NEW JERSEY STATE DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

APPLICATION CONTROL CENTER

The original application and four copies were received by the application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.

RFP# 11 S603 H02

Date/Time 2011 APR 26 P 3:18

NJ STATE DEPT. OF EDUCATION MAIL CENTER

AGENCY NAME: Schomburg Charter School

ACC Signature

Delivery Agent Signature

K03-00035

Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

11 FY | SG03 NGO# | H02 WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 80
LEA/OTHER: 7820
SCHOOL: 970

COUNTY NAME: Hudson

Schomburg Charter School
APPLICANT AGENCY

508 Grand Street
AGENCY ADDRESS

Jersey City | NJ | 07302
CITY | STATE | ZIP

(201) 451-7770 | (201) 451-1770
AGENCY TELEPHONE NUMBER | AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Nancy Elmezzi

TELEPHONE NUMBER: (201) 451-7770 x121 FAX#: (201) 451-1770 E-MAIL nelmezzi@schomburgcharter.org

BUSINESS MANAGER: Hyacinth Watkins PHONE#: (201) 451-7770 x123 E-MAIL hwatkins@schomburgcharter.org

DURATION OF PROJECT: FROM: **9/1/2011** TO: **8/31/2012**

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: $ 4,709,243.00

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

Nancy Elmezzi
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Lead Person/Principal
TITLE

4/21/2011
DATE

Nancy Elmezzi
(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

APPLICATIONS MUST BE RECEIVED BY:

4:00 P.M., ON 03/31/2011

BLDG. 100, ROUTE 29 – PO Box 500
TRENTON, NJ 08625-0500

Form L-2

BOARD RESOLUTION TO APPLY

1 1	S G 0 3	H 0 2
FY	NGO#	WKL

The Schomburg 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,

$4,709,243.00,

starting on 9/1/2011, and

ending on 8/31/2014.

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

April 12, 2011

A. J. de Armas

Alberto J. de Armas
Secretary of the Board

April 12, 2011
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 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.

- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).

- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Nancy Elmezzi
Chief School Administrator Name

Nancy Elmezzi
Chief School Administrator Signature

April 21, 2011
Date

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	Schomburg Charter School
Address	508 Grand Street / Jersey City, NJ 07302
DUNS number	015213205
Expiration Date of CCR registration	08/27/2011
Congressional District	NJ-013

Part II – Primary Place of Performance under this award

City	Jersey City
County	Hudson County

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.

Nancy Elmezzi

Signature of Chief School Administrator

Nancy Elmezzi/Lead Person/Principal

Name and Title

Form L-5

PROJECT ABSTRACT

LEA : Schomburg Charter School

Mission

The mission of the Schomburg Charter School is to provide an individualized, responsive and excellent educational experience for Jersey City children, families and community focused on the whole child. The highest quality teachers and staff will maintain rigorous standards, create an environment conducive to learning, and use data for effective planning. The school values accountability, parent commitment, integrity, and a belief that every child can succeed.

Vision

We envision a community school in which children are deeply engaged in learning, developing the habits of academic excellence. We envision a school in which teachers are deeply engaged in improving their practice, working side-by-side with each other, with school leaders, parents, and instructional coaches in the passionate pursuit of excellence. We envision a school that is the centerpiece of the community, providing a second home to children and a positive resource to all families. We envision a school in which the leader provides extraordinary vision, support, and commitment to her own learning in order to make this a reality.

Project Implementation Summary

The **STAR Project: Schomburg Total Accountability and Responsibility**, will fundamentally transform the school and accelerate student learning outcomes by meeting three overarching goals: 1) Increase in learning time and instructional rigor, 2) Improvement in effective academic interventions, and 3) Increase in parent and community involvement. Our success will come from a principal who is a true instructional leader – a visionary who is committed to her own growth in attaining skills as a turnaround expert. Success will have teachers implementing best practices – teachers who are committed to their growth on a teacher expertise continuum and whose work is supported by quality materials, rigorous and job-embedded professional development, and ongoing evaluation and feedback. It will have classrooms that welcome teachers, college professors, and leaders in the community to see how a persistently low performing urban school can be transformed into an efficient and effective learning community.

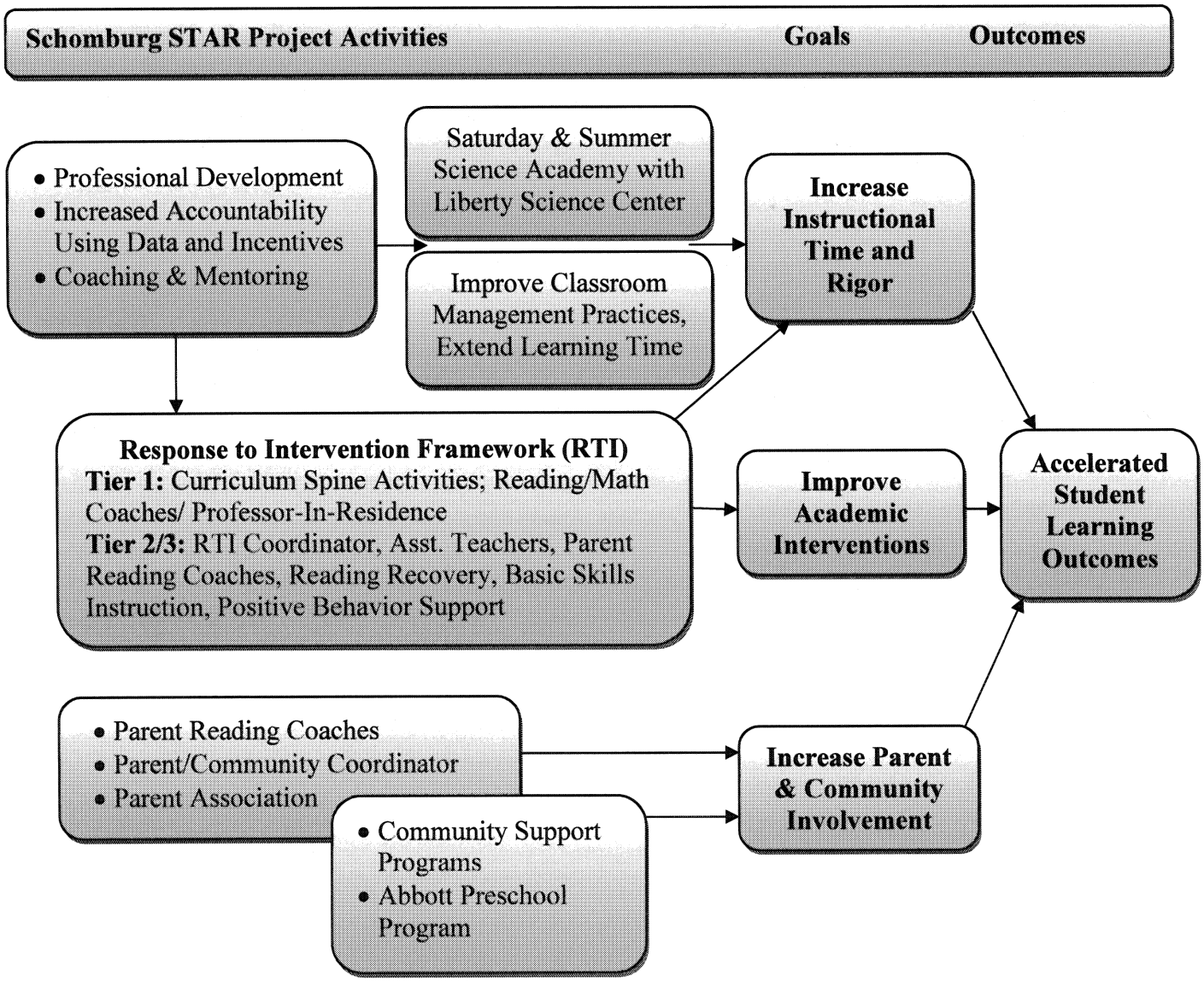
At Schomburg, the principal will be the organizational and instructional leader. Every teacher will spend time every week working in teams, with instructional coaches, a Professor-in-Residence from New Jersey City University, and with intervention specialists, studying how students learn to read and develop mathematical understanding and how to individualize their instruction.

The transformation will focus on a ***Response-to-Intervention Framework*** that uses a research-based 12-Step support framework to transform school cultures and create sustainable academic achievement, through extensive training, management, and monitoring systems. We will:

- Develop teacher and school leader effectiveness through: comprehensive, professional development; a rigorous, transparent and equitable evaluation system; identification and rewards for school leaders, teachers and other staff; and financial and other incentives.
- Implement comprehensive, research-based instructional reform strategies
- Implement a comprehensive data collection and management system
- Use data to inform instruction and interventions
- Extend learning time and create a community-oriented school.

As a Tier I chronically low-achieving school, Schomburg is committed to the requirements of SIG funding and will aggressively implement an accountability system that adheres to well-defined goals, objectives, indicators, and student targets over a three-year detailed activity plan. Schomburg's goal is for all students to score proficient or advanced on NJASK and to ensure that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to have a successful educational career.

The following graphic shows the transformational model of the Schomburg STAR Project:



Form L-6

SCHOOLS TO BE SERVED

LEA : Schomburg 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)			
								turnaround	restart	closure	transformation
1.	Schomburg Charter School					X					X
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Form L-7(a)

STAKEHOLDER PARTICIPATION

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application development. Include all stakeholders currently required under state and federal statutory and regulatory requirements. *Add rows as necessary

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
3-4-11	Schomburg School	Student Surveys, grades 3-6	116	Yes		Yes	
3-4-11	Schomburg School	Teacher Surveys	27	Yes		Yes	
3-10-11	Schomburg School	Needs Assessment Data Team Planning Meeting	**5**	Yes		Yes	
3-11-3 to 3-10-11	Schomburg School	Parent Surveys and Phone Interviews	134	Yes		Yes	
3-10-11	Schomburg School	Community Meeting for Needs Assessment and Planning	25	Yes		Yes	
3-15-11	Schomburg School	Stakeholders Meeting for Plan Development	17	Yes		Yes	
3-18-11	Schomburg School	Community Meeting for Plan Development and Feedback	23	Yes		Yes	

List other methods and events to inform the school community about the SIG application.

Stakeholder Informational Methods & Events	Parent Surveys and Parent Phone Interviews 3-3-11 to 3-10-11 Student Surveys 3-3-11 Climate Surveys 2-25-11 Teachers and Support Staff Surveys 3-2-11 to 3-3-11 Principal Survey, Interviews 3-2-11, 3-5-11, 3-8-11, 3-15-11 Board Surveys 3-8-11 to 3-11-11 Community Meetings 3-10-11, 3-25-11 Stakeholder Meeting 3-15-11

Describe how stakeholders are involved in model implementation on an on-going basis.	Parents are an integral part of the model implementation through participation in 100 Book Challenge, Parent Reading Coaches, Volunteers in the school, and other learning activities organized by the Parent Liaison, including Parent Workshops to provide ongoing training and learning opportunities. Board of Trustees will form a Turnaround Committee that will review quarterly data and provide support for aligning financial resources. They will meet with a stakeholders group quarterly to review the SIG quarterly reports and provide feedback and recommendations. The committee will also be responsible for an annual survey of all stakeholders, including a community meeting to review progress and gather recommendations. A formal partnership with New Jersey City University will connect Schomburg to the resources of the College of Education and other higher education expertise. A Professor-in-Residence from NJCU will provide job-embedded professional development and a link to college resources. As part of the project, an Intervention & Data Driven Instruction Team will include teachers, principal, Mathematics and Literacy Coaches, the Director of Special Education and other Child Study Team members as appropriate, in order to include a wide range of involvement within the school. The Community will also be involved through extra-curricular programming, Saturday and Summer Academies. These community organizations will include the PAL of Jersey City, the Liberty Science Center, and Partner-in-Prevention Programs.
Identify the district team by name who will meet monthly with the SEA/NTO to discuss the following: • **Student achievement** • **Walkthrough trends** • **Attendance of students and staff** • **Discipline data** • **SIG component implementation**	The Team that will meet monthly with the SEA/NATO will include: Nancy Elmezzi, School Principal/ CSA School Vice-Principal Director of Special Education Reading Supervisor RTI Specialist

Form L-7(b)

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	**Stakeholder Group**	**Participated in Needs Assessment**	**Participated in SIG Application Development**	**Signature***
Sandra Browne	Board President	X	X	
Sheena Dance	Social Worker	X	X	
Nancy Elmezzi	Principal, Schomburg	X	X	
Kathleen Finn	School Psychologist/ Director of Special Education Services	X	X	
Rolando Lavarro	Board Member	X	X	
Maria Lopez	Higher Education (NJCU)	X	X	
Charles Mainor	Community (NJ State Assemblyman)	X	X	
Jennell Parsons	Teacher	X	X	
Sibyl Ponder	Union President	X	X	
Muriel Rand	Higher Education (NJCU)	X	X	
Jennifer Rivera	Higher Education (NJCU)	X	X	
Emma Sheffield	Teacher	X	X	
Christopher Tisdale	Lead Teacher	X	X	
Ray Walker	Parent Teacher Organization (PTO) President	X	X	
Jeannine Weems	Teaching Assistant	X	X	

Hyacinth Watkins	School Business Administrator	X	X	
Renee Jackson	Parent Teacher Organization (PTO) Vice President	X	X	
Courtney Wicks	Community (Office of NJ Assemblyman Mainor, D31)	X	X	

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Signatures of participants are found on the following page.

Tuesday, March 15, 2011

STAKEHOLDERS MEETING
Sign In Sheet

Print	Sign
x. Jennifer Rivera	x. [illegible]
x. Maria Lopez	x. [illegible]
x. Renee' Jackson	x. R. J.
x. Jennell Parsons	x. J Parsons
x. Ray Walker (NE)	x. Ray Walker
x. N. Elmezzi	x. N. Elmezzi
x. Muriel Rand	x. M Rand
x. Emma Sheffield	x. JC Emma Sheffield
x. Christopher Tisdale	x. JC
x. Sybil Ponder	x. JC
x. Jeannine Weems	x. J.W.
x. Sandra Browne	x. Sandra Browne
x. Hyacinth Watkins	x. Hyacinth Watkins
x. Charles Mainor	x. C. M. Jr
x. Courtney Wicks	x. Courtney Wicks
x. Skeena Dance	x.
x. Kathleen Finn	x. K. Finn

Form L-8

LEA COMMITMENT AND CAPACITY

LEA : Schomburg Charter School

A	**The LEA's SIG design and implementation interventions**	• **LEA-level activities designed to support implementation of the selected models** As a Tier I chronically low-achieving school, Schomburg Charter School, through the STAR Project, is committed to the requirements of SIG funding and will aggressively implement an accountability system that adheres to well-defined goals, objectives, indicators, and student targets that are detailed in this proposal. Because the Charter School functions as both the LEA and the School, more intensive involvement is needed by the Board of Trustees and the school administration in order to support the implementation of the transformational model. The Principal will also function as the CSA and she will head a Leadership Team to carry out the activities that would typically be done by district office personnel in addition to school personnel. Due to the urgent nature of the school achievement levels, nothing less than a complete transformation will be effective and the Board and Principal have helped develop the project activities to be reasonable, well-organized, and research-based. In order to ensure that this turnaround effort is successful, our SIG plan includes hiring an Assistant Principal, Reading Supervisor, RTI Specialist, Parent/Community Liaison, and Grant Manager to provide some of the functions that an LEA would normally support. The Principal, who also functions as the CSA, will participate in Summer Leadership Academy in order to refine the skills needed to support the transformation model of the project. In particular, she will organize, lead, and support the research-based strategies involved in the implementation of the Response-to-Intervention (RTI) framework that is at the heart of the model (Hughes, C, & Dexter, D., Penn State University. ***Response to Intervention: A Research Review.*** RTI Action Network). The Schomburg Board of Trustees will receive additional training in school turnaround efforts, especially research-based strategies for school improvement throughout the first year of the project. A Turnaround Committee of Board members, stakeholders, and outside experts will be formed, to begin meeting in July 2011, in order to analyze and recommend continuing Board support for the Schomburg Transformation Project proposed in this SIG application.

- **How will the LEA-level activities support implementation of the selected school intervention models?**

The Principal, as the CSA, will lead the implementation of the Transformation Model by heading the Leadership Team, rigorously evaluating staff, providing release time for the Intervention Team and teacher collaboration, ensuring that professional development providers are high quality and effective, and reviewing data relentlessly to ensure progress is being made and all grant activities are on track and on time. The Leadership Team at the school will

- meet weekly to review data and interventions, ensure research-based practices are implemented,
- monthly to review teacher observations and
- quarterly to check progress of grant activities.

The Principal and Leadership team will also work with the NTO to ensure improvements in classroom instruction by incorporating research-based practices that identify solutions to problems with student learning. The NTO and school Leadership Team will set a clear pathway toward distributed leadership within the school, to build a cohesive, professional teaching culture. The NTO will also mentor and coach the principal in developing turn-around management skills.

The Turnaround Committee of the Board will meet quarterly to support implementation of the transformation model and increase involvement of stakeholders, primarily by ensuring compliance with the grant project, ensuring accountability of the Principal, supporting the Principal's recommendations and needs in terms of personnel evaluations, and monitoring fiscal accountability. This committee, along with the Parent/Community Liaison, will ensure an annual needs analysis is conducted that includes input of parents, community members, students, teachers, and other staff. The committee will review this analysis as well as the quarterly SIG reports to ensure that the transformation model is effective.

- **Ensure that there is a viable curriculum in place.**

The Principal will have immediate responsibility for continued curriculum development. In the 18 months she has been on board as a turnaround leader, the Mathematics and Language Arts Literacy curricula have been revised to align with the Common Core and NJCCCS. She has ensured the participation of the school in the Hudson County Curriculum Group that is near completion

		of a K-6 science curriculum that is rigorous and aligned to standards. As part of the SIG activities, Schomburg will participate in the New Jersey Curriculum SPINE which will also help ensure a coherent, aligned curriculum with exemplar lessons and units. The Board of Trustees Academic Performance Committee will require the Principal to provide evidence that a viable curriculum is in place. The Principal will monitor the progress of the curriculum development, and ensure that the curriculum changes that are proposed as part of the SIG activities are implemented on time and fully, and that teachers are implementing the curriculum with fidelity. The committee will review curriculum guides annually and review summaries of teacher observations related to curriculum fidelity.
B	**The LEA's process to analyze the needs of each school and determine the selected intervention**	• **The development/use of a data support team** Members of the Board of Trustees, the Principal, the Business Administrator, the Reading Coach, the Special Education Coordinator and a higher education consultant formed a Needs Assessment Data Team that gathered information on the needs of the Charter School. First, they reviewed the Essential Questions from the **Teaching and Learning Tool**, including the following standards: 1. Curriculum 2. Classroom Evaluation/Assessment 3. Instruction 4. School Culture 5. Support for the School 6. Professional Learning and Evaluation 7. Leadership and NCLB School Improvement Committee They developed and conducted written surveys for all stakeholder groups including parents, teachers, support staff, Board members, community members and students. They also examined NJASK and Terra Nova data for all grades and subgroups, DRA scores for all students, and other local assessments. These needs were summarized and presented at community meetings. Multiple stakeholder meetings were held to link needs, data analyses and SIG project activities. • **The system to conduct classroom walkthroughs** Members of the Needs Assessment Data Team – the principal, reading coach, and higher-education consultant – conducted multiple visits to classrooms, making observations were made of classroom management,

		instructional rigor and appropriateness, use of curriculum materials, technology, and space. • **A process to share grant expectations with the principal and staff** The principal was a member of the data support team and grant-writing team so that she became completely aware of the grant expectations. A member of the Board of Trustees and the principal met with the staff to review the grant expectations and the proposed activities and goals were shared at a later community meeting which included staff. Staff members participated in the data collection, analysis and project development. • **Identify district oversight responsibilities and role of the CSA.** Because the Charter school functions as both the LEA and the School, the primary oversight responsibilities will rest with the Principal, who functions as the CSA, the Leadership Team, and the School Business Administrator. The principal's role will be to oversee the program activities and provide direct supervision of all project staff. The SBA and the Grant Manager will provide direct fiscal oversight and responsibility for meeting all budget targets. In addition, the Board Turnaround Committee will monitor the quarterly grant reports, assist in needs analysis and provide other flexibility and support to the principal as appropriate.
C	**The LEA's recent history in improving schools**	• **Managing previous school improvement plans, programs and grants** As a Charter School, Schomburg has had the opportunity to successfully manage a variety of programs and grants, such as IDEA funds, Title I, II and V funds and school improvement plans in the Title I unified plan. In the past two years, a turn-around principal was hired, a new Board of Trustees was constituted and various improvement programs have been put into place. In addition, the current Reading Coach is a retired school leader with extensive grant management experience, including Reading First grant supervision. She will move to the position of grant project manager for the Schomburg STAR Project, if funded. • **Supporting Tier I and/or Tier II schools in last three years with strategies and implementation of the Title I Unified Plan** The Principal and the Board of Trustees conduct regular support meetings in order to support the implementation of the Unified Plan at Schomburg

School. The Board regularly conducts spot checks with the Principal and School Business Administrator to monitor progress and respond as appropriate to the ongoing needs of the school.

The current principal and Board of Trustees have been in place for the previous 18 months. During that time, the major activities of the 2009-2010 Unified Plan were met within the proposed budget. The 2010-2011 Unified Plan included the following research-based strategies which were accomplished through support from the Principal (also functioning as the CSA) and the Board of Trustees:

- Professional Development on research-based instructional strategies such as explicit and systematic instruction through Literacy and Mathematics Coaches
- Universal screening of children to identify needed interventions with frequent data analysis monitoring ("*Using Student Achievement Data to Support Instructional Decision Making*", NCEE 2009-4067, U.S. Department of Education).

The activities of this Unified Plan have been completed on time and student targets are being met, although data on state assessments for 2011 are not yet available.

- **Facilitating the school's student growth over time**

The following shows the current status of Schomburg's process of meeting AYP goals for 2009-2010:

Grade Span	Subject	Previous Status	Hold	Current AYP	YR	Hold
Elementary	Language	N/A		YES	N/A	
Elementary	Math	YEAR 2		YES	YEAR 2	H

Because we are most interested in the student growth since we began our Turnaround efforts, we examined scores that are currently available. We will continue this analysis with the state test data when it becomes available from 2010-2011. Our analysis below shows that we are making significant progress in some areas in independent reading levels which we believe will be predictive of NJ ASK scores:

Schomburg Charter School
Notes on DRA levels from 2009-2010 to 2010-2011

Kindergarten

In 2009-2010, 23 of 24 (95%) students showed progress.
In 2009-2010, 8 of 20 students (40%) at level 2 by mid-year assessment. In 2010-2011, 15 of 30 (50%) of students at level 2 by mid-year assessment.
In 2009-2010, 3 students at or above level 3 by mid-year assessment. In 2010-

2011, 5 students at or above level 3 by mid-year assessment.
In Kindergarten class A, average mid-year DRA scores in 2010-2011 went up 16% over previous year. (From 1.125 to 1.31)
In Kindergarten class B, average mid-year DRA score of 2.1875.

First Grade
In 2009-2010, of those students tested twice, 100% (23 of 23) showed progress.
In 2010-2011, 100% (33 of 33) of students showed progress.
Second Grade
Overall mid-level DRA scores up 16%, from 17.59 to 20.48
In 2010-2011, 100% of students (32 of 32) showed progress.
In 2nd grade class A, average mid-year DRA scores up 12% in 2010-2011 over previous year's class. 18.46 average in 2009-2010 to 20.86 average in 2010-2011.
Third Grade
2009-2010: 13 of 16 students at or above final 3rd grade reading level. By year's end, 81% of students at the appropriate reading level (Level 38)
2009-2010: 15 of 16 students showed clear progress (93%)
2010-2011: 28 of 32 students showed progress (88%).
Fourth Grade
2009-2010: 24 of 29 students showed progress (83%)
2009-2010: 13 of 26 (50%) 4th graders at 5th grade reading level, one year ahead.
2009-2010: Average DRA level for class A is 48.33, above final 4th grade reading level of 44. Fifth Grade
Average mid-year DRA scores up 12.2% (From 45.54 to 51.10).
Average reading score (51.10) is higher than correlating DRA score for 5th graders (44-50).
2009-2010: 22 of 29 (75%) students at or above level 50.
2009-2010: 23 of 29 (79%) students showed progress.

- **Implementing rigorous reforms during the improvement years**

In the previous 18 months, the newly hired principal has implemented various rigorous reforms in the organization, culture and instruction at Schomburg. All strategies and practices implemented used scientifically based research (SBR) as verified by the Regional Education Laboratory at Rutgers University. These include:

- Writing new curricula in mathematics and language arts

- Using new instructional processes and materials such as balanced literacy (NCEE 2010-4038 *Improving Reading Comprehension in Kindergarten Through 3rd Grade*): and LLT Mathematics programs (NCEE 2009-4060 Assisting *Students Struggling with Mathematics –*

Response to Intervention for Elementary and Middle Schools)

- Job-embedded professional development with workshops and from Literacy and Mathematics coaches (Fredricks, Blumenfeld, & Paris 2004; Connell 1990; Connell & Wellborn 1991).

- Saturday program intervention and Summer school for children at-risk

- Increased outreach to families and community programs.

- Use of data driven interventions to help struggling learners ("*Using Student Achievement Data to Support Instructional Decision Making*", NCEE 2009-4067, U.S. Department of Education).

- **Identifying and taking actions to remedy the root causes of low performance**

The new principal has identified a lack of appropriate and rigorous curriculum as a major root cause of low performance. Analysis of the NJASK data and current resources indicated that the instructional materials were outdated and not aligned to the NJCCCS. She immediately implemented new instructional materials – in particular a more thorough balanced-literacy curriculum that provided for high-level comprehension. She also began high-quality, job-embedded training from coaches, and trained teams of teachers in the writing of curriculum that is aligned to the NJCCCS. Another root cause of low performance identified was the lack of intervention for children who are falling behind. The principal initiated the use of Diagnostic Reading Assessments, trained staff in using the assessment, and implemented a data-collection and review process in three cycles throughout the year to determine the effectiveness of the interventions. All strategies have been scientifically research-based as verified by the Regional Education Laboratory at Rutgers University.

- **Using multiple data sources and resources to continually improve and streamline school interventions**

In the past 18 months, the school has begun using a data plan to continually improve school interventions and instruction. The teachers have begun using the DRA data to track student progress on an ongoing basis. These scores along with other local mathematics assessments have been compiled in an electronic spreadsheet. In addition the teachers are using PowerSchool to organize their data so that it can be reviewed easily. The teachers meet weekly

in grade level planning teams to review progress and make changes to instruction or initiate interventions. Although this system has been valuable, we feel we could improve on the availability, ease of use, and helpfulness of the data by using a different electronic system and integrating it more closely with instructional materials. Therefore, we will use the SchoolPace system developed by the American Reading Company in our SIG project.

- **Implementing increased learning time**

The school day at Schomburg includes an increased learning time of 7 hours and 30 minutes, one hour daily, or 181 hours yearly, compared to the state average of 6 hours and 30 minutes. Increased learning time has also been provided to some students through Saturday classes and Summer School in the past three years. In our SIG plan, we will increase learning time by 380 minutes each year by adding a week to the instruction year, 15 minutes of extra learning time in the morning, 30 minutes of additional learning time by readjusting transitions throughout the day, adding 4-hour Saturday sessions for all students, and a 4-week Science Academy for all students.

- **Negotiating additional compensation for teachers in persistently low achieving schools for implementing reforms.**

In the development of the SIG proposal, stakeholders, including parents, teachers, community members, administration, higher education representatives, and support staff expressed strong support for rewarding teachers who implement reform activities effectively and who demonstrate growth in student learning throughout the year. The Board met with the teachers' union to describe the plans for additional compensation in this proposal. They have provided a letter of support which is included as an appendix.

- **Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures**

Teachers have been evaluated annually, using multiple measures consistent with state guidelines and non-tenured teachers have been removed due to inadequate performance. In our SIG project, the evaluation instrument will be strengthened by using more specific indicators in order to hold both tenured and non-tenured teachers accountable. One of the multiple evaluation measures will include demonstrated student achievement growth.

- **Monitoring the effectiveness data of district actions such as tenure decisions, retention and professional development**

Because Schomburg is a Charter School, the monitoring of tenure decisions, retention and professional development is highly centralized with the Principal. She has primary oversight of personnel dismissal and reappointment decisions and the Board of Trustees provides support and monitoring of the principal's decisions. One of the challenges at Schomburg has been the turn-over of principals which has pushed the Board to be more diligent and careful in their oversight of the personnel actions and decisions. More recently, since the turnaround principal has been hired, the professional development activities have been better aligned with the needs of the staff as seen in their personnel evaluations. The effectiveness of the professional development is also being monitored through staff evaluations as well as student outcome data.

- **Providing oversight, monitoring, and support**

As a result of the Charter Renewal process in April 2009, the Board of Trustees was reconstituted and in July 2009, the Schomburg principal was replaced with a turn-around leader. The choice of the members of the Board was done with the intent to have people with the capacity and motivation to provide intensive and thorough oversight, monitoring and support of all school reform efforts. In the 18 months since this reconstitution, such has been the case, with the Board engaging in strategic planning, setting goals, and establishing committees to more intensively review and support the work of the Principal and the Business Administrator. We believe this new approach, coupled with the expertise and commitment of the Board, will allow the Schomburg administration to effectively provide oversight, monitoring and support for the SIG processes.

- **Focusing on school culture climate**

As part of the turnaround of Schomburg's academic achievement levels, the Board of Trustees and the new Principal have focused on school climate intently in the previous 18 months. In particular, an extensive school climate survey was recently completed to give feedback on the school-level interventions that have been implemented this year. The Principal obtained the services of the Foundation for Educational Administration (NJPSA) to provide in-district professional development using ***Blueprints for Success***. ***Blueprints*** is an intensive approach to instruction based on the research and practice of

		Reuven Feuerstein, Ruby Payne, Robert Dilts, and Betty Garner. The program includes strategies for stabilizing student behavior, and learning how to accelerate and improve the learning process. In addition, Mathematics and Literacy Coaches have provided not only instructional support, but support in creating a better classroom climate.
D	**The LEA's process to recruit, screen and select external providers to ensure their quality.**	• **The LEA process to recruit, screen and select all external providers** The Principal will ensure that available providers are thoroughly reviewed by examining resumes, references, prior experience and the expertise of all external providers. In particular, the Principal will determine that the provider has a proven track record of success in working with the type of school population at Schomburg and with Charter Schools. A written recommendation including a summary of the review will be provided to the Board of Trustees. The personnel committee of the Board of Trustees will ensure that the recruitment, screening and selection process used by the principal is rigorous and adequate. Teachers will provide feedback following all professional development activities and will provide written feedback on consultants who work directly in classrooms quarterly. Observational evidence from classroom walkthroughs and supervisory visits will provide evidence of incorporation of professional development strategies into teacher practices. The Principal and Board will hold all external providers to standards of excellence that are outlined in the contract and which includes demonstrated effects on student achievement. • **The LEA plan to manage the contracts of external providers in a timely fashion** The principal will review all contracts, ensure compliance and provide appropriate documentation to the School Business Administrator who will ensure all contracts are handled in a timely fashion according to state regulations. The Board of Trustees will regularly review the financial reports of the SBA as a double check on the administration of contracts. All contracts with external providers will clearly define the responsibilities of the provider, the Principal, the School Business Administrator, and the Board of Trustees so that the various roles are distinct and aligned. • **The LEA plan to evaluate the quality of external providers**

		Using the feedback generated from teachers and observational visits, external providers will be evaluated by the Principal with a written report to the board of such evaluation. The evaluation will include compliance with the terms of the contract, evaluative feedback from teachers, students, and evaluative data from student performance, as appropriate.
E	**The LEA's plan for alignment of other resources and supports**	• **The clear alignment of resources** The Schomburg STAR Project outlined in this SIG application will guide the alignment of resources and supports. This plan will become the master plan for the school in terms of priorities. In particular, the alignment of curriculum resources, personnel, data tracking, and professional development provisions will be top priorities. As part of this alignment we will use funds that are currently allotted for Mathematics and Reading Coaches to align with the Response to Intervention framework in our model. We will align the dedicated funds and activities of the school technology plan toward the improvement of the data collection and review needed for the RTI Intervention team and for the instructional improvement in Mathematics and Science. We will use the current Basic Skills and Special Education funds to align with the RTI Tier I and Tier II interventions in our Transformation Model. The Principal and Board of Trustees will provide flexibility for hiring, retaining and transferring staff to facilitate the Transformational Model, including the use of specific criteria to evaluate the effectiveness of staff. • **Alignment with the NJCCCS** The principal will monitor activities to ensure that all curriculum materials, local assessments, and professional development activities will be carefully and fully aligned with the Common Core Standards or the New Jersey Core Curriculum Standards. Schomburg will participate in the New Jersey Curriculum SPINE to provide exemplar units and lessons to teachers that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement. • **Use the funds to accomplish the activities in the application and meet its targets, including coordinating, reallocating, or repurposing education funds from other federal, state, and local sources** The Board will review quarterly SIG reports to ensure that targets are met and will coordinate, reallocate or repurpose educational funds from other federal,

		state, and local sources to support the activities in this application. • **LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools** Not Applicable • **Support of teacher's union for staffing and teacher evaluation** The Schomburg teachers' union will be included in the development of a teacher evaluation instrument that will use multiple measures, including growth in student academic achievement to evaluate teachers and staff. The union president was included as part of the needs analysis and development of the application activities. The Board has already met with the teachers' union to share the plans for the SIG project and to ensure future cooperation, involvement in designing the evaluation criteria, and support for the plan. The Union has provided a letter of support found in the appendix. • **Support of school board** The School Board will create a Turnaround Committee which will meet quarterly to ensure that the Board is offering appropriate and full support to the proposed project and that targets are being met. This Committee will meet with a stakeholders group quarterly to ensure input and support. • **Support of staff** All staff members were involved in providing feedback through surveys for the needs analysis of the project. Staff members, including teachers, paraprofessionals, child study team members, and basic skills teachers were included in the stakeholders meetings and the planning of the grant. Staff members will be included in major activities throughout the implementation of the grant, including serving on the Intervention Team and the stakeholders group that will meet with the Turnaround Committee, helping to evaluate the progress of the Transformational Model. • **Support of parents** The Schomburg Board of Trustees includes two parent representatives that act as liaisons to the parents of the school. In addition, the proposal includes the hiring of a professional parent liaison to coordinate parent support

		activities and involvement in the project, parent reading coaches, and home learning activities. Parents will be part of the Stakeholders group that meets quarterly with the Turnaround Committee. • **Additional Instructional Time** The school day at Schomburg includes increased learning time of 7 hours and 30 minutes, compared to the state average of 6 hours and 30 minutes. Increased learning time has also been provided to students through Saturday classes and Summer School in the past three years. In our SIG plan, we will increase learning time by 380 minutes each year by adding a week to the instruction year, 15 minutes of extra learning time in the morning, 30 minutes of additional learning time by readjusting transitions throughout the day, adding 4-hour Saturday sessions for all students, and a 4-week Science Academy for all students.
F	**The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively**	• **Practices and policies that will enable the leadership of the school to implement the interventions** The Board will continue to grant the Principal flexibility in determining the appropriate scheduling, curriculum, and staffing to ensure that the project activities will be fully met. As part of the development of the grant proposal, the Board and the Principal conducted an in-depth analysis of the policies and practices that would be impacted by the project. Adjustments to those policies and practices have been anticipated, such as ✓ Policies and procedures surrounding parents bringing children to school late or picking them up early ✓ Policies for staff working on Saturdays and during the Summer Program ✓ Procedures for teacher evaluations that include multiple observers and multiple criteria ✓ Procedures for creating an Intervention Team that has time scheduled to meet weekly ✓ Procedures for teachers to collect and input data on student learning progress on a daily basis ✓ Policies on student absences during summer and Saturday sessions ✓ Procedures for realigning the transitions during the day to increase instructional time ✓ Policies for parent involvement in school activities during the instructional day ✓ Policies and procedures for giving staff members incentives for increasing student achievement growth

- **District level staff assignments to implement the interventions**

The Principal, who also functions as the CSA, will take the lead in implementing the interventions. Since there is no district level staff in a charter school, an Assistant Principal, Reading Supervisor and RTI Specialist will be hired in recognition of the extra work and participation of the Principal in the SIG Transformation Model activities. A Grant Manager will be hired to keep all grant documents, records, data, and reports current and up-to-date.

Participation of all stakeholders is directly embedded into the SIG project activities and will be monitored by the Principal to ensure that all stakeholders are included. Since there is no district level staff in a charter school, The Board will create a Turnaround Committee that will provide additional support to the project interventions, especially through involving stakeholders in the project and ensuring accountability.

- **Involvement of LEA stakeholders in decision making**

The Turnaround Committee of the Board of Trustees will hold a stakeholder meeting quarterly in December, March and June of each year of the project, immediately following the completion of the quarterly NJDOE reports to ensure participation in decision-making. The target activities and goals of the grant, along with student achievement data, will be reviewed and suggestions for changes to the grant activities or implementation will be made to the Principal and Board. This meeting will include people representing teachers, support staff, parents, students, teachers' union, community members, higher education, special education services, and administration. In addition, the Turnaround Committee of the Board will create and conduct a survey of members of stakeholder groups in August each year of the project. To deal with emergencies, a representative from each of the stakeholders groups will be designated, contact information will be maintained, and the representative will make a commitment to meet with the Committee within one week's notice.

- **Process for making collaborative decisions**

The Leadership Team of Schomburg, including the Principal, Vice-Principal, Reading Supervisor, and Grant Project Manager will be responsible for making collaborative decisions. The Intervention Team involved in the project will also help make collaborative decisions on a weekly, basis throughout the project. In addition, stakeholders will meet with the Turnaround Committee quarterly, and teachers will meet with the Principal

		monthly to provide input, feedback, and suggestions for improvement. • **Involvement of other critical stakeholders, such as the other state and local leaders (*e.g.*, business, community, civil rights, and education association leaders); parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education** All stakeholders will be included in the annual needs assessment and a group of stakeholders will be convened quarterly to review progress of the grant activities and to make suggestions for changes or improvements to the project. These stakeholders will represent teachers, administrators, support staff, board members, union members, higher education, community members and organizations, families, and students. They will work together as a collaborative team, in a manner similar to that used for the development of the proposed activities. • **LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools** The Principal will have direct responsibility for all activities in the grant proposal. A grant project manager with extensive experience in managing grant activities and reporting will complete all required reporting, manage data for the grant, and communicate with the Principal to ensure that all activities are on track. The roles and responsibilities of others working on the SIG project are detailed in the management plan in the school application. The Principal will ensure all activities are carried out as planned in a timely manner, review all contracts, ensure compliance and provide appropriate documentation to the Grant Project Manager and the School Business Administrator who will ensure all payments are handled in a timely fashion according to state regulations. The Board of Trustees Turnaround Committee will meet quarterly with the stakeholders group to review the activity narratives and financial reports of the grant to ensure all activities and timeline targets have been met. They will provide recommendations for any changes in procedures to ensure that activity and budget targets continue to be met.
G	**The LEA's plan to sustain the**	• **LEA plan, including timelines, to continue beyond the grant funding period**

	reforms after the funding period ends	The grant activities have been designed to be transformative (rather than add-on) so that they will be incorporated into the very fabric of the school life, rather than needing extensive funding to continue. For example, the strong focus on professional development will ensure that faculty members increase their capacity to provide rigorous instruction beyond the funding period. The funds requested to implement a Response to Intervention framework will be used for training and materials that will still be in place and operational far beyond the grant project. Other activities, such as hiring Teacher Assistants, RTI Coordinator, and a Parent Liaison, will enable us to experiment with new activities and processes that we could not try without additional funding. If these types of activities demonstrate that they are effective at increasing student learning, we will seek additional funding to maintain them. The Board of Trustees has established a Development Committee which will aggressively pursue additional external funding from both public and private sources, including community based organizations and private foundations, and annual fundraising events to continue many of the grant activities beyond the funding period, with priority given to retaining high-quality teachers and leaders, extended learning time, the job-embedded professional development, and the continued use of the Action 100 plan to ensure a coherent implementation of Response to Intervention Framework. Their work will be based on the following timeline: Sept. 2011 – Create list of activities and materials that will need funding beyond the grant period. Dec. 2011 – Identify possible appropriate funders, fundraising strategies, examine possibility of creating foundation. March 2012 – Begin contacting funders, determining list of matches with funding needs. June 2012- Begin writing proposals, hold fundraising event. Sept. 2012 – Submit at least one proposal for continued funding. Dec. 2012 – Review feedback, review additional funding priorities, identify other funders. March 2013 – Begin writing additional proposals, plan fundraising event. June 2013 – Hold fundraising event. Sept. 2013 – Submit additional grant proposals. Dec. 2013 – Review feedback, funding successes and future needs.

March 2014 – Determine future grant possibilities and plan annual fundraiser.

June 2014 – Hold annual fundraising event.

- **What will be different in the school(s) after three years**

At the end of the grant period, the following changes will be evident, even if funding is not continued:

1) The capacity of the teachers will increase greatly to provide high-quality, rigorous instruction, to use data to determine interventions, and to be able to use appropriate classroom-based, individualized interventions. The teachers' capacity to manage the behavior of children will improve so that learning time increases.

2) The capacity of the principal will also increase, especially in her ability to use data driven assessments to plan interventions, to supervise staff in a way that improves instruction, to remove staff who are not effective, and to provide effective job-embedded professional development.

3) The curriculum and instructional materials of the school will be more rigorous, coherent, and fully aligned with the Common Core Standards or the NJ Core Curriculum Content Standards.

4) The school culture will change to be one of more accountability and belief that all children can achieve at grade level. The teacher evaluation instrument will include student achievement growth in addition to other measures.

5) There will be an effective system in place to ensure parent involvement in their children's education, communication with parents, and opportunities for parents to participate directly in the school activities.

6) There will be an effective and efficient data tracking system in place to allow teachers to see improvement or where interventions need to be targeted on a daily and weekly basis.

7) Children in K-3 will be reading and doing mathematics on grade level which will impact their continued success in grades 4-6 and beyond.

8) Preschool will be added to the school to increase the children's

		readiness to learn in grades K-3.
H	**The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results**	• **More flexibility for the leadership (principal) of the school** The Board of Trustees will grant the principal the required flexibility to carry out the proposed grant activities, including the selection of staff, budgeting, scheduling, and the selection of professional development providers. They will adopt a Board Resolution in July committing to this flexibility and autonomy. There will also be greater accountability for all decisions through monitoring of the Turnaround Committee. • **The district's ability to eliminate barriers to facilitate full implementation.** The nature of a charter school is such that the principal will have the ideal flexibility to implement the Transformation Model without the barriers typically encountered in a larger school district. The Board of Trustees is fully committed to supporting the model and has been extensively involved in the design of the activities and preparation of the application.
I	**The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.**	• **Qualifications, principal competencies** Schomburg's school reform efforts began in April 2009, after the Charter Renewal evaluation was done by the New Jersey Department of Education. As part of the remediation efforts, the principal was removed and a new principal, Ms. Elmezzi, was hired in July 2009. The Data Analysis Committee and Board therefore had the ability to judge the 18 months of work that the new principal has currently done and compare her performance to the Turnaround Leader Competencies. The Board approved her reappointment at the end of the first year in June 2010 based on the reform efforts that were put into place in the first year. The Data Analysis Team, in preparing for the SIG process needs analysis, researched the competencies of School Turnaround Leaders published by Public Impact. (Public Impact (2008). ***School Turnaround Leaders: Competencies for Success.***) These competencies include: **Driving for Results Cluster:** Achievement, Initiative and Persistence, Monitoring and Directiveness, Planning Ahead **Influencing for Results Cluster:** Impact and Influence, Team Leadership, Developing Others **Problem Solving Cluster:**

		Analytical Thinking, Conceptual Thinking **Showing Confidence to Lead:** Self-Confidence • **Search and selection of a new principal with experience turning around chronically low-performing schools** The next step after identifying leader competencies was to determine if the Principal hired in 2009 as the Turnaround Leader has the appropriate competencies to continue to lead the Schomburg STAR Project. We first compared her evaluation in 2010 and 2011 to the School Turnaround Leaders competencies and we identified the feedback on the administration given by all stakeholders in our needs assessment, and found that she had strengths in many target areas delineated above, and her first year performance evaluation by the Board showed that she had ***exceeded*** performance expectations in Problem-Solving/Decision Making, Human/Public Relations, Professional and Charter School Concerns, and Communication. • **Selection of the principal by June 1, 2011.** At a Board of Trustees meeting in March 2011, the Board affirmed their support of continuing the employment of the principal who was hired in July 2009 as part of the school turnaround effort at that time. • **The number of years in the school of the current principal** The current principal has been in her position since July 2009 – one complete school year and 6 months of the current school year.

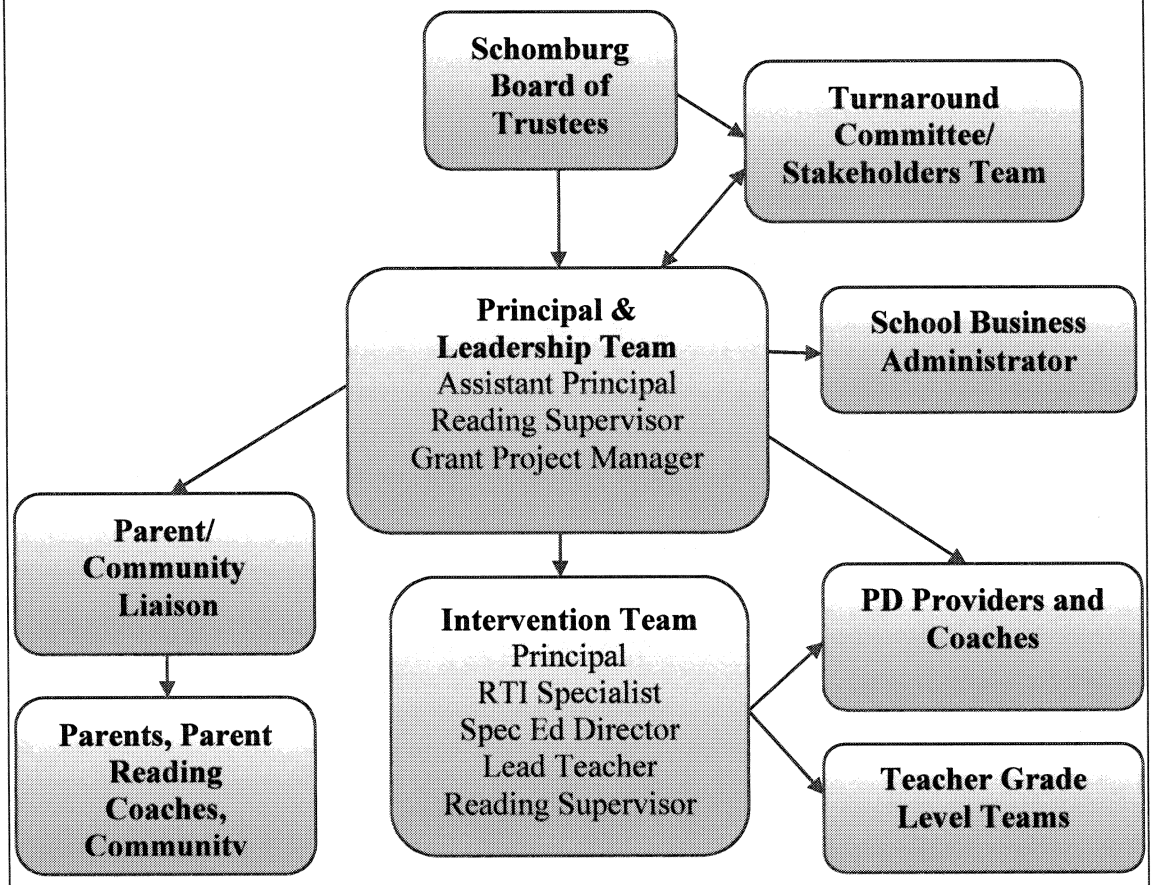
	The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.	• **Management of the program** The LEA plan to manage the program will center on the role of the Principal who functions as the CSA and the Project Director. She will report directly to the Board of Trustees. The Board will approve the hiring of an Assistant Principal to help release the Principal from some of her previous responsibilities to focus more intensely on and prioritize the Transformation Model activities. This SIG proposal will become the outline for the project with strict adherence to the action steps and deadlines. The Project Activity Plans will guide the daily, weekly, and monthly activities in the school and will be led and monitored by the Principal to ensure that any needed adjustments are made immediately to ensure success. The goal will be to ***exceed*** the deadlines to accelerate the increase in student achievement, rather than just meet deadlines. The Project Activity Plans will also be used to ensure deadlines are met. Each week, the timelines will be checked and marked when completed. Any deadlines not met in any given week will immediately be reviewed for adjustments or to be moved up in priority for completion. • **A clear process for making collaborative decisions** In developing the proposal, the Needs Assessment Team examined best practices in collaborative decision-making, especially as it pertains to a Response to Intervention framework [1]. Within the school, the Intervention Team will ensure that all school personnel are included in decision-making, including teachers, paraprofessionals, special education providers and child study team members. Within the LEA/Board of Trustees activities, the Turnaround Committee of the Board will meet quarterly with the Stakeholder Team to review the quarterly grant reports, ensure deadlines are met, and to support the principal's autonomy and flexibility.

[1] McCook, J. (2006). ***The RTI Guide: Developing and Implementing a Model in Your Schools***. Horsham, PA: LRP.

- **A management plan outlining the ability to manage the program in the served schools**

The management plan for the STAR Project is illustrated in the following diagram:

The Management Plan for the Schomburg Transformational Model



The above plan shows the overall structure of the management of the project. The following list shows the specific roles for leaders and stakeholders in the project that would normally be accomplished by the LEA:

Principal: Serves as Project manager who has direct responsibility for implementation and direction of all activities. Will directly supervise the Grant Manager, the Assistant Principal, the School Business Administrator, the Parent Liaison, The Reading Supervisor, the Intervention Team, the PD Providers and Coaches, the teachers and all staff members.

Leadership Team: The Principal, Assistant Principal, Reading Supervisor and Grant Project Manager will have responsibility for collaborative decision-making

		involving the grant activities. They will meet weekly to review student data and assess grant progress, monthly to review teacher observations. **School Business Administrator:** Provides direct oversight of all use of grant funds; ensures that budget targets are met and all expenditures are in line with grant objectives and grant activity plans. **Grant Manager:** Compiles data and writes required grant reports. Assists in communication with all personnel, Board of Trustees, Leadership Team, etc.. Monitors all grant activities and documentation. **Parent/Community Liaison:** Establishes parent association, coordinates work of the Parent Reading Coaches, facilitates stakeholders meetings, serves as liaison to community organizations, assists in identifying and connecting community social and health resources, and parent education classes to help families in need. **RTI Coordinator:** Provides support for data systems and technology, assists grade level teams in data analysis, planning RTI interventions, and positive behavioral support planning. **Board of Trustees:** Provides direct oversight to Principal, ensuring the autonomy and flexibility to support the Transformation Model, ensuring necessary funding, while also ensuring accountability for achievement of all objectives and timelines. **Turnaround Committee**: A subcommittee of the Board which will include outside experts in school reform. The committee will meet with stakeholders quarterly to review quarterly reports and make recommendations for modifications. • **Plan for meeting identified needs and deadlines** The principal will have direct responsibility for identifying needs of the project as they unfold, meeting those needs and adhering to all deadlines. The goal will be to ***exceed*** the deadlines if at all possible to accelerate the increase in student achievement. The progress towards meeting deadlines will be checked weekly by the Principal and Grant Manager and quarterly by the Turnaround Committee of the Board, with adjustments made as necessary, especially in accelerating the timelines.

Form L-10

WAIVER REQUEST

LEA : Schomburg Charter School

School Name	**Waiver 1** **"Starting over" in the school improvement timeline for turnaround or restart model only**	**Waiver 2** **Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold**
Schomburg Charter School	X	

Form L-11
MONITORING AND ACCOUNTABILITY PLAN

LEA : Schomburg Charter School **Name of School:** Schomburg Charter School

Data and Progress Monitoring and Accountability

Accountability is at the heart of the Schomburg Transformation Model, and is embedded in the project through the Response to Intervention Framework and the strong emphasis on teacher observation and evaluation. Strong leadership will drive the transformation and integration of the RTI framework into the fabric of the school operations. Parents are held accountable for their children's attendance in extended learning time, in the reading they do and the academic growth they make; teachers are held accountable for their classroom management and instructional strategies, the reading that the children undertake, the progress and rate of growth of their students, and their commitment to growth as a learner. The principal is held accountable for the rate of growth the students make, the percentage of students reading and completing mathematics on grade level, the PD delivery to the teachers, and her own commitment to growth as a learner and leader.

Accountability is realized through the regular habit of data collection and review, the public sharing of formative and summative data, and the decision-making and communication around the interventions based on data. The accountability plan and data collection, with multiple checkpoints and shared responsibility, are linked to the overall administration of the project.

The Leadership Team will meet weekly to ensure that all activity plans are on target and progressing appropriately. These meetings will ensure that all RTI Interventions are effectively handled based on student progress data. Faculty observation data will be reviewed and plans made for extra support as needed. Monthly the team will formally evaluate the progress of the STAR Project activities with the Project Manager.

The Principal and Project Manager will write quarterly reports that will be shared with the Board Turnaround Committee and the New Jersey Department of Education. These will be reviewed by the Board Turnaround Committee, a stakeholders group, and the NTO assigned to the school. This monitoring will help maintain accountability for outcomes as well as provide recommendations and support to keep the project on track.

Data Collected	Goal the Data Represents
The number of 15-minute independent reading steps students complete (Daily)	- Effectiveness of classroom routines and procedures - Teacher commitment to the RTI model and 100 Book Challenge - Volume of independent reading, which is linked in research reports to increase in reading levels - Home/School partnership effectiveness - Establishment of effective learning habits for teachers, students, families

Independent Reading Level and Growth (Weekly)	- Predictions of performance on NJASK Language Arts - Student placement in Common Core Standards - Effectiveness of vertical articulation of curriculum and instruction - Effectiveness of Tier I and Tier II interventions - Quality of teacher instruction and coaching - Possible need for Tier III intervention
Mathematics Performance Level (Weekly)	- Predictions of performance on NJASK Mathematics - Student placement in Common Core Standards - Effectiveness of vertical articulation of curriculum and instruction - Effectiveness of Tier I and Tier II interventions - Quality of teacher instruction and coaching - Possible need for Tier III intervention
Teacher Performance Evaluation Scores (Monthly)	- Curriculum that is rigorous, aligned to Common Core and NJ CCCS - Curriculum that is vertically aligned - Effectiveness of instructional strategies - Individualizing instruction - Matching instructional materials to student ability - Creating a learning environment in which children can be successful - Increasing academic engagement of children
Leadership Performance Evaluation Scores (Monthly)	- Continuous improvement in student achievement throughout the year - Continuous improvement in teacher performance evaluations throughout the year - Improvement in Parent and Community involvement
Home Involvement and Support Data (Monthly)	- Attendance throughout School Year, Saturdays, and Summer Session - Students home reading habits

	- Participation in School Events - Need for support services

Formative Data Collection

Student Data Collection: Meaningful formative data is collected in the classroom daily and weekly and captured in a web-based electronic database called SchoolPace. The data entry process is simple, occupying only a few minutes of each school day. The data collected is tied to individual student records with comprehensive demographics. Attendance, discipline, and subgroup assignments are captured to create a complete student profile.

Teacher Data Collection: The Leadership Team will formally observe every teacher monthly to provide formative feedback on the areas of the Framework for Teaching – Planning and Preparation; the Classroom Environment; Instruction; and Professional Responsibilities. In addition, student data will be compiled by teachers to give formative feedback on achievement.

Leadership Data Collection: The Leadership Team will track their own adherence to the activity steps in the SIG proposal. They will also track aggregated data of all student achievement as a measure of their own performance.

Data Analysis Routines

Student outcomes data will be at the heart of the data analysis routines and will be the ultimate measure of success of the project. The RTI framework will provide the structure of data analysis routines.

Tier I instruction will be monitored through a variety of measures: % of students reading on target (amount of time spent reading), % of differentiated instruction used, % of students reading on grade-level, rate of reading growth per student, accuracy of independent reading levels, engagement levels and motivation of students, and observable accelerated progress. The Principal and RTI Specialist will be responsible for this monitoring. Successes and challenges will be addressed at the weekly data and grade group meetings.

Tier II and III Monitoring will focus on the Data Wall. Teachers and administrators will establish intervention Action Plans for each of these students based on the skills needed to accelerate reading or mathematics growth. The action plans will detail specific interventions for each student along with the current plan for providing such interventions, including resources needed and people responsible for ensuring intervention completion and success. In addition, the Data Wall will be the central location for systemic instructional support frameworks. The principal will build a school-wide resource allocation map and a targeted instructional support map on and from the Data Wall. The Principal, teachers, and leadership team will meet weekly to review, assess, and modify Tier II and III Action Plans. Each student's action plan will be documented in SchoolPace. Each action plan is related to one or more unique interventions. With this information, SchoolPace will provide insight into the effectiveness of each intervention.

Summative Data Collection

In addition to formative data, summative data will be collected and monitored. The following data will be aggregated by all subgroups, teacher classes, and grade levels:

- NJASK data
- Terra Nova scores
- IRLA scores
- Mathematics progress scores
- Kindergarten Screening Scores
- Attendance and tardiness
- Home/School Contract completion

Data Analysis Capability

Formative and summative data will be collected and stored in SchoolPace. As data is entered, it is automatically categorized based on performance targets set within the system. Performance targets will be set to identify students who have scored Below Basic, Basic, Proficient, or Advanced in a given metric. Similarly, targets can be established to show which students should receive group or individual interventions based on performance.

Stakeholders at all levels of the LEA will have access to reports and graphs that aggregate this data in a variety of ways. Classroom teachers can see their students' scores organized by performance target, and view individual student progress across multiple school years. School administrators can see metrics on student performance aggregated by classroom, grade, and subgroup.

Over the course of the three years, individual student growth will be measured using data across multiple school years. By collecting and analyzing longitudinal student data, all stakeholders can effectively measure the effects of long-term interventions and core instructional programs. Administrators will receive email and push notifications daily that draw attention to achievements and performance alerts for students, classrooms, or groups within the school.

Form S-1

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

SECTION I:

NGO#:____-_____-_____Title: School Improvement Grant

SECTION II, PART A:	Internal use only	School Code	Type	Region	Sequence
Schomburg Charter School School Name					
508 Grand Street School Address	_Nancy Elmezzi_____(201) 451-7770_x121_ School Principal Name Phone #				
Jersey City, NJ 07302 School City, State, Zip	Nancy Elmezzi School Program Director Name				
K-6 Grade Span of School	(201)_451-7770_x121 School Program Director Telephone				
	(201) 451-1770 / nelmezzi@schomburgcharter.org School Program Director Fax/email				

Total amount of funds requested for school application: Year 1 $1,573,787 Year 2 $1,567,728 Year 3 $1,567,728

Duration of the Year 1 project: 9/1/11 to 8/31/12

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

Nancy Elmezzi
Certification of Chief School Administrator

April 21, 2011
Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Schomburg Charter School school district (county code 80, District Code 7820, School Code 970).

Nancy Elmezzi
Signature of Chief School Administrator

Lead Person/Principal
Title

April 21, 2011
Date

Business Manager: Hyacinth Watkins

Phone: (201) 451-7770 x123

Fax: (201) 451-1770

Form S-2

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.

Schomburg Charter School
Applicant LEA

Nancy Elmezzi
Signature: *Chief School Administrator*

Schomburg Charter School
Applicant School

April 21, 2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	Schomburg Charter School
Address	508 Grand Street / Jersey City, NJ 07302
DUNS number	015213205
Expiration Date of CCR registration	08/27/2011
Congressional District	NJ-013

Part II – Primary Place of Performance under this award

City	Jersey City
County	Hudson County

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.

Nancy Elmezzi
Signature of Chief School Administrator

Nancy Elmezzi / Lead Person/Principal
Name and Title

Form S-4
PROJECT ABSTRACT

LEA : Schomburg Charter School **Name of School:** Schomburg Charter School

Mission

The mission of the Schomburg Charter School is to provide an individualized, responsive and excellent educational experience for Jersey City children, families and community focused on the whole child. The highest quality teachers and staff will maintain rigorous standards, create an environment conducive to learning, and use data for effective planning. The school values accountability, parent commitment, integrity, and a belief that every child can succeed.

Vision

We envision a community school in which children are deeply engaged in learning, developing the habits of academic excellence. We envision a school in which teachers are committed to improving their practice, working side-by-side with each other, with school leaders, parents, and instructional coaches in the passionate pursuit of excellence. We envision a school that is the centerpiece of the community, providing a second home to children and a positive resource to all families. We envision a school in which the leader provides extraordinary vision, support, and commitment to her own learning in order to make this a reality.

Project Implementation Summary

The **STAR Project: Schomburg Total Accountability and Responsibility**, will fundamentally transform the school and accelerate student learning outcomes by meeting three overarching goals: 1) Increase in learning time and instructional rigor, 2) improvement in effective academic interventions, and 3) increase in parent and community involvement. Our success will come from a principal who is a true instructional leader – a visionary who is committed to her own growth in attaining skills as a turn-around expert. It will have teachers implementing best practices – teachers who are committed to their growth on a teacher expertise continuum and whose work is supported by quality materials, rigorous, job-embedded professional development, and ongoing evaluation and feedback. It will have classrooms that welcome teachers, college professors, and leaders in the community to see how a persistently low-performing urban school can be transformed into an efficient and effective learning community.

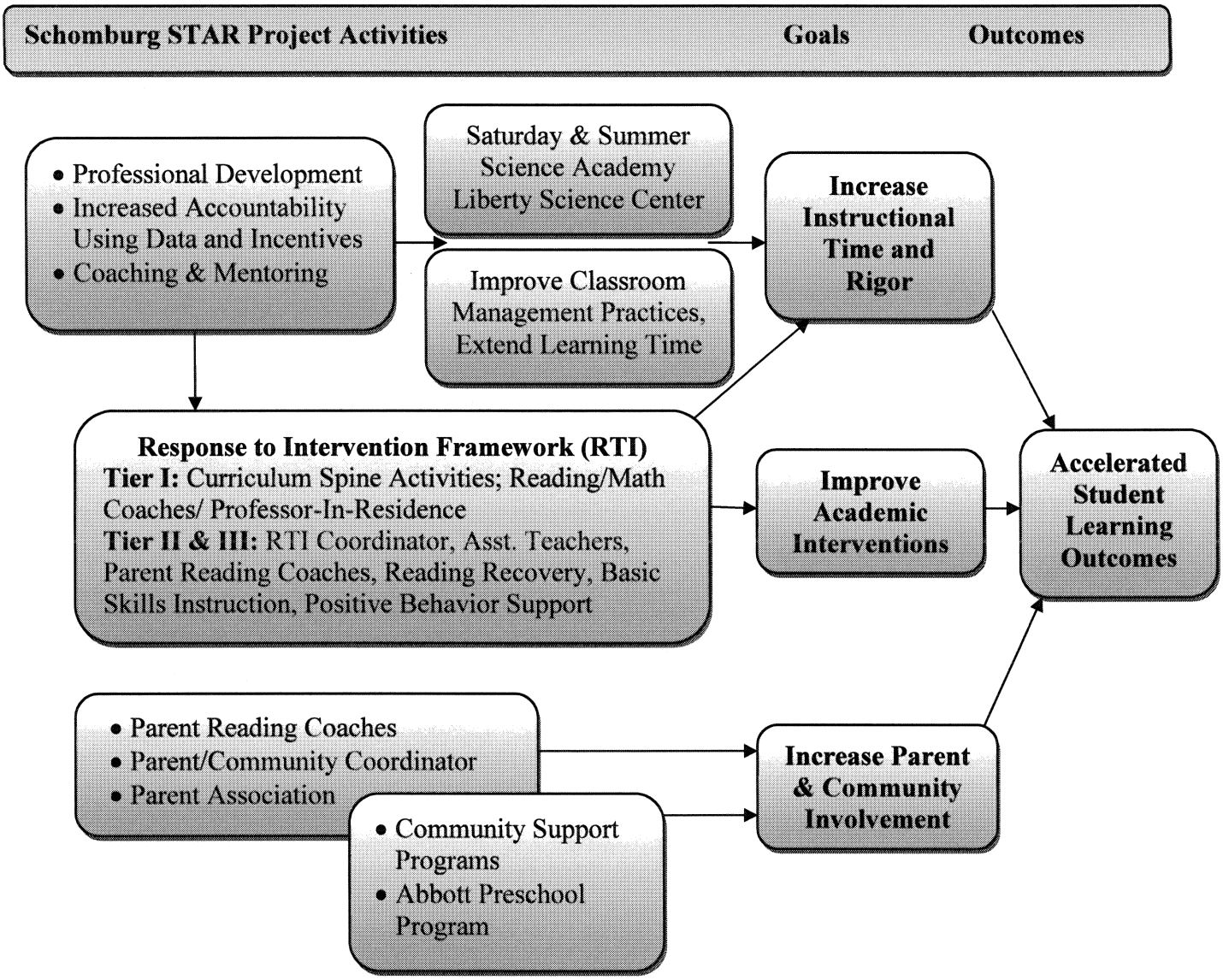
At Schomburg, the principal will be the organizational and instructional leader. Every teacher will spend time every week working in teams, with instructional coaches, a Professor-in-Residence from New Jersey City University, and with intervention specialists, studying how students learn to read and develop mathematical understanding and how to individualize their instruction.

The transformation will focus on a ***Response-to-Intervention Framework*** that uses a research-based 12-Step support framework to transform school cultures and create sustainable academic achievement, through extensive training, management, and monitoring systems. We will:

- Develop teacher and school leader effectiveness through: comprehensive, professional development; a rigorous, transparent and equitable evaluation system; identification and rewards for school leaders, teachers and other staff; and financial and other incentives.
- Implement comprehensive, research-based instructional reform strategies.
- Implement a comprehensive data collection and management system.
- Use data to inform instruction and interventions.

- Extend learning time
- Create a community-oriented school.

The following graphic shows the transformational model of the Schomburg STAR Project:



As a Tier I chronically low-achieving school, Schomburg is committed to the requirements of SIG funding and will aggressively implement an accountability system that adheres to well-defined goals, objectives, indicators, and student targets over a three-year detailed activity plan. Schomburg's goal is for all students to score proficient or advanced on NJASK and to ensure that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to have a successful educational career.

Form S-5
REPORTING METRICS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

Metric	2009-2010 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation
AYP status	Year 2 Hold Math for 2009-2010
Which AYP targets the school met and missed	Elem. Language - Current AYP /yes - met Safe Harbor Elem. Math - Current AYP /yes - met Safe Harbor but Year 2 Hold status for Math
School improvement status	Year 2 Hold Math for 2009-2010
Number of minutes within the school year	76,020 instructional minutes/181 days
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	
Grade 3 LAL	**Grade 3 LAL** **Total Students -** 87.5% Part Prof, 12.5% Prof, 0.0% Ad Prof **General Education -** 83.3% Part Prof, 16.7% Prof, 0.0% Ad Prof **Special Education -** 100.0% Part Prof, 0.0% Prof, 0.0% Ad Prof **LEP - NA** **Gender:**

Metric	2009-2010 Data
	Female - 80.0% Part Prof, 20.0% Prof, 0.0% Ad Prof **Male** 92.0% Part Prof, 8.0% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American** 88.9% Part Prof, 11.1 Prof, 0.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 75.0% Part Prof. 25.0% Prof, 0.0% Ad Prof **Amer. Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 87.5% Part Prof, 12.5% Prof, 0.0% Ad Prof **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** 87.5% Part Prof, 12.5% Prof, 0.0% Ad Prof
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 **Grade 3 Math**	**Grade 3 Math** **Total Students -** 70.0% Part Prof, 30.0% Prof, 0.0% Ad Prof **General Education -** 63.3% Part Prof, 36.7% Prof, 0.0% Ad Prof **Special Education -** 90.0% Part Prof, 10.0% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 73.3% Part Prof, 26.7% Prof, 0.0% Ad Prof **Male -** 68.0% Part Prof, 32.0% Prof, 0.0% Ad Prof

Metric	2009-2010 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 **GRADE 4 LAL**	**Ethnicity**: **White - NA** **Black or African American:** 72.2% Part Prof, 27.8% Prof, 0.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 50.0% Part Prof. 50.0% Prof, 0.0% Ad Prof **Amer. Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 70.0% Part Prof, 30.0% Prof, 0.0% Ad Prof **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** 70.0% Part Prof, 30.0% Prof, 0.0% Ad Prof **Grade 4 LAL** **Total Students -** 94.4% Part Prof, 5.6% Prof, 0.0% Ad Prof **General Education -** 92.6% Part Prof, 7.4% Prof, 0.0% Ad Prof **Special Education -** 100.0% Part Prof, 0.0% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 87.5% Part Prof, 12.5% Prof, 0.0% Ad Prof **Male -** 100.0% Part Prof, 0.0% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American:** 93.9% Part Prof, 6.1 % Prof, 0.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:**

Metric	2009-2010 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 **Grade 4 Math**	100.0% Part Prof, 0.0% Prof, 0.0% Ad Prof **Amer. Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 94.4% Part Prof, 5.6% Prof, 0.0% Ad Prof **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** 94.4% Part Prof, 5.6% Prof, 0.0% Ad Prof **Grade 4 Math** **Total Students -** 77.8% Part Prof, 19.4% Prof, 2.8% Ad Prof **General Education -** 85.2% Part Prof, 11.1% Prof, 3.7% Ad Prof **Special Education -** 55.6% Part Prof, 44.4% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 75.0% Part Prof, 18.8% Prof, 6.3% Ad Prof **Male -** 80.0% Part Prof, 20.0% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American:** 78.8% Part Prof, 18.2 Prof, 3.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 66.7% Part Prof, 33.3% Prof, 0.0% Ad Prof **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 77.8% Part Prof, 19.4% Prof, 2.8% Ad Prof **Non-Econ. Disadvantaged - NA**

Metric	2009-2010 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 **Grade 4 Science**	**Migrant Status - NA** **Non-Migrant Status-** 77.8% Part Prof, 19.4% Prof, 2.8% Ad Prof **Grade 4 Science** **Total Students -** 25.0% Part Prof, 72.2% Prof, 2.8% Ad Prof **General Education-** 22.2% Part Prof, 74.1% Prof, 3.7% Ad Prof **Special Education -** 33.3% Part Prof, 66.7% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 43.8% Part Prof, 50.0% Prof, 6.3% Ad Prof **Male -** 10.0% Part Prof, 90.0% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American:** 27.3% Part Prof, 69.7 Prof, 3.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 0.0% Part Prof, 100.0% Prof, 0.0% Ad Prof **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 25.0% Part Prof, 72.2% Prof, 2.8% Ad Prof **Non-Econ. Disadvantaged - NA**
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 **Grade 5 LAL**	**Migrant Status - NA** **Non-Migrant Status-** 25.0% Part Prof, 72.2% Prof, 2.8% Ad Prof **Grade 5 LAL**

Metric	2009-2010 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 **Grade 5 Math**	**Total Students -** 84.2% Part Prof, 15.8% Prof, 0.0% Ad Prof **General Education -** 81.3% Part Prof, 18.8% Prof, 0.0% Ad Prof **Special Education -** 100.0% Part Prof, 0.0% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 90.0% Part Prof, 10.0% Prof, 0.0% Ad Prof **Male -** 77.8% Part Prof, 22.2% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American:** 88.9% Part Prof, 11.1 Prof, 0.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 0.0% Part Prof. 100.0% Prof, 0.0% Ad Prof **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 84.2% Part Prof, 15.8% Prof, 0.0% Ad Prof **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** 84.2% Part Prof, 15.8% Prof, 0.0% Ad Prof **Grade 5 Math** **Total Students -** 89.5% Part Prof, 10.5% Prof, 0.0% Ad Prof **General** Education- 90.6% Part Prof, 9.4% Prof, 0.0% Ad Prof

Metric	2009-2010 Data
	Special Education - 83.3% Part Prof, 16.7% Prof, 0.0% Ad Prof **LEP - NA** **Gender:** **Female -** 85.0% Part Prof, 15.0% Prof, 0.0% Ad Prof **Male -** 94.4% Part Prof, 5.6% Prof, 0.0% Ad Prof **Ethnicity**: **White - NA** **Black or African American:** 91.7% Part Prof, 8.3 Prof, 0.0% Ad Prof **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** 50.0% Part Prof. 50.0% Prof, 0.0% Ad Prof **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** 89.5% Part Prof, 10.5% Prof, 0.0% Ad Prof **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** 89.5% Part Prof, 10.5% Prof, 0.0% Ad Prof
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 **<u>Grade 3 LAL</u>**	**Grade 3 LAL** **Total Students** - Avg scale score = 170.2 **General Education** - Avg Scale Score = 177.0 **Special Education** - Avg Scale Score = 149.7 **LEP - NA** **Gender:** **Female** -Avg Scale Score = 179.3 **Male** - Avg Scale Score = 164.7 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 168.2 **Asian - NA**

Metric	2009-2010 Data
	Pacific Islander - NA **Hispanic or Latino:** Avg Scale Score = 188.0 **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** Avg Scale Score=170.2 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score=170.2
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 **Grade 3 Math**	**Grade 3 Math** **Total Students** - Avg scale score = 183.9 **General Education** - Avg Scale Score = 189.6 **Special Education** - Avg Scale Score = 166.7 **LEP - NA** **Gender:** **Female** -Avg Scale Score = 190.6 **Male** - Avg Scale Score = 179.9 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 182.0 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** Avg Scale Score = 201.0 **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** Avg Scale Score = 183.9 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score = 183.9
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the	**Grade 4 LAL** **Total Students** - Avg scale score = 163.3

Metric	2009-2010 Data
"all students" group, for each achievement quartile, and for each subgroup **Grade 4 LAL**	**General Education** - Avg Scale Score = 166.3 **Special Education** - Avg Scale Score = 154.6 **LEP - NA** **Gender:** **Female** -Avg Scale Score = 159.3 **Male** - Avg Scale Score = 166.6 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 161.7 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** Avg Scale Score = 181.7 **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** Avg Scale Score = 163.3 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score = 163.3
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 **Grade 4 Math**	**Grade 4 Math** **Total Students** - Avg scale score = 176.4 **General Education** - Avg Scale Score = 172.0 **Special Education** - Avg Scale Score = 189.4 **LEP** - NA **Gender:** **Female** -Avg Scale Score = 172.2 **Male** - Avg Scale Score = 179.8 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 175.3 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino :** Avg Scale Score = 188.3

Metric	2009-2010 Data
	American Indian/AK Native - NA **Other - NA** **Econ. Disadvantaged-** Avg Scale Score=176.4 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score=176.4
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 **<u>Grade 4 Science</u>**	**Grade 4 Science** **Total Students** - Avg scale score = 212.8 **General Education** - Avg Scale Score = 214.1 **Special Education -** Avg Scale Score = 208.8 **LEP** - NA **Gender:** **Female** -Avg Scale Score = 207.9 **Male** - Avg Scale Score = 216.7 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 211.4 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** Avg Scale Score = 227.7 **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** Avg Scale Score = 212.8 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score = 212.8
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the	**Grade 5 LAL** **Total Students** - Avg scale score = 174.4 **General Education** - Avg Scale Score = 178.1 **Special Education -** Avg Scale Score = 154.7

Metric	2009-2010 Data
"all students" group, for each achievement quartile, and for each subgroup **Grade 5 LAL**	**LEP - NA** **Gender:** **Female** -Avg Scale Score = 175.4 **Male** - Avg Scale Score = 173.3 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 172.1 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** Avg Scale Score = 215.5 **American Indian/AK Native - NA** **Other - NA** **Econ. Disadvantaged-** Avg Scale Score=174.4 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score=174.4
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 **Grade 5 Math**	**Grade 5 Math** **Total Students** - Avg scale score = 179.6 **General Education** - Avg Scale Score = 179.9 **Special Education** - Avg Scale Score = 177.8 **LEP - NA** **Gender:** **Female** -Avg Scale Score = 180.8 **Male** - Avg Scale Score = 178.3 **Ethnicity**: **White - NA** **Black or African American:** Avg Scale Score = 178.9 **Asian - NA** **Pacific Islander - NA** **Hispanic or Latino:** Avg Scale Score = 192.5 **American Indian/AK Native - NA** **Other - NA**

Metric	2009-2010 Data
	Econ. Disadvantaged- Avg Scale Score = 179.6 **Non-Econ. Disadvantaged - NA** **Migrant Status - NA** **Non-Migrant Status-** Avg Scale Score = 179.6
Percentage of limited English proficient students who attain English language proficiency	0 - Not Applicable
Graduation rate	0 - Not Applicable
Dropout rate	0 - Not Applicable
Student attendance rate	Total School = 94.3%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0 - Not Applicable
College enrollment rates	0 - Not Applicable
Student Connection and School Climate	
Discipline incidents	326 discipline referrals in SY 09-10 resulting in the following EVVRS: 6 - violence, 1 weapons
Truants	0 - Not Applicable
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	2 above level in performance, 18 at level or adequate, 2 in need of improvement
Teacher attendance rate	94.7% faculty attendance rate

Form S-6

STATEMENT OF NEED

LEA : Schomburg Charter School

Name of School: Schomburg Charter School

Overview of Needs Analysis:

Schomburg is a K-6 elementary Charter School located in Jersey City. It aims to be a community-oriented school –one in which the children, who are 95% African American—have the best possible opportunities for academic growth and self-development. 88% of the children are economically disadvantaged and 20% are receiving special education services. This makes the challenges of learning greater and the need for intervention more imperative. The school has been classified as in need of improvement for too long. The leadership, instructional strategies, and connections with families have not been working. This school requires a complete transformation to reach its high academic goals for the children. The Schomburg STAR Project was built on the result of a careful, thorough, honest, and in-depth examination of the needs of the school that are delineated below:

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	NJASK3, 4, 5 DRA Scores Terra Nova Scores AYP Data Pre and Post Assessments Classroom Walkthroughs Teacher Surveys	1) Students are consistently scoring below grade level at entry to Schomburg. They do not make up for the achievement gap in later years. Students' independent reading levels are low. 2) Teachers do not differentiate instruction as much as needed and do not use data to plan for classroom interventions. Classroom materials are not carefully aligned with student ability levels. Students get little support for reading outside of school.
Academic Achievement - Writing	NJASK3, 4, 5 DRA Scores Terra Nova Scores Writing Rubric Scores AYP Data Classroom Walkthroughs Teacher Surveys	1) Students writing skills at all grade levels are below where they should be. 2) Kindergarten students come in with little preparation or readiness for writing. This problem is not remediated in future years. Students write very little and need more support and scaffolding in learning skills. Students are not connecting their writing to other content areas.
Academic Achievement - Mathematics	NJASK3, 4, 5 Terra Nova Scores	1) Most students are below grade level in mathematics, and students are especially lacking at basic level skills. There is little higher-level problem solving in

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Unit tests and assessments AYP Data Classroom Walkthroughs Teacher Surveys	classrooms. 2) Students do not learn the basic numerical reasoning concepts in the early grades and are therefore unable to integrate higher levels of mathematical thinking. Mathematics instruction is not coherent or developmentally appropriate.
Parent Involvement	Parent Surveys Parent Signature Sheets for Home Reading Homework compliance Attendance at Open Houses Report Card Distribution Back-to-School Night	1) Parents are not attending school functions; they do not read to their children at home or provide support for their children to read independently. Parents are not providing enough support for students to complete homework in an effective, regular way. Parents pick up and drop off children at various times, often after the school day has begun and before dismissal. 2) The school is not working with parents in a way that effective. There is a tendency to blame parents for students' low achievement and there are few parent support programs in place. There is no person who has been given the responsibility for coordinating parent activities, volunteers or communication. Drop off times and pick up times are not enforced.
Professional Development	Teacher Surveys Student Academic Outcomes	1) Professional development in the past year has been effective at helping teachers understand the population of students they are working with. Reading and Mathematics coaches have been effective at improving instruction in many classrooms. 2) Teachers want and need more professional development related to classroom management and instructional strategies for individualizing instruction.
Extended Learning Opportunities	Teacher Surveys After school attendance After school offerings Extra-curricular offerings	1) There is an afterschool program however a very small number of students attend. There are a few community programs, but they do not reach all students. There are very few extra-curricular activities and no field trips. There has been a summer program and Saturday sessions that have been available for only a small percentage of the children. 2) The school has not developed a culture in which it is expected that children will stay afterschool, or come for additional days for learning opportunities. Parents

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		did not rate extended learning opportunities as being necessary. There has not been enough money available to fund extended learning opportunities.
Homeless	N/A (This will continue to be monitored if needed in the future)	Currently, there are no children attending who we know are homeless. The school social worker will continue to monitor the needs of any homeless children if this situation arises.
Students with Disabilities	NJASK3, 4, 5 DRA Scores Terra Nova Scores AYP Data Pre and Post Assessments Classroom Walkthroughs Teacher Surveys	1) 19% of the students receive special education services. These students are achieving academically below grade level and not at the expected level of performance. 2) There are not enough, or not appropriate interventions for students with disabilities. There is a part-time Child Study Team. There is not a consistent approach or model in providing inclusion or push-in services. There may be too many children classified as needing special education services that could be supported through a response-to-intervention model.
English Language Learners	N/A	N/A
Economically Disadvantaged	NJASK3, 4, 5 DRA Scores Terra Nova Scores AYP Data Pre and Post Assessments Classroom Walkthroughs Teacher Surveys	1) Since 88% of the children are considered economically disadvantaged, we focused the evaluation on the same data for all students, with the assumption that many opportunities would be even less available and more difficult for the most economically disadvantaged to obtain. 2) Family members are stressed economically which often leads to difficulty in providing support to children for academics or time to be involved in school activities. Children often do not have the learning materials at home, and do not participate in learning experiences during the summer or weekends.
School Culture	Parent, Student, Teacher, Board Surveys Attendance Rates Suspension Rates Classroom Walkthroughs	1) Teachers, parents, students and Board members see great potential in Schomburg School, but have lost hope that what they are doing will lead to change. They all point to major changes that are needed to change the school culture, especially as it relates to classroom management and inappropriate student behaviors. 2) Many teachers have poor classroom management skills and are untrained in working with challenging behaviors. Teachers are not held accountable for student behavior. There are few school-wide procedures and students are not held

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		accountable for their behavior. Children are often misbehaving because the instruction materials or methods do not meet their needs. Teachers do not collaborate in indentifying student needs or instructional approaches.
Leadership	Board Evaluation Leadership Report School Report Card AYP Data Interview with Director of NJDOE Charter Office	1) There have been 7 principals in the 11 years of the school's functioning so there has been no stability or long-range planning or growth of the staff. The principal was replaced in 2009 as part of the restructuring. The entire board of trustees was required to resign as a condition of renewing the charter; the state DOE took over operation of the school for the summer; The current turn-around principal was interviewed by four people, including two DOE staff members. Data shows that positive changes have been made in the last 18 months and that the principal has provided strong leadership in changing the school so far. 2) There has been very little accountability of the principal, the teachers, the parents, or the students. In previous years, curriculum has not been developed, teachers have had little professional development and there has been so many leadership changes that any new policies and procedures have failed.
Highly Qualified Staff	School Report Card Certification Observations	1) All staff meet the requirements for being highly qualified. 2) There is a discrepancy between the rate of highly qualified teachers and student achievement outcomes.

Evaluation & Needs Assessment Summary

1.	**Describe the process and techniques used in the needs assessment.**	A collaborative data assessment team consisting of the principal, the reading coach, the director of special education services, a school reform specialist from New Jersey City University, and a Board member created a needs assessment plan. This plan included reviewing all relevant student performance data which was made available by the principal including: • State assessment data – overall results and outcomes of the analysis including an identification of students (by grade and by subgroup) who have been partially proficient for at least two consecutive years • Formative data • Student demographic/attendance/discipline data • Professional development data • Classroom assessments • Perceptions of teachers, parents and students • Working conditions, school culture and student conduct • Assessments of administrators and instructional performance of teachers • Support of the teachers' union • Information about identification and evaluation of effective practices and ineffective practices to be discontinued Other data included written surveys from students, parents, Board members, teachers and all staff, phone surveys to parents, and two community meetings. All of this data was compiled by the NJCU consultant. Committee members then reviewed the data, along with other stakeholders, to examine the root cause of lack of achievement, to prioritize the needs of the school and make recommendations for action plans.
2.	**Describe methods used to collect and compile data for student subgroups.**	Data from school report cards, NCLB reports and Terra Nova scores were compiled by grade level and by subgroups into a binder. DRA scores were examined by grade level. Other local assessments such as Mathematics unit tests, and curriculum assessments were examined by grade level.
3.	**Explain how the data from the collection methods are valid and reliable.**	The data from the NJ ASK is closely aligned with the NJ Core Curriculum Content Standards which provides validity. The test has been developed and is administered in a way that provides an assurance of reliability. In grades in which there is no NJASK data, we used the Terra Nova data which has been designed

		to align with the NJ state assessments. There did seem to be some issues with the validity of the Terra Nova data compared to the NJASK data and therefore a newer edition of the Terra Nova will be used in the future. Local assessments were relied upon because they are well aligned to the curriculum. There needs to be better alignment with state assessments. The needs assessment data was designed so that many different perspectives, different ways of collecting the information, and different types of data were included. This provides triangulation of the data to increase the internal reliability.
4.	**What did the data analysis reveal regarding classroom instruction?**	Data revealed that classroom instruction is not meeting the needs of the majority of the children. Instructional time is often disrupted by behavior problems, and the full period of instruction is not being used, with 5-10 minutes of each period wasted on management issues. The teachers are starting to use an appropriate, balanced literacy approach and comprehensive mathematics instruction but many of the children's skills are too low to benefit from the current instruction. Because many of the children arrive in kindergarten below expected grade level – and continue to perform below grade level – they need increased instructional time to accelerate their progress in the early grades. In the upper grades, instruction is often lecture-based and needs to incorporate more problem-based learning and hands-on activities. Students are making progress in science achievement so this curriculum area should continue to be supported, and used as motivational and skill-based support for increasing reading and mathematics skills.
5.	**What did the data analysis reveal regarding professional development implemented in the previous year(s)?**	The professional development implemented in previous years has been effective in increasing the teachers' understanding of the effects of poverty on children's learning. The job-embedded coaching in mathematics and literacy has been effective at getting teachers to use more appropriate teaching strategies.
6.	**How are educationally at-risk students identified in a timely manner?**	Educationally at-risk students are identified by classroom teachers' recommendations throughout the year and by the Principal and I&RS team annually using NJASK and Terra Nova data. This is often inadequate and students wait too long for interventions. Relevant data needs to be collected more frequently, organized more efficiently using database technology, and reviewed more frequently to adjust levels of intervention needed.
7.	**How are educationally at-risk students provided with effective assistance?**	Educationally at-risk children are not consistently provided with effective assistance. Currently, push-in services by special education teachers are provided in the classroom, as well as more intensive and extra time spent in the resource room to target low performance. Academic achievement levels show that at-risk

		children are not making adequate progress, and are not catching up to grade level performance. They need intervention services sooner, more learning time, and especially modifications in classroom instruction to support their learning.
8.	**How does the needs assessment address migrant student(s) needs?**	**N/A**
9.	**How does the needs assessment address homeless student(s) needs?**	**N/A**
10.	**How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?**	All teachers, including paraprofessionals, basic skills, and other support teachers and professionals, completed extensive written surveys which gathered data on - What is working well at Schomburg - What are the root causes of the children's struggle to learn - What specific steps could help struggling learners to improve? - What things have been done in your class that have helped struggling learners? - What support could you use to improve the academic success in your classroom? - What specific topics would be helpful for your own professional development? - What changes, if any, would you make to the curriculum? - What changes, if any, would you make to the scheduling of the school? - What could the SIG funds be used for to help improve academic success? - What changes, if any, would you make to the administrative processes of the school? - What other changes could be made to help improve the academic success of your students? In addition, teachers participated in the two Community Meetings held to discuss the needs of the school and develop the proposal, and a separate stakeholders meeting to develop the Transformation Model activities. The follow-up plan is to involve teachers deeply in the RTI model throughout the implementation of the SIG project. The lead teacher will participate on the Intervention Team and all teachers will have weekly grade level team meetings to review data and make plans for interventions. Teachers will also be included in the stakeholders group that will meet quarterly with the Turnaround Committee to review the grant reports and make recommendations for any modifications in the plans. All teachers will also be surveyed annually in

		August to re-visit the identified problems and the effectiveness of the strategies of the Transformation Model activities.
11.	**Describe the transition plan for preschool to kindergarten, if applicable.**	Schomburg Charter School is currently negotiating with the Jersey City Child Development Centers, Inc. (Project Head Start) to operate two Abbott Preschool classrooms, serving 30 children on site. This organization would operate the program according to all Abbott regulations, providing expertise in staffing, materials, and programming. If this collaboration is approved, Schomburg will work with Jersey City Child Development Centers and the two head teachers to create a transition plan to kindergarten for all children, including appropriate academic, social and emotional screenings.
12.	**Describe the process used to select the priority problems and root causes for this plan?**	The priority problems were chosen by reviewing the analysis of NJASK 4, 5, and 6 data, the Terra Nova data from grades 1 and 2, and DRA scores for all students. Data were examined by grade level and by all relevant subgroups to determine the most pressing problems and the root causes. In addition, written surveys by the principal, teachers, students, parents, and Board members were compared to determine which problems were rated the highest, and where there was convergence across these stakeholders' analyses.
13.	**What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?**	It was clear from the data analysis that the following were root causes of the subgroups not meeting AYP (African-American and Economically Disadvantaged):

Root Cause	Supported by Data and Teacher Input
Many at-risk students have basic skills levels that are too low to benefit from the classroom instruction as it is currently offered	DRA, Terra Nova, Local Assessments in Mathematics, Teacher Surveys, Student Surveys
Classroom instruction is often ineffective because of disruptions from student behavior problems and lack of focus and motivation of students.	Classroom Walkthroughs, Teacher Surveys, Student Surveys, Parent Surveys
Many parents and family members are not providing support for learning at home, including time for independent reading; parents rarely participate in school functions; many parents pick up children early and drop	Teacher Surveys, Attendance at Open-House, Report Card Distributions, sign-in and sign out logs, Parent Surveys

		off children late.	
		Many students are not getting enough one-on-one instructional time and enough learning time in general.	Teacher surveys, student surveys, parent surveys, NJASK, Terra Nova and DRA data, Interviews with Basic Skills, and Special Education Teachers
		Teachers do not have consistently high expectations for children and some do not have strong beliefs that all children can learn.	Board surveys, teacher surveys, parent surveys
		Leadership turnover has hurt the stability of the school, resulting in many changes too quickly and little consistency of policies, procedures, curriculum, and instruction.	Board surveys, teacher surveys, parent surveys
14.	**How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?**	Due to the fact that Schomburg is a Charter School, the Restart and Closure models were not appropriate or available choices. The Needs Assessment Team and the Board of Directors carefully considered the Transformation model and the Turnaround model. Unfortunately, as a Charter School, we are unable to move teachers to other schools. At the current time, 63.6% of the 22 teachers are tenured so we could not meet the requirements for the Turnaround Model. However, Schomburg still has the flexibility to dismiss any of the 37% of the non-tenured teachers who are under-performing. Although there is evidence from walkthroughs, administrative interviews, and teacher surveys, that all teachers are not providing best practices, there was enough evidence to show that teachers are making progress, especially under the leadership of the new turnaround principal hired in July 2009. There are however, at least three non-tenured teachers who have been making inadequate progress and whose contracts will not be renewed. We believe that the positive momentum that has begun with the hiring of the new turnaround principal in July 2009 should be built upon and therefore the Transformational Model will be a good fit for Schomburg. The following chart shows how the required elements of this model are linked to the outcomes of our needs assessment and the rationale for the choice of the model:	

Elements of Transformation Model	Links to Needs Assessment/ Rationale
Replace Principal	The previous principal was replaced in July 2009 with a turnaround leader who has already begun the transformation process.
Rigorous, transparent, equitable evaluation systems for teachers and principals	The parent surveys, teachers surveys, and Board surveys all converged on the necessity of stronger accountability for all involved in educating the children at Schomburg.
Identify and reward school leaders, teachers and other staff who increase student achievement	Walkthroughs, teacher evaluations, teacher surveys, student surveys, parent surveys and Board surveys all point to positive things that are happening at Schomburg – pockets of excellence and staff members who are making a difference. These people need to be rewarded, celebrated, and their accomplishments shared so that they spread.
Provide staff ongoing, high-quality, job-embedded professional development	NJASK, Terra Nova, and DRA data show that the current instructional strategies are not working for all children. In addition, all survey data and walkthroughs show that behavior management is a root cause of student learning problems. These are problems best solved through ongoing, high-quality, job-embedded professional development opportunities. Data from surveys also shows that the Literacy and Mathematics Coaches have had a positive impact on teacher behavior and student learning. This model of PD works at Schomburg.
Strategies to recruit, place, and retain staff with skills necessary to meet student needs	Teacher and Board surveys show the need to implement strategies to recruit new, highly-skilled staff members, and to retain those who show growth in student achievement in their classroom.
Comprehensive instructional reform strategies including RTI and data to drive instruction	Walkthroughs, teacher surveys, coaches' feedback, NJASK, Terra Nova and DRA data show that teachers are not meeting the instructional needs of all students. Because the lack of student progress has been going on for years, complete instructional reform is needed, rather than a piecemeal approach. Data shows the need to identify learning needs of children early on and monitor those needs frequently to assure the appropriate intervention. Teachers need help in learning intervention strategies.

		Increased learning time	Student outcome data (NJASK, Terra Nova, DRA, etc.) clearly shows that children need more learning time. They enter Schomburg below grade level and with the current instructional program and time, they are not making enough progress. Learning must be accelerated.
		Creating Community-Oriented Schools	All survey data – parents, students, Board, teachers mentioned the need to involve parents more in their children's education and to provide extracurricular activities that would help develop a love of learning and motivation to be at school. Collaboration with community-based programs would help parents become more involved while providing students with the other programming they need.
		Provide operational flexibility and sustained support	The data shows that complete reform is necessary to meet the difficult challenges of low student performance. This will require the type of operational flexibility and sustained support that Charter Schools already provide to some degree and that will be necessary for true reform to take place.
15.	**What is the process for removal of staff members deemed to be ineffective?**	A new staff evaluation process will be created as part of the SIG activities. This process will include participation of teachers, staff members, and administration and will be approved by the union. The process will include multiple observations and specific criteria, including the growth of student achievement over time. Teachers and staff members who do not meet minimal standards will be provided with extra mentoring and coaching. If performance does not improve, the teacher's contract will not be renewed. Tenured teachers, at this time, cannot be dismissed easily; however, intensive intervention will take place to remediate low performance.	
16.	**Describe the incentive for Nationally Board Certified Teachers and Principals.**	The new teachers' contact will provide a financial bonus starting at $5,000 per year for any teacher or principal who achieves National Board Certification.	

Form S-7
TRANSFORMATION PROJECT DESCRIPTION

LEA : Schomburg Charter School

Name of School: Schomburg Charter School

3-Year Overview of the STAR Project

Project Element	Year 1	Year 2	Year 3
1. Leadership Transformation	Turnaround Leader hired Additional Leaders Hired: Asst. Principal; Reading Supervisor; RTI Specialist	Leadership pipeline established Leader support continues through PD	Leadership pipeline and support through PD continues
2. Teacher Accountability and Evaluation	Teacher & Leadership evaluation revised and includes student data Teachers and Leaders evaluated	Low-performing teachers are provided mentoring & PD support All teachers and leaders given formative feedback	Low-performing teachers and/or leaders are dismissed
3. Identify and Reward Leadership and Staff	Incentives are chosen with stakeholder support Teachers who meet benchmarks are recognized	Teachers & leaders who meet benchmarks receive salary increases	Teachers & leaders who meet benchmarks receive salary increases High-performing teachers given career advancement positions
4. Professional Development	Intensive PD on RTI and Classroom management Classroom coaching Professor-in-Residence Time for Professional Learning Communities	Continuing PD on RTI and Classroom management; Classroom coaching Professor-in-Residence Time for Professional Learning Communities	PD chosen based on needs analysis Classroom coaching Professor-in-Residence Time for Professional Learning Communities
5. Incentives to Recruit, Place, Retain Staff	Incentives are chosen with stakeholder support Teachers who meet benchmarks are recognized	Recruitment bonus available Salary increases to retain teachers	Recruitment bonus available Salary increases to retain teachers
6. Comprehensive Instructional Reform Strategies	RTI Framework begun NJ Curriculum SPINE Curriculum development teams revise language arts, math, science Assistant Teachers	RTI Framework and Curriculum SPINE continue Curriculum development teams revise social studies, modern language and arts curriculum	RTI Framework and Curriculum SPINE continue Other curriculum revisions as needed
7a. Increasing Learning Time	Realignment of school daily schedule begins, Write and Bite begins Saturday Science Academy	Daily schedule adapted based on observational data Saturday Science Academy	Daily schedule adapted based on observational data Saturday Science Academy

	Summer Science Academy	Summer Science Academy	Summer Science Academy
7b. Community Engagement	Home/School Contract Created Parent/Community Liaison Hired Afterschool program begins Community programs offered Parent workshops and events	Home/School Contract Continues Afterschool program continues Additional community programs offered Parent workshops and events	Home/School Contract Continues Afterschool program continues Additional community programs offered Parent workshops and events
8. Providing Operational Flexibility and Support	Board of Trustees adopts resolution for flexibility and support Board Turnaround Committee Meets	Board of Trustees adopts resolution for continued flexibility and support Board Turnaround Committee continued to review data, provide recommendations	Board of Trustees adopts resolution for continued flexibility and support Board Turnaround Committee continued to review data, provide recommendations
9. SIG Data Collection System	Data management system established to provide SEA with required SIG data	Provide SEA with required SIG data	Provide SEA with required SIG data

3-Year Benchmarks

As measured on the NJASK Reading, Math and Science scores, independent reading level assessment scores, rate of reading and mathematics growth, DRA, Mathematics pre and post tests:

Year 1:
- K 75% on grade level
- 1st 70% on grade level
- 2nd 70% on grade level
- 3rd-6th 10% increase in proficiency on NJASK

Year 2:
- K 80% on grade level
- 1st 75% on grade level
- 2nd 75% on grade level
- 3rd-6th 20% increase in proficiency on NJASK

Year 3:
- K 85% on grade level
- 1st 80% on grade level
- 2nd 80% on grade level
- 3rd-6th 30% increase in proficiency on NJASK

TRANSFORMATION PROJECT DESCRIPTION

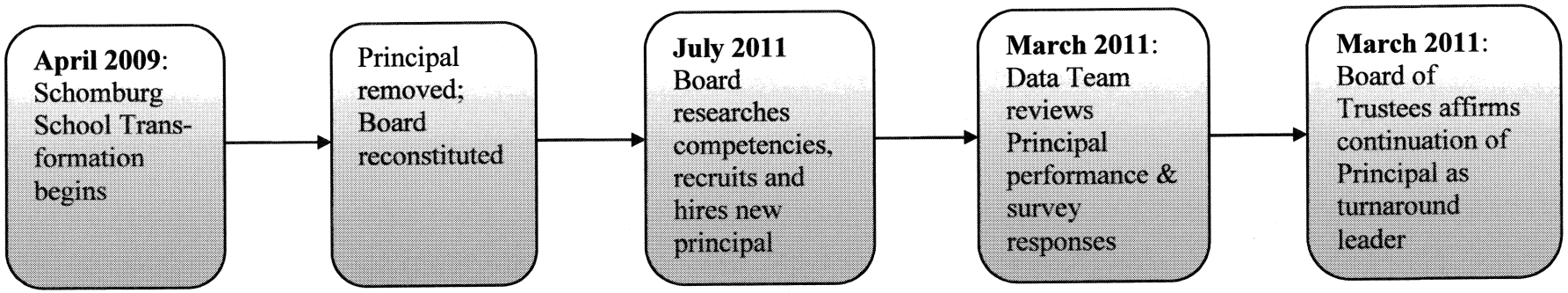
LEA : ____Schomburg Charter School **Name of School:** __Schomburg Charter School

Transformation SIG Required Activity – 1
Replace the principal who led the school prior to commencement of the transformation model.

Overview of Replacing the Principal:

In April 2009, Schomburg began a complete school transformation effort based on the Charter Renewal evaluation process. The principal was terminated and the entire Board of Trustees was reconstituted with new members. The Board worked with the Hudson County Superintendent and the Charter School Office of the NJDOE to identify strong candidates for a replacement principal who will be a successful turnaround leader. After reviewing criteria for school turnaround leaders, interviewing, and checking reference, the Board hired Nancy Elmezzi in July, 2009. She has been working as the Transformation Principal for 18 months.

In March, 2011, as part of the needs assessment for the SIG project, the Data Review Team reviewed the research on turnaround leaders and created a list of competencies needed for success. The team compared these competencies to the evaluation of the principal done by the Board in spring 2010, and to the survey responses of teachers, students, parents, and Board members completed in March 2011. The results showed that Ms. Elmezzi has the competencies and the performance evidence to continue to function as the Transformation Principal and lead the efforts of the Schomburg STAR Project to create the successful learning community we envision.



Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The Data Analysis Team, in preparing for the SIG process needs analysis, researched the competencies of School Turnaround Leaders published by Public Impact. (Public Impact (2008). ***School Turnaround Leaders: Competencies for Success.***) These competencies include: **Driving for Results Cluster:** Achievement, Initiative and Persistence, Monitoring and Directiveness, Planning Ahead **Influencing for Results Cluster:** Impact and Influence, Team Leadership, Developing Others **Problem Solving Cluster:** Analytical Thinking, Conceptual Thinking **Showing Confidence to Lead:** Self-Confidence The next step was to determine if the Principal hired in 2009 as the Turnaround Leader has the appropriate competencies to continue to lead the Schomburg SMART Project.	March – April 2011
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Schomburg's school reform efforts began in April 2009, after the Charter Renewal evaluation was done by the New Jersey Department of Education. As part of the remediation efforts, the principal was removed and a new principal, Ms. Elmezzi, was hired in July 2009. The Data Analysis Committee and Board therefore had the ability to judge the 18 months of work that the new principal has currently done and compare her performance to the Turnaround Leader Competencies. The Board approved her reappointment at the end of the first year in June 2010 based on the reform efforts that were put into place in the first year. In considering our options for the SIG project, we first compared her evaluation in 2010 and 2011 to the School Turnaround Leaders competencies and we identified the feedback on the administration given by all stakeholders in our needs assessment, and found that she had strengths in many target areas delineated above, and her first year	July 2009

	performance evaluation by the Board showed that she had ***exceeded*** performance expectations in Problem-Solving/Decision Making, Human/Public Relations, Professional and Charter School Concerns, and Communication. As a result of this evidence of her strong performance as a turnaround leader, and the need for leadership stability at Schomburg after many years of change in principals, the Board of Trustees decided to retain Ms. Elmezzi, the principal hired in July 2009.	
3. The LEA establishes a pipeline of potential turnaround leaders.	In April 2009, the newly constituted Board, with Assistance from Ken Figgs, the Director of the Charter School office of the New Jersey Department of Education and Tim Brennan, the Hudson County Superintendent of Schools, established a pool of candidates to choose a turnaround leader with the appropriate competencies, experience and personality to both make and implement a strong plan for dramatic change in the school. As part of the STAR Project, we will create a pipeline of potential turnaround leaders by creating career growth opportunities for outstanding teachers and leaders who demonstrate accelerated student growth as well as leadership competencies. These career positions include: Grade-level Leader, Lead Teacher, Mathematics and Reading Coach, Reading Supervisor, and RTI Coordinator. The Leadership Team will recognize teachers who are potential turnaround leaders and will recommend that they receive opportunities for professional development in leadership as part of the Personal Growth Plan.	April – July 2009
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	The Board of Trustee's contract with the Principal includes provision for her direct oversight of: • Staff Training and Professional Development • Stimulating efforts of the staff to seek professional growth • Planning meetings, discussions, reports, demonstrations, etc., to stimulate professional growth • Providing opportunity for collaboration between various staff members	Ongoing

	• Coordinating classroom teacher mentoring activities • Completing evaluations for Provisional staff • Creating and/or monitoring Personal Improvement Plans	

Transformation SIG Required Activity – 2
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; and (b) are designed and developed with teacher and principal involvement.

Overview Evaluation System Reform:

At the heart of the STAR Project is ***accountability***. We will completely transform the evaluation system for the teachers, staff, and principals, putting accelerated student academic growth as the top priority. For this to be truly effective, our system will be designed with input from the teachers and principal so that there is wholehearted support and understanding. Underlying this transformed evaluation system will be both accountability and feedback for improvement using clear standards as indicators for progress. Rather than taking a punitive approach, the evaluation system will give formative and summative feedback on multiple measures to promote continuous improvement.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. It must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. The ***Framework for Teaching*** by Charlotte Danielson will be used as this foundation (Danielson, C., Axtell, D., Bevan, P, Cleland, B., McKay, C. Wright, K. (2009). ***Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool***. Washington, D.C.: ASCD). An Evaluation Committee, comprised of stakeholders, including teachers,	August 1-15, 2011

	support staff, principals, union representatives and a higher education consultant, will meet in August, 2009. They will adapt the ***Framework for Teaching*** to fit the specific needs of the STAR Project and to develop processes for multiple observational evaluations throughout the school year, including benchmarks and standards for success. In addition to the observational instrument, the committee will determine processes for including accelerated student academic growth in the evaluation of teachers and principals. They will determine target benchmarks for student growth in order to be considered successful and support processes to be used for teachers who do not meet these academic growth targets. The procedures used for evaluation will be designed to promote professional learning. Teachers and principals will engage in self-assessment, reflection on practice, and professional conversation, using student achievement data and observational reports to become more thoughtful and analytic about their work, and be in a position to improve their teaching. Evaluators will contribute to teachers' professional learning through the use of in-depth reflective questions and analysis of student data. By shifting the focus of evaluation from "inspection" to "collaborative reflection" educators will ensure the maximum benefit from the evaluation activities. Procedures will also be developed for the evaluation of the principals, including specific criteria, benchmarks for success and processes for support if those benchmarks are not met. One of the criteria will be the accelerated academic growth of all of the students. In addition, the principals will be evaluated on change in school climate, professional development, and parent involvement.	
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	The Principal, the Vice-Principal and the Reading Supervisor will all participate in classroom observations to mediate any possible prejudices, or impartial treatment. At the end of each month during the first year, the Framework for Teaching Observation Form will be completed by one of the supervisors for each teacher as formative feedback. Teachers will use the instrument to self-reflect and a conference will take place with the Principal, focused on improvement and	Sept., Oct. Nov, Dec. Jan, Feb, March, April, May (Formative) Jun (Summative)

	successes. At this time data from student growth, especially in the target areas of reading volume and independent reading level, will be reviewed for formative feedback of the teacher's progress. This evaluation process will be extremely rigorous and thorough during the first year to establish a new climate and culture of accountability.	
3. The SEA and LEA document and provide training regarding the evaluation process.	The teachers at Schomburg will participate in professional development activities throughout the last two weeks of August each year. As part of the professional development program, the Principal will review the new observational forms, standards and benchmarks for success throughout the 2011-2012 academic year. They will also review the benchmarks for student academic growth to be considered successful. This training will be integrated into the professional development for RTI and will be linked to the use of the new student data collection system. By integrating the evaluation process with the new instructional process, we will create a focus on continuous improvement that will support success rather than punish and blame.	August 15-30, 2011
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The Turnaround Committee will meet quarterly to review progress of the STAR Project and to get input from the stakeholder group. At that time, the quality and usefulness of the evaluation process will be reviewed and any recommendations for changes will be documented and implemented in the next evaluation cycle as appropriate. Input from the SEA will be sought through the NTO and other SIG supports.	Dec 2011 March 2012 June 2012 October 2012
5. The LEA monitors the evaluation process and reviews results.	Besides the quarterly reviews of the Turnaround Committee, the Principal and Board will annually review the evaluation process and the results in determining renewal of contracts of both teachers and principals.	May 2012

Transformation SIG Required Activity – 3
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Overview of Incentives and Rewards for Improvement:

The STAR Project depends on accountability to transform Schomburg into a professional learning community of students, teachers, parents, and leaders. To create a complete transformation in climate and culture of the school, we will indentify and provide financial incentives and recognition to school leaders, teachers, parents, and other staff who have increased growth in student achievement and improved the behavioral climate. This recognition will heighten the value we place on student achievement, create a climate of optimism and hope, and provide models for others to emulate. It will also help us retain our best teachers and staff. Parents will play a critical role in the transformation of school learning and they, too, will be identified, recognized, and rewarded for increasing student achievement.

Staff members who do not meet performance criteria and benchmarks will receive strong mentoring and in-class support. We recognize that all staff members may not be able improve to satisfactory levels and the Board will take all steps – with appropriate due process – to remove them from their positions. The transformed evaluation system will promote ***positive success***, creating a learning organization that continually strives for improvement and high standards.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	As part of the development of the transformed evaluation system, teachers, union representatives, principals, and a higher-education consultant will meet in August 2011 to develop clear and explicit criteria for standards of excellence and performance benchmarks. These criteria will be valid and fair, and agreed upon by all Committee members. The Committee will also determine the procedural guidelines for determining whether the benchmarks have been met and what incentives and rewards will be offered.	August 1-15, 2011

2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	The Evaluation Committee, which will develop the new evaluation system, the performance criteria and benchmarks for incentives will include teachers, teachers' union representatives, support staff, administrators, and a higher-education consultant.	August 1-15, 2011
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The Board of Trustees will work with their attorney and the Principal to develop policies that facilitate performance-based dismissals. These will be adopted at the Board of Trustees meeting in August 2011.	August 2011
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Schomburg Board of Trustees will provide the Principal with the flexibility needed to begin recruiting high-quality teachers immediately. The Principal will have full control in developing the advertisements, conducting thorough search and screening procedures – including teaching observations and a history of success in improving student achievement – before making recommendations for hiring. The Board will ensure that the personnel budget allows for competitive salaries that will attract high-quality teachers.	April 2011
5. LEAs and schools provide targeted assistance to underperforming teachers.	Teachers who do not meet the benchmark criteria for adequate performance will be assigned a mentor teacher who will provide modeling and feedback, extra time with the Mathematics and Reading coaches, and targeted professional development. A Professional Improvement Plan will be developed with action steps, benchmarks for performance criteria and a record of support mechanisms that will be used.	Evaluation in June 2012; Remediation to begin August 2012

Transformation SIG Required Activity – 4
Provide staff ongoing, high-quality, job-embedded professional development (PD) 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.

Overview of Professional Development Activities:

The teachers' ability to transform their teaching is crucial for the success of the STAR Project. Teachers must learn better ways of collecting and using data to adjust instruction and better ways of managing their classrooms to keep students engaged, on-task, and motivated to learn. Research evidence shows that schools that build professional communities of learners based on collective responsibility, shared practice and collaboration make tremendous gains in student achievement (Newman and Whelage, ***Successful School Restructuring***, 1995; Sparks, ***On Common Ground***, 2005; Louis and Marks, ***American Journal of Education***, 1998; and Reeves, ***On Common Ground***, 2005). The STAR Project professional development will focus on two major goals that are deeply connected and integrated throughout the project:

1. ***Using a Response to Intervention Framework in the classroom, including using data to design interventions***
2. ***Improving classroom management and children's behavior to increase learning time***

Schomburg Charter School will form a partnership with New Jersey City University to build a Professional Development School relationship. A Professor-in-residence will work side-by side with teachers all three years of the Project, providing coaching and educational resources from the University. In the second year of the Project, teacher interns will also work side by side with Schomburg teachers, serving as a way of bringing in fresh ideas, helping teachers to reflect on their practices and model their success in transforming their teaching. The teachers who work with interns will become adjunct faculty of the NJCU, providing a career step and incentive for teacher success. The University will also make other professional development opportunities on the campus available to Schomburg teachers.

Schomburg will implement the ACTION 100 program which is a research-based 12-step Response to Intervention (RTI) school transformation model designed to aggressively transform school cultures for sustainable student achievement. This program, which is successfully being used in Camden, NJ as part of their SIG activities, provides 30 days of side-by-side classroom coaching as well as training workshops in using data, implementing Tier I and Tier II interventions and best practices. Teachers at Schomburg will have two weeks of targeted professional development workshops, planning periods, and collaboration before school starts. During the school year, teachers will be actively engaged, working side-by-side weekly with each other, with mathematics and literacy coaches, the Professor-in-Residence, the RTI Executive Coach, and the RTI specialist who will model best practices in classrooms such as mini-lessons, guided reading strategy groups, independent reading workshops, research labs, and effective direct instruction. The focus of the PD program will be to help teachers understand what and how students are learning, how to use data to assess their learning needs, how to manage children's behavior, and how to adjust instructional strategies.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	Professional development will be differentiated based on teacher experience and expertise, and on student data through classroom visits from mathematics and literacy coaches. The majority of the professional development will be held in August before school begins so that it does not interfere with the classroom schedule. Teachers will have weekly data meetings to review student growth and will also work with the RTI Specialist to plan appropriate instruction. The RTI Specialist, Literacy Coach, Math Coach, and Professor-In-Residence will also make classroom visits to provide differentiated support through model lessons, side-by-side co-teaching, and supportive feedback. Teachers will be observed monthly by one member of the Leadership Team and have a monthly meeting to review progress, identify strengths and weaknesses and make action plans as appropriate. These action plans will be differentiated based on the teachers' strengths, weaknesses and student data,	All teachers will have weekly visits from September to June each year. Focused PD workshops in August
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	The Action 100 Program is designed to help teachers learn to use evidence-based practices to differentiate instruction based on student data that is collected daily. (Offenberg, R. (2006). ***Using Self Selected Reading Materials to Improve the Achievement of Children Poorly Served by Traditional Instruction: African American and Early Independent Readers.*** Independent Evaluation Consultant and St. Joseph's University Adjunct Professor, Philadelphia, Pennsylvania. http://www.americanreading.com/documents/report-offenberg_2009-03.pdf) The professional development included with the program provides 30 days of classroom-based facilitation with the RTI Executive Coach, the RTI Specialist, and/or the Principal conducting fish-bowls, grade-group meetings, and classroom visits. The 12 learning steps in the program include: 1. Principal Leadership (Before school begins)	August 2011 Professional Development Series - ACTION 100 - Classroom Management - Technology Sept – June Weekly classroom visits, grade level

	2. Teacher Expertise in high-quality, data-driven, research-based instruction (Before school begins) 3. Grade levels determined, established and entered (Sept, week 1) 4. Independent Reading System Classroom Routines Established (Sept, week 2-3) 5. Home Reading Routines established (Sept, week 4) 6. Data Wall – RTI Systems and Tier 2/3 Action Plans (Sept, week 4) 7. Explicit, Systematic, Standards-based Instruction (Oct, week 1) 8. Conferencing and Formative Assessment (Oct & Nov) 9. Literacy Block Organization and Differentiated Instruction (Nov & Dec) 10. Effective Instruction: Whole/Small Group Intervention (Jan) 11. Intensive One-to-One Intervention – Kids in Trouble RTI Action Plans (Feb-March) 12. Reading Beyond the Literacy Block (April-June) Additional professional development focused on research-based classroom management practices, including functional analysis and positive behavior support planning will be introduced in workshops in August, with follow-up half-day sessions in January and March (Marzona, R. (2003). Classroom management that works: Research-based strategies for every teacher. Washington, D.C.: ASCD. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions).* These sessions will be supported by the coaches and supervisor visits throughout the year and the strategies and outcomes will be integrated into the teacher evaluation instrument. Technology instruction and support will be offered to teachers to support the activities in the RTI framework, including using electronic databases for collecting and analyzing student data, and individualizing instruction. Teachers will attend two	meetings, fishbowl demonstrations November – Follow-up Technology Seminar January- Follow-up Classroom Management seminar February – Follow-up Technology Seminar March – Follow-up Classroom Management Seminar

	half-day technology workshops as part of the August professional development series and will have two half-day follow up sessions in November and February, in addition to in-class support and modeling.	
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	The transformed teacher evaluation instrument will include specific criteria linking teacher performance to classroom management practice, collection and use of data, modifications of instructions based on individual needs, and effective use of technology. Teachers will be observed monthly by a member of the Leadership Team for formative feedback. Monthly the Leadership Team will review all the teacher observations to monitor overall implementation of best practices and align them to student outcomes data for that time period. This review will lead to recommendations for changes in the professional development plans and will help teachers make individualized professional improvement plans.	Monthly Sept- June
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Grade level teams will meet daily in learning teams for planning and weekly to review data from the Data Wall. They will meet with the RTI Specialist weekly in the first half of the year to learn how to use the data and work with Tiered level modifications. Teachers will get monthly feedback on their performance that is focused on growth and learning. Teachers will meet monthly in Professional Learning Groups with the Executive RTI Coach in which they read professional books and collect 100 Points of Light (ideas to apply immediately from the reading). The principal will model and support continuous learning.	Weekly Team Meetings Sept - June
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	The Principal will ensure that available providers are thoroughly reviewed by examining resumes, references, prior experience and the expertise of all external providers. In particular, the Principal will determine that the provider has a proven track record of success in working with the type of school population at Schomburg and with Charter Schools. A written recommendation including a summary of the review will be provided to the Board of Trustees. The personnel committee of the	PD Providers will be selected by August 2011 Evaluation will be on-going

	Board of Trustees will ensure that the recruitment, screening and selection process used by the principal was rigorous and adequate. Teachers will provide feedback following all professional development activities and will provide written feedback on consultants who work directly in classrooms quarterly. Observation evidence from classroom walkthroughs and supervisory visits will provide evidence of incorporation into teacher practices. The Principal and Board will hold all external providers to standards of excellence that are outlined in the contract and which includes demonstrated effects on student achievement.	

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Overview of Additional Activities:
Schomburg Charter School is committed to complete reform of the learning culture and climate of the school. Therefore we recognize that investing in professional development and strong teachers is critical and essential.

Evidence of Implementation Indicators	Implementation Description	Timeline
Instituting a system for measuring changes in instructional practices resulting from professional development	In order to ensure that our professional development activities are on track and effective, we will measure changes in instructional practices in the following ways: • Monthly classroom observations using the ***Framework for Teaching*** formative evaluation instrument by the Principal, Vice-Principal or Reading Supervisor with criteria closely linked to professional development topics • Monthly meetings of the Leadership Team to summarize the classroom observational data to see patterns of changes on professional development topics • Bi-weekly review of student reading and mathematics growth to see progress from changes in instructional practice As a result of these reviews of data, the professional development plan will be continued, adapted, or changed. Professional development plans for years 2 and 3 of the STAR Project will be based on the analysis of the performance data resulting from	December, March, June, October yearly

	professional development in year 1.	
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	The STAR Project includes additional compensation to attract and retain staff with the necessary skills to help transform the learning climate and culture in the school. The Evaluation Team that is developing the evaluation process for the STAR Project will also determine clear criteria and benchmark targets for teachers to achieve additional compensation. The committee, with participation of teachers, administrators, and union representatives will also make recommendations to the Board of Trustees for the amount of additional compensation. In addition to salary increases, the following other incentives will help to attract and retain high-quality teachers: • Career pathways to become a Lead teacher • Additional compensation for National Board Certification • $1,000 mini grants for classroom use • Being paid as a Mentor for a new teacher • Supervising an NJCU Intern and serving as an adjunct faculty member • Earning opportunities for educational leadership training • Recognition awards at school meetings and parent meetings • Opportunities to earn Exemplary Reading Teacher Certificates	Annually, beginning Year 2

Transformation SIG Required Activity – 5
Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Overview of Activities to Recruit, Retain and Reward Teachers and Leaders:

Schomburg recognizes that a complete transformation of the school so that it becomes a strong, successful learning community will take a long-term investment in developing teachers and leaders to their fullest extent. The Board of Trustees, in applying for SIG funds, has made a strong commitment to find and apply the funds to recruit, retain, and help develop excellent teachers and leaders.

The STAR Project will retain the best performing teachers by providing career opportunities, financial rewards, and public recognition. As this culture of recognition and incentives takes hold, it will naturally attract teachers who want to participate in a school that supports and rewards accountability and excellence. Other teachers currently working at Schomburg will need help to develop their potential for excellence. Extensive, job-embedded, high-quality professional development will provide teachers the opportunity to improve and regular feedback from the Leadership Team will help provide accountability and planning for improvement. The Principal and Leadership Team will also be rewarded for excellence and provided professional development support to increase their skills and performance.

Our vision is to create a community in which everyone is dedicated to the constant pursuit of ***learning, improvement and excellence.***

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	The Board of Trustees has established a Development Committee which will aggressively pursue additional external funding from both public and private sources, including community based organization and private foundations, and annual fundraising events to continue many of the grant activities beyond the funding period, with priority given to retaining and maintaining high-quality staff.	Annually submit grant proposals to foundations; submit public grants as deadlines occur Annual fundraisers
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The Principal will ensure that high-quality teachers are distributed across all grade levels, that extensive professional development opportunities are provided to any teachers who have not performed as expected, and that all children have access to high-	Ongoing

	quality teachers.	
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The Board of Trustees will approve funding for the Principal to attend the New Jersey Department of Education Leadership Academy in Summer 2011, and to attend other networking activities during the school year. Funds will also pay for 30 days of side-by-side intensive leadership development with the RTI Executive coach during the 2011-2012 school year. This coaching will be repeated as needed during the follow years of the STAR Project. Because the charter school has no district-level personnel, funding will also be set aside for Board Members to participate in professional development activities designed to learn how boards can help create higher student achievement, such as that offered by the Educational Leadership Foundation of New Jersey. Schomburg will also develop a pipeline of potential leaders by offering career mobility to leadership positions that will ensure long-term investment in the future.	Begin Summer 2011, on-going
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	Schomburg, functioning as a charter school, has no LEA level personnel and therefore the Board of Trustees delegates leadership primarily to the Principal. The Principal at Schomburg shares the responsibilities of a typical principal as well as the functions of the CSA and central office staff. In order to transform the school into a successful learning community, we will hire an Assistant Principal, Reading Specialist (Supervisor) and an experienced grant project manager who will share in the leadership of the STAR Project. This will provide a collaborative leadership team for accountability and growth.	July 2011 Hire Asst. Principal and Supervisor
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The Professional development plans to promote effective turnaround leadership include 30 days each year of side-by-side coaching for the Principal with a RTI Executive coach. This PD is job-embedded and highly focused on evidence-based decision	30 days from August - June

	making. The Principal will participate in all RTI activities related to Tier II and Tier III organization and support and work directly with teachers as they learn the RTI process.	
6. The LEA includes non-monetary incentives for performance.	Teachers will earn non-monetary incentives twice yearly for exemplary performance on classroom observations and for meeting student achievement growth benchmarks such as formal recognition awards at staff and parent meetings, preferred parking spaces, some flexible working hours, leadership opportunities with other teachers such as mentoring new teacher or student interns, $1,000 mini-grants for classroom use, and recognition on the school web-site. Teachers will be able to earn Exemplary Reading Teacher Certificates for: - 100% participation in RTI Professional Development Activities - Using the Independent Reading Level Assessment consistently to deepen and broaden understanding of reading development - Entering student data into School Pace daily - Have 100% of students on target for reading practice - Have an accelerated rate of growth for reading acquisition for all students – higher than the adequate yearly growth of 10 months in a year - Demonstrate high rates of progress on the Teacher Expertise Continuum	January 2012 May 2012 Ongoing

Transformation SIG Required Activity – 6
Comprehensive instructional reform strategies. The LEA must (a) 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 (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Overview of Comprehensive Instructional Reform Strategies

The STAR Project will help Schomburg move from a ***materials-based curriculum*** (focused on textbooks) to a ***learning-based curriculum*** that is focused on what learning comes next for each individual in order to meet benchmarks and standards. To accomplish this, Schomburg will completely transform the instructional delivery to be research-based, aligned from one grade to the next, and aligned to the Common Core and NJCCCS.

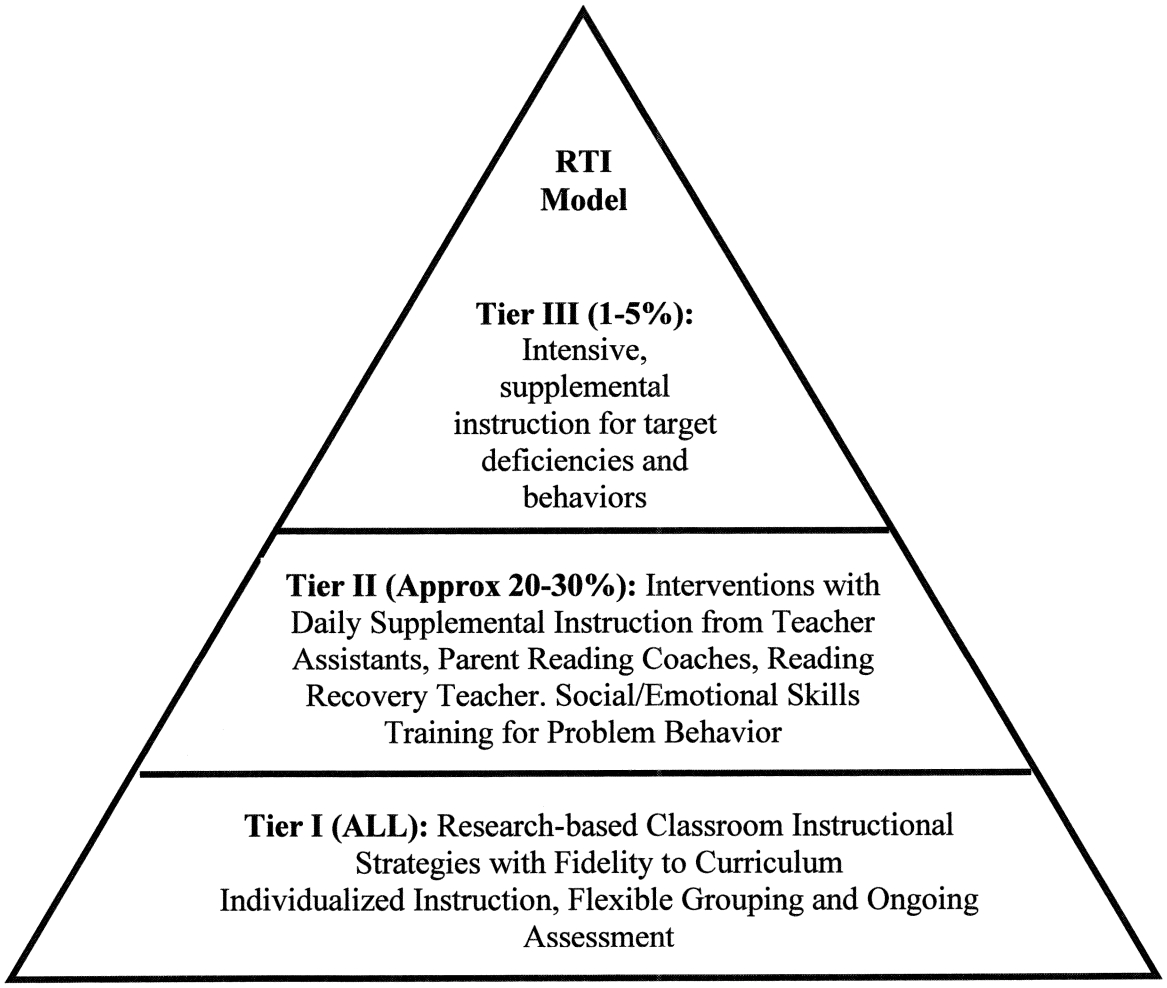
We will use the New Jersey Curriculum and Assessment SPINE to provide teachers with exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement. We will also develop curriculum pacing guides and vertical alignment between grades. Fidelity to the curriculum will be monitored through weekly classroom walkthroughs and monthly observations by the Leadership Team.

To fundamentally transform our instructional practices, we will use a ***Response-to-Intervention Framework*** which has been used successfully to turn around persistently low-performing schools.

The RTI Framework will include:

- Continuous collection of data to assess individual student learning, including the Independent Reading Level Assessment and the pre-assessments, mid-point assessments, end/cumulative assessments of the LL Teach mathematics program. Both of these are aligned to Common Core and NJCCC Standards.
- Use of 100 Book Challenge – a research-based independent reading system linked to the Independent Reading Level Assessment whose goal is to improve reading ability, increase stamina, engagement and test scores.
- Writer's Workshop model that includes quarterly benchmark assessments to check for areas of student weakness.
- Use of systematic and direct instruction in Mathematics with hands-on learning materials and manipulatives to help children gain deep conceptual knowledge, not just rote skills.
- Use of SchoolPace data management system to integrate the collection of all student achievement data, have real-time access to data, and easily track progress to allow for early warning interventions and evaluation of ongoing interventions.
- Weekly grade level "Data Wall" meetings to determine what the data is revealing and planning actions directly based on the data.

- Use of tiered levels of intervention based on the data analysis of student learning, including Reading Recovery to assist the youngest children in getting a strong start



STAR Project Response-to-Intervention Framework

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	Schomburg will be using the data collection system called **SchoolPace** which is integrated as part of the Action 100 RTI system. This web-based electronic database will be available to each teacher and administrator and will be used to capture multiple measures of student achievement including: - 100 Book Challenge Steps (Volume of Reading) –Daily - Independent Reading Level Assessment (IRLA) – every two weeks - Reading Recovery observational survey - Mathematics pre-assessments, mid-point assessments, end/cumulative assessments - Mathematics lesson tests– every 5 lessons - Terra Nova - NJASK scores - Kindergarten Screening - Home Reading - Rate of Reading Growth - Attendance - Classroom observation data - Teacher and Principal participation data An important part of the data management system is the accessibility of the data so that teachers, instructional leaders and administrators can compare and monitor data immediately and continuously. The data can be sorted in various ways – by student, by class, by sub-group, by target achievement level attainment, by teacher, etc.	Beginning in Sept. and ongoing
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment	SchoolPace provides the school access to a daily dashboard that summarizes via email the following information:	Beginning in Sept.

scores, and school performance and aggregated classroom observation data.	- Percentage of students in school reaching the daily reading target for reading practice - Percentage of students reaching the daily target for reading and mathematics proficiency - Percentage of students who have met their home reading practice targets - Names of students reaching milestones for Reading Practice who are eligible for rewards - State assessment data - Classroom observation data This makes it practical to compare this data to statewide assessment scores, school performance and aggregated classroom observation data to the Board of Trustees and the SEA.	and ongoing
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	Schomburg will use the New Jersey Assessment and Curriculum SPINE to provide teachers with exemplar units and lessons and to help them develop the habit of guiding instruction from student data. We will develop a curriculum pacing chart and vertical alignment between grades. More specifically, we will continue revision of the Language Arts curriculum which began in September 2009. We will introduce the 100 Book Challenge which is an evidence-based reading practice recognized by the Florida Center for Reading Research in which children read for 30 minutes at school and 30 minutes at home each day. The program is built around the Common Core Standards and linked to the Independent Reading Level Assessment in order to be used as part of the RTI framework. Teachers will enter data daily on children's reading practice volume and conduct IRLA assessments daily, getting a record of each child's performance level every other week. This data will be entered in SchoolPace to be used in weekly grade level Data Wall meetings and Intervention Team meetings. We will also hire a Reading Specialist who will function as the Reading Supervisor, and provide Reading Recovery to address the problem of first grade children reading at	Curriculum Development begins Jul 2011. Use of Curriculum begins Sept. 2011 an ongoing thereafter

	very low levels and never closing this achievement gap as they move up through the grades. The Reading Specialist will be trained in Reading Recovery during the first year, and provide turnkey training to other teachers in year one and two. This program's strong experimental research received high effectiveness ratings in all four domains from USDE's What Works Clearinghouse. Schomburg will continue to use the LL Teach materials which were introduced in September 2009. The LL Teach Communicator Math series has shown success in raising mathematics achievement in schools in Jersey City, Camden, Edison, Elizabeth, Bayonne, Lakewood, and Middlesex. The program is aligned to national and state standards and allows for continuous assessments through pre-assessments, mid-point assessments, post-assessments and tests following every five lessons. These will be entered in SchoolPace and used to create target-skill small group instruction and other individualized interventions.	
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The Schomburg STAR Project will include - Daily shared planning time by grade level - Weekly Data Wall grade level meetings to interpret data and plan - Weekly Intervention Team Meetings to assist in planning Tier I, II and III action plans - 30 days of teachers, principal and RTI specialist working side-by-side with an Executive RTI Coach - Reading Specialist trained in Reading Recovery who will turn-key this training to teachers in future years - Weekly classroom visits by Reading Specialist, Mathematics Coaches, RTI Specialist, Principal or Vice Principal to support the RTI framework of data interpretation Teachers will attend weekly grade-level team meetings in which a Data Wall is used to graphically display the reading growth progress of all children who are below grade level. This time will be used to collaborate around interpretation of the data, share strategies for Tier I instruction and Tier II interventions to accelerate the reading growth of students to greater than the typical one year growth per school year in order to close the achievement gap. In addition, the principal teachers will participate in a full-day workshop to	RTI framework Workshop – August 2011 30 Days of In-Class Support from Executive Coach – Sept – June Weekly Data Wall Meetings Sept – June Weekly Coaching Visits Sept - June

	introduce the RTI model, then have 30 days working side-by-side with an Executive RTI Coach, helping them learn to collect, interpret and use data to guide their instruction. The RTI Specialist and Principal will also work side-by-side with the Executive Coach, learning how to provide job-embedded professional development throughout the school year. Each teacher will have a weekly visit from the Reading Supervisor, reading coach and/or mathematics coaches to provide collaborative support for collecting, interpreting and using data to guide instruction in the classroom.	
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	An **Intervention Team** will be formed to include: - Principal - RTI Specialist - Reading Specialist/Supervisor - Lead Teacher (and grade level team members on a rotating basis) - Director of Special Education - RTI Executive Coach (for training during the first two months) This team will integrate all activities linked to data collection, interpretation and planning. They will meet weekly to make recommendations for Tier I instructional practice, and to create action plans and arrange for push-in services for Tier II and III interventions. They will also consider data from a whole-school perspective and make recommendations for procedural or policy changes to improve school functioning based on the data analysis.	Weekly meetings, Sept - June

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
Conducting 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.	**Monthly Formative Observations.** Each teacher will be observed monthly by the Principal, the Vice Principal, or the Reading Supervisor. An observation form will be recorded using an adapted version of the ***Framework for Teaching*** that includes target behaviors from the professional development goals and fidelity checks on curriculum implementation. These visits will provide formative feedback focused on improving instruction and increasing accountability. Demonstrating high-quality teaching behavior will not be enough, however. This behavior must also result in increased student learning – especially in accelerating the pace of growth for students at Schomburg. The Leadership Team will review the classroom observation data and link this to student achievement data from SchoolPace to provide additional feedback to teachers on the effectiveness of their teaching as it relates to student achievement. The Leadership Team will also coordinate data sharing and information with the Intervention Team and coaches to help provide teachers with timely support to modify instruction if needed.	Monthly observations Sept - June
Implementing a school-wide "response-to-intervention" model	The **Response-To-Intervention Framework** is at the heart of the Schomburg STAR Project and will be first implemented using the **Action 100 Program** from the American Reading Company. This program is currently being used in the Camden Public Schools as part of their SIG activities, and it has extensive research on their effectiveness of the program with under-achieving African-American students such as those at Schomburg. (Offenberg, R. (2006). ***Using Self Selected Reading Materials to Improve the Achievement of Children Poorly Served by Traditional Instruction: African American and Early Independent Readers.*** Independent Evaluation Consultant and St. Joseph's University Adjunct Professor, Philadelphia, Pennsylvania. http://www.americanreading.com/documents/report-offenberg_2009-03.pdf)	August 2011-ongoing

	The Action 100 Response-to-Intervention was chosen because it connects and integrates the following elements: - **Circulating Libraries** leveled using Common Core and State Standards. These provide a continual stream of new trade books moving through classrooms and into every home each night. Three hundred different titles are supplied to every participating classroom. - **State-of-the-Art Materials.** Each classroom will receive 100 Book Challenge Benchmark Smart Start Modules that include Classroom Libraries of 10 baskets of 250–300 multicultural titles, Reading Skills Cards, Incentive Reading Folders, Incentive Kit, Milestone Awards, and Take-Home Book Bags. The school will receive a Principal Start-Up Kit, Principal's Conference Notebook, Teacher Resource Kits, Site Coordinator Kit, and Home Contract Magnets. - **SchoolPace Student Achievement Tracking.** Using Common Core Standards, the independent reading proficiency level of every student is determined and entered into a student tracking system providing summary dashboards and reports for stakeholders. - **Parent Partnership.** Creating academically successful home routines, students bring home books at the "just right" level to read with their families. Take-home skills cards outline the standards for each child, helping parents frame their conversations about the books they are reading together. Parent workshops explain the importance of this daily home reading and teach parents how to coach and support their child's reading. - **Standards-Based Formative Assessment**. To their existing program, teachers add 30 minutes of daily, structured, accountable, coached, independent reading time, during which they conduct formative, standards-based assessment conferences with individual students using the Independent Reading Level Assessment.	

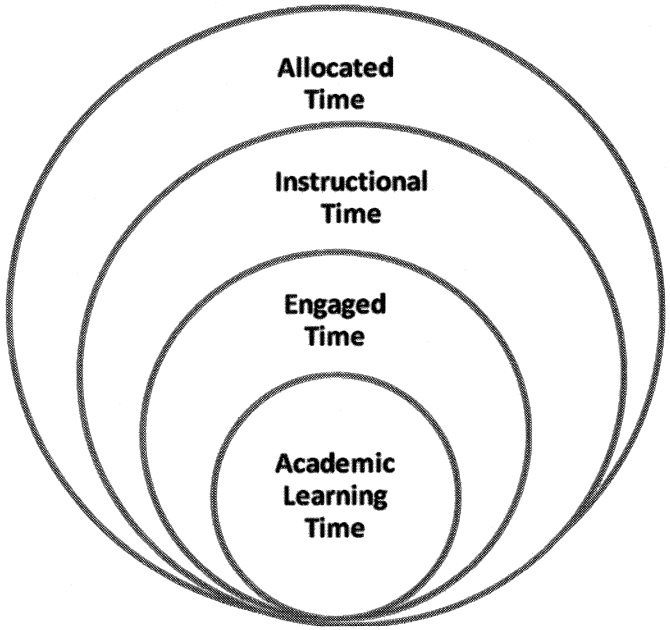
	- **Professional Development**. Teachers and principals receive initial training/introduction to the program, followed by ongoing in-class/in-school support to ensure effective program implementation from an Executive RTI Coach. - **Reading Recovery**. RTI will be used to identify the lowest performing first grade children so that intensive intervention can get them reading on grade level. The Reading Specialist/Supervisor will be trained, conduct Reading Recovery sessions, and train other teachers in future years of the grant.	
Using and integrating technology-based supports and interventions as part of the instructional program.	**Technology-based Supports** will be built into the program on two levels: Management of Data, and Instructional Support. All teachers will have tablet computers that they will use to enter data daily in SchoolPace and to organize their instruction and lesson plans. All classrooms will also include desk-top computers for individualized instruction in Tier I and Tier II using evidenced-based software and a MimioBoard with MimioStudio Software to improve Tier I instruction.	Sept. 2011

Transformation SIG Required Activity – 7a
Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students

Overview of Increased Learning Time:

The Schomburg STAR Project will not only increase learning time by more than 300 hours each school year, but also provide an exciting collaboration with the Liberty Science Center to help children develop a love of learning while increase reading, mathematics and science skills. We will offer a 4-hour Saturday morning program called Science Academy in which children carry out project-based learning using Research Lab materials from the American Reading Company and hands-on experiences through Classroom Workshops provided by the Liberty Science Center Traveling Science Program. The curriculum will carefully and purposefully align to the Language Arts Curriculum.

Summer Learning Loss: Several studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds, and to make matters worse, this impact may be cumulative. Children from lower socioeconomic levels lose the equivalent of one month of reading instruction during the summer months (Review of Research on Extended Learning Time in K-12 Schools (2008) ECONorthwest.)



Therefore, all students will also attend a 4 week, 4-hour per day Summer Science Academy which will include these same activities in an intensive format that will also focus on differentiated reading practice and standards-based content materials. Through these exciting learning experiences, children will develop the learning habits needed to be successful in all of their schoolwork and the motivation to work hard and maintain the progress they have made during the school year.

To provide the optimal learning opportunities for children, Schomburg STAR Project will also extend the school year an additional week, realign the school day to provide a half-hour of more instructional time, integrate learning time into the morning breakfast routine, and offer an extra-curricular afterschool program from 4:00-6:00 daily that includes specialized programming from our community partnerships.

We have carefully analyzed and considered the need to increase not just allocated time, but instructional time, and engaged time in order to increase academic learning time. We will accomplish this through realigning the transitions during the day, targeting transitions and engagement in classroom management training, and rigorous accountability through monthly classroom observations and continuous random classroom walkthroughs. This will increase academic learning time by 30 minutes each day.

The following table shows the extended learning time totals:

Extended Learning Time in the STAR Project			
Activity	**Previous Amount**	**START Project Extended Learning Time**	**Additional Learning Minutes/ Hours**
Saturday Science Academy	0	4 hours per week x 33 weeks	7920 min./ 132 hours
Summer Science Academy	0	4 hours per day x 19 days	4560 min./76 hours
Extended School Year	181	186 days	1950 min./ 32.5 hours
Realignment of school instructional activity schedule including improved transitions, rigorous compliance with daily scheduling, and elimination of wasted and lost time	0	30 minutes per day x 186 days	5580 min./ 93 hours
Morning journal writing time: Write and Bite	0	15 min. day x 186	2790 min./46.5 hours
			22,800 minutes, or 380 hours or 63 additional days of learning

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	The Schomburg STAR Project incorporates the evidence-based instructional practices in the following ways: 1. Use of the ***Research Labs*** materials and program developed by the American Reading Company and shown to be effective in studies of schools with a similar population to Schomburg (Positive review by the Florida Reading Research Center).	Begins September 2011 Ongoing Sept – June yearly

	2. Use of Reading Recovery with the lowest achieving first graders. This program's strong experimental research received high effectiveness ratings in all four domains from USDE's What Works Clearinghouse. 3. Partnering with the Liberty Science Center who has an educational division that focuses on bringing evidenced-based practices to schools, training teachers, and providing hands-on experiences that enhance learning. 4. Incorporating evidenced-based writing strategies during the morning breakfast routine. 5. Using evidence-based classroom management strategies to increase learning time of core subjects by realigning the transitions and establishing strict routines for starting and ending instructional times.	
2. The LEA identifies community needs and partnership opportunities.	The administration of Schomburg Charter School and members of the Board of Trustees surveyed the community needs, held two community meetings and extensively researched partnership opportunities. After generating a list of possibilities, outreach was done to clarify the match between community partners, current programs, possible programs and Schomburg's needs and goals. From that list, the partnering organizations that are described in the next section were chosen based on careful vetting, checking references, and ensuring quality and appropriateness.	Begun; will continue on an ongoing basis
3. The LEA allocates funding for extended-learning programs.	The Board of Trustees and the Principal of Schomburg have carefully aligned the various fiscal sources, including SIG funds, to allocate sufficient funding to support extended-leaning programs. The bulk of these funds are teacher salaries for the extra week of school, the Saturday and Summer Programs, the Science Lab materials, and the contract with Liberty Science Center.	Will begin in next fiscal year – July 2011
4. The LEA supports school leadership in developing and sustaining community partnerships.	In order to support the school leadership in developing and sustaining community partnerships, Schomburg STAR Project will hire a full-time parent/community liaison	Begins Sept. 2011

	to organize the programs, continue to research opportunities, support parent activities and coordinate the parent reading coach program. The Board of Trustees will also provide leadership and support in identifying community partnerships and opportunities.	
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	The contract for the Science Academy materials from the American Reading Company will include Professional Development for teachers and will be aligned with the RTI program, Action 100 professional development that includes 30 days of side-by-side coaching with an Executive RTI coach. This will ensure that the Saturday and Summer Science Academies are completely aligned with the school curriculum and the instructional strategies that are part of the transformation of the school.	
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	The Principal of Schomburg Charter School will assess the program of the extended-learning program and use data to guide instructional changes in the following ways: 1. The Science Academies will use Science Labs materials which will be included in the data collection system, SchoolPace, and the RTI framework. Because the Science Labs materials are aligned to the 100 Book Challenge and the Independent Reading Level Assessment, we will be able to collect student outcome data from the Science Lab program on a weekly basis, and include it in the data analysis for the RTI interventions. 2. The extended time for writing will be monitored by regular writing rubric assessments which will be included in SchoolPace and used as part of the student outcome monitoring and RTI framework. 3. The realignment of the school day and daily scheduling and transitioning will be monitored through the formative, written observations of all classrooms monthly. These will be reviewed by the Leadership Team monthly to ensure	Sept – June ongoing Weekly Data Review Monthly Classroom Visits

	that the extra learning time is taking place. 4. The learning taking place during the extra week in the school year that is part of the extended learning program will be assessed by comparing growth data on all metrics from previous years to the future year to see how the progress of children is affected by the extra learning time.	

Transformation SIG Required Activity – 7b
Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Overview of Family and Community Engagement

The needs analysis of Schomburg School showed that families have not been integrated into the fabric of the school, and many parents are not supporting their children in developing the necessary learning habits to be successful academically. 88% of families at Schomburg qualify for free and reduced lunch. Many are not working and have very limited resources. What is needed at Schomburg is a total transformation of the way that families, the leadership, the teachers, and the students collaborate – in short, developing a true collaborative learning community.

A full-time **Parent/Community Liaison** with a social work background will initiate, coordinate, monitor and evaluate the following activities:

1. Establish a strong, active parent association with regular meetings, encouraging leadership from within the group.
2. Assist in recruiting and hiring, and coordinate the work of the Parent Reading Coaches, who will provide extra reading time to children who need more support.
3. Facilitate a stakeholders meeting to create a contractual agreement for parents/guardians and teachers to better support each other.
4. Plan and facilitate (with the Leadership Team) a full-day parent orientation program in August before school starts to establish a climate of accountability and understanding of expectations of both parents and teachers.
5. Serve as liaison to community organizations that will provide afterschool and special programming.
6. Assist in identifying and connecting community social and health resources, and arrange for parent education classes to help families in need.
7. Work collaboratively with teachers to plan family engagement events monthly.
8. Develop and administer surveys to gauge parent and community satisfaction, and implement complaint procedures for families.
9. Lead annual community meetings to review school performance and help develop a school improvement plan.

An important focus of the community engagement will be collaborative afterschool programming, to provide a safe environment, and to support children's social, emotional and physical development. The following programs will be part of the Schomburg Community Activities:

- **Jersey City PAL- Sgt. Williams, Director. Anti-Bullying, G.R.E.A.T (Gang Resistance Education and Training)Program, Rugby Clinic, and Annual Carnival with Police Officers**
- **Partners-In-Prevention (PIP),** the Hudson County National Council on Alcoholism and Drug Dependence (NCADD) Office, has offered to make Schomburg a site for the following programs at no cost to Schomburg:
  - ***Botvins Life Skills for 6th graders:*** Focused on alcohol, tobacco and drug prevention/resistance strategies for youth. It is on the NREP (National Registry of Evidence-Based Programs) list.
  - ***Footprints for Life for 3rd grade,*** a research-based primary prevention program that builds assets and teaches important life skills to students in grade three. Through the use of puppets and stories that feature real-life situations experienced by a children's soccer team, the program offers many opportunities for students to practice the new skills they have learned in a fun and non-threatening way.
  - ***Olweus Anti-Bullying Program*** is a comprehensive, school-wide program designed and evaluated for use in elementary school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy."

We will create a new, afterschool program from 4:00-6:00 p.m. daily for all children. Based on our needs assessment, we will provide recreational activities, especially age-appropriate sports programs which we believe will improve the children's motivation and behavior in school as well as providing needed physical development and challenges. Children will only be eligible for participation in the sports if they maintain attendance and school effort benchmarks.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	The Schomburg Community Program is designed to complement the academic program, strengthened through the STAR Project emphasis on curriculum development. In particular, the community and parent programs are designed to help children develop good habits to help them learn, increase children's motivation in school, develop a strong sense of self which will carry over into the classroom, and to support mental health, a critical part of developing the whole child.	On-going

2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	The Parent/Community Liaison will be the single point of contact for school, family and community collaboration and each partnering organization will also designate a single point of contact. The Board of Trustees will develop joint financing of facilities and programs with other types of community and local government funding.	On-going
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	The Parent/Community Liaison will meet with stakeholders annually for a formal evaluation of the current programs, to gain feedback and to help plan the next years' programming. The Liaison will also meet weekly and daily in informal meetings with parents, family members, community agency representatives, teachers, and administrators.	June, annually
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	During the professional development series in August, staff members will receive a half-day orientation to the partnering organizations and learn skills to work effectively with the programs. Throughout the school year, the teachers will continue to participate in PD updates and trainings as appropriate to work effectively with the extra programs.	August 2011, with follow-up throughout the year
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	Annually in June, the Parent/Community Liaison will facilitate a stakeholders meeting to review school performance, solicit feedback on school programs and collaboration with families, and help develop a school improvement plan.	June, annually

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
Implementing 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	**Improving school climate** and discipline is a major focus of the Schomburg STAR Project and we will use the following activities to help transform the school into a safe, collaborative, learning community: - Professional development from the Foundation for Educational Administration (NJPSA) on Classroom management, integrated with a Positive Behavior Support approach in RTI - Anti-Bullying program: The Olweus Anti-Bullying Program is a comprehensive, school-wide program out of Clemson University. It has been designed and evaluated for use in elementary school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. - The G.R.E.A.T (Gang Resistance Education and Training) by the Jersey City PAL - Increased accountability for teachers through monthly supervisory observations with formative feedback to improve classroom management practice - Parent workshops and training on discipline strategies presented by the Family/Community Liaison	Sept 2011 and On-going
Expanding the school program to offer full-day kindergarten or pre-kindergarten	The Schomburg Board of Trustees is currently negotiating with the Jersey City Child Development Center, Inc (Project Head Start) to open two Abbott Preschool classes on-site in the Schomburg Charter School starting in September 2011. The Jersey City Child Development Centers have a long history of providing high-quality preschool and the Abbott Pre-School Program has demonstrated success at improving children's academic readiness (Frede, E, Jung, K, Barnett, W.S., Figueras, A. (2009). ***The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study***	Sept. 2011 (tentative)

	(APPLES). Preliminary Results through 2nd Grade, Interim Report. National Institute for Early Education Research, Rutgers, The State University). Given the low skill level of the kindergarten children at Schomburg, and the lack of preschool experience to prepare the children for the academic demands of kindergarten, we expect that adding a preschool program will greatly improve the academic outcomes of kindergarten children, and these gains will continue through the rest of the elementary grades. In addition, adding a preschool will increase the enrollment at Schomburg, draw more people from the immediate community, and provide support for parents earlier in a child's academic life. The current proposal, which will be further developed and negotiated, will provide for Jersey City Child Development Centers to provide the complete program, materials, and staffing and contribute to the building costs through a rental agreement.	

Transformation SIG Required Activity - 8
Providing operational flexibility and sustained support. The LEA must (a) 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; and (b) 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).

Overview of Operational Flexibility and Support

The nature of a Charter School is to have increased operational flexibility as compared to a larger school district. The Board of Trustees of Schomburg was reconstituted in April 2009 and the current Board members were chosen to be leaders in the turnaround effort. As such, they have aggressively pursued opportunities to provide Schomburg with the support needed to transform, such as developing this proposal for the SIG project. They are committed to providing the Principal and her Leadership Team with autonomy and flexibility in determining staffing, calendars, daily scheduling, and budgeting so that the Schomburg STAR Project can be successful.

The Board of Trustees will also ensure that the school receives all possible ongoing, intensive technical assistance from the NJ Department of Education, the NTO, the American Reading Company and the Principal and Supervisors Association, who will provide technical support as part of the professional development plan, and the National Charter School Resource Center school turnaround resources.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	Because Schomburg is a Charter School, there is a highly streamlined and direct process for anticipating and addressing school staffing needs. The Board of Trustees is responsible for only this one school, so there is a strong line of communication and responsiveness. As part of the Schomburg SMART Project, the Board will form a Turnaround Committee which will review the grant reports, progress, and successes with a group of stakeholders. This will allow for immediate and efficient feedback to address any staffing needs. Annually, the Principal will work with the Board of Trustees early in the Spring to identify staffing needs for the following year.	Sept. and ongoing
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	Although Schomburg is a small school, we have a strong commitment to building leadership from within. We have developed a series of career paths and positions that will cultivate this leadership such as: o Grade level Team Leader	New positions created Sept. 2011 and will be ongoing

	o Lead Teacher o RTI Specialist o Reading Supervisor/ Reading Recovery Teacher o Math and Reading Coaches o Assistant Principal These positions will allow teachers who demonstrate remarkable success in promoting student growth to move into leadership positions. These leaders will also have opportunities for professional development focused on leadership, especially in relationship to under-performing schools, and working with children in poverty.	
3. The LEA has established annual goals for student achievement.	Schomburg has established annual goals for student achievement which can be found in the Annual Student Targets, S-9, section of this proposal.	Completed
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	Schomburg will be using SchoolPace, an electronic system for collecting and organizing data. We will collect student learning data using multiple measures in mathematics and language arts. This data will be recorded daily or weekly and reviewed by grade level teams and the RTI Intervention Team weekly. Benchmarks will be established for quarterly progress. This will allow the Leadership Team to know how well the students are progressing toward the annual goals long before the end of the school year so that interventions will take place in a timely, effective way. In addition to monitoring student learning on an ongoing basis, we will also monitor effective teaching practices as well. All teachers will be observed using the ***Framework for Teaching*** monthly to give formative feedback and to help coaches and PD providers to target needed skills and teaching modifications. Quarterly and annual goals will be monitored by the Turnaround Committee to	Begins Sept. 2011 and ongoing

	ensure that any needed changes can take place quickly and responsively.	
5. The LEA and school share student progress data with parents and students.	Teachers will share student progress data with students on a weekly basis with parents formally every 10 weeks, and informally on an ongoing basis. The report cards will be carefully revised to align with the state standards and give family members adequate information on how their child is performing relative to grade level expectations. Parents and students will be able to track the Reading Steps of the 100 Book Challenge – a major predictor of reading success – on a regular basis, receiving rewards for meeting step goals.	Ongoing

Transformation SIG Required Activity – 9
Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Overview of Data System
We will develop a coherent data system that will collect information on the nine metrics that constitute the leading indicators for the SIG program: (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	Schomburg has established a data system that will collect and report information on all nine leading indicators. There will be a central database kept by the Project Manager which will collect information on all nine leading indicators. This will allow the Leadership Team to report and share the information with the Board of Trustees and the SEA on a regular basis. School achievement data will be kept on SchoolPace so that real-time reports can be accessed at any given time.	Data system will begin in September and will continue throughout the project period

SIG Project Data Collection System		
Leading Indicator	**Data System Component**	**Timeline**
Number of minutes within the school year.	*Documentation of the school calendar, and instructional time during the school day will be entered into SchoolPace*	Daily
Student participation rate on state assessments in reading/language arts and in mathematics by student subgroup	*The NJ Department of Education will provide student participation rates*	Annually

Dropout rate	*N/A*	
Student Attendance Rate	*Attendance data is regularly submitted to the NJ Department of Education*	Daily
Number of students completing advanced coursework	*N/A*	
Discipline Incidents	*Data will be kept in the SchoolPace Database*	Daily, aggregated quarterly
Truants	*Data will be kept in the SchoolPace Database*	Daily, aggregated quarterly
Distribution of teachers by performance level on an LEA's evaluation system	*Monthly and annual teacher evaluation ratings will be kept on SchoolPace and aggregated data will be available for NJ Dept of Ed review.*	Formative data kept monthly, Summative data kept annually
Teachers' attendance rates	*Data will be kept in the SchoolPace Database*	Daily, aggregated quarterly and annually

Form S-8
ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ___1_____	Name of Measurement - Terra Nova 2nd Ed. Reading/Language	2009 Baseline	2010 Target	2011 Target	2012 Target	Name of Measurement - Terra Nova 2nd Edition Mathematics	2009 Baseline	2010 Target	2011 Target	2012 Target
Total Students	25	1.6 R 1.7 L	1.7 R 1.8 L	1.8 R 1.9 L	1.9 R 1.9 L	25	1.5	1.6	1.7	1.8
Students with Disabilities	3	2.6 R* 3.1 L*	1.7 R 1.8 L	1.8 R 1.9 L	1.9 R 1.9 L	3	2.7*	1.6	1.7	1.8
Limited English Proficient Students										
White										
African-American	23	1.6-R 1.7 L	1.7-R 1.8 L	1.8 R 1.9 L	1.9 R 1.9 L	23	1.5	1.6	1.7	1.8
Asian/Pacific Islander										
American Indian/Native Am.										
Hispanic	2	1.9 R 2.1 L	2.0 R 2.2 L	2.1 R 2.3 L	2.2 R 2.4L	2	2.3	2.4	2.5	2.6
Others										
Economically Disadvantaged										

*** We believe these scores are not accurate due to testing problems and have adjusted projected targets accordingly**

ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ___2_____	Name of Measurement - Terra Nova 2nd Ed. Reading/Language	2007 Baseline	2008 Target	2009 Target	2010 Target	Name of Measurement - Terra Nova 2nd Edition Mathematics	2007 Baseline	2008 Target	2009 Target	2010 Target
Total Students	58	2.7 R 2.8 L	2.8 R 2.9 L	2.9 R 3.0 L	3.0 R 3.1 L	58	2.6	2.7	2.8	2.9
Students with Disabilities	2	2.1 R* 2.2 L*	2.2 R 2.3 L	2.3 R 2.4 L	2.4 R 2.5 L	2	2.5	2.6	2.7	2.8
Limited English Proficient Students	0									
White	0									
African-American	52	2.5 R 2.8 L	2.6 R 2.9 L	2.7 R 3.0 L	2.8 R 3.1 L	52	2.5	2.6	2.7	2.8
Asian/Pacific Islander	0									
American Indian/Native Am.	0									
Hispanic	4	3.6 R 3.5 L	3.7 R 3.6 L	3.8 R 3.7 L	3.9 R 3.8 L	4	2.8	2.9	3.0	3.1
Others	0									
Economically Disadvantaged										

*** We believe these scores are not accurate due to testing problems and have adjusted targets accordingly**

ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____3____	NJASK3 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK3 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
Total Students	State Assessment	87.5% Part. Prof.	78.8% Part. Prof.	70.9% Part. Prof.	63.8% Part. Prof.	State Assessment	70.0% Part. Prof.	63.0% Part. Prof.	56.7% Part. Prof.	51.0% Part. Prof.
Students with Disabilities	State Assessment	100.0% Part. Prof.	90.0% Part. Prof.	81.0 % Part. Prof.	72.9% Part. Prof.	State Assessment	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.	65.6% Part. Prof.
Limited English Proficient Students	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
White	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
African-American	State Assessment	88.9 % Part. Prof.	80% Part. Prof.	72.0 % Part. Prof.	64.8 % Part. Prof.	State Assessment	72.2% Part. Prof.	65.0% Part. Prof.	58.5% Part. Prof.	52.6% Part. Prof.
Asian/Pacific Islander	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
American Indian/Native American	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____3____	NJASK3 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK3 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
Hispanic	State Assessment	75.0% Part. Prof.	67.5% Part. Prof.	60.8% Part. Prof.	54.7% Part. Prof.	State Assessment	50.0% Part. Prof.	45.0% Part. Prof.	40.5% Part. Prof.	36.5% Part. Prof.
Others	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
Economically Disadvantaged	State Assessment	87.5% Part. Prof.	78.8% Part. Prof.	70.9% Part. Prof.	63.8% Part. Prof.	State Assessment	70.0% Part. Prof.	63.0% Part. Prof.	56.7% Part. Prof.	51.0% Part. Prof.

ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____4____	NJASK4 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK4 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
Total Students	State Assessment	94.4% Part. Prof.	85.0% Part. Prof.	76.5% Part. Prof.	68.9% Part. Prof.	State Assessment	77.8% Part. Prof.	70.0% Part. Prof.	62.9% Part. Prof.	56.6% Part. Prof.
Students with Disabilities	State Assessment	100.0% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.	State Assessment	55.6% Part. Prof.	50.0% Part. Prof.	45.0% Part. Prof.	40.5% Part. Prof.
Limited English Proficient Students	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
White	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
African-American	State Assessment	93.9% Part. Prof.	84.5% Part. Prof.	76.1% Part. Prof.	68.5% Part. Prof.	State Assessment	78.8% Part. Prof.	70.9% Part. Prof.	63.8% Part. Prof.	57.4% Part. Prof.
Asian/Pacific Islander	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
American Indian/Native American	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
Hispanic	State Assessment	100.0%	90.0%	81.0%	72.9%	State Assessment	66.7%	60.0%	54.0%	48.6%

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____4____	NJASK4 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK4 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
		Part. Prof.	Part. Prof.	Part. Prof.	Part. Prof.		Part. Prof.	Part. Prof.	Part. Prof.	Part. Prof.
Others	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
Economically Disadvantaged	State Assessment	94.4% Part. Prof.	85.0% Part. Prof.	76.5% Part. Prof.	68.9% Part. Prof.	State Assessment	77.8% Part. Prof.	70.0% Part. Prof.	62.9% Part. Prof.	56.6% Part. Prof.

ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____5____	NJASK5 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK5 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
Total Students	State Assessment	84.2% Part. Prof.	75.8% Part. Prof.	68.2% Part. Prof.	61.4% Part. Prof.	State Assessment	89.5% Part. Prof.	80.5% Part. Prof.	72.5% Part. Prof.	65.3% Part. Prof.
Students with Disabilities	State Assessment	100.0% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.	State Assessment	83.3% Part. Prof.	75.0% Part. Prof.	67.5% Part. Prof.	60.8% Part. Prof.
Limited English Proficient Students	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
White	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
African-American	State Assessment	88.9% Part. Prof.	80.0% Part. Prof.	72.0% Part. Prof.	64.8% Part. Prof.	State Assessment	91.7% Part. Prof.	82.5% Part. Prof.	74.2% Part. Prof.	66.8% Part. Prof.
Asian/Pacific Islander	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
American Indian/Native American	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
Hispanic	State Assessment	100.0% Prof.	Maintain 100.0% Prof.	Maintain 100.0% Prof.	Maintain 100.0% Prof.	State Assessment	50.0% Part. Prof.	45.0% Part. Prof.	40.5% Part. Prof.	36.4% Part. Prof.
Others	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____5____	NJASK5 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target	NJASK5 State Assessment	2010 Baseline	2011 Target	2012 Target	2013 Target
Economically Disadvantaged	State Assessment	84.2% Part. Prof.	75.8% Part. Prof.	68.2% Part. Prof.	61.4% Part. Prof.	State Assessment	89.5% Part. Prof.	80.5% Part. Prof.	72.5% Part. Prof.	65.3 % Part. Prof.

ANNUAL STUDENT TARGETS

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____6____	NJASK5 2008-2009 State Assessment	2009 Baseline*	2011 Target	2012 Target	2013 Target	NJASK5 2008-2009 State Assessment	2009 Baseline*	2011 Target	2012 Target	2013 Target
Total Students	State Assessment	82.1% Part. Prof.	73.9% Part. Prof.	66.5% Part. Prof.	59.9% Part. Prof.	State Assessment	76.9% Part. Prof.	69.2% Part. Prof.	62.3% Part. Prof.	56.1% Part. Prof.
Students with Disabilities	State Assessment	100.0% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.	State Assessment	100.0% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.
Limited English Proficient Students	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
White	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
African-American	State Assessment	83.3% Part. Prof.	75.0% Part. Prof.	67.5% Part. Prof.	60.8% Part. Prof.	State Assessment	77.8% Part. Prof.	70.0% Part. Prof.	63.0% Part. Prof.	56.7% Part. Prof.
Asian/Pacific Islander	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA
American Indian/Native American	State Assessment	NA	NA	NA	NA	State Assessment	NA	NA	NA	NA

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____6____	NJASK5 2008-2009 State Assessment	2009 Baseline*	2011 Target	2012 Target	2013 Target	NJASK5 2008-2009 State Assessment	2009 Baseline*	2011 Target	2012 Target	2013 Target
Hispanic	State Assessment	NA- all Students Prof.	Maintain Prof.	Maintain Prof.	Maintain Prof.	State Assessment	NA-all Students Prof.	Maintain Prof.	Maintain Prof.	Maintain Prof.
Others	State Assessment	100% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.	State Assessment	100% Part. Prof.	90.0% Part. Prof.	81.0% Part. Prof.	72.9% Part. Prof.
Economically Disadvantaged	State Assessment	75.9% Part. Prof.	68.3% Part. Prof.	61.5% Part. Prof	55.4% Part. Prof.	State Assessment	72.4% Part. Prof.	65.2% Part. Prof.	58.7% Part. Prof.	52.8% Part. Prof.

* This is the first year the school has had a 6th grade so these are projected figures based on the previous year's fifth grade scores.

Form S-9

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : Schomburg Charter School **Name of School:** Schomburg Charter School

SIG Required Activity – 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model.
SMART Goal:	**By July 1, 2011 a principal with the competencies to lead the turnaround effort will be hired by the Schomburg Board of Trustees.**
Indicators of Success:	1. Principal with competencies for success as a turnaround leader is hired by July 2011.
SBR Practice to Address Goal:	**Using research-based competencies to choose a turnaround leader:** Public Impact (2008). ***School Turnaround Leaders: Competencies for Success.*** http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
Needs Analysis Data Team compiles list of competencies for School Turnaround Leaders	Needs Analysis Data Team	Turnaround Leaders: Competencies for Success	List of competencies	Done			
Principal evaluation from 2010 and survey data on principal performance is reviewed and compared to competencies	Needs Analysis Data Team	Principal Evaluation Survey Data	Evaluation; survey data	Done			
Board reaffirms commitment to Turnaround Principal	Board of Trustees	Principal contract	Board minutes and resolutions	Done			
Create pipeline of future turnaround leaders through career advancement opportunities	Principal	Professional Development in Leadership	Teacher evaluations; list of career positions	X	X	X	X

SIG Required Activity – 2 Transformation	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; and (b) are designed and developed with teacher and principal involvement.
SMART Goal:	**In the 2011-2012 school year, at least 90% of teachers will achieve a rating of satisfactory on 90% of the components on the Framework for Teaching Evaluation and 50% will achieve benchmark student growth goals (more than one month of typical reading achievement per month).**
Indicators of Success:	1. By September 2011, a stakeholders team will have created a fair, equitable and transparent evaluation system for teachers using the Frameworks for Teaching. 2. By September 2011, a stakeholders team, in conjunction with the leadership team, will have created a leadership evaluation system for the Principal, Vice Principal and Reading Supervisor. 3. By October 15, 2011, all teachers will be observed to provide formative feedback on the ***Frameworks for Teaching*** evaluation instrument, and monthly thereafter. 4. By November 15, 2011, in-class support and professional development will have begun for any teachers demonstrating weaknesses in their monthly evaluations. 5. By December, 2011, the Principal will evaluate and provide formative feedback to the Vice-Principal and Reading Supervisor and will continue to do so quarterly. 6. By December, 2011, the Board of Trustees will evaluate the Principal's performance to provide formative feedback and will continue to do so quarterly.
SBR Practice to Address Goal:	**Research-based evaluation system for teachers and principals:** Danielson, C., Axtell, D., Bevan, P, Cleland, B., McKay, C. Wright, K. (2009). ***Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool***. Washington, D.C.: ASCD **Systemic Evaluation of Teachers:** Dean, C. & Lauer, P. (2003) ***Systemic evaluation for continuous improvement of teacher preparation: Cross-case analysis.*** MCREL, Institute of Education Sciences, U.S. Dept of Education

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4

1	A stakeholders team creates a fair, equitable and transparent evaluation system for teachers using the *Frameworks for Teaching* and taking into account data on student growth	Principal Leadership Team Stakeholders Group: Teachers, Union Reps, Parents, Board Members	Danielson's Framework for Teaching	Teacher evaluation instrument and written description of evaluation process	X			
2	Stakeholders team creates a leadership evaluation system for the Principal, Vice Principal and Reading Supervisor	Principal Leadership Team Stakeholders Group	NJ Professional Standards for School Leaders; Turnaround Leader Competencies	Leader evaluation instrument and written description of evaluation process	X			
3	All teachers have at least two specific goals in their Professional Growth Plan with measurable indicators of success tied to levels of reading growth	Principal Teachers	Evaluation instrument, previous teacher evaluations	Professional Growth Plan	X			
4	All teachers will be observed monthly to provide formative feedback on the Frameworks for Teaching evaluation instrument	Principal, Vice-Principal, Reading Supervisor, Teachers	Evaluation instrument	Observation records using the evaluation instrument	X	X	X	X
5	Coaches provide in-class assistance to teachers identified as needing extra support	Mathematics and Literacy Coaches	Curriculum and instructional materials	Log of classroom coaching visits	X	X	X	X
6	the Principal will evaluate and provide formative feedback to the Vice-Principal and Reading Supervisor and will continue to do so quarterly	Principal	Leader evaluation instrument	Evaluation forms	X	X	X	X
7	Board of Trustees will evaluate the Principal's performance to provide formative feedback and will continue to do so quarterly	Board of Trustees	Leader evaluation instrument	Evaluation forms	X	X	X	X
8	Evaluation instrument and process is reviewed for effectiveness annually	Stakeholders Group Leadership Team	Aggregated teacher evaluations, leader evaluations	Written recommendations for modifications				X

SIG Required Activity – 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.
SMART Goal:	**By September 1, 2011 a stakeholders team will create and implement a process for identifying and rewarding excellence.** **By August 30, 2012 25% of the staff and the school principal will be rewarded for accelerating student achievement and creating a learning climate.**
Indicators of Success:	1. By September 2011, the Leadership Team will seek input from stakeholders in the establishment of standards of excellence, identification process, incentives, and rewards. 2. By September, 2011, stakeholders assent to the standards of excellence, identification process, incentives, and rewards. 3. By the end of the 2011-2012 school year, the principal, 25% of the staff will have been rewarded as contributors of excellence. 4. By the second quarter, the Principal will identify teachers who are under-performing and begin a remediation plan. 5. Annually the Principal will review teacher performance and student achievement data and make recommendations to the Board for the dismissal of such teachers. 6. The Board of Trustees will pursue all legal measures to remove low performing teachers, regardless of tenure status.
SBR Practice to Address Goal:	**Using research on teacher compensation studies:** Odden, A. & Wallace, M. (2007). ***Rewarding teacher excellence: A teacher compensation handbook for state and local policy makers***. Madison, Wisconsin: Consortium for Policy Research in Education Caroline M. Hoxby, C. & Hanushe, E. ***Rewarding teachers.*** Hoover Institution, Stanford University http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/rewarding_teachers_P0502_155.pdf

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Stakeholders and Leadership Team meet to determine standards of excellence and the process for identifying excellence, the incentives and rewards	Stakeholders Team Leadership Team	Summaries of research	Written report delineating standards for excellence and list of incentives and rewards and how they are earned	X			
2	All stakeholders and Leaders will assent to the process and standards for incentives and rewards	Stakeholders Team Leadership Team	Written report with list of incentives and rewards and standards to meet	Attendance and meeting minutes	X			
3	Leadership Team will review teacher evaluations quarterly to determine those who qualify for incentives and rewards	Leadership Team	Teacher observations and student performance data	List of teachers eligible for rewards	X	X	X	X
4	Teachers who reach levels of excellence are rewarded publicly at staff and parent meetings	Principal	Incentives and rewards	List of teachers and rewards	X	X	X	X
5	Leadership team will identify monthly teachers who are not meeting performance standards and make plans for remediation	Leadership Team	Teacher observations and student achievement data	Remediation Plan		X	X	X
6.	Teachers with remediation plans will receive additional classroom visits from Literacy and Mathematics coaches and from Professor-in-Residence, RTI Specialist	Coaches, Prof-In-Residence, RTI Specialist	Curriculum and instruction materials, student data	Log of classroom visits; Teacher observation forms	X	X	X	X
7.	Principal will review teacher performance annually. Teachers who have not improved from remediation efforts will be dismissed with help from Board of Trustees	Principal Board of Trustees	Teacher evaluations, results of remediation efforts	Written recommendations for dismissal given to Board of Trustees				X

SIG Required Activity – 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) 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.
SMART Goal:	**By June 2012, 100% of teachers will participate in research-based professional development activities and demonstrate improved instructional rigor and classroom management in their classrooms** **By June 2012, the Principal will have attended the NJDOE Summer Leadership Institute, participated in all RTI Workshops with teachers, worked side-by-side with PD coaches for 40 days and demonstrate the skills needed to be a school turnaround leader as measured by her quarterly and annual evaluations**
Indicators of Success	1. 100% of teachers will participate in 100% of American Reading Company RTI professional development events – fishbowls, one-on-one classroom visits, and weekly data meetings. 2. 100% of teachers will participate in 100% of RTI and Classroom Management (CLICK) professional development sessions and have weekly classroom visits. 3. The Principal will participate in the Summer Leadership Academy, 30 days of side-by-side coaching with the RTI Executive Coach, and attend all six professional development sessions on RTI with the Foundation for Education Administration. 4. 100% of teachers will demonstrate the strategies learned in professional development activities in their classrooms by June 2012 5. 85% of teachers will improve their scores on the *Framework for Teaching* in 3 of the 4 domains by June 2012. 6. 100% of the student achievement targets in Language Arts and Mathematics will be met by June 2012. 7. The average rate of reading growth for the school will be accelerated – demonstrating a greater growth patter than one month of progress for each month of school; the school goal will be 1.5 years of progress by June 2012. 8. From Sept 2011 to August 2012, the Principal's quarterly and annual evaluations will show continued growth and higher than acceptable ratings in all areas of turnaround leadership. 9. The Professor-In-Residence from NJCU will provide in-class support through coaching visits to all classrooms from September 2011- May 2012

SBR Practice to Address Goal:	**Building professional communities of learners:** Newman and Whelage, ***Successful School Restructuring***, 1995; Sparks, ***On Common Ground***, 2005; Louis and Marks, ***American Journal of Education***, 1998; and Reeves, ***On Common Ground***, 2005 **Improving Classroom Management, Climate, Behaviors:** Marzona, R. (2003). Classroom management that works: Research-based strategies for every teacher. Washington, D.C.: ASCD. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions.* **Professional Development of School Turnaround Leaders:** Miller, K (2003). ***MCREL Policy Brief: School, Teacher, and Leadership Impacts on Student Achievement***. http://www.mcrel.org/PDF/PolicyBriefs/5032PI_PBSchoolTeacherLeaderBrief.pdf

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide one day workshop to introduce RTI Framework, Action 100 program, including 100 Book Challenge and IRLA	Principal, Executive RTI Coach	Action 100 Training Materials, 100 Book Challenge Materials	Attendance list, agenda, workshop handouts	X			
2	6 full-day workshops on RTI and Classroom Management (CLICK)	Principal, FEA Presenter	Training books and materials	Attendance list, agenda, workshop handouts	X			
3	30 days of side-by-side coaching for principal and teachers on RTI and Action 100 Reading Program	Principal, Executive RTI Coach	Action 100 materials, IRLA, Data Wall, SchoolPace	Classroom visit logs	X	X	X	X
4	10 days of side-by-side coaching from FEA on RTI and Classroom Management	FEA Coach	Curriculum and instruction materials, student data	Classroom visit logs	X	X	X	X
5	Weekly classroom coaching visits to all classrooms	Mathematics and Reading Coaches Professor-In-	Reading curriculum materials, Mathematics curriculum materials	Classroom Coaching Visit Log	X	X	X	X

		Residence						
6	Weekly grade level team meetings using Data Wall	RTI Coach, teachers	Data Wall, SchoolPace data, curriculum planning materials	Notes from meetings, Data Wall	X	X	X	X
7	Monthly Community Learning Meetings	Executive RTI Coach	Assigned Reading Materials and 100 Points of Light	Meeting attendance and agenda	X	X	X	X
8.	Principal Attends Summer Leadership Institute by NJDOE	Principal NJDOE	Leadership Training Materials	Confirmation of Attendance by NJDOE	X			
9	Principal Attends all RTI Professional Development Workshop with teachers	Principal PD Providers	Workshop Materials	Attendance List	X			
10	Principal works side-by-side with RTI Executive Coach (30 days) and CLICK Coach (10 days)	Principal RTI Executive Coach CLICK Coach	PD Materials	PD Coaching Logs	X	X	X	X

SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
SMART Goal:	**By August 2012, the STAR Project will help Schomburg retain the best performing teachers by providing career opportunities, financial rewards, and public recognition.**
Indicators of Success:	**1.** Standards of excellence in teaching, including the consideration of student academic growth as one of multiple measures, will be determined by the Stakeholders and Leadership Team by Sept. 1, 2011. **2.** Career advancement opportunities will be developed during the 2011-2012 school year and available to teachers beginning Sept. 1, 2011. **3.** Financial rewards, including $1,000 mini-grants and merit pay increases will be linked to standards of excellence on teacher evaluations by Sept. 1, 2011. **4.** Teachers meeting standards of excellence will be publically acknowledged in all monthly newsletters, monthly staff meetings, and parent events during the 2011-2012 school year. **5.** By August 15, 2012, any teacher meeting standards of excellence will begin to receive mini-grants, a merit pay increase or other incentives agreed upon by the stakeholders and Leadership Team. **6.** 100% of the highest performing quartile of teachers during the 2011-2012 school year will still be employed at Schomburg on September 1, 2012. **7.** By June 2012, the pool of candidates for any given teacher opening will include teachers with demonstrated experience in improving the academic growth of children in urban schools. **8.** $1000-$5000 signing bonuses will be offered to recruit new teachers with demonstrated success in urban schools starting in September 2012.

SBR Practice to Address Goal:	**Recruiting/Retaining Staff with Financial Incentives and Rewards** Robert Reichardt, R., & Van Buhle, R. (2003). ***Recruiting and retaining teachers with alternative pay***. MCREL, Office of Educational Research and Improvement, U.S. Dept. of Education. http://www.mcrel.org/PDF/TeacherPrepRetention/5021RR_RecruitingRetainingTeachers.pdf

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Standards of excellence in teaching, including the consideration of student academic growth as one of multiple measures, will be determined	Leadership Team Stakeholders	*Framework for Teaching*	Written description of excellence benchmarks and corresponding rewards and incentives	X			
2	New positions, such as Lead Teacher, Grade Level Team Leader, RTI Specialist, Vice-Principal, Reading Specialist are created that provide career advancement opportunities	Board of Trustees Principal	Job descriptions	Description of Job positions at Schomburg	X			
3	Financial rewards, including $1,000 mini-grants and merit pay increases will be linked to standards of excellence	Leadership Team Stakeholders	*Framework for Teaching* benchmarks	Written description of excellence benchmarks and corresponding rewards and incentives	X			
4	Teachers meeting standards of excellence will be publically acknowledged in all monthly newsletters, monthly staff meetings, and parent events	Principal Parent/Community Liaison	Teacher Evaluations Student Achievement Data	Newsletter articles, Minutes of meetings	X	X	X	X
5	Teachers identified as meeting standards of excellence will receive a merit pay increase	Principal	Teacher Evaluations Student Achievement Data	Teacher contracts				X
6	A pool of potential teacher candidates developed for open positions	Principal	Resumes and Interview records demonstrating previous success	Resumes and list of potential candidates				X
7	Highly qualified teachers are recruited with signing bonuses	Principal	Resumes and Interview records demonstrating	Contracts				X

			previous success					

SIG Required Activity – 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) 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 (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	**By June 2012, the teachers and staff will fully implement a Response-to-Intervention Framework that accelerates student achievement to 1.5 months for each month of instruction.** **By June 2012, the teachers and staff will use research-based instructional activities in Language Arts and Mathematics based on curriculum fully aligned to the Common Core and NJ state standards.**
Indicators of Success:	1. The Board will approve the hiring of a full-time RTI Specialist to support the curriculum reform. 2. 100% of teachers will use New Jersey Assessment and Curriculum SPINE activities in their classrooms by June 2012. 3. Curriculum pacing guide with grade level vertical alignment for LAL and Mathematics will be completed by July 30, 2012. 4. By Sept. 2012 100% of Teachers will participate in RTI professional development activities with the American Reading Company and the Foundation for Educational Administration. 5. RTI Coordinator and Principal will conduct weekly Tier II and Tier II tracking meetings, and manage Tier II and Tier II interventions, including Reading Recovery. 6. By October1, 2011, 100% of teachers will enter data on student performance in reading and mathematics weekly and will continue during the 2011-2012 school year. 7. By October 1, 2011, Schomburg will have completed an intervention map – tracking and planning all Tier II and Tier III interventions. 8. By October 30, 2011, classroom observations will show 100% of teachers using 100 Book Challenge as part

	of the balanced literacy program, and implementing the literacy curriculum with fidelity. 9. By October 30, 2011 classroom observations will show 100% of teachers using mathematics curriculum materials with fidelity. 10. By September 2012 100% of teachers will integrate technology into weekly activity lesson plans to support individualized instruction. 11. By June 2012, Parent Reading Coaches, Assistant Teachers, and the Reading Recovery (Reading Supervisor) Teacher will provide additional instructional to all children with Tier I and Tier II action plans. 12. The average rate of Reading Growth for each class will exceed 1.5 years of progress by June 2012. This will be reported in SchoolPace and verified on IRLA, Terra Nova and Benchmark tests. 13. 75% of Kindergarten student will read at .9, 1G by June 2012. 14. 70% of 1st grade students will read at 1.9, 2B by June 2012. 15. 70% of 2nd grade students will read at 2.2, 2R by June 2012. 16. By September 2012 Grades 3-8 will show a 10% increase on the LAL section of the NJASK over the previous year. 17. By September 2012 100% of students will be leveled for math and reading at designated intervals across the year.
SBR Practice to Address Goal:	**Using a Response-to-Intervention Framework:** Burns, M.K. Appleton, J.J., & Stenhouwer, J.D. (2005). Meta-analytic review of responsiveness-to-intervention: Examining field-based and research-implemented models. ***Journal of Psychoeducational Assessment***, *23*, 381-394. **Using Action100 Program (including 100 Book Challenge and IRLA)** Offenberg, R. (2006). ***Using Self Selected Reading Materials to Improve the Achievement of Children Poorly Served by Traditional Instruction: African American and Early Independent Readers.*** Independent Evaluation Consultant and St. Joseph's University Adjunct Professor, Philadelphia, Pennsylvania. http://www.americanreading.com/documents/report-offenberg_2009-03.pdf

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Board approves the hiring of RTI Specialist	Board of Trustees	Recommendation of Principal	Board Resolution; Hiring Contract	X			
1	Teachers participate in NJ Curriculum and Assessment SPINE training and use materials and lessons in their classrooms	Principal, NJDOE	NJ Curriculum and Assessment SPINE Materials	Attendance lists Classroom Observation Forms	X	X	X	X
2	Curriculum Committee will meet monthly to create pacing guide and vertical alignment for LAL and Mathematics curricula	Principal, Reading Supervisor, Teachers	NJ Curriculum and Assessment SPINE Materials; Curriculum, instructional materials.	Pacing chart and curriculum alignment chart	X	X	X	X
3	Teachers participate in RTI training to learn overall framework and how to input data into SchoolPace	Executive RTI Coach RTI Specialist FEA Presenter	SchoolPace, instructional materials and assessments	Attendance lists	X			
4	Teachers begin using 100 Book Challenge and IRLA for student conferences	Teachers, Executive RTI Coach, RTI Specialist	100 Book Challenge Materials	Teacher observation evaluations	X			
5	Teachers begin entering student data into SchoolPace for all reading and mathematics assessments	Teachers, RTI Specialists	Student assessment data; SchoolPace instructions	Principal reports from SchoolPace showing data entered	X			
6	Teachers continue entering student data daily and weekly in SchoolPace	Teachers, RTI Specialists	Student assessment data; SchoolPace instructions	Student assessment data; SchoolPace instructions	X	X	X	X
7	Teachers meet in grade level teams weekly, using Data Wall	Teachers, RTI Specialists	Data Wall	Notes from meetings	X	X	X	X
8	Intervention Team meets weekly to review SchoolPace data and plan Tier II and Tier III interventions	Intervention Team	SchoolPace Data	Written plans for Tier II and III interventions	X	X	X	X
9	Leadership Team makes observations of teachers monthly to check on curriculum fidelity and use of data to guide instruction	Leadership Team Teachers	*Frameworks for Teaching* Observation Instrument, Student achievement data	Teacher Observation Form	X	X	X	X
10	Tier II and Tier III interventions begin, including Reading Recovery sessions, one-on-one and target skills	Intervention Team RTI Specialist Reading Specialist	Modified instructional materials, schedule of extra instructional	Intervention Action Plans for children with Tier II and Tier III		X	X	X

	group instruction by Assistant Teachers, and Parent Reading Coaches	(Reading Recovery Teacher), Teacher Assistants	periods	Interventions				
11	Technology interventions begin for Tier II and III action plans	RTI Coordinator, Teachers, Teacher Assistants	Instructional software programs	Action plans and Intervention tracking		X	X	X
12	Leadership Team meets monthly to review all RTI data, planned interventions, and processes and makes action plans for any changes to the system or professional development needed	Leadership Team	SchoolPace data; Intervention Action Plans	List of recommendations	X	X	X	X

SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must **(a) establish schedules and strategies that provide increased learning time for all students.**
SMART Goal:	**By August 2012, Schomburg children will have attended 380 additional learning hours in instructional activities, including Saturday and Summer Science Academies, an extended school year, and additional learning time during the school day.**
Indicators of Success:	1. By August 2011, the Board of Trustees will approve an extended school year of 185 days, Saturday and Summer Science Academies and afterschool programming for community activities. 2. By September 17, 2011, 95% of students will begin attending Saturday Science Academy sessions aligned with the Language Arts Curriculum. 3. By July 11, 2012, 95% of students will begin attending a 4-week Summer Science Academy aligned with the Language Arts Curriculum. 4. By September 1, 2011, 100% of teachers will attend professional development sessions related to using the Research Lab materials and project-based learning. 5. By August 30, 2012 Liberty Science Center will provide monthly hands-on workshops for all students, two assemblies for all students, and 4-week summer program. 6. By September 15, 2011, all students will participate in "Write and Bite" journal writing activities for 15 minutes each morning. 7. By September 30, 2011, classroom walkthroughs will show that 100% of teachers adhere to revised academic scheduling. 8. By August 1, 2011, teachers' contractual agreement reflects policies for working on Saturdays and Summer School. 9. By August 30, 2012, 85% of students' independent reading level (IRLA) will increase by 1.5 months compared to their entry level assessment at the beginning of the program.
SBR Practice to Address	**Bold leadership; Involvement of teacher commitment; Engaging the support of parents,**

Goal:	**partners and the community; Focused on core academics and enrichment activities aligned with other goals and reforms:** ECONorthwest. (2008) **A review of research on extended learning time in K-12 schools.** http://www.chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
Extended academic calendar is approved	Board of Trustees	Calendar and Rationale	Approved Calendar	X			
Teachers' contractual agreement adopted to reflect policies for working during Summer and Saturday sessions	Board of Trustees, Union Representatives	Approved Calendar	Approved Contract	X			
Parents attend full-day orientation and sign contractual agreement stating they will follow all expected policies, including Saturday and Summer Academies	Parent/Community Liaison, Principal Teachers Parents	Parent/School Contract	Attendance List, Signed contractual agreements	X			
Teachers attend professional development sessions on using Research Labs materials and project-based learning	American Reading Company Trainer	Research Lab Training Materials	Attendance List	X			
Saturday Science Academy is offered for all students	Principal, staff, parents	Research Lab Curriculum Materials	Attendance List	X	X	X	X
Liberty Science Center begins offering hands-on workshops for two grade levels each Saturday session, continues weekly	Liberty Science Center Educators	Liberty Science Center Materials	LSC Contract and Attendance List	X	X	X	X

SIG Required Activity – 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA **(b) provide ongoing mechanisms for family and community engagement.**
SMART Goal:	**By August 2012, 95% of all parents will be involved in Schomburg school activities coordinated by the Parent/Community Liaison and supporting children's learning as measured by attendance at school events, children's home reading logs, and decrease in tardiness and early pick-ups.** **From September 2011 to August 2012, community organization activities will be offered to all students at least once per week.**
Indicators of Success:	1. Board approves the hiring of the Parent/Community Liaison by August 15, 2011. 2. 100% of parents attended Parent Orientation meeting in August 2011 or make up session on first day of school. 3. 100% of parents sign the Home/School contract outlining expectations and responsibilities. 4. An average of 95% of children arrive at school on time and stay for the full day through the 2011-2012 school year. 5. Home reading logs show 50% improvement in children reading at home as compared to previous school year. 6. Parent Association is formed with stable participation monthly from Sept 2011 through June 2012. 7. Parent newsletter is distributed by the Parent/Community Liaison monthly. 8. Parent workshops/meetings/open houses/education programs are held monthly from Sept 2011 through July 2012. 9. 25% of parents receive rewards for their children's achievement of Step Levels in independent reading. 10. Partners-in-Prevention will provide 10 weekly session of their Anti-Bullying Program as an in-class activity.

	11. 100% of students will attend afterschool programming, including academics, athletics, and social activities from 4:00-6:00 each afternoon from Sept 2011 – June 2012. 12. The Parent/Community Liaison will create a pipeline of programming by community organizations, create new relationships and maintain positive relationships with community organizations. 13. The Parent/Community Liaison will provide information on community services to families in need throughout the year. 14. Parents are included in the Stakeholders meeting with the Board Turnaround Committee Quarterly and Annual Stakeholder meeting held in June to provide feedback. 15. Ten Parent Reading Coaches are hired and work with children for 10 hours each week from September 2011 to June 2012.
SBR Practice to Address Goal:	**Strategies for Engaging Parents through Community Organizing:** Lopez, E. (2003). ***Transforming schools through community organizing: A research review***. Family Involvement Network of Educators (FINE) Harvard Family Research Project. http://www.hfrp.org/content/download/1190/48694/file/transform_community_organize.pdf

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Hire Parent/Community Liaison	Principal	Recommendations from Parents, School Leaders, Advertisements,	Contract	X			
2	Stakeholders meeting to develop Home/School contract for expected behaviors and responsibilities	Principal, Parent/ Community Liaison	Research on community organizing	Home/School Contract	X			
3	Mandatory Parent Orientation	Principal, Parent/ Community Liaison	Home/School Contract Instructional Materials State Standards	Attendance List, Agenda, Handouts	X			
4	Parent Association established and begins to meet monthly	Parent/ Community Liaison	Research on community organizing	Meeting agendas and attendance	X	X	X	X

5	Parent reading coaches hired and begin to work 10 hours per week	Principal, Parent/ Community Liaison	Networking with Camden elementary schools who use same strategy	Hiring Contacts, work logs	X	X	X	X
6	Parent activities held monthly, including, Math Night, Write Night, Parent discipline workshops	Parent/ Community Liaison	Parent involvement resources from various organizations	Agendas, Attendance Lists	X	X	X	X
7	Parent newsletter distributed monthly	Parent/ Community Liaison	Parents/Teacher/Principal input	Newsletter	X	X	X	X
8	Parents rewarded for helping children to achieve Reading Steps in 100 Book Challenge	Principal, RTI Coordinator, Parent/ Community Liaison	Home Reading Logs, SchoolPace Data	Award lists		X	X	X
9	Community programs are scheduled for the 2011-2012 school year	Principal Parent/ Community Liaison	Networking	Afterschool activity schedules, Memoranda of Understanding	X	X	X	X
10	Stakeholders meet with Board Turnaround Committee quarterly and annual stakeholder meeting held in June to provide feedback	Principal Parent/ Community Liaison	Quarterly and Annual Reports	Minutes, Agenda, Attendance List	X	X	X	X
11	Parent/ Community Liaison creates database of community support services to provide assistance to needy families	Parent/ Community Liaison	List of Community Resources	Log of confidential assistance to families	X	X	X	X

SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) 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; and (b) 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).
SMART Goal:	**By August 1, 2011, the Board of Trustees will pass a resolution granting the Principal and Leadership Team**

	operational flexibility and support in carrying out the SIG project and other turnaround strategies. **From July 1, 2011 to August 30, 2012 the Principal will receive continual support and technical assistance from the RTI Executive Coach, the Foundation for Educational Administration, the NJDOE NTO, and the NJDOE Summer Leadership Academy.**
Indicators of Success:	1. At the July 2011 Board of Trustees meeting, a resolution will be passed granting the Principal and Leadership Team operational flexibility and support in carrying out the SIG project and other necessary turnaround strategies. 2. By August 15, 2011, the Board will approve the hiring of an Assistant Principal, Grant Manager, and Reading Supervisor to support the leadership and turnaround activities. 3. The principal will attend the 2011 Summer Leadership Institute, 30 days of side-by-side coaching with the RTI Executive Coach, and attend all six professional development sessions on RTI with the Foundation for Education Administration. 4. The principal will be provided released time and operational support to meet with the NTO as needed. 5. 100% of the Board of Trustees will attend one professional development session on Turnaround Leadership. 6. The Board of Trustees will form a Turnaround Committee which will meet quarterly to review progress and offer suggestions for improved support and implementation. 7. 100% of the student achievement targets in Language Arts and Mathematics will be met by June 2012. 8. The average rate of reading growth for the school will be accelerated – demonstrating a greater growth pattern than one month of progress for each month of school; the school goal will be 1.5 years of progress by June 2012. 9. The Principal's quarterly and annual evaluations will show continued growth and higher than acceptable ratings in all areas of turnaround leadership.
SBR Practice to Address Goal:	**Professional Development of School Turnaround Leaders:** Miller, K (2003). ***MCREL Policy Brief: School, Teacher, and Leadership Impacts on Student Achievement.*** http://www.mcrel.org/PDF/PolicyBriefs/5032PI_PBSchoolTeacherLeaderBrief.pdf

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Board of Trustees resolution passed	Board of Trustees, Board Clerk	SIG Proposal	Resolution, minutes, agenda, attendance	X			
2	Board approves hiring of Assistant Principal, Reading Supervisor and Grant Manager	Board of Trustees	Recommendation from Principal	Board resolution, Hiring contracts	X			
2	Principal attends Summer Leadership Institute	Principal	Leadership Training Materials	Attendance confirmation from NJDOE	X			
3	Principal provided released time and support to meet with NTO	Principal, Leadership Team		Meeting logs	X	X	X	X
4	Turnaround Committee Formed	Board of Trustees		Board Minutes, Committee Membership List	X			
5	Principal attends all PD workshops	Principal	PD workshop materials	Attendance List	X			
6	Principal participates in 40 days of side-by side coaching	RTI Executive Coach, FEA Coach	PD Materials	PD Coaching Log	X	X	X	X
7	Principal evaluated quarterly	Board of Trustees	Feedback from stakeholders, school achievement data	Evaluation forms	X	X	X	X
8	School data reviewed quarterly	Turnaround Committee	SchoolPace data	Meeting minutes	X	X	X	X

SIG Required Activity – 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	**By September 15, 2011, a data collection system will be set up and used by the Project Manager to track the leading indicators for the Schomburg STAR Project.**
Indicators of Success:	1. Project manager creates an electronic spreadsheet and electronic filing system by September 15, 2011. 2. Project manager inputs all relevant data for the leading indicators as delineated in the Activity Plans of the SIG

	proposal 3. Data is used to write quarterly reports for NJDOE reporting and shared with Principal and Board Turnaround Committee. 4. Data is reviewed by Leadership Team monthly to track and monitor progress of SIG activities.
SBR Practice to Address Goal:	**Using Data in School Improvement Efforts** Learning Point Associates. (2004). ***Guide to using data in school improvement efforts***. North Central Regional Education Laboratory.

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
Project Manager creates electronic filing system and spreadsheet	Project Manager	SIG Proposal, software	Printout of electronic templates	X			
Project Manager inputs relevant data on weekly basis	Project Manager	SchoolPace, Teacher evaluations, Minutes from meetings, etc.	Quarterly reports of data	X	X	X	X
Leadership team uses data for monthly meetings	Leadership Team	Information in electronic files	Meeting notes and minutes	X	X	X	X
Quarterly reports are written and filed	Project Manager	SchoolPace, Teacher evaluations, Minutes from meetings, etc.	State Grant Reports	X	X	X	X

Form S-10

Date: _April 21, 2011_ **Page** ____ **of** ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _Schomburg Charter School_____ **Name of School:** _Schomburg Charter School_____

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
	$398,635	$1,175,152	$1,489,153	$1,489,153	$4,074,883
LEA		$78,575	$78,575	$78,575	$235,725
Total Budget		$1,573,787	$1,567,728	$1,567,728	$4,709,243

Budget Narrative

STAR PROJECT BUDGET

Our SIG budget was designed to provide the resources necessary to support the ambitious goals of the STAR Project. Costs are explicitly linked and tied to the goals and success indicators as outlined in Project Activity Plan; thereby, ensuring adequate resources to implement the transformation model.

Transformation SIG Required Activity – 2
SMART Goal: In the 2011-2012 school year, at least 90% of teachers will achieve a rating of satisfactory on 90% of the components on the Framework for Teaching Evaluation and 50% will achieve benchmark student growth goals (more than one month of typical reading achievement per month).

Supplemental Pay for Stakeholders Team (Indicator 2.1, 2.2 and 3.1-3.6): Schomburg will develop data-driven evaluation systems for teachers and school leaders which are rigorous, transparent, and equitable; and is developed with teacher and principal involvement. By September 2011, a stakeholders team will have convened and developed the evaluation system for teachers using the Frameworks for Teaching and a leadership

evaluation for the Principal, Vice Principal and Reading Supervisor. The stakeholder team will include the Principal; Assistant Principal; Reading Supervisor; a board member; parent representative; seven (7) teachers representing each grade (K-6), and two (2) union representatives. The process will be facilitated by a higher education consultant. Teachers and union representatives will receive supplemental pay for the time it will take to create the evaluation system in August 2011 prior to the contractual beginning of the school year for them. In the following years, the stakeholder team will continue to review and refine the evaluation system.
Cost: Estimated at $6,300 per year ($35 per hour x 20 hours x 9 participants = $6,300 per year).

Transformation SIG Required Activity – 3
SMART Goal: By August 30, 2012 25% of the staff and the school principal, will be rewarded for accelerating student achievement and creating a learning climate.

Legal Fees (Indicator 3.6): In addition to providing rewards to retain staff with the skills necessary to meet the needs of a transformed Schomburg Charter School, the Board of Trustees will pursue all legal measures – regardless of tenure process – to remove low performing teachers and staff who do not meet performance criteria and benchmarks despite having received strong mentoring and in-class support.
Cost: Beginning in year two, legal fees are estimated at $12,500 each year ($250 per hour x 50 hours = $12,500).

Transformation SIG Required Activity – 4
SMART Goal:
1. By June 2012, 100% of teachers will participate in research-based professional development (PD) activities and demonstrate improved instructional rigor and classroom management in their classrooms
2. By June 2012, the Principal will have attended the NJDOE Summer Leadership Institute, participated in all RTI Workshops with teachers, worked side-by-side with PD coaches for 40 days and demonstrate the skills needed to be a school turnaround leader as measured by her quarterly and annual evaluations

American Reading Company: ACTION 100 PD (Indicator 4.1 and 4.4-4.7): Schomburg will implement the ACTION 100 program which is a research-based 12-step Response to Intervention (RTI) school transformation model designed to aggressively transform school cultures for sustainable student achievement. This program will provide 30 days of side-by-side classroom coaching as well as training workshops in using data, implementing Tier I and Tier II interventions and best practices. The focus of the PD program will be to help teachers understand what and how students are learning, how to use data to assess their learning needs, how to manage children's behavior, and how to adjust instructional strategies.
Cost for ACTION 100 PD is $56,500 in year one and two, which is based on a cost estimate from the American Reading Company (see attached). PD in year three will be scaled back appropriately at an estimated cost of $28,250.

ACTION 100 Program Materials (Indicator 4.7, 6.6, 6.8, 6.12-6.17): The ACTION 100 module provides materials for all grades and specifically includes a Classroom Library, a Teacher's Resource Kit CCS, SchoolPACE student tracking software, an introductory Training, Reading Acquisition Skills Cards, Incentive Folders, Milestone Awards (up to 800 steps), Take-Home Book Bags, Power Word Cards (K-1) to help students learn their site words, and Incentives for a classroom of 30 students.
Cost: $57,750 in the first year. See attachment for a detailed proposal. Year 2 and 3 cost is $19,600 assuming materials replenishment cost of

$1400 per classroom.

Foundation for Educational Administration (FEA) PD (Indicator 4.2 and 4.4-4.7): FEA will provide PD in Classroom Management - CLICK and RTI in a blended format – and includes six days of professional development with two trainers, ten days of coaching for teachers in the classroom—one day per month—with one coach, and books and materials for 25 teachers.
Cost for classroom management PD is $38,000 based on a FEA proposal (see attachment).

Supplemental Pay for Teachers' Classroom Management PD (Indicator 4.2 and 4.5): Teachers will receive supplemental pay to participate in mandatory professional development activities in August 2011. The time for these activities is not covered in current contracts.
Cost: $35 per hour x 8 hours per day x 6 days x 25 teachers = $42,000 plus employee benefits (7.65% FICA) of $3,213.

Professor-in-Residence (Indicator 4.9): A Professor-in-Residence from New Jersey City University (NJCU) will work side-by side with teachers providing coaching and educational resources from the University. In the second year of the Project, teacher interns will also work side by side with Schomburg teachers, serving as a way of bringing in fresh ideas, helping teachers to reflect on their practices and model their success in transforming their teaching.
Cost based on NJCU estimate assuming seven credits @ $1,350 per credit hour plus employee benefits: $13,000 per year for three years.

Transformation SIG Required Activity – 5
SMART Goal: By August 2012, the STAR Project will help Schomburg retain the best performing teachers by providing career opportunities, financial rewards, and public recognition.

Ten (10) Mini-grants for Teachers (Indicator 5.3): The STAR Project will retain the best performing teachers by providing career opportunities, financial rewards, and public recognition. By September 1, 2011, financial rewards and merit pay increases will be linked to standards of excellence on teacher evaluations. As part of the reward package, ten mini-grants of $1000 will be awarded each year to teachers. Awards will be linked to the standards of excellence on teacher evaluations. By August 15, 2012, any teacher meeting standards of excellence will begin to receive mini-grants, a merit pay increase or other incentives agreed upon by the stakeholders and Leadership Team.
Cost: Ten (10) mini-grants x $1,000 per year = $10,000 per year for three years.

Signing Bonuses (Indicator 5.7 & 5.8): The STAR Project will utilize strategies designed to recruit staff with the skills necessary to meet the needs of the students in a transformation model. Beginning in Summer 2012 (the first year of the SIG), $1000-$5000 signing bonuses will be offered to recruit new teachers with demonstrated success in urban schools to teach at Schomburg in the 2011-2012 school year.
Cost: Total of $25,000 in bonuses will be offered at the end of the first year; $20,000 at the end of year two; and $15,000 in year three.

Transformation SIG Required Activity – 6
SMART Goal:
1. By June 2012, the teachers and staff will fully implement a Response-to-Intervention Framework that accelerates student achievement to 1.5 months for each month of instruction
2. By June 2012, the teachers and staff will use research-based instructional activities in Language Arts and Mathematics based on curriculum

fully aligned to the Common Core and NJ state standards.

Full-time RTI Specialist (Indicator 6.1). To fundamentally transform our instructional practices, Schomburg will use a Response-to-Intervention Framework which has been used successfully to turn around persistently low-performing schools. The RTI Framework requires:

- Continuous collection of data to assess individual student learning, including the Independent Reading Level Assessment and the pre-assessments, mid-point assessments, end/cumulative assessments of the LL Teach mathematics program. Both of these are aligned to Common Core and NJCCC Standards
- Use of 100 Book Challenge – a research-based independent reading system linked to the Independent Reading Level Assessment whose goal is to improve reading ability, increase stamina, engagement and test scores
- Writer's Workshop model that includes quarterly benchmark assessments to check for area of student weakness.
- Use of systematic and direct instruction in Mathematics with hands-on learning materials and manipulatives to help children gain deep conceptual knowledge, not just rote skills
- Use of School Pace data management system to integrate the collection of all student achievement data, have real-time access to data, and easily track progress to allow for early warning interventions and evaluation of ongoing interventions
- Weekly grade level "Data Wall" meetings to determine what the data is revealing and planning actions directly based on the data
- Use of tiered levels of intervention based on the data analysis of student learning, including Reading Recovery to assist the youngest children in getting a strong start

Hiring an RTI Specialist is critical to the successful instructional transformation at Schomburg Charter School. The RTI Specialist will provide support for data systems and technology, assist grade level teams in data analysis, planning RTI interventions, and positive behavioral support planning. 100% of the RTI Specialist's time will be dedicated to the STAR Project.
Cost: The RTI Specialist annual salary is $75,000 plus employee benefits valued at $33,795.

Four (4) Parent Reading Coaches (Indicator 6.11-6.17): Four part-time Parent Reading Coaches will be hired to provide extra reading time and coaching to individual students who need more support. They will also serve as a liaison to families and the community.
Cost: 4 Parent Reading Coaches x $10 per hour x 10 hours per week x 30 weeks = $12,000 plus employee benefits valued at $918 per year.

Six (6) Teacher Assistants (6.11-6.17): Teacher Assistants (TA)will be hired to provide additional instructional support – one-on-one and target skills group instruction – to all children with Tier I and Tier II action plans. Schomburg currently has three (3) Teaching Assistants. Six additional TAs will be hired with SIG funding for all three years of the project.
Cost: $30,000 annual salary x 6 Teaching Assistants = $180,000 plus employee benefits valued at $ 139,482.

Curriculum Spine (Indicator 6.2, 6.13-6.17): The Curriculum and Assessment Spine consists of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement.
Cost: $60,000 as required.

Transformation SIG Required Activity – 7
SMART Goal: By August 2012, Schomburg children will have attended 380 additional learning hours in instructional activities, including Saturday and Summer Science Academies an extended school year, and additional learning time during the school day

Contract with Liberty Science Center (Indicator 7a.5): The STAR Project will increase learning time by more than 300 hours each school year by creating Saturday and Summer Science Academies. and create community oriented schools. Liberty Science Center (LSC) will be an important community partner in the STAR Project – helping Schomburg's students to develop a love of learning while increase reading, mathematics and science skills. Schomburg will offer a 4-hour Saturday morning program called Science Academy in which children carry out project-based learning using Research Lab materials from the American Reading Company and hands-on experiences through Classroom Workshops provided by the Liberty Science Center Traveling Science Program. The curriculum will carefully and purposefully align to the Language Arts Curriculum. LSC will provide 2 Field Trips; 24 days of Traveling Science (5 assemblies and 70 workshops); and Teacher Professional Development Summer Institute in 2012. Schomburg will contract with LSC for all three years of the program.
Cost: Contract with LSC is estimated at $158,495 including Teacher Professional Development and teacher stipends.

American Reading Company (ARC): Smart Start Professional Development (Indicator 7a.4): The ARC professional development module supports the implementation of the Science Learning Labs and 100 Book Challenge for the Science Academies. The module includes: 3 Classroom Support Visits; one Family Workshop or another classroom support visit; one Leadership Team Training or 1 Teacher Workshop or another classroom support visit; 1 Site Coordinator Kit; and 1 Principal's Kit.
Cost for ACTION 100 PD is $9,500 in year one, which is based on a cost estimate from the American Reading Company. See attachment. Coaching visits in year two and three will be scaled back appropriately at an estimated cost of $6,000.

Summer Science Learning Labs Program Materials (Indicator 7a.3):
All students (K-6) will attend 4 week, 4-hour per day Summer Science Academy with a focus on differentiated reading practice and standards-based content materials. The American Reading Company will provide for each grade: 100 leveled, high-interest books for self-selected, independent student reading; 100 books on a theme with the range of reading levels targeted to their students; 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research; comprehensive Teacher's Handbook with daily lesson plans based on the CCS, and the IRLA-CCS; reading, research and writing Skills Cards, student reading logbooks, and student milestone awards.
Cost: $32,250 in year one. See attachment for a detailed proposal. Replenishment of materials in subsequent years is estimated at $5,000 per year.

Supplemental Pay for Saturday and Summer Science Academies (Indicator 7a.1-3 & 7a.8): Schomburg teachers and non-instructional staff will receive supplemental pay to staff the Saturday and Summer Science Academies. The Saturday Science Academy will offer a 4-hour per Saturday morning program over 33 Saturdays. Time for the Summer Science Academy is based on a 4-week (19 days), 4-hour per day schedule. The time for these activities is not covered in current contracts. Non-instructional staff include the following:

Cost: Summer Science Academy

Title/Item	*Calculation*
Teacher	*$35 per hour x 4 hours per day x 33 Saturdays x 14 teachers = $ 64,680*

Nurse	*$50 per hour x 4 hours per day x 33 Saturdays = $6,600*
Security (2)	*$15 per hour x 4 hours per day x 33 Saturdays x 2 security staff = $ 3,960*
Secretary	*$15 per hour x 4 hours per day x 33 Saturdays = $ 1,980*
Custodian	*$11 per hour x 4 hours per day x 33 Saturdays = $ 1,452*
Employee Benefits	*$72,072 supplemental pay x 7.65% FICA = $ 5,513*

Cost: Summer Science Academy

Title/Item	*Calculation*
Teacher	*$35 per hour x 4 hours per day x 19 days x 14 teachers = $37,240*
Social Worker	*$125 per day x 19 days = $2,375*
Nurse	*$50 per hour x 4 hours per day x 19 days = $3,800*
Security (2)	*$15 per hour x 4 hours per day x 19 days x 2 security staff = $ 2,280*
Secretary	*$15 per hour x 4 hours per day x 19 days = $1,140*
Custodians (2)	*$11 per hour x 4 hours per day x 19 days x 2 custodians = $ 1,672*
Lunch Aide	*$11 per hour x 4 hours per day x 19 days x 1 lunch aide = $ 836*
Employee Benefits	*$45,543 supplemental pay x 7.65% FICA = $3,484*

Utility costs for Summer Science Academy (Indicator 7a.1, 7a. 3 & 7a.8). Schomburg currently provides 12 days of summer programming in 2010-2011. SIG funding would cover the pro-rated utility cost for the remaining 8 summer days for the Summer Science Academy. The estimated monthly cost is $8,000. The average daily utility cost is $258 per day based on 31 day month.
Cost: 8 summer days x $258 average cost per day = $ 2,064 per year.

Transformation SIG Required Activity – 7b
SMART Goal:
1. By August 2012, 95% of all parents will be involved in Schomburg school activities coordinated by the Parent/Community Liaison and supporting children's learning as measured by attendance at school events, children's home reading logs, and decrease in tardiness and early pick-ups.
2. From September 2011 to August 2012, community organization activities will be offered to all students at least once per week.

Full-time Parent/Community Liaison (Indicator 7b.1): With SIG funds, Schomburg will hire a Parent/Community Liaison who will be responsible for building the parent association; coordinating the work of the Parent Reading Coaches; facilitating stakeholders meetings; serving as liaison to community organizations; and assisting in identifying and connecting community social and health resources, and parent education classes to help families in need.
Cost: The Parent/Community Liaison annual salary will be $45,000 plus employee benefits valued at $ 24,526.

Olveus Anti-Bullying Program (Indicator 7b.10): Schomburg will contract with Partners-in-Prevention to provide 10 sessions of anti-bullying program for grades 4, 5 & 6. The Olveus Anti-Bullying Program is registered with the National Registry of Evidence-Based Programs.
Cost: $125 per hour x 1 hr per session x 10 sessions per class x 6 classes (2 classes per grade) = $7,500

After School Service Providers (Indicator 7b.11): With the goal of creating a community oriented school, Schomburg will provide voluntary after school programming to fill the need for few extra-curricular activities. Schomburg currently provides an afterschool program with a primary focus on tutoring; however a very small number of students attend – approximately 30 students. Schomburg will contract with youth educational, recreation and service providers for after school programming for the entire student body from 4 to 6 pm daily. In addition to tutoring and academic enrichment, services will include athletics, arts, and other recreational programs, which are in demands by parent and the community.
Cost: Schomburg has estimated the daily cost for afterschool programming at approximately $5 per child, per day. The cost for current after school programming is approximately $27,150. Given the $5 daily cost per child, the cost for all 224 students is estimated at $208,320. In year one, Schomburg will budget $103,450 including the current expenditures to provide after based on preliminary discussions with after school service providers. Subsequent years will be increased appropriately, with anticipated increases in program registrations, to $160,592 and $193,842 in year two and three respectively.

Transformation SIG Required Activity – 8
SMART Goal:
1. By August 1, 2011, the Board of Trustees will pass a resolution granting the Principal and Leadership Team operational flexibility and support in carrying out the SIG project and other turnaround strategies.
2. From July 1, 2011 to August 30, 2012 the Principal will receive continual support and technical assistance from the RTI Executive Coach, the Foundation for Educational Administration, the NJDOE NTO, and the NJDOE Summer Leadership Academy

Full-time Assistant Principal (Indicator 8.2): Implementation of he STAR Project will be entrusted to a Leadership Team which will have the operational flexibility and support to carry out the Transformational activities. The Leadership Team will be buttressed by the hiring of an Assistant Principal who will work side-by-side with the Principal/Lead Person in overseeing and directing the implementation of the SIG Transformation activities. 100% of the Assistant Principal's time will be dedicated to the project.
Cost: The Assistant Principal's annual salary will be $90,000 plus employee benefits valued at $ 33,796.

Full-time Reading Supervisor/Reading Recovery Teacher (Indicator 8.2). The Schomburg Board of Trustees will add another important member to the STAR Leadership team, namely the Reading Specialist who will function as Reading Supervisor, and provide Reading Recovery turnkey training to teachers. 100% of the Reading Supervisor's time will be allocated to the STAR project.
Cost: The annual salary for the Reading Supervisor will be $75,000 plus employee benefits valued at $ 30,706.

Full-time Grant Project Manager (Indicator 8.2): Schomburg will hire a Grant Project Manager who will compile data and write required grant reports. Assists in communication with all personnel, Board of Trustees, Leadership Team, etc.. Monitors all grant activities and documentation.
Cost: The Grant Project Manager annual salary is $50,000 plus employee benefits valued at $ 28,575.

Travel (Indicator 8.3): Travel expenses related to the project will make it possible for Schomburg staff to participate in SIG Leadership Academy Meetings, Curriculum Assessment Spine Training, etc.
Cost: Estimated roundtrip travel of 70 miles per trip x 31.5 cents per mile x 20 trips x 5 staff = $2,205

Board Training (Indicators 8.5 & 8.6): Schomburg Board of Trustees will receive additional training in school turnaround efforts, especially research-based strategies for school improvement throughout the first year of the project.
Cost: Estimated $150 registration fee X 12 participants (9 Board members and 3 administrators) = $1,800

LEVERAGING OF RESOURCES

Resource	Alignment with SIG
Title I, Part A	Schomburg received nearly $360,000 in Title I, Part A funds in 2010-2011. These funds are currently being utilized to hire two basic skills teachers and teaching assistants; and provide tutoring and professional development. With these funds, Schomburg has contracted with LL Teach and a literacy consultant to provide teachers with coaching in math and reading instructional techniques, respectively. These professional development efforts will be blended and integrated with RTI and classroom management training proposed in the STAR Project. Schomburg will develop a professional and highly skilled learning community with the training, mentoring and coaching provided via Title I and SIG funds. With Title I, Part A funds, Schomburg will retain the basic skills teachers and teaching assistants which provide critical support in implementing Tier I and Tier II action plans.
1003(a) Statewide System of Support – SIA Part A funds	Schomburg has utilized SIA funding in the past to support its summer program which provided academic support and recreational programs to students. SIG funding will create the Summer Science Academy – a more engaging summer academic experience. Title I funds will pick up where the Summer Science Academy 4-hour day ends and will provide additional programming during the summer months..
Title II, Part A	Title II, Part A funding provide resources for improving teacher and principal quality, as well as increasing the number of highly qualified teachers and principals in classrooms and schools. Schomburg receives $25,774 in Title II, Part A funding. These funds are utilized for professional development as described above. Additionally, it is utilized to support technology PD. Schomburg's transformation will rely on data-drive systems and technology. Title II, Part A funds will continue to be utilized for technology PD which will support Schomburg's transformational activities.
Title II, Part D – Ed Tech	Schomburg receives a small amount of Title II, Part D funding, $798 in 2010-2011. These monies were used to provide professional development in technology for Schomburg staff.

S-11
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: _April 21, 2011_
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Schomburg 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.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION 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	GRANT REQUEST AMOUNT
Activity 7a-Indicators 2/8	100-100	Teachers-supplemental pay for Saturday Science Academy	$35 per hour x 4 hours per day x 33 Saturdays x 14 teachers = $64,680	$64,680
Activity 7a-Indicators 1/3/8	100-100	Teachers-supplemental pay for Summer Science Academy	$35 per hour x 4 hours per day x 19 days x 14 teachers = $37,240	$37,240
Activity 6-Indicators 11-17	100-100	Teacher Assistants (FT)	$30,000 x 100% LOE x 6 Teacher Assistants = $180,000	$180,000
Activity 6-11-17Indicator 11-17	100-100	Parent Reading Coaches	$10 per hour x 10 hours per week x 30 weeks x 4 parent coaches = $12,000	$12,000
Activity 8-Indicator 2	200-100	Assistant Principal (FT)	$90,000 x 100% level of effort (LOE) = $90,000	$90,000
Activity 8-Indicator 2	200-100	Reading Supervisor (FT)	$75,000 x 100% LOE = $75,000	$75,000
Activity 6-Indicator 1	200-100	RTI Specialist (FT)	$68,000 x 100% LOE = $68,000	$68,000
Activity 7b-Indicator 1	200-100	Parent/Community Liaison (FT)	$45,000 x 100% LOE = $45,000	$45,000
Activity 8-Indicator 2	200-100	Grant Project Manager (FT)	$50,000 x 100% LOE = $50,000	$50,000

Activity 2- Indicators 1-2; Activity 3- Indicators 1-6	200-100	Teachers-supplemental pay for evaluation meetings.	$35 per hour x 20 hours x 9 teachers = $7,000	$6,300
Activity 4- Indicators 2/5	200-100	Teachers-supplemental pay for classroom management PD	$35 per hour x 8 hours per day x 6 days x 25 teachers = $ 42,000	$42,000
Activity 7a- Indicators 2/8	200-100	Secretary-supplemental pay for Saturday Science Academy	$15 per hour x 4 hours per day x 33 Saturdays = $1,980	$1,980
Activity 7a- Indicators 2/8	200-100	Security-supplemental pay for Saturday Science Academy	$15 per hour x 4 hours per day x 33 Saturdays x 2 security personnel = $3,960	$3,960
Activity 7a- Indicators 2/8	200-100	Custodians-supplemental pay for Saturday Science Academy	$11 per hour x 4 hours per day x 33 Saturdays = $1,452	$1,452
Activity 7a- Indicators 1/3/8	200-100	Social Worker-supplemental pay for Summer Science Academy	$125/day x 19 days = $2,375	$2,375
Activity 7a- Indicators 1/3/8	200-100	Secretary-supplemental pay for Summer Science Academy	$15 per hour x 4 hours per day x 19 days = $1,140	$1,140
Activity 7a- Indicators 1/3/8	200-100	Security-supplemental pay for Summer Science Academy	$15 per hour x 4 hours per day x 19 days x 2 security personnel = $2,280	$2,280
Activity 7a- Indicators 1/3/8	200-100	Custodian-supplemental pay for Summer Science Academy	$11 per hour x 4 hours per day x 19 days x 2 custodians = $1,672	$1,672
Activity 7a- Indicators 1/3/8	200-100	Lunch Aide-supplemental pay for Summer Science Academy	$11 per hour x 4 hours per day x 19 days = $836	$836

S-12

BUDGET DETAIL FORM B

Personal Services – Employee Benefits
Function & Object Code 200-200

Date: _April 21, 2011_
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Schomburg 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 REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 6.96%	PERS 13.00%	WRKR'S COMP 1.24%	UNEMPLY. 4.50%	DISABIL. 0.25%	HEALTH ----------%	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Assistant Principal	90,000	6,885	6,265	0	1,116	4,050	225	15,255	0	38.00%	33,796
Reading Supervisor	75,000	5,738	5,220	0	930	3,375	188	15,255	0	41.00%	30,706
RTI Specialist	68,000	5,202	4,733	0	843	3,060	170	15,255	0	43.00%	29,263
Parent/Community Liaison	45,000	3,443	3,132	0	558	2,025	113	15,255	0	55.00%	24,526
Grant Project Manager	50,000	3,825	0	6,500	620	2,250	125	15,255	0	57.00%	28,575
Teacher Assistants (6)	180,000	13,770	0	23,400	2,232	8,100	450	91,530	0	77.00%	139,482
Parent Reading Coaches (4)	12,000	918	0	0	0	0	0	0	0	7.65%	918
Teachers-supplemental pay for Evaluation meetings, Classroom PD, Saturday and Summer Science Academy.	150,920	11,492	0	0	0	0	0	00	0	7.65%	11,492

Social Worker-supplemental pay for Summer Science Academy	2,375	182	0	0	0	0	0	0	0	7.65%	182
Secretary-supplemental pay for Saturday & Summer Science Academy	3,120	238	0	0	0	0	0	0	0	7.65%	238
Security-supplemental pay for Saturday & Summer Science Academy	6,240	477	0	0	0	0	0	0	0	7.65%	477
Custodians-supplemental pay for Saturday & Summer Science Academy	3,124	239	0	0	0	0	0	0	0	7.65%	239
Lunch Aide-supplemental pay for Summer Science Academy	836	64	0	0	0	0	0	0	0	7.65%	64

S-13

BUDGET DETAIL FORM C

Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Date: _April 21, 2011_
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Schomburg 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.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Activity 7b-Indicator 10	100-300	*Olveus Anti-Bullying Program*: Partners-in-Prevention will provide 10 sessions of this anti-bullying program for grades 4, 5 & 6. The Program is registered with the National Registry of Evidence-Based Programs. Cost: $125 per hour x 1 hr per session x 10 sessions per class x 6 classes (2 classes per grade) = $7,500	$125/hour	60 hours	7,500
Activity 7b-Indicator 11	100-300	*After School Service Providers*: After School Service Providers will be contracted to provide various academic support, athletic, arts and other recreational programs daily for the entire student body from 4 to 6 pm. Cost will be contractually based.	Flat fee	186 days	103,450
Activity 4-Indicator 2/4/5/6/7	200-300	*Foundation for Educational Administration (FEA) professional development (PD)*: FEA will provide classroom management PD. Includes six (6) days of PD; ten (10) days of coaching for teachers; and books and materials for 25 teachers. Cost is contractually based.	Flat Fee	6 days	38,000
Activity 4-Indicator 9	200-300	*NJCU Professor-in-Residence*: Will work side-by side on a weekly basis with teachers providing coaching and educational resources from the University. Cost is contractually based.	Flat Fee	33 days	13,000

Activity 4- Indicator 1/4/5/6/7	200-300	*American Reading Company (ARC) ACTION 100 PD*: ACTION 100 program provides 30 days of side-by-side classroom coaching as well as training workshops in using data, implementing interventions and best practices. Teachers at Schomburg will have two weeks of targeted professional development workshops, planning periods, and collaboration before school starts. Cost is contractually based.	Flat fee	30 days	56,500
Activity 7a-Indicator 4	200-300	*American Reading Company Smart Start PD.*: ARC PD module supports implementation of Science Learning Labs and 100 Book Challenge for Science Academies. Module includes: 3 Classroom Support Visits; one Family Workshop or another classroom support visit; one Leadership Team Training or 1 Teacher Workshop or another classroom support visit; 1 Site Coordinator Kit; and 1 Principal's Kit. Cost is contractually based.	Flat fee	5 days	9,500
Activity 7a.- Indicator 2/8	200-300	*Nurse services*. Nurse will be contracted for the Saturday and Summer Science Academy. Contract with agency is not covered in current contract. Cost: $50/hour x 4 hours/day x 52 days	$50/hour	4 hours/day; 52 days	10,400

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: _April 21, 2011_
Page _____ of _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Schomburg 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.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Activity 6-Indicators 2/13/14/15/16/17	100-600	*Curriculum Spine*. The Curriculum and Assessment Spine consists of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement.	60,000	1	60,000
Activity 4-Indicator 7; Activity 6-Indicator 6/8/12-17	100-600	*ACTION 100 Program Materials*: Materials for grades K-6 includes a: • Classroom Library; • Teacher's Resource Kit CCS; • SchoolPACE student tracking software; • Introductory Training; • Reading Acquisition Skills Cards; Incentive Folders; • Milestone Awards (up to 800 steps); • Take-Home Book Bags; Power Word Cards (K-1) to help students learn their site words; and • Incentives for each classroom.	57,750	1	57,750

Activity 7a-Indicator 3	100-600	*Summer Learning Labs Program Materials*: Each grade will receive: • 100 leveled, high-interest books for self-selected, independent student reading; • 100 books on a theme with the range of reading levels targeted to their students; • 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research; • comprehensive Teacher's Handbook with daily lesson plans based on the CCS, and • the IRLA-CCS; reading, research and writing Skills Cards, student reading logbooks, and student milestone awards.	32,250	1	32,250

S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: _April 21, 2011_
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Schomburg 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.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
n/a	n/a	n/a	n/a	n/a	n/a

Date: _April 21, 2011_
Page _____ of _____

S-16
BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720

NGO TITLE: School Improvement Grant
SCHOOL NAME: Schomburg 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.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Activity 7a-Indicator 5	100-500	*Liberty Science Center (LSC) Traveling Workshops and Summer Institute (PD)*: LSC will bring its Traveling Science Program to Schomburg, exposing students to hands-on science experiences. LSC will provide two (2) Field Trips; 24 days of Traveling Science (5 assemblies and 70 workshops); as well as a Teacher Professional Development Summer Institute in 2012 including teacher stipends. Cost is contractually based.	158,495
Activity 8-Indicator 5/6	200-500	*Board Training*: Board of Trustees will receive additional training in school turnaround efforts. Cost: Estimated $150 registration fee X 12 participants (9 Board members and 3 administrators) = $1,800	1,800
Activity 5-Indicator 3	200-500	*Mini-Grants*: As part of the teachers' reward package, ten mini-grants of $1000 will be awarded each year. Awards will be linked to the standards of excellence on teacher evaluations. Cost: Ten (10) mini-grants x $1,000 per year = $10,000 per year.	10,000
Activity 5-Indicator 7/8	200-500	*Signing Bonuses*: Signing bonuses will be offered to recruit new teachers with demonstrated success in urban schools. Cost: A total of $25,000 in bonuses will be made available ranging in value from $1000 to $5000.	25,000
Activity 8-Indicator 3	200-580	*Travel*: Will cover travel for staff to participate in SIG Leadership Academy Meetings, Curriculum Assessment Spine Training, etc. Cost: Estimated roundtrip travel of 70 miles per trip x 31.5 cents per mile x 20 trips x 5 staff = $2,205	2,205

Activity 7a-Indicator 1/3/4/5/6/7	400-720	Utility costs: Schomburg currently provides 12 days of summer programming in 2010-2011. SIG funding would cover the pro-rated utility cost for the remaining 8 summer days for the Summer Science Academy. The average daily utility cost is $258 per day. Cost: 8 summer days x $258 average cost per day = $ 2,064 per year.	2,064

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Schomburg Charter School

School Name: Schomburg Charter School County/LEA/School Code: 8 0 / 7 8 2 0 / 9 7 0

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: 11 SG03 402

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			293,920	50,000	343,920
Purchased Professional & Technical Services	100-300			110,950	0	110,950
Other Purchased Services	100-500			158,495	0	158,495
Supplies and Materials	100-600			150,000	0	150,000
Other Objects	100-800			0	0	0
SUBTOTAL - INSTRUCTION				713,365	50,000	763,365
SUPPORT SERVICES						
Personal Services - Salaries	200-100			341,995	0	341,995
Personal Services – Employee Benefits	200-200			271,383	28,575	299,958
Purchased Professional & Technical Services	200-300			127,400	0	127,400
Subgrant Cost Summary	200-320			0	0	0
Purchased Property Services	200-400			0	0	0
Other Purchased Services	200-500			36,800	0	36,800
Travel	200-580			2,205	0	2,205
Supplies and Materials	200-600			0	0	0
Other Objects	200-800			0	0	0
Indirect Costs	200-860			0	0	0
SUBTOTAL - SUPPORT SERVICES				779,783	28,575	808,358
				FACILITIES ACQUISITION & CONSTR. SVCS		
Buildings	400-720			2,064	0	2,064
Instructional Equipment	400-731			0	0	0
Noninstructional Equipment	400-732			0	0	0
SUBTOTAL - FACILITIES				2,064	78,575	2,064
TOTAL COST				1,495,212	78,575	1,573,787

Hyacinth Watkins
Business Administrator/Chief Fiscal Officer
Hyacinth Watkins

April 21, 2011
Date

Schomburg Charter School Education Association
508 Grand Street
Jersey City, NJ 07302

Sibyl Ponder, President *Diane Goff, Vice President*

March 24, 2011

Dear SCS Stakeholders, School Improvement Grant

I am a teacher at Schomburg Charter School and I serve as the president of the Schomburg Charter School Education Association (SCSEA). The SCSEA is the certified collective bargaining agent for all regularly employed non-supervisory employees of the Schomburg Charter School. In my capacity as president of the SCSEA, I am writing to inform you that the SCSEA endorses the decision of the Board of Trustees and the administration of the Schomburg Charter School to apply for a School Improvement Grant.

When the members of the SCSEA were hired we each agreed to support the Mission Statement of the Schomburg Charter School and see the School Improvement Grant as a vehicle to help advance the mission of the Schomburg Charter School.

The Transformation Model for the School Improvement Grant that the school has chosen to apply for will require many changes at Schomburg. Some of the changes that are proposed intersect directly with the "terms and conditions of employment" of our members that the SCSEA has the legal right and obligation to bargain on behalf of our members. Among the changes contemplated in the Transformation model are the effect of increased instructional time for students on our members, the effects of a new evaluation system, performance-based incentives, the effects on our member schedules of implementing staff collaboration and the effects on staff of strengthening ties between the school and the community. The SCSEA is fully prepared to negotiate with the Board of Trustees on the impact of these proposed changes.

The implementation of the Transformation Model for the School Improvement Grant presents a major challenge to all of the stakeholders of the Schomburg Charter School. The Schomburg Charter School Education Association is prepared to collaborate with the other stakeholders to meet that challenge.

Sincerely,

Sibyl Ponder
President, SCSEA

AMERICAN
READING COMPANY

Schomburg Charter School

ACTION 100 for K-6th Grades

03/23/2011
Proposal Number: 29085

Submitted To
Muriel Rand
Schomburg Charter School
508 Grand St
Jersey City, NJ 07302
P: 201.451.8888

AMERICAN READING COMPANY

Program Proposal Summary

Schomburg Charter School
ACTION 100 for K-6th Grades
03/23/2011

Submitted To

Muriel Rand
Schomburg Charter School
508 Grand St
Jersey City, NJ 07302
P: 201.451.8888

Classes / Groups of Students

															Special Education			
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Primary	Inter	Middle	Total
Total Classes	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
Participating Classes																		
English	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
Subtotal	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
% Implementation	0	100	100	100	100	100	100	100	0	0	0	0	0	0	0	0	0	100%

Program Summary (See Detail Attached)

	Total	Shipping	Grand Total
Action 100 Modules	$48,400.00	$0.00	$48,400.00
Zoology One Modules and Section Sets	$9,350.00	$0.00	$9,350.00
Program Materials	$1,500.00	$0.00	$1,500.00
Professional Development - Zone 1	$55,000.00	$0.00	$55,000.00
TOTAL	$114,250.00	$0.00	$114,250.00

Please note: Prices are valid 60 days from date of proposal.

Approval
Execution of this contract becomes effective upon our receipt of this proposal, and/or your company purchase order, bearing the signature of an authorized purchasing agent. Thank you for selecting American Reading Company.

Returns
You may return new, unopened items (except custom products) sold and fulfilled by American Reading Company within 30 days of delivery for an exchange. We'll also pay the return shipping costs if the return is a result of our error (you received an incorrect or defective item, etc.).

If you need to exchange an item, please contact our Customer Concerns Department at customerconcerns@americanreading.com or (866) 810-2665.

Professional Development
American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff). If more than 25 people attend the workshop, your signature below indicates your agreement to pay $350 for each additional participant. Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within that timeframe will be billed for the cancelled event.

Signature: _____ Date: _____

Title: _____ Approved Amount: $_____

Sales Consultant: McMullen, Pat - Email: pmcmullen@americanreading.com P: 610.992.4150 F: 610.992.4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

AMERICAN READING COMPANY

	Qty	Price	Total (Free Shipping)

Action 100 Modules

Action 100 Module - Elementary (K-8th Grades)

The Action 100 module gives teachers all the necessary tools they need to implement Action 100. Each standards-based classroom module includes a Classroom Library, a Teacher's Resource Kit CCS , our SchoolPACE student tracking software, an introductory Training, and enough Reading Acquisition Skills Cards, Incentive Folders, Milestone Awards (up to 800 steps) and Incentives for a classroom of 30 students. Elementary classrooms will receive our Take-Home Book Bags while middle school classrooms will receive our Varsity Logbook and Drawstring Bag. Kindergarten and first grade classrooms will receive our Power Word Cards to help students learn their site words. Minimum of 10 Classrooms.

1st Grade	2	$4,200.00	$8,400.00
2nd Grade	2	$4,000.00	$8,000.00
3rd Grade	2	$4,000.00	$8,000.00
4th Grade	2	$4,000.00	$8,000.00
5th Grade	2	$4,000.00	$8,000.00
6th Grade	2	$4,000.00	$8,000.00
Subtotal	12		$48,400.00
Total: Action 100 Modules	12		$48,400.00

Zoology One Modules and Section Sets

Zoology One Smart Start Module

Zoology One Smart Start Module - English	2	$3,300.00	$6,600.00
Subtotal	2		$6,600.00

Sales Consultant: McMullen, Pat - Email: pmcmullen@americanreading.com P: 610.992.4150 F: 610.992.4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

AMERICAN READING COMPANY

	Qty	Price	Total (Free Shipping)

Zoology One Challenge Pack Smart Start Module

The Zoology One Challenge Pack offers an assortment of leveled books and program support materials to help students establish the habit of daily independent reading, both at school and at home. In addition to four 100 Book Challenge baskets, each containing 30 books, students will receive Reading Skills Cards, Milestone Medals and Incentive Folders encouraging them to complete 500 reading steps by the end of kindergarten. Students also receive canvas take home bags to help make sure their books, log sheets and skills cards get home and back to school every day. Components include: 4 Benchmark Book Baskets (30 books per basket, 120 books total); 4 Reading Skills Cards (30 copies of each card); 30 Milestone Medals at 200, 300, 400 and 500 steps (Students earn their 100 step medal with Zoology One); 30 Incentive Folders at Start Up, 100, 200, 300, 400 and 500 steps; 30 Take Home Bags; 1 Teacher Resource Kit. Professional development is not included with this module. It is recommended that schools purchase an optional 100 Book Challenge Intro training for kindergarten teachers when they purchase Zoology One Challenge.

Zoology One Challenge Pack Smart Start Module - English	2	$1,375.00	$2,750.00
Subtotal	2		$2,750.00
Total: Zoology One Modules and Section Sets	4		$9,350.00

Program Materials

Teacher's Resource Kits

The 2010 CCS Teacher Resource Kit (Engilsh) contains all necessary materials for ensuring that the focus and rigor of the CCS is carried through during 100BC Reader's Workshop.

2010 Teacher Resource Kit with IRLA Tablets	5	$300.00	$1,500.00
Subtotal	5		$1,500.00
Total: Program Materials	5		$1,500.00

Professional Development - Zone 1

Action 100 Professional Development Modules

Action 100 Professional Development Modules are designed for schools committed to developing an aggressive and effective Response-to-Intervention initiative. Modules provide comprehensive training and staff support throughout the school year, developing teacher capacity and ensuring engagement. One module is designed to meet the RTI training needs of individual schools; the second module focuses on District Leadership for RTI.

Action 100 Professional Development Module	1	$55,000.00	$55,000.00
- 1 Site Coordinator Kit	1	$0.00	$0.00
- 1 Principal Kit	1	$0.00	$0.00
- 1 TRK for the Principal	1	$0.00	$0.00
- TRK-CCS	1	$0.00	$0.00
- 2 Data Wall Kits	1	$0.00	$0.00
Subtotal	6		$55,000.00
Total: Professional Development - Zone 1	6		$55,000.00

Sales Consultant: McMullen, Pat - Email: pmcmullen@americanreading.com P: 610.992.4150 F: 610.992.4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

AMERICAN
READING COMPANY

Schomburg Charter School

Summer Learning Labs: Science: K-6th Grades

03/23/2011
Proposal Number: 29087

Submitted To
Muriel Rand
Consultant
Schomburg Charter School
508 Grand St
Jersey City, NJ 07302
P: 201.451.8888

AMERICAN
READING COMPANY

Program Proposal Summary

Schomburg Charter School
Summer Learning Labs: Science: K-6th Grades
03/23/2011

Submitted To

Muriel Rand
Consultant
Schomburg Charter School
508 Grand St
Jersey City, NJ 07302
P: 201.451.8888

Classes / Groups of Students

															Special Education			
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Primary	Inter	Middle	Total
Total Classes	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
Participating Classes																		
English	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
Subtotal	0	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
% Implementation	0	100	100	100	100	100	100	100	0	0	0	0	0	0	0	0	0	100%

Program Summary (See Detail Attached)

	Total	Shipping	Grand Total
2011 Summer Learning Labs	$32,250.00	$0.00	$32,250.00
Professional Development - Zone 1	$9,500.00	$0.00	$9,500.00
TOTAL	$41,750.00	$0.00	$41,750.00

Please note: Prices are valid 60 days from date of proposal.

Approval
Execution of this contract becomes effective upon our receipt of this proposal, and/or your company purchase order, bearing the signature of an authorized purchasing agent. Thank you for selecting American Reading Company.

Returns
You may return new, unopened items (except custom products) sold and fulfilled by American Reading Company within 30 days of delivery for an exchange. We'll also pay the return shipping costs if the return is a result of our error (you received an incorrect or defective item, etc.).

If you need to exchange an item, please contact our Customer Concerns Department at customerconcerns@americanreading.com or (866) 810-2665.

Professional Development
American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff). If more than 25 people attend the workshop, your signature below indicates your agreement to pay $350 for each additional participant. Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within that timeframe will be billed for the cancelled event.

Signature: _____ Date: _____

Title: _____ Approved Amount: $_____

AMERICAN READING COMPANY

	Qty	Price	Total (Free Shipping)

2011 Summer Learning Labs

Zoology One Summer Learning Labs: Jaws and Claws

Zoology One: Jaws and Claws Summer School Express provides project-based literacy instruction designed to support the language development and early literacy skills of students in kindergarten and early first grade. The curriculum is based on life science standards, with topics including animal life cycles, habitats, food webs and adaptations. Students investigate animals in the wild as well as familiar farm animals and zoo animals. Zoology One has been developed for students who are not yet reading on their own. It provides the oral language development, shared reading experiences, and the highly-scaffolded books needed to transition students into beginning reading. In addition to kindergarten students, it is designed for use with ELL students or first grade students who need extra support for early reading. Developed for groups of 15 students, the module includes read aloud books, 160 low-level student reading books, drawing and writing activities. The comprehensive, day-by-day curriculum guide provides a practical guide to teaching kindergarten using best practices for science and literacy instruction. The curriculum is paced for four weeks of instruction, but easily expands for more extended use. Classrooms receive 80 leveled books for wide reading, as well as 80 leveled non-fiction books focusing on animals around the world. Books range from 2 Yellow to 2 Green. 8 big books are included for shared reading activities. Books and skills cards are available in both English and Spanish, making the program suitable for English, Bilingual or ESL classrooms. The Curriculum Guide provides direct instructions to students in both English and Spanish.

Zoology One Summer Learning Labs: Jaws and Claws	2	$2,000.00	$4,000.00
Subtotal	2		$4,000.00

AMERICAN
READING COMPANY

	Qty	Price	Total (Free Shipping)

Grade 1 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 1 Summer Learning Labs Module	2	$2,000.00	$4,000.00
2Y Wide Reading Collection	2	$0.00	$0.00
1G Wide Reading Collection	2	$0.00	$0.00
2G Wide Reading Collection	2	$0.00	$0.00
1B Wide Reading Collection	2	$0.00	$0.00
2B Wide Reading Collection	2	$0.00	$0.00
1Y/2Y Wild and Endangered Animals Collection (2)	2	$0.00	$0.00
1G Wild and Endangered Animals Collection (2)	2	$0.00	$0.00
2G Wild and Endangered Animals Collection (2)	2	$0.00	$0.00
1B Wild and Endangered Animals Collection (2)	2	$0.00	$0.00
2B Wild and Endangered Animals Collection (2)	2	$0.00	$0.00
Reference Library - Wild and Endangered Animals	2	$25.00	$50.00
Subtotal	24		$4,050.00

Sales Consultant: McMullen, Pat - Email: pmcmullen@americanreading.com P: 610.992.4150 F: 610.992.4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

AMERICAN READING COMPANY

	Qty	Price	Total (Free Shipping)

Grade 2 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 2 Summer Learning Labs Module	2	$2,000.00	$4,000.00
1G Wide Reading Collection	2	$0.00	$0.00
2G Wide Reading Collection	2	$0.00	$0.00
1B Wide Reading Collection	2	$0.00	$0.00
2B Wide Reading Collection	2	$0.00	$0.00
1R Wide Reading Collection	2	$0.00	$0.00
1Y/2Y/G/GG Bugs Collection	2	$0.00	$0.00
1B Bugs Collection	2	$0.00	$0.00
2B Bugs Collection (2)	2	$0.00	$0.00
1R Bugs Collection (2)	2	$0.00	$0.00
2R Bugs Collection (2)	2	$0.00	$0.00
Reference Library - Bugs	2	$25.00	$50.00
Subtotal	24		$4,050.00

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	Qty	Price	Total (Free Shipping)

Grade 3 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 3 Summer Learning Labs Module	2	$2,000.00	$4,000.00
1B Wide Reading Collection	2	$0.00	$0.00
2B Wide Reading Collection	2	$0.00	$0.00
1R Wide Reading Collection	2	$0.00	$0.00
2R Wide Reading Collection	2	$0.00	$0.00
Wt Wide Reading Collection	2	$0.00	$0.00
1G/2G/1B Marine Life Collection	2	$0.00	$0.00
2B Marine Life Collection	2	$0.00	$0.00
1R Marine Life Collection	2	$0.00	$0.00
2R Marine Life Collection	2	$0.00	$0.00
Wt Marine Life Collection	2	$0.00	$0.00
Reference Library - Marine Life	2	$25.00	$50.00
Subtotal	24		$4,050.00

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	Qty	Price	Total (Free Shipping)

Grade 4 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 4 Summer Learning Labs Module	4	$2,000.00	$8,000.00
1R Wide Reading Collection	2	$0.00	$0.00
2R Wide Reading Collection	2	$0.00	$0.00
Wt Wide Reading Collection	2	$0.00	$0.00
Bk Wide Reading Collection	2	$0.00	$0.00
Or Wide Reading Collection	2	$0.00	$0.00
1R Weather Collection	2	$0.00	$0.00
2R Weather Collection	2	$0.00	$0.00
Wt Weather Collection	2	$0.00	$0.00
Bk Weather Collection	2	$0.00	$0.00
Or Weather Collection	2	$0.00	$0.00
Reference Library - Weather	2	$25.00	$50.00
Subtotal	26		$8,050.00

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	Qty	Price	Total (Free Shipping)

Grade 5 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 5 Summer Learning Labs Module	2	$2,000.00	$4,000.00
2R Varsity Wide Reading Collection	2	$0.00	$0.00
Wt Varsity Wide Reading Collection	2	$0.00	$0.00
BK Varsity Wide Reading Collection	2	$0.00	$0.00
Or Varsity Wide Reading Collection	2	$0.00	$0.00
Pu Varsity Wide Reading Collection	2	$0.00	$0.00
1R/2R Space Collection	2	$0.00	$0.00
Wt Space Collection	2	$0.00	$0.00
Bk Space Collection	2	$0.00	$0.00
Or Space Collection	2	$0.00	$0.00
Pu Space Collection	2	$0.00	$0.00
Reference Library - Space	2	$25.00	$50.00
Subtotal	24		$4,050.00

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	Qty	Price	Total (Free Shipping)

Grade 6 Summer Learning Labs Science Theme Modules

Summer School Express has been updated to incorporate Common Core Standards and other recent product upgrades. The 2011 Summer Learning Labs is a self-contained, intensive reading intervention program combined with nonfiction reading and writing to develop vocabulary, background knowledge and test preparedness. The Reading Intervention component allows students to make measurable gains in reading with explicit, differentiated instruction every day. Twenty-five hours of reading practice support comprehension, Tier II vocabulary acquisition, and fluency development. The Theme Content Study component is a project-based program that stimulates, challenges and empowers students to become experts in their chosen fields of study through a multi-disciplinary approach that combines extensive reading, writing and discussion. Schools receive 100 leveled, high-interest books for self-selected, independent student reading (20 books at each of 5 reading levels). Additionally, schools receive 100 books on a theme, (20 books at each of 5 reading levels), with the range of reading levels targeted to their students. Additional program supports include a comprehensive Teacherâ€™s Handbook with daily lesson plans based on the CCS, and the IRLA-CCS, as well as reading, research and writing Skills Cards, student reading logbooks, and student milestone awards. The 2011 Summer Learning Lab module also includes 15 bound blank books, allowing each student to author and illustrate his or her own book based on his or her reading and research.

Grade 6 Summer Learning Labs Module	2	$2,000.00	$4,000.00
Wt Varsity Wide Reading Collection	2	$0.00	$0.00
Bk Varsity Wide Reading Collection	2	$0.00	$0.00
Or Varsity Wide Reading Collection	2	$0.00	$0.00
Pu Varsity Wide Reading Collection	2	$0.00	$0.00
1Br/2Br Varsity Wide Reading Collection	2	$0.00	$0.00
Wt Ecosystems Collection	2	$0.00	$0.00
Bk Ecosystems Collection	2	$0.00	$0.00
Or Ecosystems Collection	2	$0.00	$0.00
Pu Ecosystems Collection	2	$0.00	$0.00
1Br/2Br Ecosystems Collection	2	$0.00	$0.00
Subtotal	22		$4,000.00
Total: 2011 Summer Learning Labs	146		$32,250.00

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	Qty	Price	Total (Free Shipping)

Professional Development - Zone 1

Smart Start 100 BC Professional Development Module (choose 5 classes)

Ensure a high quality implementation of the 100 Book Challenge program at your school with the Smart Start Professional Development Module. The Module includes options that can be customized to meet the training needs of your school: 3 Classroom Support Visits; 1 Family Workshop or another classroom support visit; 1 Leadership Team Training or 1 Teacher Workshop or another classroom support visit; 1 Site Coordinator Kit; 1 Principal's Kit.

Smart Start 100 BC Professional Development Module	1	$9,500.00	$9,500.00
- Principal's Kit	1	$0.00	$0.00
- Teacher's Resource Kit	1	$0.00	$0.00
- TRK-CCS	1	$0.00	$0.00
Subtotal	4		$9,500.00
Total: Professional Development - Zone 1	4		$9,500.00

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www.featraining.org

Schomburg Charter School Proposal

The Foundation for Educational Administration (FEA) is pleased to present to the Schomburg Charter School a proposal for:

Training that Blends CLICK and RTI (Comprehensive Learning and Interventions for Correcting Kids and Response to Interventions)

This training will uniquely blend two FEA proven programs into one seamless professional development experience that will focus on:

- Building capacity in the professional system;
- Mobilizing self-leadership through ownership; and
- Evaluating both teacher and student performance.

CLICK incorporates disciplined approaches to create social capital, student engagement, and a respectful culture in the classroom.

RTI is an integrated school improvement model that incorporates both prevention and intervention. It is a general education approach designed to address academic and behavioral struggles of ALL students. Viewing instruction through RTI lenses places a teacher's focus on what can be done differently to increase a specific student's success.

The blended training will occur in six week cycles with teachers looking at and participating in dialogue around student work. The cycles will be organized around a Focus—a small number of core priorities that will be determined by the school's administration and teachers.

The following provides a detailed description of both CLICK and RTI.

CLICK© (Comprehensive Learning and Interventions for Correcting Kids)

Positive Interventions for Improving Student Behavior

The CLICK program deals primarily with positive and sensible interventions for correcting student behavior. Most of the interventions are preventive rather than remedial, and focus on cooperation through effective communication skills. Additionally, most of the specific procedures in the program are based on actual practices used by teachers and administrators in the field—practitioners who provided the models and behaviors from which CLICK has been developed.

Much of the theory that supports the program is based on the latest research in cognitive psychology, developmental psychology, psycho-linguistics, psychotherapy, education, and neuro-linguistic programming. Only those classroom management strategies and interventions that are practical, successful, flexible, and tested have been included.

All thing being equal, a successful classroom environment begins with solid classroom management techniques. Additionally, teachers must always provide effective and academically challenging instruction—instruction that meets the needs, interests, and ability levels of each student. Finally, teachers and administrators must care about and love kids. These basic ingredients make for successful and positive classroom and school environments.

Key Components

This program will help school administrators and teachers effectively deal with most student problems. Participants will learn:

- The easiest way to reduce defiant behavior;
- How to use behavior clues to determine types of disciplinary strategies;
- How to structure classrooms so students feel some ownership and control of what goes on;
- The best way to keep students engaged;
- A powerful communication model to curb most classroom conflicts;
- How to gain trust and rapport instantly;
- What an effective support system looks like;
- How to write expectations for good behavior;
- What discipline is systemically;
- How to use discipline interventions to teach choices, not to punish;
- How to instruct on effective consequences related to misbehavior; and
- How to create an environment that is positive and productive.

Outcomes

After receiving training in CLICK participants will:

- Raise their expectations of student capabilities;
- Learn the structure of effective behavioral interventions;
- Learn how to deal with any kind of student misbehavior;
- Be able to design an effective intervention plan;
- Teach with confidence those students with highly impulsive behavior;
- Solve most school discipline problems through a simple faculty intervention;
- Be able to establish rapport with any student in less than two minutes;
- Learn powerful language patterns to stop unwanted behaviors;
- Duplicate the skills of effective disciplinarians; and
- Know how to design and carry-out a discipline plan for the first two weeks of school.

Standards Covered

The design of this program meets the professional standards for teachers and school leaders, as well as 21st Century content and skills standards.

Research

The following research-based studies support CLICK.

Classroom Management

Brophy (1996) *Teaching Problem Students*. New York: Guilford.
Doyle W. (1986) Classroom organization and management. In M. C. Wittock (Ed.) *Handbook of Research on Teaching* (3rd ed., 392-431) New York: Macmillan.
Duke (1979) Editor's preface. In D.L. Duke (Ed.) *Classroom Management* (78th Yearbook of the National Society for the Study of Education, Part 2 i-xxi Chicago: University of the Chicago Press.
Wang, Geneva Haertel, Herbert Walberg (1993). Toward a knowledge base for school learning. *Review of Educational Research,* 63(3), 249-294.

Establishing and Enforcing Rules and Procedures

Evertson, Emmer, Clements, Sanford & Worsham (1984) *Classroom Management for Elementary Teachers.* Englewood Cliffs, NJ: Prentis-Hall.

Carrying Out Discipline Actions

Kohn A. (1993) *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes*. Boston, MA: Houghton-Mifflin.
Kohn A. (1996) *Beyond Discipline: From Compliance to Community* Alexandria, VA: Association for Supervision and Curriculum Development.
Miller, Ferguson, & Simpson (1998) The perceived effectiveness of rewards and sanctions in primary schools. Educational Psychology.18(1) 55-64.
Stage, & Quiroz (1997) A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. *School Psychology Review*. 26(3) 333-368.
Wlodkowski (1982) *Discipline: The Great False Hope*. Milwaukee, WI: The University of Wisconsin-Milwaukee.

Teacher and Student Relationships

Barr (1958) Characteristics of successful teachers. *Phi Delta Kappan*, 39 282-284.
Good & Brophy (1995) *Contemporary Educational Psychology (5th ed.)* White Plains, NY Longman.
Wubbels & Levy (1993) *Do You Know What You Look Like? Interpersonal Relationships in Education.* London: The Falmer Press.

Maintaining an Appropriate Mental Set

Kounin (1983) *Classrooms: Individual or Behavior Settings? Micrographs in Teaching and Learning.* (General Series No. 1) Bloomington, IN: Indiana University School of Education.
Nelson, Martella, & Galand (1998) The effects of teaching school expectations and establishing a consistent consequence on formal office disciplinary actions. *Journal of Emotional and Behavioral Disorders*. 6(3) 153-161.

Action Steps

Brophy (1996) *Teaching Problem Students.* New York, NY: Guilford.
Doyle W. (1986) Classroom organization and management. In M. C. Wittock (Ed.)Handbook of research on teaching (3rd ed., 392-431) New York: Macmillan.

Disciplinary Interventions

Bear (1998) School discipline in the United States: Prevention, Correction and long-term social development. School Psychology Review. 27(1) 14-32.
Zabel (1986) Timeout use with behaviorally ordered students. Behavioral Disorders, 15-21.

Teacher Student Relationships

Freeman B. (1994) Power, motivation and youth: An analysis of troubled students and student leaders. *Journal of Counseling and Development*. 72(6) 661-671.
Sadker & Sadker (1994) *The Learner-Centered Classroom and School*. San Francisco, CA: Jossey-Bass.
Wubbels, Brekelmans, Tartwijk, & Admiral (1999) Interpersonal relationships between teachers and students in the classroom. In H. C. Waxman &H. J. Walberg (Eds.) *New Directions for Teaching Practice and Research* (pp. 151-170) Berkeley, CA: McCutchan.

Appropriate Mental Set for Management

Berliner (1986) In pursuit of the expert pedagogue. Educational Researcher. 15(7), 5-13
Marzano, Pickering, Arredondo, Blackburn, Brandt, Moffett, Paynter, Pollock & Whisler (1997) *Dimensions of Learning* trainer's manual (2nd ed.) Alexandria, VA: Association of supervision and Curriculum Development.

Resources

Changing Student Behavior: Comprehensive Learning and Interventions for Correcting Kids, Anthony Scannella

Experience

CLICK has been implemented in the following school districts and colleges in New Jersey:

Asbury Park

Belleville, Bayonne, Berkley, Bogota, Burlington County Curriculum Consortium, Butler
Carteret, Cherry Hill, Chester, Clinton, College of New Jersey, Cranford, Cumberland County Vocational Technical
Delaware Township, Downe Township
Edison, Elizabeth
Fairleigh-Dickinson University, Florence Township, Franklin Lakes
Glen Ridge, Green Brook
Henry Hudson, Hillside, Hillsborough, Holland Township, Hopatcong, Howell, Hunterdon County Educational Services
Jersey City
Kittatinny
Lakeland, Lakewood, Lawrence Township, Lawrenceville, Lincoln Park, Linden, Livingston, Lower Township
Manasquan, Manchester, Matawan-Aberdeen, Maple Shade, Marlboro, Manchester, Maurice River Township, Medford, Millville, Middlesex County Vocational Technical, Middletown, Montgomery Township, Morris County School Boards Association, Morris County vocational Technical, Morris/Union Jointure Commission, Mountainside
Newark, New Brunswick, New Grange, New Jersey PTA, Northern Valley/Old Tappan
Ocean City, Ocean Township, Oceanport, Old Bridge
Parsippany-Troy Hills, Passaic County Detention Center, Passaic County Vocational Technical, Pemberton, Perth Amboy, Phillipsburg, Pleasantville, Pompton Lakes, Prospect Park
Rockaway, Roselle Park
Seaside Park, Somerville, South Amboy, South River, Spotswood
Tenafly, Trenton
Vineland, Voorhees
Union County Council of PTA's, Union County Vocational Technical
Wall Township, West Paterson, West Windsor-Plainsboro, Westwood, Woodbridge, Woodstown/Pittsgrove

FEA has also presented CLICK for the Baltimore Public Schools, the Missouri Council of School Administrators, the Virginia Association of Elementary School Principals, the Morris School District in Vermont, and others.

CLICK has also been presented at international conferences in France, Portugal, and Spain.

Response to Intervention: Helping Struggling Students Learn

Response to Intervention (RTI) is a new and different approach to learning with a focus on the continuous assessment of students. Participants learn simple instructional responses to increase their repository of successful interventions. All teachers will learn to continuously assess and respond to the academic and behavioral needs of their students.

Key Components

RTI focuses on instructional responses that increase teachers' knowledge of successful interventions. Training will:

- Provide a framework—a multi-tiered system of intervention options for teachers—designed to assist students with academic and/or behavioral difficulties;
- Assist teachers infuse high quality, research supported strategies into classroom practice;
- Identify successful in-class support strategies for students in the regular classroom through flexible grouping;
- Identify intensive, supplemental support strategies that teachers can use for individual students; and
- Emphasize data driven decision making and problem solving through a team-based approach.

Outcomes

RTI is based on researched interventions and instruction. Schools that use these approaches have considerable success. After completing the RTI program, participants will understand:

- The rationale for an RTI approach;
- The benefits of RTI for general education;
- The benefits of RTI for special education; and
- How to implement a successful RTI approach in their school.

Standards Covered

The design of this program meets the professional standards for teachers and school leaders, as well as 21st Century content and skills.

Resources

Interventions for Today's Exceptional Kids: A Passion for Compassion, Sharon McCarthy

Handouts on RTI process and complete bibliography of resources from National RTI Center

Delivery System

FEA will present both CLICK. and RTI in a blended format so that teachers will benefit from the seamless delivery of professional development. This will include six formal days of professional development with two trainers to adequately cover the two areas, and ten days of coaching for teachers in the classroom—one day per month—with one coach.

Presenters

Anthony Scannella, the author of CLICK, and Sharon McCarthy (see biographies in appendix) will present on the two topics—CLICK and RTI—and provide the coaching.

Costs

6 days of training with 2 trainers	$21,000.00
25 sets of 2 books and materials	1,000.00
10 days of coaching (one day per month with 1 coach)	16,000.00
Total program cost	**$38,000.00**

Thank you for your interest in our programs. We will, of course, be happy to revise our proposals to better address the needs of the Schomburg Charter School. Please contact Jay Doolan at (609) 860-1200 or jdoolan@njpsa.org to discuss needed revisions. We look forward to continuing our work with you and your school staff.

Sincerely,

Dr. Anthony Scannella
Chief Executive Officer
Foundation for Educational Administration

c: jdoolan
lwalko