reading Leadership Team that analyzes reading data and shares information with all teachers at professional learning community meetings and at staff meetings.</p>	
<p>Activity # 8 Establish and maintain a classroom library of developmentally appropriate (leveled) books in each Language Arts and Social Studies classroom. The classroom libraries will also contain books on tape and digital media. This resource will support skill remediation and improvement in basic reading and writing skills.</p>	<p>Headmasters Teachers Reading Coaches Reading Specialists</p>	<p>-High interest books -Books for struggling readers -Books on tape -Equipment, including tape and digital players, to headphones, to</p>	<p>Reading logs, signed by teachers Growth of NJ ASK and HSPA scores, Tutorial Data, Results of Teacher Made Assessments</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 9 Establish a Summer Reading Program to teach basic reading and writing skills to keep students actively engaged in reading and avoid the typical summer learning loss. Field trips that are both high interest and educational will be provided as incentives for attending.</p>	<p>Executive Director, Assistant Executive Director Principal Headmaster, Instructional Staff</p>	<p>Instructional materials Staff</p>	<p>Reading logs, signed by teachers Oral reports Book reports Projects Pre and post assessments Attendance Records Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA</p>	
<p>Activity # 10 Revise LAL curriculum to use a unit based approach with cross curricular content connections to better teach basic reading and writing skills.</p>	<p>Headmasters Teachers Reading Coaches Reading Specialists</p>	<p>Instructional Materials, including textbooks, classroom sets of supplemental</p>	<p>Enacted written curriculum Records of Walk-throughs Formal Observations</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement in basic reading and writing, and is modified if ineffective.</p>	<p>Curriculum staff</p>	<p>reading materials, e.g., novels and reading materials in career areas. Real World Reading Binder and Study Skills Binders for each LAL and Social Studies teacher Stipends for teachers and/or instructional teams involved in writing curriculum Professional Development materials on curriculum</p>	<p>Official minutes for the meetings. Greater percentage of students proficient in working with text, analyzing text, and reading comprehension on the NJ ASK and HSPA</p>	
<p>Activity # 11 For the 2010-2011 school-year and thereafter, add 60 minutes of instructional time to the school day, and devote those additional minutes to instruction in basic reading, writing, and math instruction. Maintain that extended schedule for the succeeding two years.</p>	<p>Board of Trustees Headmaster Principal Executive Director</p>		<p>Additional minutes for basic reading, writing, and math instruction</p>	
<p>Activity # 12 Increase rigor by expanding opportunities</p>	<p>Headmaster Principal</p>	<p>Academic Support</p>	<p># of students who enrolled in dual</p>	

Description of Program of Activities	Personnel Involved	Resources	Costs	Benefits
for students to enroll in the dual credit program in partnership with Mercer County Community College ¹⁴	Executive Director	FAFSA	credit classes	

¹⁴ Increase rigor by offering opportunities for students.



Objective: Use technology to support and enhance instruction, and to assess student achievement progress in basic reading and writing.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 13 Use multimedia digital technologies¹⁵ to enhance reading instruction and to support student learning of the basic reading and writing skills, and the essential curriculum, including for such tasks as presenting information and activities to students, assessing students' work, responding to students' work, and providing scaffolds that help students read successfully</p>	<p>Headmasters Teachers Reading Coaches Reading Specialists Technology Staff</p>	<p>Laptop Carts (8 stations) Technological support and training. Interactive white boards Projectors Samples of student work</p>	<p>Demonstration of technology used to support reading instruction via observations, walk-throughs, Logs of computer use</p>	

¹⁵ Annual Summary of Investigations Relating to Reading, The Handbook of Literacy and Technology, The Handbook of Reading Research, The National Reading Conference Yearbook, The National Reading Panel Report

Objective: Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic reading, writing, and in the identified NJCCCS strands of reading, working with text, analyzing text, explanatory writing, and persuasive writing.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 14 EFCS has started discussions to establish a relationship with The College of New Jersey and Discovery Charter School to provide technical assistance that enables the improvement of instruction, especially as regards basic reading, writing, and basic math skills.</p>	<p>Executive Director Principal Headmasters Instructional Staff</p>	<p>Contract and budget</p>	<p>Completed reports Implementation of recommendations Collaboration with high performing charter school</p>	
<p>Activity # 15 Hire 3 Reading Coaches to research and provide content knowledge and resources to staff about learning and teaching mathematics, research and provide information and guidance regarding a range of effective and innovative mathematics practices, model and co-teach lessons, etc.</p>	<p>Executive Director Principal Headmasters</p>	<p>Budget</p>	<p>Monthly reports of Coaches</p>	
<p>Activity # 16 Provide faculty with collaboration time to assist each other with planning for integrated lessons</p>	<p>Executive Director Principal Headmasters Teachers Other Academic Staff</p>	<p>Instructional resources Professional Development on planning, delivering and assessing cross</p>	<p># of cross content activities and lessons planned and delivered Cross content work observed during walk-</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 17 All required research-based reading and writing instructional strategies will be presented to all staff at a pre in-service meeting and during periodic professional development sessions during the school year.¹⁶</p>	All Instructional Staff	Reading Strategies for the Content Areas, Volumes 1 & 2 Other professional development materials	Agenda, official minutes for the meetings, and sign-in sheets Documentation of strategies implementation via walk-throughs and formal observations	
<p>Activity # 18 Provide training for faculty in how to integrate technology to support and enhance reading instruction. - Teachers will complete a technology self-assessment to determine staff development for the year. - Principal and Headmaster will plan and offer technology staff development based on Technology self-assessments and</p>	Instructional staff External training providers Headmasters and Principal	Training materials Technology equipment and software Training materials; consulting from publishers.	- Evaluate staff development activities to determine their effectiveness/ follow up required	

¹⁶ "... students need to grapple with texts that are expository, dense, and full of new, more difficult vocabulary, especially in math, science, and social studies" (Allen, 2000).
¹⁷ "For students to construct meaning and derive usefulness from what they learn, they must be able to retain important information, understand topics and concepts deeply, and actively apply knowledge (Perkins, 1992). Reading and writing play a crucial role in the ability to 'learn for understanding' (Graves, 1999; Graves, 2000)."

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
requirements of instructional materials.		Use of SMART board systems		
<u>Activity # 19</u> Reading Specialist will model differentiated instruction strategies in each LAL classroom at least once per quarter.	Reading Specialist Teaching staff	Instructional materials	Regular use of strategies by teachers as documented by walk-throughs and observations	
<u>Activity # 20</u> All content area teachers will meet monthly, by content area in the high school and grade level in the middle school, to discuss the literacy demands of different content areas and strategies to provide effective instruction. Emphasis will be placed on content area vocabulary instruction and understanding of content area text structures. ¹⁷ The Reading Specialists and Coaches will facilitate these sessions.	All Instructional staff	Samples of student work Assessment results	Sign-in logs Official minutes for the meetings. Implementation of identified strategies Walk-throughs and Formal Observations	
<u>Activity # 21</u> Reading coach will model all research based instructional strategies in each LAL classroom at least once per quarter.	Teachers Reading Coaches	Instructional materials	Teacher and Reading coach feedback from modeling sessions Regular use of strategies by teachers as documented by walk-throughs	

¹⁷ Effective content-based vocabulary instruction, understanding of text structures, and discourse analysis all play key roles in assisting students to maximize content-area reading and writing to learn (Grossman & Stodolisky, 1995).

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 22 Reading coach will co-teach using research based instructional strategies in each LAL classroom at least once per quarter.</p>	Reading Coach Teaching staff	Instructional materials	Regular use of strategies by teachers as documented by walk-throughs and observations	
<p>Activity # 23 Survey faculty on differentiation instruction currently used and the effectiveness of those strategies. Teachers will research resources for teaching differentiated lessons/units and implement those which they and Principal deem effective.</p>	Teachers Headmasters	Survey Differentiated Instructional Materials	Survey results Regular use of strategies by teachers as documented by walk-throughs and observations	
<p>Activity # 24 Reading Specialist will co-teach modeling differentiated instruction strategies in each LAL classroom at least once per quarter, with a particular emphasis on teaching basic reading and writing skills.</p>	Reading Specialist Teaching staff	Instructional materials	Regular use of strategies by teachers as documented by walk-throughs and observations Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA	
<p>Activity # 25 Engage consultants from the National Writing Project, Trenton Area Writing</p>	Teachers Headmasters Principals	Contract with Trenton Area Writing Project	Increased proficiency in working with	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Project to provide professional development to LAL and Social Studies teachers.</p>	<p>Other academic staff External providers</p>	<p>at Rider University for services, related materials Cost of travel to site Training plan Facilitators</p>	<p>text, explanatory writing, and persuasive writing on standardized tests, teacher made tests, and school-wide writing prompts.</p>	
<p>Activity # 26 Build staff capacity for effective instruction by providing on-going high-quality, job-embedded professional development to insure that all teachers institute in every classroom strategies to support improving student basic reading and basic writing skills¹⁸.</p> <ul style="list-style-type: none"> • Peer Coaching • Teachers visitations to observe other classrooms within EFCS and at other schools • Video-audio tape analysis, allowing educators and administrators to view or listen to a teacher leading a class, analyze the performance and identify strengths and strategies that might be executed differently. • Provide opportunity for Peer Coaching, a confidential process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose 	<p>Teachers Headmasters Principals Other academic staff</p>	<p>Training plan Facilitators Training for teachers on peer coaching - Course/ Workshop costs - Access to computer labs - Resources for Development Library</p>	<p>Study group official minutes for the meetings. Certificates of course completion Classroom visitation forms Planning of professional development for teachers considers observations related to indicators of effective teaching and classroom management. Professional development for teachers includes self-assessment</p>	

¹⁸ *Writing to Read*, a new report from Carnegie Corporation finds that writing can be a powerful driver for improved reading skills.

Description of Proposed Action/Activity	Person(s)	Resources	Documentation/	Report Period
<p>of refining present skills, learning new skills, and/or solving classroom related problems.</p>	<p>Person(s) Involved</p>		<p>related to indicators of effective teaching and classroom management. PIPs take into account feedback from classroom observations. Improvement in explanatory and persuasive writing scores on standardized tests and quarterly school-wide writing assessments.</p>	

Objective: Devise and implement rigorous, transparent, and equitable evaluation systems for teachers and principals with specific indicators for reading, writing, and math remediation success.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p><u>Activity # 27</u> Replace principal¹⁹,²⁰</p>	<p>Executive Director & Board of Trustees</p>	<p>Recruitment resources</p>	<p>Principal replaced Documentation that principal monitors curriculum and classroom instruction regularly. Documentation that principal spends at least 50% of his/her time working directly with teachers to improve basic reading, writing, and basic math instruction, including classroom observations. Celebrations of individual, team, and school</p>	

¹⁹ Effective instructional leadership strongly affects the quality of teaching and student learning (Leithwood, Seashore-Louis, Anderson, and Wahstrom, 2004).

²⁰ The person filling this position will be expected to have a primary focus on improvements in academic outcomes for all students.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 28 Develop new evaluation system by a process that includes forming teacher-administrator teams to investigate and make recommendations for a new evaluation system. Criteria for assessing the appropriateness of the recommended models will include a combination of multiple measures. Examples of these measures will be:</p> <ul style="list-style-type: none"> Changes in student outcomes in basic reading and basic writing over time as a significant factor. 	Principals Headmasters Teachers Other Academic Staff	Release time Materials on evaluation systems Professional Development resources	successes related to student learning outcomes with respect to basic reading, writing, and basic math skills. Reports compiled by the from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	Work group agendas for the meetings. Implemented new evaluation system. Changes in student outcomes over time as a significant factor

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<ul style="list-style-type: none"> Demonstrated willingness to assume additional responsibilities aimed at improving the practice of all teachers in the school, e.g., becoming an instructional coach for teaching reading and writing in the content area to a team of teachers, leading one or more professional learning communities, mentoring one or more new teachers in reading remediation, reviewing and/or writing curriculum. Portfolios, which include a combination of performance-based data and evidence of student learning in basic reading and basic writing skills 	Headmasters	Training plan Facilitators	Evaluations that address the most significant factors of performance, and are considered to be fair by teachers and administrators.	
<p>Activity # 29</p> <p>Provide training to all administrators and teachers on the effective use of the new evaluation system when it becomes available.</p>	Headmasters Principal	Training plan Facilitators	Evaluations that address the most significant factors of performance, and are considered to be fair by teachers and administrators.	
<p>Activity # 30</p> <p>Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve, especially as regards basic reading, writing and math remediation.</p>	Executive Director Principal Headmasters	Evaluation forms	Planning for professional development includes observations by principal related to indicators of effective teaching of effective	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 31 Monitor alignment between effectiveness data in teaching basic reading, writing, and</p>	<p>Executive Director Principals</p>	<p>Student assessment data Completed</p>	<p>teaching of basic reading, basic writing, and basic mathematics and classroom management. Teachers make individual professional development plans based on classroom observations comments related to effective teaching of basic reading, basic writing, and basic mathematics. Professional development of individual teachers includes an emphasis on indicators of effective teaching of basic reading, basic writing, and basic mathematics.</p>	<p>High correlation between ratings on evaluations</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>basic math skills and knowledge and district actions such as tenure decisions, retention, and professional development.</p>	<p>Headmasters</p>	<p>evaluation forms</p>	<p>and student standardized test scores on the NJ ASK, HSPA, and NWEA MAP in reading, working with text, analyzing text, explanatory writing, and persuasive writing.</p>	



Objective: Use incentives to attract and keep the staff members that are most effective in raising student achievement in basic reading, writing, and math remediation, resulting in increases in the proportion of students who meet the achievement goals on the NJASK or HSPA.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Reward the teachers within a collaborative team if there is an increase that meets the specified school goals on the NJASK or HSPA in the identified strands, and on the MAP in basic reading and writing.</p> <ul style="list-style-type: none"> - Allocate up to \$1,500 per teacher per year to the school for use in one or more of the options below. <ul style="list-style-type: none"> o Materials or supplies for their classroom o Attendance at an out of state conference o Funds towards tuition for advanced coursework - Allocate \$1,000 per teacher per year to be paid to individual members of a collaborative team whose classes in the middle school (or LAL subject area in the high school) meet the achievement goals in LAL set for that grouping 	<p>Principals Executive Director Board Approval</p>	<p>Budget for incentives</p>	<p>Improved collaboration as evidenced by lesson planning, co-teaching, work on projects, and increase in student scores</p>	

Objective: Engage families in the improvement of their children's basic reading, writing and math skills and knowledge.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 32 Create a Climate to Improve Parent, Student, and Community Support for the School²¹ Provide at least ten (5) meetings/trainings to assist parents in understanding of: - National/state/district education goals, content standards, and curriculum - School district and state assessments - Basic reading, writing, and math skills and knowledge expected of students - Parent-teacher conferences are held at least twice a year and include students at least once a year. These meetings will focus on student achievement in remediating basic reading, writing, and basic math deficits.</p>	<p>All Instructional Staff and Administrators</p>	<p>Meeting materials</p>	<p>Meeting notices Sign-in sheets Parent Surveys Regular, jargon-free communication about learning standards, their children's progress, and the parents' role in their children's school success sent to parents. Opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study habits. Sign-in logs</p>	

²¹ "The relationship between school climate and family involvement is reciprocal." National Central Regional Educational Laboratory, <http://www.ncrel.org/sdrs/areas/issues/envmmnt/famcomm/pa31k5a.htm>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 33 Create a Climate to Improve Parent and Student Support for the school. EFCS teachers will be required to maintain a page on the website that provides information about curriculum, assignments, specific initiatives to improve basic reading, writing, and basic math skills, and class specific activities to inform students and parents.</p>	Principals Headmasters Teachers Technology Staff	Web based training	Blogs Homework assistance. Teacher pages Parent Surveys	
<p>Encourage teachers to develop a grade letter newsletter or subject area newsletter that is sent to parents quarterly. Include a section on efforts to remediate basic reading, writing, and basic math skills.</p>		Color copiers		
<p>Activity # 34 Purchase and implement a call messaging system that will enable EFCS to send emergency notices, notices of events, periodic messages about the value of reading regularly and widely, and other important messages to large groups of phone numbers quickly.</p>	Principals Headmasters Asst. Headmasters Technology Staff Small Learning Community Coordinators	One Command messaging system	Parental involvement and communication. Survey results	

Goal #2 - Basic Math Remediation

- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the numbers and numerical operations subtest strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the problem solving strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

Objective: Use student data to (such as diagnostic, formative, interim, and summative assessments) inform and differentiate Mathematics instruction in order to meet the academic needs of individual students in basic mathematics skill and knowledge.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
Activity #1 Use student data ²² to (such as diagnostic, formative, interim, and summative assessments) to determine the instructional level of students and differentiate Mathematics instruction in order to meet the academic needs of individual students ²³ , especially as regards basic math	Headmasters Teachers Math Specialists Math Coaches Coordinator of SPED Curriculum	NWEA MAP for grades 5 – 12 Training in the administration and use of the MAP assessment to inform classroom	Demonstrated increase in the use of data for instructional planning and delivery via observations and lesson plans	

²² According to the Center on Instruction (Lemke and Stecker), decisions regarding students should be data-with frequent, timely estimates of student performance to enable informed decisions about instructional effectiveness and student performance, particularly for students who are at-risk.

²³ Insure that the institution has the accurate, valid, and reliable data on which to base instructional decisions.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>skills in numeracy and numerical operations and problem solving.</p> <p>- Assess current math level using MAP Mathematics Assessment. 3 times/year Grades 5 – 12</p> <p>Math classrooms will gather and chart the progress in problem solving and numbers and numerical operations on teacher, class, and individual student reports. On a bi-monthly basis, teachers will update results of the Student Goal Setting Worksheet. There will a public display of the Classroom Growth Data sheet. Data will be used to inform lesson planning.</p>	<p>staff Small Learning Community Coordinators Technology Staff</p>	<p>instruction Study Island Accellus Collaborative planning time for teachers</p>	<p>Increase in proportion of students achieving proficiency on the NJ ASK and HSPA scores with an emphasis on problem solving, numbers and numerical operations, and geometry and measurement Quarterly MAP scores SES Tutorial Data Study Island Data Results of Teacher Made Assessments</p>	
<p>Activity #2 Use results of MAP Mathematics assessments to place students for instruction.</p> <p>Results of the assessment will be used to place students when they enter EFCS or at the beginning of the school year for continuing students. This placement will determine the students' Math lab sections.</p>	<p>Assistant Executive Director Principal Headmasters Coordinator of SPED</p>	<p>Training in how to read and use data to inform instruction MAP results Schedules</p>	<p>Lesson Plans Walk-through forms Formal Observations Student Surveys</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 3</p> <p>Identify and implement the use of tools to determine underlying skill deficits in terms of dyscalculia challenges. These tools will be used to assess the deficits for all students who are one or more grade levels below in Math and to measure remediation of basic math skills.</p>	<p>Math coaches and Math specialists under the direction of Headmasters</p>	<p>Assessment tools</p>	<p>Record of assessment results Improvement in Math skills of affected students via assessments</p>	
<p>Activity # 4</p> <p>Routinely review basic math student work at monthly subject area meetings in the high school and grade level meetings in the middle school with specific and intentional focus on formative and intermediate assessments leading to re-teaching for students not at proficient levels. Review the results of unit pre/post tests to make decisions about the curriculum as regards basic mathematics remediation and instructional plans for same, and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).</p> <p>- Formative assessment results monthly NWEA Map Results On-Line Assessments, e.g., Study Island Math Journals Student Self Assessments</p>	<p>Headmasters Coordinator of SPED Teachers Math Specialists Math Coaches</p>	<p>Student Work Assessment results</p>	<p>Portfolios of student work Official minutes for the meetings. Greater proficiency in problem solving, numbers and numerical operations, and geometry and measurement</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
NWEA Map Assessment for Mathematics - Summative assessments quarterly Work Samples/ Portfolios Teacher Made Tests Unit Assessments -Interim Assessments monthly Weekly Quizzes Weekly Math Vocabulary Assessments Group Projects				

Objective: Used research based instructional materials to improve math achievement through a strong emphasis on remediating basic reading in math, writing in math and math skills throughout instruction.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 5 - Modify the EFCs Mathematics curriculum to include Math lab for all students in grades 5 – 12. Design and implement a Math lab²⁴ that will be required for all students in grades 5 – 9.</p> <ul style="list-style-type: none"> • There will be four levels of Math Lab. • Learn Math Lab will be used for all students who need additional instruction in Math. <p>The I CAN Learn[®] Education System²⁵ is an interactive, self-paced, mastery-based software system that includes the I CAN Learn[®] Fundamentals of Math (5th–6th grade math) curriculum, the I CAN Learn[®] Pre-Algebra curriculum, and the I CAN Learn[®] Algebra curriculum.</p> <ul style="list-style-type: none"> • Fastt Math Lab – all students in grades 5 – 9 who need additional instruction in fluency with basic math facts.²⁶ 	Principals Headmasters Teachers Other Academic Staff Executive Director Approval Board Approval	Site licenses for The I CAN Learn [®] Education System Site licenses for Fastt Math Site licenses for The Expert Mathematician Training materials; consulting from publishers. Use of SMART board systems	Increased scores on formative and summative assessments. Log-in sheets	

²⁴ All levels of Math Lab will be technology based. The NCTM statement endorses technology as an essential tool for effective mathematics learning. <http://www.nctm.org/>

²⁵ This program was evaluated by the WWC, which assessed the effectiveness of the Pre-Algebra and Algebra components of the I CAN Learn[®] Education System.
²⁶ Fastt Math was chosen because research indicates that fast, automatic, and fluent performance (FAF measures) in reading comprehension and performing basic arithmetic operations were predictors of academic achievement. Automatization and Abstract Problem-Solving as Predictors of Academic Achievement. Meltzer, Lynn J. et al, 1984.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p><i>FASTT Math</i> is an intervention program that helps struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division.</p> <ul style="list-style-type: none"> G&T Math Lab - Students in grades 5 – 8 who scored 10 points or more above proficient on NJ ASK. <i>The Expert Mathematician</i> will be used as the instructional software for this lab. 				
<p>Activity # 6 Provide three Math Specialists²⁷, one for each building (the Middle School, one for the Copeland Arts & Career Center, and one for the High School.) These specialists will coordinate and will deliver instruction for individuals or groups of students having significant mathematics skill deficits, difficulty with basic math facts, understanding math word problems, and/or who are at least 3 grade levels behind in math as measured on the NWEA Math MAP. These staff will diagnose the nature and causes of student difficulties in performing Math, plan developmental programs in Math for students, recommend methods and materials to be used in district Math programs, and contribute to the evaluation of the Math achievement of students.</p>	Executive Director Principals Headmasters Math Specialists Board Approval	Hire 3 Math Specialists (one for each building)	Addition of Math specialists to staff Student proficiency in with text on the NJ ASK and HSPA Tutorial Data, Results of LAL Teacher Made Assessments Formation of Math Leadership Team that analyzes Math data and shares information with all teachers	

27 Reading Specialist are a helpful resource for addressing the students' reading deficiencies. A New Role For The Reading Specialist: Contributing Toward A High School's , GF Henwood - Journal Of Adolescent & Adult Literacy, 1999 - Jstor.Org

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Implement a new Core Math Program - Grades 5 – 12</p> <p>Saxon Math²⁸ curricula and materials are available for grades K through 12, with the content and skills designed to meet National Council of Teachers of Mathematics (NCTM) standards. This program contains modified parallel support for special education and other students with learning disabilities.</p>	<p>Board Approval Executive Director</p> <p>Approval Principals</p> <p>Headmasters</p> <p>Teachers</p> <p>Other Academic Staff</p>	<p>Saxon Math instructional materials</p> <p>Professional Development on this program</p>	<p>at professional learning community meetings and at staff meetings.</p> <p>Implementation of the program.</p>	
<p><u>Activity # 7</u></p> <p>Establish a Summer Math Program to keep students actively engaged in remediating and extending mathematics skills and knowledge, and avoid the typical summer learning loss. High interest field trips will be provided as incentives for attending.</p>	<p>Executive Director, Assistant Executive Director</p> <p>Principal</p> <p>Headmaster, Instructional Staff</p>	<p>Instructional materials</p> <p>Staff</p>	<p>Student Work Projects</p> <p>Pre and post assessments</p> <p>Attendance Records</p> <p>Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA</p>	

²⁸ This is a standards-based math program. Best practices research support standards based math program. <http://www.nctm.org/>; <http://www.educationalalliance.org/Downloads/Research/TeachingMathematics.pdf>

Objective: Use technology to support and enhance instruction in basic mathematics. Use technology to assess student achievement in basic mathematics.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 8 Use multimedia digital technologies²⁹ to enhance basic mathematics remediation and instruction and to support student learning of the essential curriculum, including presenting information and activities to students, assessing students' work, responding to students' work, and providing scaffolds that help students read successfully</p>	Headmasters Teachers Reading Coaches Math Specialists Math Coaches Technology Staff	Laptop Carts (8 stations) Technological support and training. Interactive white boards Projectors Samples of student work Training materials; consulting from publishers. Use of SMART board systems	Demonstration of technology used to support math instruction via observations, walk-throughs, logs of computer use	

²⁹ Annual Summary of Investigations Relating to Reading, The Handbook of Literacy and Technology, The Handbook of Reading Research, The National Reading Conference Yearbook, The National Reading Panel Report

Objective: Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic math skills.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 9 Hire 3 Math Coaches to research and provide content knowledge and resources to staff about learning and teaching mathematics, research and provide information and guidance regarding a range of effective and innovative mathematics practices, model and co-teach lessons, etc.</p>	<p>Executive Director Principal Headmasters</p>	<p>Budget</p>	<p>Math Coaches in place</p>	
<p>Activity # 10 All research-based mathematics instructional strategies on teaching basic math will be presented to Math and Science staff at a pre in-service meeting and during periodic professional development sessions during the school year.³⁰</p>	<p>Math Coach Math Specialist All Instructional Staff</p>	<p>Professional development materials Session leaders</p>	<p>Agenda, official minutes for the meetings, and sign-in sheets Documentation of strategies implementation via walk-throughs and formal observations</p>	
<p>Activity # 11 Provide training for faculty in how to</p>	<p>Math Coach Math Specialist</p>	<p>Training materials</p>	<p>- Evaluate staff development</p>	

³⁰ . . . students need to grapple with texts that are expository, dense, and full of new, more difficult vocabulary, especially in math, science, and social studies" (Allen, 2000).
 "For students to construct meaning and derive usefulness from what they learn, they must be able to retain important information, understand topics and concepts deeply, and actively apply knowledge (Perkins, 1992). Reading and writing play a crucial role in the ability to 'learn for understanding' (Graves, 1999; Graves, 2000)."

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
integrate technology to support and enhance instruction for teaching basic math skills. - Teachers will complete a technology self-assessment to determine staff development for the year. - Principal and Headmaster will plan and offer technology staff development based on technology self-assessments and requirements of instructional materials.	Instructional staff External training providers Headmasters and Principal	Computers Projectors Interactive Boards Software Technology surveys and training.	activities to determine their effectiveness/ follow up required	
Activity # 12 Math coaches and Math specialists will model all research based instructional strategies on teaching basic math, especially with respect to problem solving and numbers and numerical operations, in each Math classroom at least once per quarter.	Teachers Math Coaches	Instructional materials	Teacher and Math coach feedback from modeling sessions Regular use of strategies by teachers as documented by walk-throughs and observations	
Activity # 13 Math coaches and Math specialists will co-teach all research based strategies on teaching basic math, especially with respect to problem solving and numbers and numerical operations, in each Math classroom at least once per quarter.	Math Coaches Teaching staff	Instructional materials	Regular use of strategies by teachers as documented by walk-throughs and observations	
Activity # 14 Math Specialists and Math Coaches will co-teach differentiated instruction strategies for teaching basic mathematics	Math Specialists Math Coaches	Instructional materials	Regular use of strategies by teachers as documented by	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
in each Math classroom at least once per quarter.	Teaching staff		walk-throughs and observations Student proficiency in numbers and numerical operations, geometry and measurement and problem solving on the NJ ASK, HSPA, unit tests, chapter tests, and teacher made tests.	
Activity # 15 Math Specialists and Math Coaches will model differentiated instruction strategies in each LAL classroom at least once per quarter.	Math Specialists Math Coaches Teaching staff	Instructional materials	Regular use of strategies by teachers as documented by walk-throughs and observations	

Objective: Devise and implement rigorous, transparent, and equitable evaluation systems for teachers and principals.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p><u>Activity # 16</u> Replace principal^{31 32}</p>	<p>Executive Director & Board of Trustees</p>	<p>Recruitment resources</p>	<p>Principal replaced Documentation that principal monitors curriculum and classroom instruction regularly. Documentation that principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. Celebrations of individual, team, and school successes related to student learning</p>	

³¹ Effective instructional leadership strongly affects the quality of teaching and student learning (Leithwood, Seashore-Louis, Anderson, and Wahlstrom, 2004).

³² The person filling this position will be expected to have a primary focus on improvements in academic outcomes for all students.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 17</p> <p>Develop new evaluation system by a process that includes forming teacher-administrator teams to investigate and make recommendations for a new evaluation system. Criteria for assessing the appropriateness of the recommended models will include a combination of multiple measures. Examples of these measures will be:</p> <ul style="list-style-type: none"> • Changes in student outcomes in basic mathematics, the language of mathematics, and understanding reading in mathematics over time as a significant factor. • Demonstrated willingness to assume additional responsibilities aimed at improving the practice of all teachers in the school, e.g., becoming an instructional coach for teaching math 	<p>Principals Headmasters Teachers Other Academic Staff</p>	<p>Release time Materials on evaluation systems Professional Development resources</p>	<p>outcomes. Reports compiled by the from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.</p> <p>Work group agendas for the meetings.</p> <p>Implemented new evaluation system.</p> <p>Changes in student outcomes over time as a significant factor</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>in the content area to a team of teachers, leading one or more professional learning communities, mentoring one or more new teachers in mathematics remediation, reviewing and/or mathematics curriculum.</p> <ul style="list-style-type: none"> Portfolios, which include a combination of performance-based data and evidence of student learning in mathematics, the language of mathematics, and understanding reading in mathematics 				
<p>Activity # 18 Provide training to all administrators and teachers on the effective use of the new evaluation system when it becomes available.</p>	Headmasters Principal	Training plan Facilitators	Evaluations that address the most significant factors of performance, and are considered to be fair by teachers and administrators.	
<p>Activity # 19 Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve, especially as regards basic reading, writing and math remediation.</p>	Executive Director Principal Headmasters	Evaluation forms	Planning for professional development includes observations by principal related to indicators of effective teaching of effective teaching of basic reading, basic writing, and basic mathematics and	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 20 Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development.</p>	<p>Executive Director Principals Headmasters</p>	<p>Student assessment data Completed evaluation forms</p>	<p>High correlation between ratings on evaluations and student standardized test scores on the NJ ASK, HSPA, and</p> <p>classroom management. Teachers make individual professional development plans based on classroom observations comments related to effective teaching of basic reading, basic writing, and basic mathematics. Professional development of individual teachers includes an emphasis on indicators of effective teaching of basic reading, basic writing, and basic mathematics.</p>	

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
			<p>NWEA MAP in Mathematics.</p> <p>High correlation between professional development activities and student performance on assessments in mathematics.</p>	

Objective: Use incentives to attract and retain the staff members who are most effective in improving student achievement in remediating basic reading in math skills, writing in math skills, and basic math skills.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Report Period #1 #2 #3 #4
<p>Activity # 21</p> <p>Reward the teachers within a collaborative team if there is an increase that meets the specified school goals on the NJASK or HSPA in the identified Math strands, and on the MAP in Math.</p> <ul style="list-style-type: none"> - Allocate up to \$1,500 per teacher per year to the school for use in one or more of the options below. <ul style="list-style-type: none"> o Materials or supplies for their classroom o Attendance at an out of state conference o Funds towards tuition for advanced coursework - Allocate \$1,000 per teacher per year to be paid to individual members of a collaborative team whose classes in the middle school (or Math subject area in the high school) meet the achievement goals in LAL set for that grouping 	<p>Principals Executive Director Board Approval</p>	<p>Budget for incentives</p>	<p>Improved collaboration as evidenced by lesson planning, co-teaching, work on projects, and increase in student scores Higher retention of effective staff (as determined by new evaluation system.)</p>	

Date: 4/28/2010

THREE-YEAR BUDGET NARRATIVE

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

THREE-YEAR BUDGET NARRATIVE

LEA : EMILY FISHER CHARTER SCHOOL Name of School: EMILY FISHER CHARTER SCHOOL

The Emily Fisher Charter School's three year budget totals \$3,813,683.00. First year costs, which are higher than years 2 and 3, contains initial program start up costs and purchases. Second and third years costs are considerably lower and in these subsequent years, cost containment and staff reductions to sustain the programs allowed in this application will be in progress. It is planned that Emily Fisher will reduce the number of staff hired from this grant as proficiency is attained and professional development opportunities are being maintained.

First year costs are \$1,991,675; this number after the initial year will be cut by removing staff and reducing expenses. The reduction will be approximately \$886,178, as preliminary purchases will have been completed and only staffing concerns along with maintenance issues will be considered for year 2. Purchases of technology will have been installed and in operation with only a minimal dollar cost for repair, refurbishment and replacement. In addition, there will inevitably be replacement costs for other supplies and materials, due to damage or loss.

Emily Fisher second year costs will decrease with the elimination of certain positions. This decrease is pre-determined prior to ending of year one funding. Initial cuts will be in the Math/LA learning specialist, Math/LA coaching and technology educator. These savings will be in the amount of \$388,960 for personnel. Additionally after the first year, approximate savings of \$447,218 will be realized in supplies and materials, along with the savings of \$50,000 by the ending of the consultant and evaluation period, reducing the second year funding dollars to a total of \$1,105,497. The program will also be reviewed for any other funding specifically considered necessary, and any funding that will be not required.

In late spring of the second year, additional cuts for year three will be completed. For year three, only one learning specialist in each subject area and one teaching coach position in each subject area will remain. This would result in further cost savings of \$388,960. The repair, replacement and refurbishing of materials is included in the remaining monies requested. The total funding requested for year three will be approximately \$716,511.

S-12
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: 4/15/10
 Page 100 of 112

NGO TITLE: School Improvement Grant

SCHOOL NAME: EMILY FISHER CHARTER SCHOOL

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	GRANT REQUEST AMOUNT
Increase student proficiency in Math	100-100	(3) Learning Specialists - Mathematics	For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total \$65,000 X 3 = \$195,000 X 100% = \$195,000	\$195,000
Increase student proficiency in Language Arts	100-100	(3) Learning Specialists- Language Arts	\$65,000 X 3 = \$195,000 X 100% = \$195,000	\$195,000
Professional Development for In Class Instructors in Math	100-100	(3) Mathematics Coach	\$65,000 X 3 = \$195,000 X 100% = \$195,000	\$195,000
Professional Development for In Class Instructors In Language Arts	100-100	(3) Language Arts Coach	\$65,000 X 3 = \$195,000 X 100% = \$195,000	\$195,000
Instruction specifically designed in Technology for Middle School activities	100-100	Technology Education Grades 5-8	\$50,000 x 100% = \$50,000	\$50,000
FTE Grants Coordinator	200-100	Coordination of grants	\$72,000 x=\$72,000 x 100% = \$72,000	\$72,000
Instruction specifically designed in Technology for Secondary School activities	100-100	(2) Technology Education Grades 9-12	\$50,000 x 2 = \$100,000 X 100% = \$100,000	\$100,000

S-13
BUDGET DETAIL FORM B
 Personal Services – Employee Benefits
 Function & Object Code 200-200

Date: 4/15/10
 Page 102 of 112

NGO TITLE: School Improvement Grant

SCHOOL NAME: EMILY FISHER CHARTER SCHOOL

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUEST ED SALARY AMOUNT	FICA 7.65%	TPAF 5.5%	PERS 5.5%	WRKR'S COMP 0%	UNEMPLY .5%	DISABIL. 0.45%	HEALTH* -----%	OTHER SPECIFY: Dental -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
High School Math Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Math Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Math Coach	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Math Coach	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
Middle School Math Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
Middle School Math Coach	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Language Arts Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Language Arts Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Language Arts Coach	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
High School Language Arts Coach	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215
Middle School Language Arts Specialist	65000	4972.50	3575	N/A	N/A	325	292.50	7000	50	24.95	16215

Middle School Language Arts Coach	\$65000	4972.50	3575	N/A	N/A	N/A	325	292.50	7000	50	24.95	16215
FTE Grants Coordinator	\$72000	5508	N/A	3960	N/A	360	324.00	7000	50	23.9	17202	
Technology Education Coordinator Grades 5-8	\$50000	3825	2750	N/A	N/A	250	225	7000	50	28.2	14100	
Technology Education Coordinator Grades 9-12	\$50000	3825	2750	N/A	N/A	250	225	7000	50	28.2	14100	
Technology Education Coordinator Grades 9-12	\$50000	3825	2750	N/A	N/A	250	225	7000	50	28.2	14100	

*Health Benefits differ in percentage to dollar amount based on salary. Example: 50,000 @\$7000 cost, is 3.5%, \$65,000 is 1.07%.

FORM S-14
BUDGET DETAIL FORM C
Purchases: Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Date: 4/15/10
 Page 104 of 112

NGO TITLE: School Improvement Grant

SCHOOL NAME: EMILY FISHER CHARTER SCHOOL

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instructional Stipends/Increase instructional time/Tutoring Services	100-300	After school and Saturday instruction for 8 staff members	\$40 per hour	4 hours per month	\$12,800.00
Summer Reading & Math Enrichment Program	100-300	3 Teachers of English and 3 Teachers of Math for 15 days	\$100 per day	15 days	\$9,000.00
Class Release Time	200-300	Professional development time	\$100 per day	60 days	\$6,000.00
Professional Development/Additional Seminars and Workshops	200-300	Additional Professional development seminar and workshop opportunities	Varies	60 days	\$25,000.00
EFCS and The College of New Jersey Partnership	200-300	Professional development opportunities and evaluations	\$36,500	1 year	\$36,500.00
Professional Educational Consultant	200-300	Professional development, coaching and mentoring of EFCS staff	\$13,500	1 year	\$13,500.00
National Writing Project	200-300	Summer Institute, Professional Learning/In-service, Teacher Continuing education, and teacher leadership development.	\$100 per event	150	\$15,000.00

S-15
BUDGET DETAIL FORM D
Supplies and Materials
 Function & Object Codes 100-600 and 200-600

Date: 4/15/10
 Page 105 of 112

NGO TITLE: School Improvement Grant

SCHOOL NAME: EMILY FISHER CHARTER SCHOOL

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Increase Reading and Writing skills/Improve proficiency	100-600	EDGE (National Geographic/Hampton Brown) Level B	Various	10	\$4,900.00
Increase Reading and Writing skills/Improve proficiency	100-600	EDGE (National Geographic/Hampton Brown) Level C	Various	10	\$4,900.00
Increase Reading and Writing skills/Improve proficiency	100-600	Voyager Learning/ I, II, & III	Various	10 per set	\$3,000.00
Increase Reading and Writing skills/Improve proficiency	100-600	Corrective Reading (SRA McGraw-Hill)	Various	30	\$6,000.00
Increase Reading, Writing and Math skills/Improve proficiency	100-600	STUDY ISLAND ACELLUS PROGRAM	Inc in Title I Inc in Title I	Part A Grant Part A Grant	
Increase Reading, Writing and Math skills/Improve proficiency	100-600	<i>The I CAN Learn® Education System</i>	\$80.00	384 students	\$30,720.00
Increase Mathematics skills/Improve proficiency	100-600	FASTT MATH	\$300.00	8	\$2,400.00
Increase knowledge of Language Arts through the use of the Apple iPod	100-600	Using the current and future iPod applications available, students through continued use will increase their knowledge in Language Arts.	\$200	50	\$10,000.00

Increase Mathematics skills/Improve proficiency	100-600	THE EXPERT MATHEMATICIAN	\$389	1	\$389.00
Increase Mathematics skills/Improve proficiency	100-600	SAXON MATH (GEOMETRY, ALGEBRA 1 & 2)	VARIOUS	60 per set	\$9,300.00
Technology Upgrade/Increase technology proficiency/Integrate technology into the classroom	100-600	LAPTOP CARTS & LAPTOP COMBOS	\$43,999.00	5	\$219,995.00
Technology Upgrade/Increase technology proficiency/Integrate technology into the classroom	100-600	SMART board 685ix Interactive Whiteboard System	\$4299.00	46	\$197,754.00
Summer Institute/ Targeted Math and LA instruction/Increase proficiency	100-600	Summer Math and Reading Program Supplies	\$3,000.00	Various	\$3,000
Teacher Individual Incentive for Collaboration	100-600	Incentives for collaborative team efforts in achieving proficiency with students instructed	\$1500	35	\$52,500.00
Individual Classroom Library Book Sets	100-600	Reading and support materials for Language Arts and Social Studies classroom library's in middle and high school.	\$2000	10 classrooms	\$20,000.00
Technology Upgrade/Increase technology proficiency/Integrate technology into the classroom in Middle School	100-600	Renaissance Learning - NEO2	\$149.00	200	\$29,800.00

Form S-18
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

School Name: EMILY FISHER CHARTER SCHOOL

CO/LEA/School Code: 80/920

NGO Title: School Improvement Grant

NGO#: 10SG01H02

07-1-10
200 APR 30 A

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services – Salaries	100-100			930,000		930,000
Purchased Professional & Technical Services	100-300			21,800		21,800
Other Purchased Services	100-500					
Supplies and Materials	100-600			594,658		594,658
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				1,546,458		1,546,458
SUPPORT SERVICES						
Personal Services – Salaries	200-100			72,000	3,600	75,600
Personal Services – Employee Benefits	200-200			254,082	12,704	266,786
Purchased Professional & Technical Services	200-300			96,000	4,800	100,800
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			768	38	806
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				422,850	21,142	443,992
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			1,225		1,225
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST				1,970,533	21,142	1,991,675

Jeanne M. Lowrey
 Administrator/Chief Fiscal Officer

Date 4/29/10

Date: 4/28/2010

Form S-19

MONITORING AND ACCOUNTABILITY PLAN

LEA : Emily Fisher Charter School Name of School: Emily Fisher Charter School

The monitoring and accountability plan encompasses several layers of responsibility.

The Executive Director is responsible for the overall success of this initiative and achieving the overarching goals.

The Assistant Executive Director for School Operations has budget monitoring oversight, with the day-to-day responsibility for that role delegated to the Assistant Business Administrator. He also serves

Goal: Increase grade level proficiency in Language Arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Objective: Use student data (such as diagnostic, formative, interim, and summative assessments) to inform and differentiate Language Arts instruction in order to meet the academic needs of individual students, particularly with respect to basic reading and writing skills.</p>	<p>Principal Headmasters Teachers Reading Specialists Reading Coaches Coordinator of</p>	<p>NWEA MAP for grades 5 – 12 Training in the administration and use of the MAP assessment to</p>	<p>Demonstrated increase in the use of data for instructional planning and delivery via observations and lesson plans</p>	<p>Initial testing – May 2010; quarterly thereafter. 100% of students will take the MAP Reading and Language Arts test. Goal setting is continuous. 100% of teachers in LAL will</p>
<p>Activity #1 - Assess current reading level using MAP Reading and Language Arts Assessment. 3 times/year Grades 5 – 12</p>				
<p>LAL classrooms will gather and chart the following MAP measures each time the</p>				

Goal: Increase grade level proficiency in Language Arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>MAP assessment is administered - Class Breakdown by Goal – Language Usage, Class Breakdown by Goal – Reading, Classroom Growth, Data Worksheet #1 <i>Fall-to-Spring Growth</i>, Class Breakdown by Overall RTT. On a bi-monthly basis, teachers will update results of the Student Goal Setting Worksheet. There will a public display of the Classroom Growth Data sheet.</p> <p>Data will be used to inform lesson planning with a strong emphasis on remediating basic reading and writing skills.</p>	<p>SPED Curriculum staff Small Learning Community Coordinators Technology Staff</p>	<p>inform classroom instruction Study Island Collaborative planning time for teachers Release time Materials on evaluation systems</p>	<p>Increase in proportion of students achieving proficiency on the NJ ASK and HSPA scores, Quarterly MAP scores, Tutorial Data, Study Island Data, Results of Teacher Made Assessments</p>	<p>collaboratively set goals monthly for class and individuals. Headmasters, teachers, reading specialists, reading coaches, and students have input. 100% of LAL teachers will report to Headmasters, Principal, students and parents. Results included on 100% of progress reports and report cards.</p> <p>Results reviewed bi-monthly by all stakeholders noted above. Written report sent to Principal; new goals set.</p> <p>Re-teaching/ remediation needs will be identified 100% of instructional staff in every subject area; plans developed and executed within five days of bi-monthly review.</p> <p>Headmasters weekly review lesson planning for implementation, and</p>

Goal: Increase grade level proficiency in Language Arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity #2 Use results of MAP Reading and Language Arts assessments to place students for instruction with a strong emphasis on remediating basic reading and writing skills. Results of the assessment will be used to place students when they enter EFCS or at the beginning of the school year for continuing students. This placement will determine the students' reading lab sections.</p>	<p>Assistant Executive Director Principal Headmasters Coordinator of SPED</p>	<p>Training in data use Schedules</p>	<p>Lesson Plans Walk-through forms Formal Observations Student Surveys</p>	<p>100% of student in the middle school will be placed in a Reading Lab. Semi-monthly reports on progress to Headmaster and Principal using reporting mechanisms embedded in software.</p>
<p>Activity #3 Student work will be reviewed routinely at monthly subject area meetings in the high school and grade level meetings</p>	<p>Headmasters Coordinator of SPED Teachers</p>	<p>Student Work Assessment results</p>	<p>Portfolios of student work Official minutes for the meetings.</p>	<p>On-going monthly meetings Meeting minutes provided to Headmaster and Principal one week after month ends. Minutes</p>

Goal: Increase grade level proficiency in Language Arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>in the middle school with specific and intentional focus on formative and intermediate assessments leading to re-teaching/remediation for students not at proficient levels in basic reading and writing skills.</p> <p>Review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives) will be discussed monthly administrative academic meetings and monthly unit meetings.</p> <p>- Formative assessment results quarterly NWEA Map Results On-Line Assessments, e.g., Study Island Writing prompts Journals Student self-assessments in basic reading and writing skills.</p>	<p>Reading Specialists Reading Coaches</p>		<p>Greater proficiency in explanatory and persuasive writing</p>	<p>must specify re-teaching or curricular adjustments needed, and when and how this will be done. Principal attends grade level meetings in middle school and subject area meetings in the high school to collaborate at least quarterly.</p>

Goal: Increase grade level proficiency in Language Arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>NWEA Map Assessment for Language Arts, Reading, and Math</p> <ul style="list-style-type: none"> - Summative assessments Work Samples/ Portfolios <p>Teacher made tests in basic reading and writing skills.</p> <p>Unit assessments</p> <p>Oral presentations</p> <p>Research papers</p> <p>Projects</p> <p>Report cards</p> <ul style="list-style-type: none"> -Interim assessments Weekly quizzes Weekly vocabulary assessments Chapter tests Group projects 	<p>Headmasters</p> <p>Teachers</p> <p>Other Academic Staff</p>	<p>Writing prompts</p>	<p>Increased proficiency in the explanatory and the persuasive section of the NJ ASK.</p>	<p>2nd week of the first month of each quarter; results must be reviewed within two weeks of assessment administration. Headmasters responsible for scheduling and obtaining results from instructional staff.</p>
<p>Activity # 4</p> <p>Conduct quarterly school-wide writing assessments</p>				

Goal: Increase grade level proficiency in language arts.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 5 Identify and implement basic reading and writing skills diagnostic tools to determine underlying skill deficits in terms of print skills or alphabets and making meaning skills. These tools will be used to assess the deficits for all students who are one or more grade levels below in LAL.</p>	<p>Reading coaches and Reading specialists Headmasters</p>	<p>Assessment tools</p>	<p>Record of assessment results Improvement in reading skills of affected students via assessments</p>	<p>Assessments conducted initially in September, and then once/month for newly identified students. Results provided to Headmaster and appropriate instructional staff. Results for each child tested included in monthly report of specialist. Report must also include information on students identified as needing testing who have not yet received it.</p>

Objective: Use research based instructional materials and instructional strategies to improve achievement in basic reading and writing skills.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 1 - Modify the EFCS Language Arts curriculum to include Reading Lab for all students in grades 5 – 12 with an emphasis on basic reading and writing skills.</p> <p>- Students, who are <i>below 4th grade level (intensive)</i> in reading and are at least 3 grade levels below their grade, will be scheduled into a reading lab to improve alphabetics and meaning skills, supplemented with an intensive instructional program taught by a reading specialist. These students will also have a 120 minute reading block, which includes a 30 minute reading lab, 30 minutes of whole class instruction, and 60 minutes of literacy stations.</p> <p>- Students who are one grade level behind but less than three grade levels behind in reading (strategic), and are reading on at</p>	<p>Headmasters Principals All instructional staff</p> <p>Leads – Reading Coaches</p>	<p>-Corrective Reading Program, research-based core literacy program -Voyagers III -Earobics Literacy Launch, a supplemental tool for students who are reading below 5th grade level. Laptop Carts (6 stations) Technological support and training.</p>	<p>Records of Reading Lab activity Portfolios of student work Logs from computer programs used Scores on MAP NWEA reading and language arts sections. Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA</p>	<p>Scheduling for returning students will begin in July 2010 and be completed by August 30, 2010. Headmasters, Assistant Executive Director, and Reading Coaches will complete scheduling. Scheduling for new students will take place in September 2010 and be completed before September 15, 2010. Scheduling for students who enter during the school year will be completed within one week on enrollment. Student progress in the reading labs will be reviewed monthly, and a written report will be prepared for those whose results indicate a change in reading lab placement.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>least a 5th grade level will receive a reading lab period for alphabets and making meaning in addition to a regular Reading class. Specific emphasis will be placed on remediating basic reading and writing skills. These students will also have a 90 minute reading block, which includes a 30 minute reading lab, 30 minutes of whole class instruction, and 30 minutes of literacy stations.</p> <p>- Students who are reading <i>on-grade level (benchmark)</i> will be scheduled into a grade-level reading lab, along with 45 minutes of whole class work; and students who are <i>advanced</i> will be scheduled into an honors reading lab along with 45 minutes of whole class work. A student remains in the scheduled lab until he/she has demonstrated enough growth to be moved to the next level reading lab.</p> <p>Schedules will be adjusted school-wide to implement this activity.</p>	Executive Director Principals	Hire 3 Reading Specialists (one for each	Addition of Reading specialists to staff	Reading coaches and specialists will be hired between June and August,
<p>Activity # 2 Provide three Reading Specialists, one for each building (the Middle School, one for</p>				

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>the Copeland Arts & Career Center, and one for the High School.) These specialists will coordinate and will deliver instruction for individuals or groups of students having difficulty learning to read. They will diagnose the nature and causes of student difficulties in learning to read, plan developmental programs in reading for students, recommend methods and materials to be used in district reading programs and contribute to the evaluation of the reading achievement of students.</p>	<p>Headmasters Reading Specialists Board Approval</p>	<p>building)</p>	<p>Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA Tutorial Data, Results of LAL Teacher Made Assessments Formation of Reading Leadership Team that analyzes reading data and shares information with all teachers at professional learning community meetings and at staff meetings.</p>	<p>depending on the commitment of funds from this grant. Reading Coaches must develop project plans for their activities during the year between hire date and October 2010. These will be updated monthly and provided to the Headmasters with a copy to the Principal.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 3 Establish and maintain a classroom library of developmentally appropriate (leveled) books in each Language Arts and Social Studies classroom.³³ The classroom libraries will also contain books on tape and digital media. This resource will support skill remediation and improvement in basic reading and writing skills.</p>	Headmasters Teachers Reading Coaches Reading Specialists Finance staff	-High interest books -Books for struggling readers -Books on tape -Equipment, including tape and digital players, headphones, to play books on tape (or DVD)	Reading logs, signed by teachers Growth of NJ ASK and HSPA scores, Tutorial Data, Results of Teacher Made Assessments Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA	Books and materials will be identified and ordered in June 2010, assuming availability of grant monies. Headmasters and other instructional staff will identify books and materials and sources. Students will be invited to recommend books and materials. Books will be rotated among classes on a monthly basis. Reading will be scheduled daily for a minimum of 20 minutes as a part of the LAL class. Teachers will monitor reading logs/journals, and provide a summary report monthly to the Headmaster, who will share this report with the principal.

33 “. . . students become engaged readers when school and classroom cultures successfully promote the development of adolescent literacy skills.” Adolescent Literacy Resources: Linking Research and Practice by Julie Meltzer with Nancy Cook Smith and Holly Clark, p. 18.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 4 Establish a Summer Reading Program to teach basic reading and writing skills to keep students actively engaged in reading and avoid the typical summer learning loss. Field trips that are both high interest and educational will be provided as incentives for attending.</p>	<p>Executive Director, Assistant Executive Director Principal Headmaster, Instructional Staff</p>	<p>Instructional materials Staff</p>	<p>Reading logs, signed by teachers Oral reports Book reports Projects Pre and post assessments Attendance Records Student proficiency in analyzing text, reading comprehension, and working with text on the NJ ASK and HSPA</p>	<p>Program design- Jan. 2011 – March 2011. 2011. Approval from County Ed. Dept. to offer summer credit program. – March 2011. Materials ordered and staff contracted - May 2011. Students identified for participation – May 2011. Program date – July 2011.</p>
<p>Activity # 5 Revise LAL curriculum to use a unit based approach with cross curricular content connections to better teach basic reading and writing skills. Conduct periodic reviews to ensure that the curriculum is being implemented with</p>	<p>Headmasters Teachers Reading Coaches Reading Specialists Curriculum staff</p>	<p>Instructional Materials, including textbooks, classroom sets of supplemental reading materials, e.g.,</p>	<p>Enacted written curriculum Records of Walk-throughs Formal Observations Official minutes for the meetings.</p>	<p>For LAL, grades 5 – 12, big ideas, essential questions, enduring understandings, themes, unit overviews, instructional texts and materials completed June – November 2010 by curriculum staff and identified teachers.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>fideliy, is having the intended impact on student achievement in basic reading and writing, and is modified if ineffective.</p>		<p>novels and reading, materials in career areas. Real World Reading Binder and Study Skills Binders for each LAL and Social Studies teacher Stipends for teachers and/or instructional teams involved in writing curriculum Professional Development materials on curriculum</p>	<p>Greater percentage of students proficient in working with text, analyzing text, and reading comprehension on the NJ ASK and HSPA</p>	<p>Jan. 2011 - June 2011, activities and strategies and delineation of assessments will be completed. Monthly progress reports on status will be required of engaged staff. Board approval of new curriculum – June 2011.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Objective: Use technology to support and enhance instruction, and to assess student achievement progress in basic reading and writing.</p> <p>Activity # 1 Use multimedia digital technologies³⁴ to enhance reading instruction and to support student learning of the basic reading and writing skills, and the essential curriculum, including for such tasks as presenting information and activities to students, assessing students' work, responding to students' work, and providing scaffolds that help students read successfully</p>	<p>Headmasters Teachers Reading Coaches Reading Specialists Technology Staff</p>	<p>Laptop Carts (8 stations) Technological support and training. Interactive white boards Projectors Samples of student work</p>	<p>Demonstration of technology used to support reading instruction via observations, walk-throughs, Logs of computer use</p>	<p>On-going Purchase of technology – June – September 2010, depending on availability of grant funds Installation completed July – October 2010, depending on acquisition of equipment and materials. Monthly status reports from Technology staff to Principal on acquisition and installation. Headmaster and Principal walkthroughs conducted weekly.</p>

³⁴ Annual Summary of Investigations Relating to Reading, The Handbook of Literacy and Technology, The Handbook of Reading Research, The National Reading Conference Yearbook, The National Reading Panel Report

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Objective: Build capacity by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic reading, writing, and in the identified NJCCCS strands of reading, working with text, analyzing text, explanatory writing, and persuasive writing.</p>				
<p>Activity # 1 EFCS has started discussions to establish a relationship with The College of New Jersey, Eleanor Horne (educational consultant) and Discovery Charter School to provide technical assistance that enables the improvement of instruction, especially as regards basic reading, writing, and basic math skills.</p>	Executive Director Principal Instructional Staff	Contract and budget	Completed reports of Implementation of recommendations with high performing charter school	Contract completed – May 2010. 1 st report to Exec. Director – July 2011 Recommendations implemented – Begins Aug. 2010 and on-going. Principal reports monthly to Executive Director, who reports monthly to the Board of Trustees. Collaboration with Discovery Charter to begin July 2010 and continue through June 2013, depending of funding sought by Discovery Charter. Monthly reports on collaboration prepared by Headmasters. Headmaster and Principal walkthroughs conducted weekly.

- **Goal #2 - Math:** During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the numbers and numerical operations subtest strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills by 10% as measured by an increase in the percentage of students testing or above the statewide raw score means (for students whose scale score is 200 and who were scored on the full set of regular items) on the problem solving strand in on the NJ ASK/HSPA Math test.
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math problem solving subtest) will improve their problem solving skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)
- During the 2010-11 school year, non-proficient students (as indicated by the NJ ASK and HSPA Math numbers and numerical operations subtest) will improve their numbers and numerical operations skills growth measure on the NWEA MAP Math assessment (except students in their first year at EFCS, and they will demonstrate 1.5 year gain over their first twelve months.)

Objective: Use technology to support and enhance instruction in basic mathematics. Use technology to assess student achievement in basic mathematics.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
Activity # 1 Use multimedia digital technologies ³⁵ to enhance basic mathematics remediation	Headmasters Teachers Reading	Laptop Carts (8 stations) Technological	Demonstration of technology used to support math	On-going Purchase of technology – June – September

³⁵ Annual Summary of Investigations Relating to Reading, The Handbook of Literacy and Technology, The Handbook of Reading Research, The National Reading Conference Yearbook, The National Reading Panel Report

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
and instruction and to support student learning of the essential curriculum, including presenting information and activities to students, assessing students' work, responding to students' work, and providing scaffolds that help students read successfully	Coaches Math Specialists Math Coaches Technology Staff	support and training. Interactive white boards Projectors Samples of student work Training materials; consulting from publishers. Use of SMART board systems	instruction via observations, walk-throughs, logs of computer use	2010, depending on availability of grant funds Installation completed July – October 2010, depending on acquisition of equipment and materials. Monthly status reports from Technology staff to Principal on acquisition and installation. Headmaster and Principal walkthroughs will be conducted weekly.

Objective: Build staff capacity for effective instruction by providing professional development that is research-based, job-embedded, directly supports improving classroom instruction and promotes increased student achievement in basic math skills.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 1 Hire 3 Math Coaches to research and provide content knowledge and resources to staff about learning and teaching mathematics, research and provide information and guidance regarding a range of effective and innovative mathematics practices, model and co-teach lessons, etc.</p>	<p>Executive Director Principal Headmasters</p>	<p>Budget</p>	<p>Math Coaches in place</p>	<p>Math coaches and specialists will be hired between June and August, depending on the commitment of funds from this grant. Math Coaches must develop project plans for their activities during the year between hire date and October 2010. These will be updated monthly and provided to the Headmasters with a copy to the Principal.</p>
<p>Activity # 2 All research-based mathematics instructional strategies on teaching basic math will be presented to Math and Science staff at a pre in-service meeting and during periodic professional development sessions during the school year.</p>	<p>Math Coach Math Specialist All Instructional Staff</p>	<p>Professional development materials Session leaders</p>	<p>Agenda, official minutes for the meetings, and sign-in sheets Documentation of strategies implementation via walk-</p>	<p>Initial in-service will be held in August 2010. Related in-services will be held quarterly. Headmasters will build these activities into administrative calendar, and report on their status monthly.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 3 Provide training for faculty in how to integrate technology to support and enhance instruction for teaching basic math skills. - Teachers will complete a technology self-assessment to determine staff development for the year. - Principal and Headmaster will plan and offer technology staff development based on technology self-assessments and requirements of instructional materials.</p>	<p>Math Coach Math Specialist Instructional staff External training providers Headmasters and Principal</p>	<p>Training materials Computers Projectors Interactive Boards Software Technology surveys and training.</p>	<p>- Evaluate staff development activities to determine their effectiveness/ follow up required</p>	<p>Ongoing Headmasters will build these activities into administrative calendar, and report on their status monthly. Headmaster and Principal walkthroughs will be conducted weekly.</p>
<p>Activity # 4 Math coaches and Math specialists will model all research based instructional strategies on teaching basic math, especially with respect to problem solving and numbers and numerical operations, in each Math classroom at least once per quarter.</p>	<p>Teachers Math Coaches</p>	<p>Instructional materials</p>	<p>Teacher and Math coach feedback from modeling sessions Regular use of strategies by teachers as documented by</p>	<p>Ongoing Headmasters will report on the status of these activities monthly via a written report. Headmaster and Principal walkthroughs will be conducted weekly.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 5 Math coaches and Math specialists will co-teach all research based strategies on teaching basic math, especially with respect to problem solving and numbers and numerical operations, in each Math classroom at least once per quarter.</p>	<p>Math Coaches Teaching staff</p>	<p>Instructional materials</p>	<p>Regular use of strategies by teachers as documented by walk-throughs and observations</p>	<p>Ongoing Headmasters will report on the status of these activities monthly via a written report. Headmaster and Principal walkthroughs will be conducted weekly.</p>
<p>Activity # 6 Math Specialists and Math Coaches will co-teach differentiated instruction strategies for teaching basic mathematics in each Math classroom at least once per quarter.</p>	<p>Math Specialists Math Coaches Teaching staff</p>	<p>Instructional materials</p>	<p>Regular use of strategies by teachers as documented by walk-throughs and observations Student proficiency in numbers and numerical operations, geometry and measurement and problem solving on the NJ ASK,</p>	<p>Ongoing Headmasters will report on the status of these activities monthly via a written report. Headmaster and Principal walkthroughs will be conducted weekly.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 7 Math Specialists and Math Coaches will model differentiated instruction strategies in each LAL classroom at least once per quarter.</p>	<p>Math Specialists Math Coaches Teaching staff</p>	<p>Instructional materials</p>	<p>Regular use of strategies by teachers as documented by walk-throughs and observations</p>	<p>Ongoing Headmasters will report on the status of these activities monthly via a written report. Headmaster and Principal walkthroughs will be conducted weekly.</p>

Objective: Devise and implement rigorous, transparent, and equitable evaluation systems for teachers and principals.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 1 Replace principal</p>	<p>Executive Director &</p>	<p>Recruitment resources</p>	<p>Principal replaced</p>	<p>May 2010</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
	Board of Trustees		<p>Documentation that principal monitors curriculum and classroom instruction regularly. Documentation that principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. Celebrations of individual, team, and school successes related to student learning outcomes. Reports compiled</p>	<p>Activities noted are on-going. Principal must provide monthly written report to Executive Director.</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 2 Develop new evaluation system by a process that includes forming teacher-administrator teams to investigate and make recommendations for a new evaluation system. Criteria for assessing the appropriateness of the recommended models will include a combination of multiple measures. Examples of these measures will be:</p> <ul style="list-style-type: none"> Changes in student outcomes in basic mathematics, the language of mathematics, and understanding reading in mathematics over time as a significant factor. 	Principals Headmasters Teachers Other Academic Staff	Release time Materials on evaluation systems Professional Development resources	Work group agendas for the meetings. Implemented new evaluation system. Changes in student outcomes over time as a significant factor	Team formed September 2010. Detailed project plan due to Principal by October 2010, with milestones, time tables, etc. Written status updates will be provided by Headmasters and team members monthly. New instrument piloted February 2011.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<ul style="list-style-type: none"> Demonstrated willingness to assume additional responsibilities aimed at improving the practice of all teachers in the school, e.g., becoming an instructional coach for teaching math in the content area to a team of teachers, leading one or more professional learning communities, mentoring one or more new teachers in mathematics remediation, reviewing and/or mathematics curriculum. Portfolios, which include a combination of performance-based data and evidence of student learning in mathematics, the language of mathematics, and understanding reading in mathematics 	Headmasters Principal	Training plan Facilitators	Evaluations that address the most significant factors of performance, and are considered to be fair by teachers and administrators.	August 2011.
<p>Activity # 3 Provide training to all administrators and teachers on the effective use of the new evaluation system when it becomes available.</p>				

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 4 Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve, especially as regards basic reading, writing and math remediation.</p>	Executive Director Principal Headmasters	Evaluation forms	Planning for professional development includes observations by principal related to indicators of effective teaching of effective teaching of basic reading, basic writing, and basic mathematics and classroom management. Teachers make individual professional development plans based on classroom observations comments related to effective teaching of basic reading, basic writing, and basic	On-going, beginning in August 2011. Principal reports to Executive Director quarterly on status.

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 5 Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development.</p>	<p>Executive Director Principals Headmasters</p>	<p>Student assessment data Completed evaluation forms</p>	<p>High correlation between ratings on evaluations and student standardized test scores on the NJ ASK, HSPA, and NWEA MAP in Mathematics. High correlation between professional development</p>	<p>Format for monitoring developed August 2011 Reporting - quarterly</p>

Description of Proposed Action/Activity	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
			activities and student performance on assessments in mathematics.	

Objective: Use incentives to attract and retain the staff members who are most effective in improving student achievement in remediating basic reading in math skills, writing in math skills, and basic math skills.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Person(s) Responsible for Conducting Activity/Other s Involved	Resources	Documentation/ Evidence/ Indicators of Success	Timeline
<p>Activity # 1</p> <p>Reward the teachers within a collaborative team if there is an increase that meets the specified school goals on the NJASK or HSPA in the identified Math strands, and on the MAP in Math.</p> <ul style="list-style-type: none"> - Allocate up to \$1,500 per teacher per year to the school for use in one or more of the options below. <ul style="list-style-type: none"> o Materials or supplies for their classroom o Attendance at an out of state conference o Funds towards tuition for advanced coursework - Allocate \$1,000 per teacher per year to be paid to individual members of a collaborative team whose classes in the middle school (or Math subject area in the high school) meet the achievement goals in LAL set for that grouping 	<p>Principals Executive Director Assistant Executive Directors Board Approval</p>	<p>Budget for incentives</p>	<p>Improved collaboration as evidenced by lesson planning, co-teaching, work on projects, and increase in student scores Higher retention of effective staff (as determined by new evaluation system.)</p>	<p>Communication Plan developed by Assistant Executive Directors – October 2010. Execution will be continuous, and reported on quarterly by Assistant Executive Directors to Executive Director, with copy to Principal.</p>