B 4/27 Seq 1

Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# 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: 21
LEA/OTHER: 5210
SCHOOL: 210

COUNTY NAME: Mercer

BENJAMIN GREGORY E. S

Trenton Public Schools

APPLICANT AGENCY
108 North Clinton Avenue

AGENCY ADDRESS
Trenton, New Jersey 08609-1014

CITY STATE ZIP

(609) 656-4900 Ext 5772 (609) 989-2756

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Mrs. Priscilla M. Dawson, Ed.D.

TELEPHONE NUMBER: (609) 656-4900 Ext 5772 FAX#: (609) 989-2756 E-MAIL pdawson@trenton.k12.nj.us

BUSINESS MANAGER: Jayne S. Howard PHONE#: (609) 656-4900 Ext 5464 E-MAIL jhoward@trenton.k12.nj.us

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

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: $5,633,089.00

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

Raymond Broach
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent of Schools
TITLE

21 April 2011
DATE

Raymond Broach
(Please print or type name)

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

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 – PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:

4:00 P.M., ON 04/26/2011

TRENTON BOARD OF EDUCATION

All Together — Better!

Raymond Broach
Interim Superintendent of Schools
609.656.5454 • 609.656.2682 fax
rbroach@trenton.k12.nj.us

Funded Programs & Grants Management
609.656.4900 x. 5772 • 609.989-2756 fax

Priscilla Dawson, Ed.D., *Executive Director*
pdawson@trenton.k12.nj.us

Prudence Hope Wade, M.S., *Coordinator*
pwade@trenton.k12.nj.us

ACKNOWLEDGEMENT OF RECEIPT

DATE: Monday, April 25, 2011

DOCUMENT(S) DELIVERED TO: Suzanne Ochse, Director

Office of Student Achievement and Accountability

Division of Student Services

New Jersey Department of Education

SUBJECT OF MATERIAL: New Jersey School Improvement Grant (SIG/COHORT 2)

Trenton Public School District

Benjamin C. Gregory and Patton J. Hill Elementary Schools

(1 original, 4 copies each)

RECEIVED BY: Suzanne Ochse
(Signature)

Suzanne Ochse
(Print Name)

DELIVERED BY: Prudence Hope Wade
(Print Name)

OGM-ACC
2011 APR 25 P 12: 52

Trenton Public Schools

108 North Clinton Avenue
Trenton, New Jersey 08609

Benjamin C. Gregory Elementary School

SCHOOL IMPROVEMENT GRANT

Thursday, April 21

2011

OGM-ACC
2011 APR 25 P 12: 52

Raymond Broach
Interim Superintendent

SCHOOL IMPROVEMENT GRANT
TIER I AND TIER II LEA AND SCHOOL APPLICATION

OCM-ACC
2011 APR 25 P 12: 52

LEA & School Section

OCM-ACC
2011 APR 25 P 12: 52

Form S-17

NJ DEPARTMENT OF EDUCATION

OGM-ACC

APPLICATION FOR FUNDS - BUDGET SUMMARY

2011 APR 25 P 12:52

LEA Name: Trenton Public Schools

School Name: Benjamin C. Gregory County/LEA/School Code: 21 / 5210 / 210

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: 11 SG03 H02

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			$631,374.00		$631,374.00
Purchased Professional & Technical Services	100-300			$308,650.00		$308,650.00
Other Purchased Services	100-500			$25,000.00		$25,000.00
Supplies and Materials	100-600			$504,419.76		$504,419.76
Other Objects	100-800			$75,000.00		$75,000.00
SUBTOTAL - INSTRUCTION				**$1,544,443.00**		**$1,544,443.00**
SUPPORT SERVICES						
Personal Services - Salaries	200-100			$17,986.00		$17,986.00
Personal Services – Employee Benefits	200-200			$56,680.00		$56,680.00
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			$1,000.00		$1,000.00
Travel	200-580					
Supplies and Materials	200-600			$12,300.00		$12,300.00
Other Objects	200-800			$157,500.00		$157,500.00
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				**$245,646.00**		**$245,646.00**
FACILITIES ACQUISITION & CONSTR. SVCS.						
Buildings	400-720					
Instructional Equipment	400-731			$57,000.00		$57,000.00
Noninstructional Equipment	400-732			$30,000.00		$30,000.00
SUBTOTAL - FACILITIES				$87,600.00		$87,600.00
TOTAL COST				**$1,877,689.76**		**$1,877,689.76**

2011 APR 25 P 12:52 OGM-ACC

Raymond Sprouch
Business Administrator/Chief Fiscal Officer

Thursday, April 21, 2011
Date

Form L-2

BOARD RESOLUTION TO APPLY

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

The Trenton Board of Education hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

Benjamin C. Gregory Elementary School

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

$5,633,089.00

starting on September 1, 2011 and

ending on August 31, 2014.

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

Monday, February 28, 2011

Raymond Broach

Secretary of the Board

Thursday, April 21, 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.

Raymond Broach
Chief School Administrator Name

Raymond Broach
Chief School Administrator Signature

Thursday, 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 Trenton Public Schools

Address 108 North Clinton Avenue

DUNS number 069891984

Expiration Date of CCR registration 05/05/2011

Congressional District Fourth (4th)

Part II – Primary Place of Performance under this award

City Trenton City

County Mercer

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

Raymond Broach

Signature of Chief School Administrator

Raymond Broach, Superintendent of Schools

Name and Title

Form L-5

PROJECT ABSTRACT

Mission	***All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college and career.***
Vision	The vision of the schools of the Trenton School District creates a portrait of climate and culture where revitalized teaching and scholarship increases student achievement positively and impacts the development of the whole child in an increasingly competitive global environment. This vision encourages us to create schools where all students are receiving equitable opportunities be engaged in rigorous, integrated standards based curriculum. Knowledgeable staff continuously occupied in professional development, resulting in highly qualified personnel will establish a model for learning that will institute clear expectations for all of our students and their families. The vision, mission, beliefs, and expectations of each school will be aligned with the vision of the district and portray schools progressing toward excellence. These efforts, guided and lead by each school's principal will be supported by the Office of Turnaround Schools within the district and The Turnaround Team made up of the superintendent, cabinet level members and presidents of the principals' and teachers' associations. Countless books and articles on leadership allude to the fact that it is an exemplary principal that makes the difference in bringing about the systemic changes needed to reform the school. Among the strategies and best practices provided in these readings, the efficacy of the school leader is consistently highlighted. Exemplary principals set

	the tone for the rest of the school and engage all key stakeholders including teachers and staff, students, parents and the community in school wide efforts to improve student learning. Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others"(Kouzes & Posner, 2002, p. 14). This requires the school principal to establish a strong foundation or framework which enables others to be successful.
Project Implementation Summary	A major part of the plan of the Trenton School District is to support and strengthen the role and position of the school principal as instructional leader. It is our belief that schools will improve if the principal has the knowledge, skills, and stamina to lead major school reform, he/she must focus on developing a rigorous instructional program. Based on the context of our schools, this focus must take into consideration all of the elements that distract teachers and administration from the primary goal of schooling and help the principals develop the necessary structures that will allow them to function as instructional leaders As a means of supporting the principals in developing the foundation needed in the schools, The Turnaround Leader will support them by helping them frame their leadership around the functions of organizational development including compass setting, instructional leadership, evidenced based leadership, and social and political leadership. On-going professional leadership for the principals will provide them with understanding and strategies of organizational development in building and maintaining a school culture in which norms of trust, collaboration, and collective responsibility for student learning become the foci through the schools' policies, structures and support provided to the staff. Principals will be provided continuous learning opportunities, be able to share and dialogue with their peers and search for

	best practices and strategies with the development of a Principal's Academy. It is expected that they will be engaged in techniques that will support them in maintaining their compass on student performance, by constantly sharing the vision and mission as they move the community toward meeting its goals. As a district we believe that human development occurs through constant interactions that provide clear expectations and directions, continuous supports, and critical feedback. As the instructional leaders in the schools, it is the district's expectation that the principal help teach and develop the staff, provide and maximize the use of resources, and solicit the necessary community supports so that the instructional program provides all students with equitable opportunities for achievement. We expect our principals to be able to perform such functions by monitoring instruction and its improvement, providing support for individual and collective staff development and growth, and recognition of such growth (Sadler, P., 2003, pg. 416). With a clear vision and strong organizational foundation in place, the role of a school leader will be extended beyond performing customary administrative and managerial duties such as budget oversight, operations and discipline, to focusing on other key levers in student achievement such as curriculum development, instructional leadership and staff support and development. It is expected that this will result into more visible presence of the principal in classrooms and into their helping to shape the instructional program of the school through more frequent communication and commitment to living and breathing a vision of success in teaching and learning. This includes holding high expectations for staff performance, focusing on learning objectives, modeling behaviors of learning, and designing programs and activities centered on instruction. Furthermore, it is our goal that these effective principals will communicate essential

	beliefs regarding learning including a belief that all children can learn and no child should be left behind (DuFour, R., 2002, p. 13). SIG schools will become learning labs for children and those who oversee instruction must be learners, too" (Jay and McGrovem, 2007, p. S1). "Leadership is second to classroom instruction among all school factors that contribute to what students learn in school" (Leithwood, Seashore, Anderson, & Wahlstrom, 2004, p. 3). With that in mind, it is important for school leaders to illustrate instructional leadership first by creating a culture focused on instruction as well as improving teaching and learning. School leaders set the tone for instruction by leading knowledgably. "Leading knowledgably means bringing all teachers to high levels of pedagogical effectiveness; but more than that, it means fostering interactions that keep teachers at that level through continuous application and refinement." As suggested in the article *Distributive Leadership in Practice,* SIG schools within the Trenton District can increase student achievement by establishing instructional communities which will allow teachers to meet on a regular basis to talk together about challenges they are experiencing, collaborate, engage in cross curricular planning and take collective responsibility for what students learn. Instructional learning communities will foster a culture where staff members "own the problem" and become agents of developing solutions (Spillane J. & Diamond, J. 2007, P 105). Professional learning embedded within the school day as well as extended learning opportunities for teachers will promote the concept of everyone in the school being a continuous learner. Teachers and instructional support staff will be expected to play critical roles in improving the

	school. SIG schools have identified their professional development needs for improving the schools. Once the grant is approved, these schools will be expected to fully implement the professional development plans that will assist the instructional staff in researching, collaborating and implementing the strategies learned in the professional development. The district, with support from the Office of Curriculum, Instruction and Assessment will supplement the schools' efforts in working with the teachers in implementing the new strategies, assisting in writing and aligning curriculum and helping to develop the common assessments needed to help measure the growth of students. As a part of its evolving role in turning its schools around, the district envisions that through the SIG schools, it will learn how it can reshape itself to provide the leadership and support needed to improve all of its schools by effectively coordinating all of its resources. Using data to inform decisions is another essential component of strong school and instructional leadership. With an increased focus on school accountability and transparency, quantitative data plays an integral role in measuring student learning and proficiency in specific content areas as well as understanding the academic strengths and areas of development for students. To improve classroom instruction, more precise, validated, data-driven, expert activity must be implemented to respond to the learning needs of individual students (Fullan, M., 2008, p. 15-20). This requires the school leader to establish a strong data-driven culture, while again offering staff the professional development necessary to analyze the data and make informed, strategic decisions on the appropriate instructional strategies and approaches to use with students. In Trenton, a data team captain will be created in each school to work along with the principal and the professional development committee to ensure that all faculties receive the professional tenets development

	in data use for guiding teaching and learning. Our principals and instructional staff will also be expected to invest time with students and their parents in helping them understand data and its uses in determining the instructional needs of the students and as a way of assisting the students in developing the habits that will assist them in becoming life-long learners more responsible for their own academic success. Helping students to use their minds well involves not only traditional academic experiences, but also relevant life experiences that engage students in problem solving, critical thinking, innovation and creativity. For education to be pertinent, schools must involve government, civic, social, business, and community agencies. Students at all levels must gain meaningful understanding of how systems work in our society and it is through exposure and involvement with such agencies that school curriculum and student learning are enhanced. Developing long-lasting, serious commitments from the larger community in Trenton and Mercer County for our schools is a priority of the district and the Superintendent. It will be through these relationships that the capacity for learning across the district at every level will be increased. In the SIG grants, the schools, with the support of the district, have included significant roles for parent and community involvement including the institution of programs developed specifically to address parent needs and concerns, engagement of organizations in character development, the arts, athletics, and wellness activities and social and mental health issues. Funding has been designated for student field trips and for teachers to receive mini grants to conduct special inquiry projects with students beyond the instructional day. It is from these combined efforts that the SIG grant applicants in Trenton will meet the requirements for the political and social aspects of the foundational work that will complete the four frames of work to be lead by the

	principal of each school with support from the district.

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Form L-6

SCHOOLS TO BE SERVED

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.	Benjamin C. Gregory Elem	21	5210	210	341629	X		X			
2.											
3.											
4.											
5.											
6.											
7.											
8.											

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

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	
				Yes	No	Yes	No
01-18-11	Superintendent's Room	Needs Assessment	7	x		x	
01-28-11	CSB Room 301	Needs Assessment	9	x		x	
02-09-11	CSB Room 301	Needs Assessment	9	x		x	
02-16-11	CSB Room 301	Needs Assessment	7	x		x	
02-22-11	CSB Room 301	Needs Assessment	14	x		x	
02-23-11	CSB Room 301	Needs Assessment	14	x		x	
02-24-11	CSB Room 301	Needs Assessment	12	x		x	
02-25-11	CSB Room 301	Plan Development	14	x		x	
02-28-11	CSB Room 301	Plan Development	13	x		x	
03-01-11	CSB Room 301	Plan Development	14	x		x	
03-02-11	CSB Room 301	Plan Development	14	x		x	
03-03-11	CSB Room 301	Plan Development	14	x		x	
03-04-11	CSB Room 301	Plan Development	14	x		x	
03-07-11	CSB Room 301	Plan Development	14	x		x	
03-08-11	CSB Room 301	Plan Development	14	x		x	
03-09-11	CSB Room 301	Plan Development	14	x		x	
03-12-11	Board Auditorium	Plan Development	200	x		x	
03-14-11	CSB Room 301	Plan Development	14	x		x	
03-15-11	CSB Room 301	Plan Development	14	x		x	
03-16-11	CSB Room 301	Plan Development	14	x		x	
03-17-11	CSB Room 301	Plan Development	14	x		x	
03-18-11	CSB Room 301	Plan Development	14	x		x	
03-21-11	CSB Room 301	Plan Development	13	x		x	
03-22-11	CSB Room 301	Plan Development	13	x		x	

03-23-11	CSB Room 301	Plan Development	13	x		x	
03-24-11	CSB Room 301	Plan Development	13	x		x	
03-25-11	CSB Room 301	Plan Development	13	x		x	
03-28-11	CSB Room 301	Plan Development	13	x		x	
03-29-11	CSB Room 301	Plan Development	14	x		x	
03-30-11	CSB Room 301	Plan Development	12	x		x	
03-31-11	CSB Room 301	Plan Development	12	x		x	

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Stakeholder Informational Methods & Events	• Web Page • School Meetings/Events • Mailings • Auto Messages • Outside Bulletin Boards/Marquee Boards • Print & Voice Media
Describe how stakeholders are involved in model implementation on an on-going basis.	• Professional Development • Surveys • Informational Meetings • Partnerships in student activities • Mentoring • Tutoring
Identify the district team by name (CSA or designee, Special Education Executive Director, Title I Director, Executive Director of Curriculum, SIG Principal) who will meet monthly with the SEA/NTO to discuss the following: • **Student achievement** • **Walkthrough trends**	Executive Director, Office of School Turnaround, Funded Programs & Grants • Human Resources • Curriculum • Student Services

• **Attendance of students and staff** • **Discipline data** • **SIG component implementation**	

Form 7(b) can be found in the Appendices of the NGO as Appendix J

LEA: Trenton Public Schools
Thursday, April 21, 2011

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***
Raymond Broach	Administrator	X	X	
Kathleen Smallwood Johnson	Administrator	X	X	
Nicola Tatum	Board President	X	X	
Priscilla M. Dawson	Administrator	X	X	
Prudence Hope Wade	Administrator	X	X	
Heather Jackson	Administrator	X	X	
David Gadallah			X	
Dennis Morgan	MIS		X	
Gloria J. Tunstall			X	
Naomi Johnson-Laflew	TEA		Review Team	
Janice Williams	TEA		Review Team	

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
Copy form as needed.

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

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*
Carol Raines-Sapp				Carol Raines-Sapp
Cynthia Price				Cynthia Price
Alicia Costanza				Alicia Costanza
Bonita Johnson				Bonita Johnson

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
Copy form as needed.

Form L-8

LEA COMMITMENT AND CAPACITY

See details for each item on pages 24 to 26. Describe the following:

A	The LEA's SIG design and implementation interventions	The Board of Education approved the creation of the Office of Turn Around Schools. The Board also approved the position an Executive Director for Turn Around Schools and Funded Programs. This position will provide both oversight and advocacy for the schools that are identified for the SIG grants and other restructuring actions. The District has developed a support committee made up of representatives from the leadership team, the teachers, principals, and paraprofessional unions. The purpose of this committee is to provide feedback and to assist in thinking through any and all issues. The District will be looking to have this group continue to meet on a quarterly basis to provide the requisite support to the SIG schools. The District through this committee developed new job descriptions for the staff in the SIG/turnaround schools. The committee explored building options for the programs. The committee also examined curriculum offerings. The District engaged Dr. Melinda Contreras Byrd to conduct workshops for the staff that are affected by the intervention model of 'reconstituting staff." A general meeting was held on Saturday, March 12, 2011. Then she went to the individual schools to conduct sessions. The Department of Human Resources hosted a seminar that included Presenters from the NJEA, the Trenton Teachers Association, The Trenton Administrators Association, the Trenton Paraprofessional Association, the Superintendent of Schools and the Executive Director of Human Resources. This purpose of this Saturday Seminar was to provide an overview for the staff that would need to reapply

		for positions in the restructured schools. The Department of Human Resources also used a new web based application system to streamline the application processes for positions in the Turnaround/ SIG schools. The Superintendent has sought representatives from the College of New Jersey and Rider University to serve on the selection committees for the new staffing in the restructured schools. The District is planning a series of team building activities during the summer months to support the development of a cohesive unit that not only understands the mission and the purpose of the grant, but also are fully committed to those best practices that immediately impact student achievement. The District is committed to improve the school climate in the buildings by seeking to engage students and their families, community members, and the teaching staff members in developing a culture of excellence, high expectations, academic rigor and a sense of belonging to the newly restructured school. The District has a newly staff Department of Curriculum, Instruction, and Assessment. This department will work closely with both the Office of Turn Around Schools and the school itself to ensure that the teachers have a viable curriculum in place to for staff to engage in effective instruction across the curriculum.
B	The LEA's process to analyze the needs of each school and determine the selected intervention	The District Leadership Team reviewed the achievement data for each school including state assessments, district benchmark data, DRA Assessments, student and staff attendance and report card grades. The Leadership Team also looked at the reports of the schools' AYP status of over the last three years and determined that maintaining the status quo or taking actions similar to those of the past was not adequate enough in bringing about the needed changes

		to improve the schools. The District Team using an ongoing process of conducting classroom walkthroughs used this process to visit each of the school to gather additional data. The latest CAPA reports were then reviewed. As a consequence of the analysis of all of the data the Superintendent and the District Leadership Team sought permission from the Board to select the Turnaround Model as the approved intervention for reforming the schools. After approval was granted by the Board, The Superintendent and staff from the Office of Funded Programs held meetings at each school to explain the intervention option selected. The Superintendent then brought together a committee made up of union representatives and the leadership team to finalize the intervention selected. The process for the selection of new staff for the schools was determined and the Human Resources Department was charged with putting the process in place. The process to share grant expectations with the principal and staff would occur in the following phases: Phase 1: During the position Announcement and Interview process for positions within the school. Phase 2: There will be an orientation program first for the building principal and her/his leadership team. Then the Principal will be expected to lead the orientation program for the new staff sharing the grant expectations. Phase 3: there will be monthly sessions conducted by the Principal to revisit and continuously refocus all energies of the staff on the expectations and progress toward meeting the goals and expectations. The District Oversight will include: 1. The Office of Turn Around Schools will monitor the implementation of each aspect of the grant. 2. The Department of Curriculum will provide updated curriculum, quarterly assessments and instructional support. 3. The Office of Funded Programs will work with the Business Office and the schools ensure that they receive all supplies and expedite all purchase orders

		pursuant to code and grant stipulations. 4. The Department of Human Resources, Negotiations, and Legal Affairs will work with the Building Leadership to provide the requisite support with staffing, addressing any compliance issues, and any legal concerns that may arise. 5. The Management and Information System department will work to ensure that the school has access to the technology, instructional technology and student data to support the vision of the school. 6. The Department of Student Personnel Services and Special Education will work to provide the emotional/social supports that are required to meet the particularized needs of the student population of the school. 7. The Chief School Administrator will serve as the direct link of the Principal to the Board of Education and will facilitate any all concerns to ensure that the bureaucracy will not impede the goal and mission of the grant. The Chief School Administrator will also be the primary evaluator of the building principal.
C	The LEA's recent history in improving schools	The District has been a District In Need of Improvement since the inception of No Child Left Behind. Historically, the district has moved principals in an attempt to ignite new leadership to bring about change in the academic culture of the building. During the 2007-2008 School Year, the district brought together stakeholders from every aspect of the school and community. The stakeholders then embarked on the "QSAC" long term planning process. This process included identifying the root causes for the lack of student achievement in the district. This process identified several strategies for implementation at the school level. During the 2008-2009 school year, the department of Curriculum held Summer Institutes where again, stakeholders were brought together to develop action plans for implementation during the 2009-2010 school year. The district implemented Writing Across the Curriculum during the 2008-2009 school years. The District has offered numerous professional development activities for teachers in an attempt to improve student activities. The district has had a most generous tuition reimbursement policy for the teaching staff to encourage teachers to obtain advance

		degrees. The salary guide for the teaching staff members provides for significant compensation upon the attainment of the degree. During the 2010-2011 school years, the district has had a focus on the issue of literacy at the primary grades of first through third grade. The district has also examined the evaluation tool for the teaching staff members. The district is engaged in revising the tool to ensure that the evaluation tool is specifically geared to improving instruction.
D	The LEA's process to recruit, screen and select external providers to ensure their quality.	The district, in searching for external providers who can deliver researched based practices has used "What Works Clearing House" as a guide for finding the latest practices and the best qualified professional developers. Cost of external services that exceed the threshold are selected through the bidding process. In addition, the Superintendent of Schools is continuously seeking partnerships with experts on school improvement from local universities.
E	The LEA's plan for alignment of other resources and supports	The District has been forward thinking in as much as it has begun the process for restructuring. The Budget process has included those areas which will provide support to the building. Each department is prepared to align resources and support for the restructured school. The District will meet with the selected Principal for each restructured school to review the school's budget to determine how the use of all funding sources will be coordinated and aligned to the goals of the district and the school in making progress toward increased student achievement. Supports for the Turnaround School effort is being led by the Superintendent. He is soliciting support from civic and business groups to provide tutoring and mentoring supports to the school, from the local educational associations to garner support from their members by helping to communicate the intent of the grant and to work with administration in the grant writing process and in providing professional support in assisting their members in the application and interview processes.

F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	The District recognizes that the bureaucracy and quite frankly the NJ code requirements for the operations of schools can prove to be extensive and overwhelming. The District is prepared to seek waivers from the state where there is a justifiable reason to seek the waiver. Additionally, the district is willing to streamline those in-district processes that are not in contravention to the law or collective bargaining agreements. The District level assignments to implement the interventions: 1. The Office of Turn Around Schools will monitor the implementation of each aspect of the grant. 2. The Department of Curriculum will provide instructional support and work directly with the data teams. 3. The Department of Human Resources, Negotiations, and Legal Affairs will work with the Building Leadership to provide the requisite support with staffing, addressing any compliance issues, and any legal concerns that may arise. 4. The Management and Information System department will work to ensure that the school has access to the technology and instructional technology to support the vision of the school. 5. The Department of Student Personnel Services and Special Education will work to provide the emotional/social supports that are required to meet the particularized needs of the student population of the school. 6. The Chief School Administrator will serve as the direct link of the Principal to the Board of Education and will facilitate any all concerns to ensure that the bureaucracy will not impede the goal and mission of the grant. The process for making collaborative decisions will include: 1. The principal seeking input from all the staff at the building level, this should include both the building level union representative and the union leadership on any issue that may have district impact and/or impact on the terms and conditions of employment as delineated in the collective bargaining agreement. The principal will use the School Leadership Council as an instrument to ensue input from parents and community partners.
G	The LEA's plan to sustain the reforms after the funding period ends	The greatest challenge for the sustainability of the grant reforms will

		be the additional student contact hours. The District will seek other funding sources to continue this intervention.
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	The Building Principal will be the Instructional Leader of the school. The District is looking for the building principal to create a school climate of trust, the elimination of excuses, and the appropriate allocation of resources aligned to support the students. The Principal will have authority in consultation with the CSA over the scheduling, selection of professional development providers. The Principal will work with the departments of Turnaround Schools and CIA to ensure focus on academics. The Principal based upon the school-based data determine what are the targeted professional development activities for teachers and paraprofessionals. The Principal and his staff will explore those classroom models that will best serve the students. The Principal will be responsible to ensuring stronger teacher-student relations and stronger parent-school relations. The Principal will be held accountable for results in student achievement, climate and culture, parental engagement, and all aspects of the grant.
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.	The qualifications for the new principal include but are not limited to the following: 1. A Master's Degree from an accredited four-year college or University required, Doctoral Degree, preferred. 2. A valid New Jersey Principal Certificate. 3. Experience as a Master Teacher (minimum 5 years) 4. Demonstrable Evidence as a Leader for Turnaround Schools 5. Knowledge of district programs. 6. Knowledge of the Trenton and Mercer County Community. 7. Evidence of community involvement and community engagement. 8. Evidence of increasing parental involvement and engagement. 9. Knowledge of budgeting, GAAP codes, and budget implementation. 10. NJCCC 11. Ability to analyze data and to make evidence based decisions. The Principal of a Turnaround School must engage in the task of improving student achievement through effective learning

		and teaching pedagogy as well as increased community and parent involvement. The search process for the new principal includes advertisement in the Trenton Times and the Star Ledger. The position was also posted on Appitrak which is a nationwide web based system. Consequently we have 34 applicants for the position. The selection committee will be comprised of three professors from the surrounding universities, a retired Administrator from the Trenton Public School district, the Executive Director of Turn Around Schools, The Executive Director of Human Resources, Negotiations, and Legal Affairs, a PTA/PTO representative and the Chief School Administrator. The Principal should be selected no later than June 1, 2011.
J	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.	

Form L-9

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

This form should ONLY be completed those districts that are applying for some but not all Tier I or Tier II schools

If an application is not submitted for each Tier I school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new Principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Form L-10

WAIVER REQUEST

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

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Form L-11

MONITORING AND ACCOUNTABILITY PLAN

Trenton Public School District is committed to providing outstanding service to its schools. As a part of the Turnaround Process, the district has created the Office of Turnaround Schools. This office will be primarily responsible for the monitoring and accountability in the schools. Some of the responsibilities will be shared with the Office of Curriculum, Instruction and Assessment, Human Resources and the Business Administrator.

Program/Strategy	**Person(s) Responsible**	**Actions Taken to Monitor**	**Actions Taken to Evaluate**
Academic Development and implementation of a rigorous standards based curriculum, Emphasis on lesson plan development including specific objectives, aligned assessments and teaching strategies Professional Development/Program Implementation/ on curriculum, lesson development and implementation, use of data Attendance Scheduling	Teachers Administrators (Vice and Principals) Executive Directors of Turnaround Schools, Curriculum, Instruction and Assessment, Director Human Resources, and Superintendent	Review of Data/ Student and Teacher Review of professional development workshops via surveys, evaluations from participants, review of teacher lesson plans to assess implementation of strategies and student work to assess learning, Review of new programs	Walkthroughs Observations Feedback Review of Student academic performance/achievement
Fiscal Timely submission of proposals, personnel request, requisitions Incentives Timely return of invoices for payment	Administrators (Vice and Principals) TAL, district leadership team-Business Administrator, Superintendent,	Monthly review of expenditures- proposals, requisitions, appropriations accounts, transfer and adjustments, outstanding encumbrances and unencumbered balance	Monthly conferences between school and Executive Dir. Turnaround and NCLB Coordinator and Business Administrator on budget status reports
Staffing and Personnel Issues	Administrators	Establishment of growth	Establishment of growth goals

Evaluation of Administrators (Principals/Vice Principals) Timely evaluation of staff (teachers, paraprofessionals, etc.) Implementation of 90-Day Corrective Action Plans for staff who score Basic or Unsatisfactory on any area of the evaluation tool	(Vice and Principals) Ex. Directors of Turnaround Schools, Curriculum, Instruction and Assessment and Human Resources, Superintendent	goals for student, teacher and school to be used as a benchmark of progress. Review of student benchmark results, student work product and teacher lesson plans to identify areas of progress and improvement needed for teachers as it relates to growth goals. Ongoing (bi-weekly) documented conversations based on Walk Through results between administrators and teachers.	for students, teachers and schools to be used as a benchmark of progress. Use of the Charlotte Danielson evaluation tool to conduct observations and evaluations of staff. Frequent walkthroughs Feedback and support. Unsatisfactory evaluation after steps for correction and support have been provided
Operations Recommend district policies and procedures that pertain to teacher School Climate Timelines of Reports Functioning of SLCs & Committees Communication	Principals, Executive Director of Turnaround Leader, Interim Executive Director of Curriculum	Develop systems for implementation of policy/procedures, Conduct surveys of student, parent and teacher perceptions of climate, Establish calendar for reporting and various venues for communicating	Disaggregate data from surveys, review systems operations for effectiveness, determine of reporting based on calendar dates are appropriately timed and if information is being received, check data for complaints, criticism about lack of communication
Parent/Community Engagement Quarterly district parent meetings		Review of agendas,	Evaluation sheets,

Monthly parent/community meetings Business and Civic meetings	Superintendent, NCLB Coordinator, Interim Executive Director Curriculum	presentations and sign-in sheets, concerns from parents, sign-in sheets, expenses	parent/community participation in schools' programs, increased student attendance and performance

School Section

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
Benjamin C. Gregory					
School Name 500 Rutherford Avenue	Marzene Bennett School Principal Name			609-656-4740 Phone #	
School Address Trenton, New Jersey 08618	Priscilla M. Dawson, Ed.D. School Program Director Name				
School City, State, Zip Prekindergarten – Grade 8	609-656-4900 ext. 5772 School Program Director Telephone				
Grade Span of School	609-989-2756 pdawson@trenton.k12.nj.us School Program Director Fax/email				

Total amount of funds requested for school application: Year 1 $1,877,689.76 Year 2 $1,877,689.76 Year 3 $1,877,689.76

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.

RAYMOND BROACH
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 Trenton Public school district (county code 21, District Code 5210, School Code 210).

Raymond Broach
Signature of Chief School Administrator

Superintendent
Title

April 21, 2011
Date

Business Manager: Jayne S. Howard Phone: 609-656-5464 Fax: 609-9892860

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.

Trenton Public School District
Applicant LEA

Signature: *Chief School Administrator*

Benjamin C. Gregory
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	Trenton Public Schools
Address	108 North Clinton Avenue
DUNS number	069891984
Expiration Date of CCR registration	05/05/2011
Congressional District	Fourth (4th)

Part II – Primary Place of Performance under this award

City	Trenton City
County	Mercer

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

Raymond Broach

Signature of Chief School Administrator

Raymond Broach, Superintendent

Name and Title

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Form S-4

PROJECT ABSTRACT

This information will be carried forward from the LEA application

Mission	We, the staff, students, parents and community stakeholders of B.C. Gregory School believe that all students can learn and reach their highest academic and social potential. The environment for learning will be safe, rigorous, and inclusive, while embracing the cultural diversity of our evolving school community. We commit to maintaining the highest of expectations for both staff and students.
Vision	The staff, parents and community are committed to the belief that all students can excel academically and reach their full potential as productive citizens. We work collaboratively to support learning in all areas. The students learn to meet challenges successfully and with zest. They achieve academically enabling them to become lifelong learners and reach their goals. Collective support, academic challenges, and a nurturing environment equal student success.
Project Implementation Summary	It is our belief that all children can learn and need to be nurtured mentally, physically, and emotionally for them to become successful, productive citizens of our community and the world at large. Our approach of challenging academics, the development of appropriate social skills, and the strengthening of emotional intelligence. By doing so, we intend to build and integrated approach to learning, which has not been successful in meeting the needs of all students, will now be enriched with the expectation of providing services to all stakeholders in the community. As a community school, we will build a reciprocal relationship with all partners in the process, which encompasses the notion of reciprocity as a successful solution of educating the child. There are 3 major components that will make our approach a success: extended learning time, a wellness program, and outreach to parents. Our extended learning time or 305 additions hours including ten extra days of instruction and one and a half hours of time each school day is referred to as "Brain Pop." It will focus on the core skills in mathematics and language arts but will also provide for all of our students the opportunity to rotate through additional session each week in mathematics and reading for either intervention or enrichment. During the advisory period, students will be instructed in character education, anti-bullying, study skills and citizenship skills and will have an opportunity to participate in service learning

	projects. Fine and performing arts programs will be included to provide students with a wealth of with experiences in music, dance and theater. A wellness program will be incorporated to assist students with issues of health and emotional development. The Community Wellness Clinic is to be designed to offer an array of services and activities for the entire family and community. It will offer a satellite clinic in conjunction with a nearby medical center to provide services such as basic health screenings and immunizations, which have been a hindrance to enrollment and regular attendance. The clinic will also offer preventative healthcare services in nutrition, exercise, stress management, and weight management. Modeled after Michele Obama's "Let's Move Campaign" our goal is to minimize childhood obesity by providing families with the necessary knowledge and tools to make healthy choices. Services with nearby mental health agencies will be sought to support students and their families with their life issues. Our third major component, Parent University, will offer sessions throughout the year to empower and educate our parents and caregivers who are an essential partner in student achievement. The core belief of parents as teachers, advocates, leaders and learners will be tantamount in our Parent University's focus. The program will provide parents and caregivers information vital to student success in school, offer parents an opportunity to extend their own learning, initiate a parent network in supporting their children while at the same time supporting the efforts of the school. It will provide researched based strategies and best practices that will assist parents in obtaining the competencies to help their child(ren), and ultimately the school, achieve our mission of higher student achievement. In order to accomplish these goals staff must learn and employ best practice strategies through extensive professional development opportunities. Beginning summer 2011, professional development in culture building and trust will help bring a new staff together in meeting the challenges of a Turnaround School. The competencies learned in these sessions will be continued throughout the grant cycle. Other sessions to support staff learning will focus on deepening staff knowledge in the content areas, supporting staff in obtaining and using 21century skills in the classroom as we help them expand their pedagogy. The ultimate goal of our programming is to be insistent that all of our students learn to use their minds well and be able to achieve at high levels.

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Form S-5

REPORTING METRICS

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Turnaround
AYP status	Elementary School-Language: Level 1 Elementary School-Mathematics: Level N/A Middle School-Language: Level 2 Middle School-Mathematics: Level 2
Which AYP targets the school met and missed	**Elementary School** Elementary School did not make AYP. They met 37 out of 40 indicators. Total Population: Did not make AYP in either LAL or Math but made Safe Harbor in Math only. African American: Did not make AYP in either LAL or Math but made Safe Harbor in Math only. Economically Disadvantaged: Did not make AYP in either LAL or Math but made Safe Harbor in Math only. **Middle School** Middle School made AYP. They met 40 out of 40 indicators. Total Population: Did not make AYP in either LAL or Math but made Safe Harbor in LAL and Math. African American: Did not make AYP in

Metric	2010-2011 Data
	either LAL or Math but made Safe Harbor in LAL and Math. Economically Disadvantaged: Did not make AYP in either LAL or Math but made Safe Harbor in LAL and Math. All targets (the total population of African Americans and economically disadvantaged) in Middle School made Safe Harbor in Language Arts Literacy and Mathematics All targets (the total population of African Americans and economically disadvantaged) in Elementary School made Safe Harbor in Mathematics. None of the targets (the total population of African American and economically disadvantaged) made Safe Harbor in Language Arts Literacy.
School improvement status	Year 2 (Restructuring)
Number of minutes within the school year	6 hrs. 30 minutes/school day x 180 days= 70, 200 minutes/year 5hrs. 50 minutes/school day x 180 days= 63,000 instructional minutes/yr.
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., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	**Grade 3: Reading/Language Arts** ***Total Students:56*** **Partially Proficient**: 88.2% **Proficient**:11.8% **Advanced Proficient**: 0%

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
Thursday, April 21, 2011

Metric	2010-2011 Data
	Student Subgroups: **African American:** Partially Proficient 87.2% Proficient 12.8% Advanced Proficient 0% **Economically Disadvantaged:** Partially Proficient 88.2% Proficient 11.8% Advanced Proficient 0% **Gender:** ***Female:*** Partially Proficient 85.7% Proficient 14.3% Advanced Proficient 0% ***Male:*** Partially Proficient 90% Proficient 10% Advanced Proficient 0% **Grade 3: Math** ***Total Students:56*** Partially Proficient:83.3% Proficient:16.7% Advanced Proficient: 0% **Student Subgroup** **African American:** Partially Proficient: 81.6% Proficient:18.4% Advanced Proficient: 0% **Economically Disadvantaged:** Partially Proficient: 83.3% Proficient: 16.7% Advanced Proficient: 0% **Gender:** ***Female:*** Partially Proficient: 91.3%

Metric	2010-2011 Data
	Proficient: 8.7% Advanced Proficient: 0% ***Male:*** Partially Proficient: 77.4% Proficient: 22.6% Advanced Proficent:0% **<u>Grade 4: Reading/Language Arts</u>** **Students:49** Partially Proficient: 77.1% Proficient:22.9% Advanced Proficient: 0% **Student Subgroups:** ***African American***: Partially Proficient: 76.6% Proficient: 23.4% Advanced Proficient: 0% ***Economically Disadvantaged:*** Partially Proficient: 76.6% Proficient: 23.4% Advanced Proficient:0% ***Female***: Partially Proficient:72.7% Proficient: 27.3% Advanced Proficient: 0% ***Male:*** Partially Proficient: 80.8% Proficient:19.2% **<u>Grade 4: Math</u>** **Students:49** Partially Proficient: 58.3% Proficient: 41.7% Advanced Proficient: 0% ***Student Subgroup*** ***African American:*** Partially Proficient: 57.4%

Metric	2010-2011 Data
	Proficient:42.6% Advanced Proficient:0% ***Economically Disadvantaged:*** Partially Proficient:57.4% Proficient: 42.6% Advanced Proficient:0% ***Female:*** Partially Proficient:59.1% Proficient: 40.9% Advanced Proficient: 0% ***Male:*** Partially Proficient:57.7% Proficient:42.3% Advanced Proficient: 0% **Grade 5: Reading/Language Arts** **Students: 35** Partially Proficient: 67.6% Proficient:32.4% Advanced Proficient: 0% **Student Subgroup:** ***African American***: Partially Proficient:67.6% Proficient: 32.4% Advanced Proficient: 0% ***Economically Disadvantaged:*** Partially Proficient:65.6% Proficient: 34.4% Advanced Proficient: 0% ***Female:*** Partially Proficient:52.9% Proficient: 47.1% Advanced Proficient:0% ***Male:*** Partially Proficient:82.4% Proficient: 17.6%

Metric	2010-2011 Data
	Advanced Proficient: 0% **Grade 5: Math** **Students: 35** Partially Proficient: 35.3% Proficient: 52.9% Advanced Proficient: 11.8% ***Student Subgroup*** ***African American***: Partially Proficient: 35.3% Proficient: 52.9% Advanced Proficient: 11.8% ***Economically Disadvantaged:*** Partially Proficient:31.3% Proficient:56.3% Advanced Proficient:12.5% ***Female:*** Partially Proficient:23.5% Proficient: 58.8% Advanced Proficient:17.6% ***Male:*** Partially Proficient:47.1% Proficient:47.1% Advanced Proficient:5.9% **Grade 6: Reading/Language Arts** **Students: 38** Partially Proficient: 78.9% Proficient: 21.1% Advanced Proficient: 0% **Student Subgroup:** ***African American:*** Partially Proficient:78.4% Proficient:21.6% Advanced Proficient:0% ***Economically Disadvantaged:*** Partially Proficient:77.1%

Metric	2010-2011 Data
	Proficient :22.9% Advanced Proficient:0% ***Female:*** Partially Proficient:77.3% Proficient: 22.7% Advanced Proficient:0% ***Male:*** Partially Proficient:81.3% Proficient: 18.8% Advanced Proficient:0% **Grade 6: Math** **Students: 38** Partially Proficient: 71.1% Proficient: 26.3% Advanced Proficient: 2.6% **Student Subgroup** ***African American:*** Partially Proficient:73% Proficient:24.3% Advanced Proficient: 2.7% ***Economically Disadvantaged:*** Partially Proficient:68.6% Proficient:28.6% Advanced Proficient:2.9% ***Female:*** Partially Proficient:81.8% Proficient: 18.2% Advanced Proficient: 0% ***Male:*** Partially Proficient:56.3% Proficient: 37.5% Advanced Proficient: 6.3% **Grade 7: Reading/Language Arts** **Students: 37** Partially Proficient: 63.9%

Metric	2010-2011 Data
	Proficient: 33.3% Advanced Proficient: 2.8% **Student Subgroup** ***African American***: Partially Proficient:62.9% Proficient:34.3% Advanced Proficient: 2.9% ***Economically Disadvantaged:*** Partially Proficient:61.8% Proficient:33.2% Advanced Proficient: 2.9%(***Female:*** Partially Proficient:61.9% Proficient: 33.3% Advanced Proficient: 4.8% ***Male***: Partially Proficient: 66.7% Proficient :33.3% **Grade 7: Math** **Students: 37** Partially Proficient:75% Proficient:22.2% Advanced Proficient: 2.8% **Student Subgroup** ***African American***: Partially Proficient:74.3% Proficient: 22.9% Advanced Proficient: 2.9% ***Economically Disadvantaged:*** Partially Proficient :73.5% Proficient :23.5% Advanced Proficient: 2.9% ***Female:*** Partially Proficient :71.4% Proficient): 23.8%

Metric	2010-2011 Data
	Advanced Proficient:4.8% ***Male:*** Partially Proficient:80% Proficient:20% Advanced Proficient:0% **<u>Grade 8: Reading/Language Arts</u>** **Students: 42** Partially Proficient: 59.5% Proficient: 40.5% Advanced Proficient: 0% **Student Subgroup** ***African American:*** Partially Proficient:58.5% Proficient: 41.5% Advanced Proficient:0% ***Economically Disadvantaged:*** Partially Proficient:65.8% Proficient:34.2% Advanced Proficient:0% ***Female:*** Partially Proficient:45.8% Proficient: 54.2% Advanced Proficient:0% ***Male:*** Partially Proficient :77.8% Proficient: 22.2% Advanced Proficient:0% **<u>Grade 8: Math</u>** **Students: 42** Partially Proficient: 81% Proficient:14.3% Advanced Proficient: 4.8% **Student Subgroup** ***African American***: Partially Proficient 80.5%

Metric	2010-2011 Data
	Proficient: 14.6% Advanced Proficient: 4.9% ***Economically Disadvantaged:*** Partially Proficient 78.9% Proficient :15.8% Advanced Proficient:5.3% ***Female:*** Partially Proficient:79.2% Proficient: 16.7% Advanced Proficient: 4.2% ***Male:*** Partially Proficient:83.3% Proficient: 11.1% Advanced Proficient: 5.6%
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	***2010-NJASK –LAL*** **Total Students**-Made 95% participation rate **African American**-Made 95% participation rate **Special Education**: Fewer than 20 students in this group **LEP**: N/A **White:** N/A **Asian**: N/A **Pacific Islanders**: N/A **Hispanic**: Fewer than 20 students in this group **American Indian/AK Native**: N/A **Other:** N/A **Female:** Made 95% participation rate **Male:** Made 95% participation rate **Economically Disadvantage:** Made 95% participation rate **Non-Economically Disadvantaged:** Fewer than 20 students in this group

Metric	2010-2011 Data
	Non-Migrant: Made 95% participation rate ***2010-NJASK –MATH*** **Total Students**-Made 95% participation rate **African American**-Made 95% participation rate **Special Education**: Fewer than 20 students in this group **LEP**: N/A **White:** N/A **Asian**: N/A **Pacific Islanders**: N/A **Hispanic**: Fewer than 20 students in this group **American Indian/AK Native**: N/A **Other:** N/A **Female:** Made 95% participation rate **Male:** Made 95% participation rate **Economically Disadvantage:** Made 95% participation rate **Non-Economically Disadvantaged:** Fewer than 20 students in this group **Non-Migrant:** Made 95% participation rate
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	***2010 NJASK-3 LAL*** **Total** 168.9 **General Ed.** 171.5 **Special Ed.** 149.8 **LEP** N/A **Current LEP** N/A **Former LEP** N/A **Female** 164.4 **Male** 172.1 **Migrant** N/A **Non-Migrant** 168.9

Metric	2010-2011 Data	
	White	N/A
	Black or African Am.	168.2
	Asian	
	Pacific Is.	
	Hispanic or Latino	177.0
	Amer. Ind/AK Native	
	Other	
	Econ. Disadv.	168.9
	Non Econ.	
	2010 NJASK-3 MATH	
	Total	**164.9**
	General Ed.	**168.0**
	Special Ed.	**147.0**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**156.6**
	Male	**171.0**
	Migrant	**N/A**
	Non-Migrant	**164.9**
	White	**N/A**
	Black or African Am.	**165.2**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**161.2**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**164.9**
	Non Econ.	**N/A**
	2010 NJASK-4 LAL	
	Total	**175.4**
	General Ed.	**179.6**
	Special Ed.	**150.9**
	LEP	**N/A**
	Current LEP	**N/A**

Metric	2010-2011 Data	
	Former LEP	**N/A**
	Female	**184.1**
	Male	**168.0**
	Migrant	**N/A**
	Non-Migrant	**175.4**
	White	**N/A**
	Black or African Am.	**175.2**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**184.0**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**175.0**
	Non Econ.	**194.0**
	2010 NJASK-4 MATH	
	Total	**188.0**
	General Ed.	**189.5**
	Special Ed.	**178.9**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**190.7**
	Male	**185.7**
	Migrant	**N/A**
	Non-Migrant	**188.0**
	White	**N/A**
	Black or African Am.	**187.9**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**191.0**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**187.9**
	Non Econ.	**194.0**
	2010 NJASK-5 LAL	

LEA: Trenton Public Schools
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Metric	2010-2011 Data	
	Total	**185.6**
	General Ed.	**191.2**
	Special Ed.	**153.2**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**194.5**
	Male	**176.8**
	Migrant	**N/A**
	Non-Migrant	**185.6**
	White	**N/A**
	Black or African Am.	**185.6**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**N/A**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**188.3**
	Non Econ.	**142.5**
	2010 NJASK-5 MATH	
	Total	**209.1**
	General Ed.	**217.8**
	Special Ed.	**158.4**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**217.2**
	Male	**200.9**
	Migrant	**N/A**
	Non-Migrant	**209.1**
	White	**N/A**
	Black or African Am.	**209.1**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**N/A**

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Metric	2010-2011 Data	
	Amer. Ind/AK Native	N/A
	Other	N/A
	Econ. Disadv.	211.3
	Non Econ.	174.5
	2010 NJASK-6 LAL	
	Total	186.9
	General Ed.	191.1
	Special Ed.	156.3
	LEP	184.3
	Current LEP	181.0
	Former LEP	191.0
	Female	189.4
	Male	183.4
	Migrant	N/A
	Non-Migrant	186.9
	White	N/A
	Black or African Am.	186.8
	Asian	N/A
	Pacific Is.	N/A
	Hispanic or Latino	191.0
	Amer. Ind/AK Native	N/A
	Other	N/A
	Econ. Disadv.	189.5
	Non Econ.	155.7
	2010 NJASK-6 MATH	
	Total	183.9
	General Ed.	188.2
	Special Ed.	140.0
	LEP	204.3
	Current LEP	202.0
	Former LEP	209.0
	Female	180.0
	Male	189.2
	Migrant	N/A
	Non-Migrant	183.9

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Metric	2010-2011 Data	
	White	N/A
	Black or African Am.	183.2
	Asian	N/A
	Pacific Is.	N/A
	Hispanic or Latino	209.0
	Amer. Ind/AK Native	N/A
	Other	N/A
	Econ. Disadv.	187.4
	Non Econ.	142.7
	2010 NJASK-7 LAL	
	Total	189.4
	General Ed.	195.0
	Special Ed.	154.4
	LEP	139.0
	Current LEP	139.0
	Former LEP	
	Female	190.1
	Male	188.3
	Migrant	N/A
	Non-Migrant	189.4
	White	N/A
	Black or African Am.	190.8
	Asian	N/A
	Pacific Is.	N/A
	Hispanic or Latino	139.0
	Amer. Ind/AK Native	N/A
	Other	N/A
	Econ. Disadv.	191.8
	Non Econ.	148.0
	2010 NJASK-7 MATH	
	Total	180.5
	General Ed.	184.9
	Special Ed.	153.4
	LEP	157.0
	Current LEP	157.0

Metric	2010-2011 Data	
	Former LEP	**N/A**
	Female	**177.3**
	Male	**185.0**
	Migrant	**N/A**
	Non-Migrant	**180.5**
	White	**N/A**
	Black or African Am.	**181.2**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**157.0**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**182.1**
	Non Econ.	**153.0**
	2010 NJASK-8 LAL	
	Total	**195.7**
	General Ed.	**197.9**
	Special Ed.	**184.9**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**199.2**
	Male	**191.1**
	Migrant	**N/A**
	Non-Migrant	**195.7**
	White	**N/A**
	Black or African Am.	**196.1**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**181.0**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**194.0**
	Non Econ.	**212.5**
	2010 NJASK-8 MATH	

Metric	2010-2011 Data	
	Total	**171.9**
	General Ed.	**174.0**
	Special Ed.	**161.7**
	LEP	**N/A**
	Current LEP	**N/A**
	Former LEP	**N/A**
	Female	**169.6**
	Male	**175.0**
	Migrant	**N/A**
	Non-Migrant	**171.9**
	White	**N/A**
	Black or African Am.	**172.1**
	Asian	**N/A**
	Pacific Is.	**N/A**
	Hispanic or Latino	**165.0**
	Amer. Ind/AK Native	**N/A**
	Other	**N/A**
	Econ. Disadv.	**172.1**
	Non Econ.	
DRA: Fall Results (By Grade Level)	**GRADE 3** BELOW GRADE LEVEL: 88% ON GRADE LEVEL: 8% ABOVE GRADE LEVEL:4% **GRADE 4** BELOW GRADE LEVEL: 78% ON GRADE LEVEL: 12% ABOVE GRADE LEVEL: 10% **GRADE 5** BELOW GRADE LEVEL: 38% ON GRADE LEVEL: 27% ABOVE GRADE LEVEL: 35% **GRADE 6** BELOW GRADE LEVEL: 25% ON GRADE LEVEL: 48% ABOVE GRADE LEVEL: 27% **GRADE 7** BELOW GRADE LEVEL: 44%	

Metric	2010-2011 Data
	ON GRADE LEVEL: 56% ABOVE GRADE LEVEL: 0% **GRADE 8** BELOW GRADE LEVEL: 15% ON GRADE LEVEL: 73% ABOVE GRADE LEVEL: 12%
District Benchmark: Summary of December 2010 Benchmark	The district's Benchmark was a summative assessment developed by Standards Solution. The proficiency levels were under 34% was partially proficient, 35%-44% was proficient, and 45% and above was advanced proficient. It assessed Reading, Writing, and Mathematics. As a school, Gregory performed well in reading (48%) but not as well in writing (21%), and mathematics (20%).
Percentage of limited English proficient students who attain English language proficiency	N/A
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	**Grade** **2009-2010** **2008-2009** **PreK** 94.8% **Kdg** 90.0% 93.2% **Gr. 1** 98.2% 97.3% **Gr. 2** 94.9% 97.0% **Gr. 3** 91.9% 93.1% **Gr. 4** 97.7% 97.8% **Gr. 5** 94.5% 94.6% **Gr. 6** 95.5% 99.9% **Gr. 7** 94.9% 99.4% **Gr. 8** 91.3% 96.8% **SE students in Specialized classes** 93.7% **Total School** 94.4% 96.3%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high	N/A

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Metric	2010-2011 Data
schools, or dual enrollment classes	
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	**Student Suspension** **2009-2010 from School Report Card** **4%**
Truants	N/A
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	40 Teachers 36 Satisfactory Evaluations 4 Unsatisfactory Evaluations
Teacher attendance rate	**2009-2010** 94.2% **2008-2009** 96.4% **2007-2008** 96.2%

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Form S-6

STATEMENT OF NEED

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	NJASK, DRA, Benchmark, Common & Formative Assessments	(1) In the 2009-2010 school year, the NJASK 3-5 results initially showed that 79.6% of the total population of students scored below the basic level (below proficiency). Reading was stronger than writing in grades 3 and 4. Analyzing text had the greatest deficiency from the state means in grade 5. The NJASK 6-8 results showed that 65.1% of the total population of students scored below the basic level. In grades 6 and 7, the school means were higher than district means in all clusters. The Analyzing Text cluster had the greatest deficiency from state means in grades 6 and 7 while the Working with Text cluster in grade 8 had the greatest deficiency from the state means. In comparison to the 2008-2009 and the 2009-2110 NJASK the initial results in grades 3-5 showed an increase of 2.9 % of students who scored below the basic level (below proficiency). Analyzing Text was the weakest of all LAL clusters in grades 3 and 4. Working with Text was the weakest cluster in grade 5. The NJASK 6-8 showed a decrease of 4.9% in the deficiency rate of the total population. Analyzing Text was the weakest of all LAL clusters in grades 6-8. DRA data shows that the number of students reading at or above grade level is below the state average. (2) Data showed that the root cause of these deficiencies stem from students' inability to understand rigorous vocabulary, draw inferences, and make relevant conclusions. It also indicated that teachers need more professional development to learn essential skills, competencies and strategies to improve instruction in these areas. Finally, students need to develop more efficient time management skills to utilize while taking assessments as referenced by the New Jersey Report Card data. School Language Arts data is more on par to the other schools in the District Facto Group (DFG) than Mathematics
Academic Achievement - Writing	NJASK, DRA, Benchmark, Common & Formative Assessments	1. In the 2009-2010 school year, the NJASK Language Arts initial results showed that reading was stronger than writing in grades 3-5. In Speculative writing, the 3-5 cluster the school mean was closer to the district mean. However, in grades 4 & 5 Expository writing was above the district mean. In 6-8 cluster Persuasive writing was stronger than other writing areas and was above or closer to the district and state mean.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		2. Students exhibit weaknesses in prewriting strategies, pacing of time in writing during assessments, organizing ideas using rigorous vocabulary that hinder their effective writing and achievement. A laser like focus in instruction & strategies is needed in these areas.
Academic Achievement - Mathematics	NJASK, DRA, Benchmark, Algebra Assessment (grade 8) , school based pre and post math assessment Common & Formative Assessments	1. In 2009-2010, NJASK 3-5 mathematics initial results showed that 59.3% of the total population of students scored below the basic level (below proficiency). In grade 5 the NJASK mathematics results showed that school mean was above the district mean in all cluster areas. However, in grades 3 & 4 the school mean was below the district mean in all areas except in grade 4 in standard 4.4 (data analysis, probability and discrete math). In NJASK 6-8 mathematics initial results showed that that 74.3% of the total population of students scored below the basic level (below). In 7th grade the school mean was above the district mean in all areas except proficiency one (geometry and measurement). In grades 6th and 8th the initial data showed the school mean was below the district in 3 areas, above the mean in one area and same as the district mean in one area. 2. Number sense, problem solving and inconsistent use of math terminology and math processes throughout all grade clusters are a hindrance in student achievement. More Professional Development is needed to provide strategies, skills and content for teachers. In addition, the school district has lacked continuity of instruction that is researched based in the area of mathematics throughout the school system. In Mathematics, both grade clusters in the school averaged at least 20% lower than its counterpart.
Parent Involvement	Parent Survey, Parent Forums, PTO Meetings, Parent Compact, Parent Activities and Programs including but not limited to: Walk a Day in Your Child's Footsteps, Math and Literacy Fun Nights, and Multi-Cultural Arts Festival.	1. Survey evaluations from workshops, conferences, PTO Meetings, programs and informal conversations indicated that parents were supportive of the school's vision and mission regarding student achievement. However, they indicated a need for training in helping students at home in the areas of Language, Mathematics and today's technological skills. Need for more workshops and training for parents is essential to help maximize student achievement. 2. The demographics have changed drastically from a working class and affluent community to a community that is more dependent of federal and state

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		aid. Families range from single parents, two parent families, blended families, grandparents raising their grandchildren and foster care. Parents expressed gaps in learning because of their inability to complete high school, obtain a GED or college degree. They believe they lack necessary skills, experiences, and confidence to adequately aid in their children's achievement. Parents also requested more support from the school and the district in these areas.
Professional Development	SIA Survey, Professional Development Plan, Data Walk, LEA's Strategic Plan	1. The school-based performance data indicates that the professional learning needs of the staff include the following: • Guided Reading and hierarchical questioning skills for teachers to deepen the understanding of students' comprehension skills and knowledge has been the focus for the 2010-2011 school year. • Focused analysis of summative and formative achievement data regularly. • Mathematics Content in the areas of algebra and geometry. Best practice strategies in the areas of mathematics. • Professional Learning Communities (PLC's) have lead to greater collaboration throughout the school in and across grade levels in the areas of content, data analysis and research based strategies that lead to student achievement. 2. Uneven implementation of Guided Reading practices exist throughout the school. More Professional Development is needed in the area of assessment of reading comprehension and enhanced vocabulary. PLC teams are functioning at different levels due to restructured teams, and in depth understanding of their roles and how their performance impacts student achievement.
Extended Learning Opportunities	Intervention & Enrichment period, Extended Bridge Program	1. An Intervention and Enrichment period has been built into the schedule for all students grades K-8. During that time students are given extra instruction in LAL & Math to either reinforce areas of weakness or build on areas of strength. Students in grades 3-8 are also given strategic skills and concepts to improve assessment skills provided by Standards Solution. An after school Extended Bridge Program has been implemented for students in grades 3 and 6. This program was designed to help bridge the gap for students entering these grades from lower elementary (2nd to 3rd) and upper elementary to middle school (5th to 6th). Data indicated that the greatest deficiencies were in these grade levels. It was noted that the transition for students in these grades was more difficult, yielded a higher failure rate, and more behavior intervention was needed. 2. A more systemic and consistent way of looking at data and reviewing student

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		work is needed to drive instruction. An evolving curriculum focus based upon emerging data should be the standard that drives instruction and should be an embedded practice but has not been fully implemented at all levels. Extended time is needed for the total population of students and not for selected levels and student competencies.
Homeless	N/A	N/A
Students with Disabilities	NJASK, DRA Benchmark, Common & Formative Assessments	1. There is not a large enough population of students with disabilities to impact the data. Students with disabilities are provided with opportunities for inclusion across all content areas based upon their IEP.
English Language Learners	N/A	N/A
Economically Disadvantaged	NJASK, DRA, Benchmark, Common & Formative Assessments	1. In the 2009-2010 school year, the NJASK 3-5 results initially showed that 79.6% of the total population of students scored below the basic level (below proficiency). Reading was stronger than writing in grades 3 and 4. Analyzing text had the greatest deficiency from the state means in grade 5. The NJASK 6-8 results showed that 65.1% of the total population of students scored below the basic level. In grades 6 and 7, the school means were higher than district means in all clusters. The Analyzing Text cluster had the greatest deficiency from state means in grades 6 and 7 while the Working with Text cluster in grade 8 had the greatest deficiency from the state means. In comparison to the 2008-2009 and the 2009-2110 NJASK the initial results in grades 3-5 showed an increase of 2.9 % of students who scored below the basic level (below proficiency). Analyzing Text was the weakest of all LAL clusters in grades 3 and 4. Working with Text was the weakest cluster in grade 5. The NJASK 6-8 showed a decrease of 4.9% in the deficiency rate of the total population. Analyzing Text was the weakest of all LAL clusters in grades 6-8. DRA data shows that the number of students reading at or above grade level is below the state average. 2. In 2009-2010, NJASK 3-5 mathematics initial results showed that 59.3% of the total population of students scored below the basic level (below proficiency). In grade 5 the NJASK mathematics results showed that school mean was above the district mean in all cluster areas. However, in grades 3 & 4 the school mean was below the district mean in all areas except in grade 4 in standard 4.4 (data analysis, probability and discrete math). In NJASK 6-8 mathematics initial results showed that that 74.3% of the

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		total population of students scored below the basic level (below). In 7th grade the school mean was above the district mean in all areas except proficiency one (geometry and measurement). In grades 6th and 8th the initial data showed the school mean was below the district in 3 areas, above the mean in one area and same as the district mean in one area. 3. Number sense, problem solving and inconsistent use of math terminology and math processes are a hindrance in student achievement. More Professional Development in needed providing strategies in content for teachers. 4. In the 2009-2010 school year, the NJASK Language Arts initial results showed that reading was stronger than writing in grades 3-5. In Speculative writing, the 3-5 cluster the school mean was closer to the district mean. However, in grades 4 & 5 Expository writing was above the district mean. In 6-8 cluster Persuasive writing was stronger than other writing areas and was above or closer to the district and state mean. 5. Students exhibit weaknesses in prewriting strategies, pacing of time in writing during assessments, organizing ideas using rigorous vocabulary that hinder their effective writing and achievement. More laser focus in instruction & strategies in these areas to strengthen these are needed. 6. Data showed that the root cause of these deficiencies stem from students' inability to solve problems, understand rigorous vocabulary, draw inferences, and make relevant conclusions. In addition, students need to develop more efficient time management skills for assessments.
School Culture	SIA Survey, Positive Behavior Model Data/Survey	1.The Fall 2010 SAI survey given to the staff indicated that the school's previous weaknesses noted, in the 2005 Strategic Inquiry Report and the recent CAPA findings, cited the absence of a culture of collaboration, collegiality, and trust has changed drastically. The findings indicate that 94% of the staff frequently or always use student data to drive instruction and curriculum as well as plan professional development. The survey also indicated that 87% of the staff rely and recognize the importance and value of researched based programs and best practices to drive instruction. The SAI survey also indicated that nearly 90% of the staff believes that collaboration is most effective as a means to achieve goals for both staff learning and student achievement. Weekly meetings have been conducted to provide students and parents with interventions that can be used at home as well as at school. Greater Trenton Mental Health has been contracted to meet the needs of families in crisis as well as students that may need

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		additional counseling services. Child Study referrals have decreased this school year from sixteen students with five on hold to five students. The largest number of referrals to the IRS Team are K, 3, 6, and 8. Three of these four years are transition years. Two students were referred to an alternative program. 2. The results indicate that the IRS process is working however teachers need more professional development in designing rigorous interventions for students with ADD, ADHD, and certain Learning Disabilities. The IRS team has changed because of staff mobility, reduction in force, and retirements. Professional development is needed for the team in the IRS process and meaningful partnerships with other agencies that can provide immediate and sustainable support to families and students. More Professional Development is needed in regards to the PLC process utilizing best practices in tuning protocols, data analysis, and instructional strategies.
Leadership	Monitoring of Instruction Coaching Professional Development mylearningplan.com	The use of professional learning communities has been the primary way of increasing leadership in the school. This approach has engaged staff at each grade level to have a voice in the instructional decision-making in the school and has help to highlight the strengths of staff while supporting them in their areas of need. Encouragement has been provided to do their own research using student achievement from the school as a way to find and use best practices for teaching and learning. Mobility of staff, time and structure limit how the PLCs could have more impact in the school. Additional structures and models need to be explored to build leadership across the school and to build the capacity of the school as a learning organization.
Highly Qualified Staff	HQT ,Teacher Observations and evaluations	The district will hire highly qualified teachers that demonstrate evidence of data driven decision making, use of researched based strategies to improve student achievement, demonstrate the ability to collaborate in and across disciplines and
Other:		

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Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	**The school received copies of the NJ State Department of Education's Cycle I Summary of Performance by Demographic Groups in literacy and math for NJ ASK 3-8 and Science in grades 4 and 8 for the 2008-2009 school year. The data is inconclusive for the 2009-2010 school year because we have not received all of the data from the Department of Education. The Office of Assessment & Accountability also provided the school with grade level cluster scores for NJ ASK 3-8 for its total population along with each subgroup represented in our school. The school was then able to analyze our school data by individual grade levels, individual subgroups, cluster grades, and cluster subgroups. Quarterly benchmark assessment data in the areas of reading and mathematics along with Fall and Spring DRA II data for grades 1-5 and the Gates for grades 6-8 are analyzed and reviewed. Through team and staff meetings, professional learning communities, and the assessment committee, instructional interventions are discussed, shared, and implemented.** **Feedback was provided through CAPA recommendations, Looking for Learning Walks conducted by the Superintendent, Area Superintendents, District Committee, and the administration. The recommendations and the feedback are shared quarterly with the staff, central services, coaches, and the curriculum committee. The focus of the NCLB Committee as well as the Curriculum Committee is to make sure that we are meeting our targeted groups, as well as the general population in the area of teaching and learning.** **Subgroups for inclusion which includes ELL and special needs students are identified in a timely manner, as this information is made available in the introductory phase of the standardized testing report. IRS team meetings, Child Study meetings, and meeting with the office of Student Services are conducted to make sure that we are using all available resources to provide students with the best chance for meeting AYP. Subgroup data by ethnicity and poverty are also available. Scores are reported out by these subgroups and in this manner can the analysis be used to more effectively service these students. Instructional priorities and assistance are planned and implemented throughout the entire school year.**
2.	Describe methods used to collect and compile data for student subgroups.	**The data is compiled by the office of Assessment and Accountability using NCLB subgroup categories and is further disaggregated at the school by grade level, class, cluster groups, and individual students. Receiving teachers are also given data for rising students in their classes. The teachers are then able to identify the strengths**

		and challenges of that class by looking at the data from the state and district assessments as well as report card grades, student profiles from the previous teacher, and intervention that may have been successful with the students. Each teacher has a copy of grade level and school data. Students may have also have documented interventions from the IRS Team. The school analyzes report card grades, student attendance, behavior, DRA, Gates, Benchmark Assessments, and state assessments to inform their instruction and the planning of instruction. In addition, the school maintained the importance of the inclusion of special needs students.
3.	Explain how the data from the collection methods are valid and reliable.	**Student subgroups are provided by the district analysis report and are included in the following section. Collection methods are deemed to be statistically sound, as qualified teams within the district provided the information. The data is based on the State Department of Education Cycle I Report with a focus on the performance by demographic groups and distributed to the schools by the Office of Assessment and Accountability.**
4.	What did the data analysis reveal regarding classroom instruction?	**More emphasis needs to be placed on rigorous instruction, understanding best practices in Balanced Literacy and Mathematics content. Teachers need a bank of strategies that enable students to access all the available resources within the school and community.**
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	**It revealed that Writing Across the Curriculum was a focus area for students in both cluster groups. It also revealed that areas of Balanced Literacy and Mathematics content, particularly rigorous vocabulary, number sense, geometry, algebra and patterns were weak and in need of more professional development.**
6.	How are educationally at-risk students identified in a timely manner?	**Educationally at-risk students are identified through NJASK, benchmark assessments, teacher assessments, DRA results, report cards, attendance and discipline data. IR&S team meetings are held weekly to determine specific interventions to address the needs of each student that is referred.**
7.	How are educationally at-risk students provided with effective assistance?	**The IR & S team in conjunction with the Child Study Team, teachers, parents and other outside agencies provide educational as well as social/ emotional support for students. The Reading Recovery teacher, inclusion teachers and specialists provide push-in support to students who have been identified at risk through the IR&S process, assessment data, student work and teacher observations.**
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	**Decisions are made in PLC team meetings, district curriculum, and state department**

	the instructional program?	**of education meetings.**
11.	Describe the transition plan for preschool to kindergarten, if applicable.	The LEA has developed a plan for transition from preschool to kindergarten. From preschool to kindergarten:

Preschool to Kindergarten Parent Workshops During these workshops parents will: • meet kindergarten staff representatives and Principals • visit a public school and kindergarten classroom • be informed of challenges they will encounter • receive information on the kindergarten curriculum, policies and procedures. • receive health, nutrition and safety procedures for kindergarten from an early childhood nurse. • receive home-learning activities for parents to work with children during the summer. • receive information on afterschool programs • receive kindergarten registration guidelines	Parents of children entering kindergarten
Workshops for pre-kindergarten and kindergarten teachers to collaborate on how to coordinate curriculum and teaching practices to ensure continuity from one setting to the next.	Pre-kindergarten teachers Kindergarten teachers
Arrange trips for preschool children to visit kindergarten classrooms	Pre-kindergarten children and teachers Kindergarten children and teachers
Invite parents to visit children's future kindergarten school and classroom.	Parents Children Kindergarten teachers
Offer early registration for kindergarten	Parents
Transition Folder forward child's school. Contents:	Kindergarten teacher Guidance counselor

		-Preschool Transition Assessment -ESI-R results -Work samples	School nurse
		Best Practices Workshops will be implemented for preschool and kindergarten teachers, so they can share what works best with their respective groups	Pre-kindergarten teachers Kindergarten teachers
12.	Describe the process used to select the priority problems and root causes for this plan?	**The data was analyzed and viewed by the staff. The staff looked at various data sets including attendance, district benchmarks, state assessments, district data, parental involvement, IRS, behavior support team data, and uniform data. The data was then discussed in large and small groups, analyzed, prioritized, and presented to the NCLB Team. Grade 6, as the transition grade, experienced challenges both behaviorally and academically. Both cluster groups (3-5 and 6-8) were a concern in the area of mathematics. Higher order thinking skills proved problematic for all students as a direct result of reading** comprehension **and vocabulary development. It was concluded that assessment data from grades K-2 was not available in a standard format and that an assessment other than the DRA needed to be standardized throughout the district so that teachers will be able to readily determine a baseline for students entering their classes in the fall.**	
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	**The data from the previous year indicates that the root causes of the subgroups not meeting AYP is a lack of rigor and continuity of instruction, standard measures of assessment in grades K-2, and critical analysis of all available data. Student work has been the focus in grades K-2 to determine the readiness of students entering the third grade. Students that have academic challenges as well as behavioral challenges have been referred for the first time to the IRS Team prior to entering grade three. The data also reveals that more professional development needs to be conducted in the area of reading and mathematics. A laser like focus has been placed on writing as a process and writing across the curriculum but students fail to comprehend at a level of proficiency when analyzing text and problem solving. The breakdown occurs when students are required to complete higher order thinking skills.**	
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)?	**The Turnaround Model has been selected since full restructuring of schools has not been achieved through the Transformational Model.**	
15.	What is the process for removal of staff members deemed ineffective?	**The SEA and the LEA have policies in place to facilitate the performance based dismissal procedures. Staff members that are deemed ineffective are given a 90-day**	

		corrective action plan & a mentor. Staff members are required to meet regularly with the administrator to discuss progress or lack thereof. They are also required to have multiple observations and evaluations.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	**Monetary incentives are not provided for Nationally Board Certified Teachers and Principals.**

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Form S-7

TURNAROUND PROJECT DESCRIPTION

Turnaround SIG Required Activity – 1: Replace the Principal and grant the new Principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Implementation Guidance
Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired Principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The Principal of the turnaround school must possess and be able to implement the following: strong interpersonal skills, ability to communicate in various venues, a philosophy and belief system that demonstrates their commitment that all children can learn, demonstrate knowledge of curriculum content understanding of and ability t o provide instructional leadership.	Spring 2011-ongoing
2. The LEA selects and hires a Principal with the necessary competencies to be a transformation leader.	In its search of the Principal that will lead the school, the LEA will outline the competencies needed to turn the school around. It is expected t hat the leader of the school will be able to: Identify best instructional strategies, develop systems that will support teachers in improving/increasing their instructional delivery, develop benchmark "standards" for each grade and the district's curriculum as t he NJCCCS are implemented, focus on the lesson planning and instructional delivery processes and provide feedback to instructional delivery staff that will promote the quality of teaching, develop clear systems of communication internally and eternally that will promote the school's efforts and garner support of its success, create and manage an environment that supports teaching and learning, order, and collaboration, be able to engage parents and the community in the success of student achievement in the school.	Summer 2011
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The Principal will have operational flexibility to implement new structures, staff, programs and strategies within the school. The Principal's efforts will be supported by the Executive Director of Turnaround Schools, District's Turnaround team (composed of a School Board member, senior district administrators, union officials from the Principal and teacher associations, representatives of parents and the broader community) who will work with him/her to ensure that the she/he gets the support needed to implement the components of turnaround while at the same time meeting the policies within the district.	Ongoing 2011-2014

4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will maintain a file of all applicants for the Turnaround Schools. In addition, the LEA will build capacity within the district by establishing a Leadership Academy for current school administrators to support their development as Turnaround Leaders. The district will also expand the Leadership Academy to promote leadership throughout the district by providing support to leaders at every level of the organization, i.e., teacher leaders, paraprofessionals, students and parents. Leadership at all levels is important in turning the school around but also in turning the district around to meet the needs of all of its students.	Spring 2011 - ongoing
5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.	Principals in Turnaround Schools, serving as instructional leaders, will be able to lead professional learning within the school through various forms of professional development. These forms might include modeling of best instructional practices, providing reference to best research, establishing systems for instructional staff growth to share best practice, being able to monitor and provide support for professional growth of the instructional staff. Capacity building specifically will be done through multiple opportunities to help teachers lead in such activities as the facilitators of PLCs, the use of a distributive leadership model, participation as presenters of information at faculty meetings, district workshops and conferences.	Fall 2011 - ongoing

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Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.

Implementation Guidance
The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	The District Turnaround Team, in consultation with the local bargaining units, will develop specific job responsibilities and competencies to measure the effectiveness of all existing school instructional and support services staff. The re-hiring will be based on the required State certifications, experience and expertise in specific content areas and specializations, and ability to effectively work within, support, and meet the performance standards for the Turnaround Model.	March 2011
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	The LEA uses the Framework Observation Program by Charlotte Danielson ASCD 1996 to evaluate teachers. A District Administrative Tool is used to evaluate Principal's and other administrators. • Walkthroughs • Lesson Plans • Student work samples • Formal observations (formative/summative observations)	September 2011-Ongoing
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	The LEA maintains staff evaluations on file in the Human Resources Department. Human Resources will provide all building administrators in the evaluation process and will monitor and maintain all staff evaluations. The principal will provide staff with training, develop corrective action plans in collaboration with staff, and do official observations of staff members.	May 2011 ongoing
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The LEA will provide periodic monitoring of all staff evaluations. Executive Directors of Human Resources and Turnaround Office will conference with principal to review staff evaluations and corrective actions plans to ensure that they are aligned to the district standards and practices and Turnaround expectations.	September 2011 - ongoing
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	Using Walk-through observation, Looking at Student Work Protocols in PLC Teams, NJSMART, benchmark and district assessment, parental satisfaction surveys, grade distribution, and culture and climate indicators outlined in the SIA survey, a holistic view of levels achievement will determine for each student.	Ongoing
6. The LEA monitors the evaluation process and reviews results.	The LEA will provide periodic monitoring of the process and review results quarterly with principal resulting in review with teachers. Professional development needs and supports will be adjusted to target specific skills/content to staff/student needs.	Ongoing

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Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Implementation Guidance
Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The principal and the school leadership council in collaboration with the unions, the support of the LEA and following the policy outlined in the School Improvement Grant will develop criteria for an incentive program for all levels of the school community. This policy will include administrators, instructional staff, parents and students. Awarding of incentives will be based on the agreed upon criteria in category of awards.	Fall 2011
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	All stakeholders will be held accountable. Incentives will be used to provide additional support to staff in implementing rigorous based curriculum and improving student performance. Incentives can include: welcoming gift upon recruitment & placement in school, increasing student achievement on benchmarks, grade level achievement in a content area and raising percentage of students who are proficient on NJASK. A Parent University will be created to provide quarterly workshops that will assist parents in developing the whole child, which will prepare them to be better learners. Parents will be given incentives once they graduate from the Parent University. Incentives can include: a home computer, family night out, family library, educational software or games and celebrations for success.	Ongoing Year 1,2,3
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The SEA and LEA will use the district's policy and Section 18A of the State policy to facilitate performance based dismissals. This action will occur after support to marginal teachers has been provided and all actions have been appropriately documented.	Ongoing Year 1,2,3
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	The district's budget, recruitment, and hiring schedule are done in early spring and is a timely process to allow for placement of staff prior to the opening of school. Postings for Highly Qualified Teachers have been prepared and the district makes every effort to only hire highly qualified applicants.	Spring 2011
5. LEA and school provide targeted assistance to underperforming teachers.	The LEA, through the coordinated services of the Turnaround Office, the Offices of Curriculum and Special Education will provide the specific, targeted Professional Development needed to assist underperforming teachers.	Summer 2011-ongoing through 2014

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Turnaround 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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance
Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

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.	The school, in collaboration with the district, will design a schedule for professional learning that is job embedded and uses extended time for professional learning. There will be various ways to differentiated professional development including but not limited to: • Teacher Professional Development survey • Classroom observations • Students referrals • Walkthroughs • Student data • Report card grades • Student work A Professional Development Calendar will be provided to staff and the District's Turnaround Team.	June 2011- ongoing
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	Great emphasis will be placed on strong pedagogy, for all staff across the curriculum. Regardless of subject area, all teachers will be engaged in review and dialog on the Common Core Standards, PLCs, and professional development on data driven decision-making. These sessions will highlight the importance of an integrated curriculum and the responsibility for all staff to be exemplary in performance and accountable for students becoming proficient by using standard based practices. Among the practices to be emphasized include, but not limited to are: • Writing clear objectives • Aligning lesson activity to objective • Specificity of skills/content to be taught to meet objectives • Development of multiple assessment strategies for students to demonstrate learning • Scaffolding and differentiating lessons	Summer 2011 - ongoing

	• Application and integration of lesson planning into content area teaching • Review and use of data from classrooms after implementation of each strategy to determine impact on student achievement.	
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	Benchmarks for implementation of Professional Development strategies will be established. Teachers will be expected to meet the standards of the benchmark, support will be provided for those having difficulty. The principal and Turnaround Leader will observe, demonstrate and model expectations and provide clear feedback on expectations for development.	Summer 2011 - ongoing
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Common prep time will be allotted within the school schedule: to promote increasing opportunities for teachers to: collaborate share professional practice, analyze data, review student work, reflect, and plan.	March 2011 and ongoing
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 district has established policy on the selection of consultants. This policy includes a request for proposal process, reading and evaluating proposals with a rubric by a team and awarding of the proposal through board resolution. A policy for evaluation of consultants will need to be established.	Ongoing

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Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Implementation Guidance
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, or hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	The District's Board of Education has appointed an Executive Director for Turnaround Schools and a district turnaround Team to monitor and support SIG implementation and to help the schools realign its structure and practices to meet Annual Yearly Progress.	Ongoing -
2. The LEA allocates resources to support the turnaround office or team.	The District has developed an office for the Turnaround Leader to coordinate the District's Turnaround Schools. Additional resources from Title 1 will also be provided to support the schools. There will be an integration of services from the Curriculum and Instruction Department that will assist the school in curriculum development and instructional practices.	Ongoing
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The Turnaround Leader, with the support of the District's Leadership team will review policies and make recommendations needed for implementation of changes to support the reform effort.	Ongoing
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.	The district has established policy on the selection of consultants. This policy includes a request for proposal process, reading and evaluating proposals with a rubric by a team and awarding of the proposal through board resolution. These recommendations will be given to the Superintendent and Board for review and adoption.	Ongoing
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	The LEA through the development of the Leadership Academy will use a Distributive Leadership Model to help the school and develop staff for accepting responsibility and accountability for reform and student achievement in the school. Other initiatives will include the partnering with community agencies, and seeking additional funding sources. As a learning organization, the District will continue to seek research based practices and inform and engage staff in professional learning that will keep them on the "cutting edge" of innovation for classroom practices.	Ongoing
6. The LEA and school align SIG resources with other resources to sustain interventions.	The LEA resources are used to support all schools, SIG resources will be used to expand services and develop expertise in areas targeted in each school to improve instructional delivery and student achievement.	Ongoing

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Turnaround SIG Required Activity – 6: 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.

Implementation Guidance
If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

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.	The SEA and LEA data systems include the collection of data from the state's assessment system, the administration of the DRA in all grades K-8, use of data provided by NJSMART, and the district's INFORM system, review of teacher assessment binders, grade and lesson plan books. Collection of school assessment data will be determined by the Principal, school leadership council. Data captains will assist the governance body and teachers in analyzing the data, identifying immediate needs and helping to suggest strategies that will support improvement or reviewing strategies that could bring success in other areas. The LEA in supporting the system is providing the training to assist the SEA in data collection, management and analysis. It is also providing training to the School Leadership Team in its role of governance and how it needs to use data in its decision making to help guide the school to success.	Ongoing
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	The SEA, LEA and school leadership will access and disaggregate data from state assessment scores, school benchmarks, common, formative and summative assessments, DRA, Gates- McGinite as well as any other pertinent data and use it to form instruction, remediation and enrichment. A schedule will be established to disaggregate analyze and use quantitative and qualitative date generated by the school.	Ongoing
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	The Lea through it CIA Department will assist the school in aligning its instructional program to meet the needs of its students in gaining proficiency in benchmarks and standards by helping them to: • Back map from grade 8- Investigate content gaps between grades in subjects • Vertical alignment- NJCCCS • Horizontal- Develop content units, curriculum maps, grade benchmarks – • Lesson Planning and classroom assessment strategies	Ongoing

4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Principal and Data Captains will facilitate PLCs, faculty meetings and extended time for professional development and Professional Development Days around data interpretation and usage.	Ongoing
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.	LEA will train Principals, data captain from the school in ways to interpret and use data to guide decision-making and instructional practice. Principals and data captain will do turnkey training at faculty meetings, small group settings such as PLCs and on professional days. Principal, data captain and staff will make the use of data a part of their daily practice to help to find solutions to increasing student performance and in targeting strategies for individual student learning. A schedule for using data as a monitoring tool will be established with the Executive Director of Turnaround, the Principal, the school leadership team and the staff.	Ongoing through 2014

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Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance
Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA provide access to timely data to schools.	The SEA and LEA will provide data in the following areas: • NJ ASK data-yearly • Benchmark Testing-quarterly • Report Cards-quarterly • DRA and Gates-McGinite-twice a year • Teacher Assessments-weekly Data will be housed in NJ SMART and INFORM for access to all stakeholders.	Ongoing through 2014
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	LEA and school dedicate structured time and staff collaboration to disaggregate and interpret data in the following ways: • Professional Development and Data Team Captain meetings • Principals' meetings • leadership retreat • faculty meetings • PLC meetings • District Professional Development days	Ongoing through 2014
3. The LEA has established annual goals for student achievement.	The LEA has established four goals for student achievement: 1) close the achievement gap between special needs and English Language Learners and other students; 2) increase literacy skills for all students through a balanced literacy approach; 3) increase mathematics achievement for all students and; 4) use data to inform instruction.	Ongoing through 2014
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA has ongoing diagnostic assessment programs and tools such as DRA, and Standards Solution.	Ongoing through 2014

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.	LEA and school demonstrate use of data to guide instructional change by meeting with Principals and school Data and PD Captains. They in turn meet with the school staff within their PLCs to review, analyze, and plan to implement change for improvement. The Principal and Turnaround Leader will continuously monitor, provide feedback and support throughout this process.	Ongoing through 2014
6. The LEA and school share student progress data with parents and students.	Student data is shared with parents and students through Title I Letters, school report cards, school web page, parent forums, and parent/student conferences.	Ongoing through 2014

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

"Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	The SEA, LEA and school have contracted to include 305 additional hours of instruction for the turnaround school. This will be accomplished by adding an additional hour and a half daily. The school year will also be extended by adding a week before school begins in August and a week at the end of the traditional school year in the spring. The school will institute a "Brain Pop" program that will concentrate on an enrichment and intervention focus in Language Arts Literacy and Mathematics. The Brain Pop program will also provide students with the opportunities to engage in fine and performing arts, physical fitness and health and community awareness and involvement.	Ongoing
2. The LEA and school identify community needs and partnership opportunities.	The LEA and school will identify community needs and partnership that will aid community in the realm of academic and social needs that will impact the growth of the family, school and community	Ongoing
3. The LEA allocates funding for extended learning programs.	The LEA will continue to provide funding for programs that aid students in interventions and enrichment activities. Local institutions of higher education such as Rider University, The College of New Jersey, Mercer County Community College, Thomas Edison College and Rutgers University will provide additional support in areas of tutoring, enrichment and intervention activities and additional PD to aid extended learning programs. Other companies and agencies that specialize in a topic will also be used as consultants.	Ongoing
4. The LEA supports school leadership in developing and sustaining community partnerships.	The LEA supports school leadership development and sustains community partnerships by providing additional workshops and learning opportunities. Partnerships with businesses, civic and community agencies will be engaged to support the school leadership in providing guidance, mentoring and tutoring on various issues to support students and their parents.	Ongoing
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The LEA will provide PD that will enhance the learning and understanding of programs and activities that are aligned to the school's curriculum to both the staff and the parents. Extended day programs are included within the schedule of the regular day and will be subject to the same standards and	Ongoing

	expectations.	
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	As the extended day program will be a part of the school day, assessment of program progress will be determined by data the program generates. Changes to programs will be based on need as analysis of data is done. A determination is made of the effectiveness of program/ strategies being implemented.	Ongoing

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Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.		
Implementation Guidance Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.		
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 LEA will provide an updated curriculum and pacing guide in the areas of LAL and Mathematics that are aligned to the revised NJCCCS. They will provide PD in the areas of curriculum and its implementation. The LEA and school administration will provide ongoing observation and evaluation ensuring that the district's curriculum is being taught and that instruction is aligned, rigorous, scaffolded and differentiated.	ongoing
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; develops joint financing of facilities and programs with community and local government).	The LEA will develop a handbook to outline expectations for consultants working in the school. A meeting will be held with consultants prior to their start to review the handbook. Each consultant will indicate the person responsible for programming in the school and all other pertinent information. A sign-off sheet will be developed for the consultant to indicate that they are in agreement with the conditions of work at the school in addition to the contract for services. District policy has been established to develop joint financing of facilities regarding building use, custodial, security and utilities cost for extension of the school day.	September –ongoing
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 school will establish a consortium consisting of the school administration, staff, PTO, various community members, businesses and other stakeholders who will meet regularly to establish a working plan for services, activities and support for the school. This consortium will develop a schedule, calendar, public awareness announcements and celebrations that will further develop the school as a community school addressing the needs of the whole child.	ongoing
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Professional Development will be provided to staff members to develop more effective partnerships among the community stakeholders creating an authentic environment for learning and student achievement. New initiates and contact persons will be introduced to staff prior to starting the program.	ongoing

5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	LEA and school leaders periodically report, solicit and obtain input from family and community stakeholders through use of their newsletters, surveys both paper and digital, online communications, regular PTO, organization meetings, focus groups and celebrations. A community advisory board will be established to meet semi-annually to gain input, and provide data from partners about programming and student success. Surveys and focus groups will be held for additional dialogue and information.	ongoing

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Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
Implementation Guidance The nine metrics that constitute the leading indicators for the SIG program include (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 SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The Principal and school administrators will collect lesson plans on a weekly basis to see if expected strategies are being included in weekly classroom plans. On a monthly basis student work samples from language arts, mathematics and writing across the curriculum will be reviewed along with the teacher grade book by the PLCs to gauge the progress of students in each grade and to determine if intervention is needed to support students, walkthrough data will be done monthly by the school administrators supported by Executive Directors of School Turnaround and Curriculum and content supervisors to determine supports for teachers. Review of quarterly benchmark data will be reviewed by the School Leadership Council to help determine profession needs of the staff and maintain the compass for total school improvement.	
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and school will utilize INFORM as the data collection system for the collection and reporting of information on all indicators. LEA will provide professional development to staff on the use of INFORM.	

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Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

Implementation Guidance

The strategies include:

(i) Any of the required and permissible activities under the transformation model;
(ii) A new school model (e.g., themed, dual language academy).
(iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or
(iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Evidence of Implementation Indicators	Implementation Description	Timeline

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Form S-8

ANNUAL STUDENT TARGETS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	2010*				MATHEMATICS	2010*			
For Each Grade Span: _3-5	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	N=119	23.5%	27%	30%	35%	N=121	36.4%	41%	46%	52%
Students with Disabilities	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Limited English Proficient Students	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
White	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
African-American	NJASK	24.8%	28%	32%	36%	NJASK	38.6%	44%	49%	55%
Asian/Pacific Islander	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
American Indian/Native American	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Hispanic	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Others	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Economically Disadvantaged	NJASK	23.9%	27%	30%	35%	NJASK	37.0%	41%	46%	52%

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ANNUAL STUDENT TARGETS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	2010*				MATHEMATICS	2010*			
For Each Grade Span: 6-8	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	N=94	34.0%	39%	45%	53%	N=94	22.3%	30%	44%	62%
Students with Disabilities	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Limited English Proficient Students	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
White	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
African-American	NJASK	35.2%	41%	43%	46%	NJASK	22.0%	30%	44%	62%
Asian/Pacific Islander	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
American Indian/Native American	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Hispanic	NJASK	N/A	N/A	N/A	N/A	NJASK	N/A	N/A	N/A	N/A
Others	NJASK	N/A				NJASK	N/A	N/A	N/A	N/A
Economically Disadvantaged	NJASK	33.3%	38%	46%	54%	NJASK	24.1%	32%	46%	64%

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Form S-9

PROJECT ACTIVITY PLAN - TURNAROUND

SIG Required Activity – 1 Turnaround	Replace the Principal and grant the new Principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
SMART Goal:	**By end of Summer 2011, the Principal will develop a plan for communicating and implementing the vision, mission, and goals of instructional focus to all stakeholders as a means of building a cohesive learning community.**
Indicators of Success:	1. Principal will have successfully participated in 100% of research based professional development provided by the district's turnaround team. Principal will have developed an implementation plan. 2. Vision, mission and school goals will have been written, adopted, and posted by the end of first marking period. 3. The instructional focus will be communicated in various ways to staff, students and parents before the end of the first marking period.
SBR Practice to Address Goal:	**Turning Around Chronically Low Performing Schools NCEE U. S. Dept. Of Education –What Works Clearinghouse; Breaking the Habit of Low Performance: http://www.centerii.org**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Post and screen for principal Pre implementation Activity	Executive Director of Human Resources Turnaround Officer		• Public posting from Human Resources Spring 2011	X			
2	Select principal Pre implementation Activity	Directors of Human Resources, Turnaround Leader and Superintendent		• Interview applications and references- Spring 2011	X			
3	Provide leadership training for principal Develop potential timelines for assessment, pacing calendars Pre implementation Activity	District leadership including superintendent and cabinet members	Literature on turnaround practices **Cost of materials**	• Dates, venue, evaluations of professional development • Implementation of plans • Development of a monitoring plan	X	X	X	X
4	Post, screen and select applicants for	Principal, Turnaround		• Prepare for	X			

	Implementation Team Pre implementation Activity	Leader (TAL)		opening of school and grant implementation completion activities, notes, agendas, sign-in sheets				
5	Create vision, mission and goal statements for school Pre implementation Activity	Turnaround leader, Principal and staff	Summer Professional Development-July 2011; focus on Team Building, trust and culture building , reviewing and clarifying vision, mission setting goals, and expectations with new staff (p.120) Consultants/stipends(p. 117)	• Collaboration with staff • Development of mission and goal statements • Dissemination of	X			
6	Communicate and disseminate the newly created vision, mission, Pre implementation Activity	Principal, Implementation Team & School Leadership Council	Posters, printing, flyers, and mailings (p.126)	• Posted copies of vision, mission, and goals • Completed handbooks for Staff, Parents and Students	X			
7	Implementation team meetings to order materials and prepare school for opening Pre implementation Activity	Principal, Implementation team	Stipends (p.117)	• Requisitions, purchase orders, spreadsheets	X			
8	Parent overview meeting Pre implementation Activity	Principal, Implementation team, staff	Stipends (p.117) Refreshments (p.126)	• Agendas, sign-sheets • Parent contracts • Distribute handouts about upcoming school	X			

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				community events				

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SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.
SMART Goal:	**By June 2011, the new staff will be screened and selected based on competencies to effectively work in the turnaround environment.**
Indicators of Success:	1. The screening and interview process. 2. The selection and placement of a new staff.
SBR Practice to Address Goal:	**Turning Around Chronically Low Performing Schools NCEE U. S. Dept. Of Education –What Works Clearinghouse**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Hold informational meetings with staff to explain turnaround school process Pre implementation Activity	Human Resources Executive Director		• Agenda, sign in sheets	X			
2	Develop criteria for staffing in the school Pre implementation Activity	Human Resources Executive Director		• Job postings	X			
3	Recruit potential staff Pre implementation Activity	District Turnaround leader, Human Resources Executive Director		• Applications	X			
4	Provide professional development for resumes, portfolio development for job application Pre implementation Activity	Human Resources Executive Director, Superintendent, and Union Presidents		• Agenda, sign in sheets, reflection sheets, • Portfolios • Improved interview skills	X			
5	Post and screen applicants Pre implementation Activity	District Turnaround (Leadership) Team, Human Resources Executive Director		• Job posting, interview feedback sheets, portfolios, hiring of staff	X			
6	Notify staff of assignment in Turnaround School	District Turnaround Team, Human		• Letters of notification	X			

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	Pre implementation Activity	Resources Executive Director		• Job Placement				
7	Provide one week summer professional development on team building Pre implementation Activity	District Turnaround leader, Principal	Consultants		X	X	X	X
8	Provide one week summer professional development on policies and procedures Pre implementation Activity	District Turnaround leader, Principal	Stipends (p.117)	• Agendas, sign in sheets, reflections Completion of documents • Creation of Handbooks documents	X	X	X	X

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SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
SMART Goal:	**The District along with the Principal will develop a set of competencies and recruit and place staff with the skill sets necessary to increase student proficiency as measured by state assessments.**
Indicators of Success:	1. Fill all staff positions 2. Retain 50% of staff 3. Create a school culture that supports staff's ability to cultivate efficacy in order to retain staff.
SBR Practice to Address Goal:	**www.efficacy.org Center on Innovation and Improvement: Cross Sector Evidence on Dramatic Organizational Improvement, Center on Innovation and Improvement: Actions and Results; What Works Clearinghouse: Reducing Behavior Problems in the Elementary School Classroom**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Create a set of competencies for working in a Turnaround School Pre implementation Activity	District Turnaround leader (TAL), Human Resources		• Set of competencies	X			
2	Select staff that possess competencies Pre implementation Activity	Human Resources	Welcome Packages (p.122)	• Hired and placement in school	X			
3	Professional Development in Classroom Management Strategies	District Turnaround Team, Principal and Vice Principal	**Consultant to assist teachers in developing strategies to support classroom strategies and help teachers create classroom cultures that support teaching and learning** **Stipends**	• Improved classroom management strategies • Increase in positive behavior incentives • Decrease in suspensions • IR&S referrals	X	X	X	X
4	Professional Development in Diversity and Multiculturalism in staff, community, and students	Principal, Vice Principal, staff, consultant	**Consultant** **Positive Behavior incentives/ Celebrations** **stipends**	• Increase in Positive Behavior incentives • Improved peer relationships • Improved student/teacher	X	X	X	X

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				relationships				
5	Professional Development in Positive Behavior strategies	School administrators, guidance counselors, disciplinarians	**Consultant- Provide specific strategies for INRS Team RTI , and Positive Behavior Supports** **Stipends**	• Improved classroom culture • Less student referral to special education and disciplinarians and guidance counselors • Improvement in school environment	X	X	X	X
6	Survey on staff satisfaction of PD and school culture	Staff, Principal, Vice Principal, Leadership Team	survey	• Evidence of professional development strategies implemented • Student achievement on various assessments			X	
7	Plan for upcoming year 2	Staff, Principal, Vice Principal, Leadership Team		• Evaluation of PD • List of priorities based on data collected				X

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SIG Required Activity – 4 Turnaround	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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	**By 2012, the results of professional development provided to staff will be indicated by the results of highly functioning teams and best practices in instruction that reflect improvement in student achievement in all grade spans as measured by NJASK, DRA, Benchmark Assessments and Common Assessments by at least 40%.**
Indicators of Success:	1. 100% of staff will be able to develop rigorous lesson objectives and plans (SMART Goals) that lead to student achievement in the areas of Literacy and Mathematics as a result of professional development in these areas. 2. As a result of high quality professional development, students will be able to demonstrate mastery of learning with multiple types of assessments including multiple response techniques, authentic assessments & projects and portfolios.
SBR Practice to Address Goal:	**Turning Around Chronically Low Performing Schools NCEE U. S. Dept. Of Education –What Works Clearinghouse, *Learning by Doing* :DuFour & DuFour, *Understanding By Design*: Wiggins and McTighe, *Early Childhood*-What Works Clearinghouse retrieved from ies.ed.gov/ncee/wwc/reports/Topic.aspx?tid=13; What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention and Multi-tier Intervention in the Primary Grades**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Provide Professional Development for staff in developing Professional Learning Communities	Principal	Consultants who are knowledgeable of PLCs, and their purpose as well as the use of protocols.	• Team meeting agendas, sign- in sheets, minutes • Student work samples • Teacher work products • Use of norms, Development of common class assessments, action plans, calendars	X	X	X	X
2	Professional Development in the areas of Common Core Standards & curriculum Grades K-8	Turnaround leader, State Department of Education, LEA Curriculum Executive Director, principal & Vice	**Consultant to provide professional development on core standard and curriculum alignment, lesson plan development**	• Implementation of new NJCCCS • Implementation of the new Curriculum guide	X	X	X	X

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		Principal		• Lesson plans & instruction practices, varied assessment strategies				
3	Professional Development in the areas of Balanced Literacy & Guided Reading in grades K-5	Principal, Curriculum Department	Consultants (p. 120) Writing Project Consultants Purchase of Big Books for grades K-2 classroom libraries Digital readers (40) Grades 3-5	• Team meetings and PD workshops agendas, sign- in sheets, evaluations of PD workshops • Artifacts as result of professional development • Implementation of strategies learned • Increased assessment scores from DRA, Benchmark, NJASK and classroom assessments				X
4	Professional Development in the areas of Balanced Literacy and Early Intervention Strategies K-2	TBOE Curriculum Department, TBOE Supervisor of Language Arts Literacy, TAWP Teacher Consultants	Digital reading programs K-2, 3-8	• Team meetings and PD workshops agendas, sign- in sheets, evaluations of PD workshops • Increase student performance in DRA assessments • Increase in teacher effectiveness and teaching strategies • Decrease in student referrals	X	X	X	X
5	Professional Development in the area of Balanced Literacy & Literature Circles in grades 6-8	Principal, Language Arts Supervisor PLD Teams	**Digital reading programs Consultants to address adolescent**	• Team meetings and PD workshops agendas, sign- in sheets, evaluations	X	X	X	X

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			Consultant to address writing Books and materials Instructional coaches (p.122) Purchase of Expanded literature collection for classroom libraries (K-8) (p.122) Computer cart (1) w/ 30 Computers (p. 123)	of PD workshops • Increase in student writing • Increase in student reading levels • Implementation of strategies learned • Increase performance on formative assessments • Increase performance on DRA, Gates, Benchmark, NJASK and other assessment data				
6	Professional Development in the area of Mathematics content & strategies for learning	Principal, Math Supervisor	**consultant** **Consultant for (Project SEED)** Print material for Math (p. 122) Guided Math consultants (p.120) Calculators (p.122) Manipulatives (p. 122) Instructional Coaches (p. 118)	• Team meetings and PD workshops agendas, sign- in sheets, evaluations of PD workshops • Implementation of strategies learned • Increased student performance on Benchmark, NJASK and common & formative assessment data • Student work samples	X	X	X	X
7	Professional Development in the area of data driven decision making	Principal, Vice Principal, PLC teams, consultants	EIRC consultants (p.120)	• Team meetings and PD workshop	X	X	X	X

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			Consultant for data driven decision making training (p.120)	agendas, sign- in sheets, evaluations of PD workshops • Samples of teacher and student work • Implementation of strategies learned • Benchmark, NJASK and common & formative assessment data				
8	Professional Development in the area of lesson plan development	Principal and Vice Principal, TBOE Curriculum Executive Director, consultants, PLC teams	Consultants who can deliver profession development on the backward design method of lesson planning. (p.120)	• Team meetings and PD workshops agendas, sign-in sheets, evaluations of PD workshops • Increase in students passing grades • More specific lesson objectives • Alignment of lesson objectives with learning activities and classroom assessment	X	X	X	X
9	Professional Development Distributive Leadership	LEA Administration Principal, Vice Principal, PLC teams consultants	*Books(p.122)* Consultant on Distributive Leadership (p.120)	• More staff engagements in duties in the school • Increase staff leadership • Increase of staff collaboration	X	X	X	X
10	Professional Development on technology	School staff, Principal, district technology personnel	SMART boards for all classrooms (24) (p. 125)	• Sign-in sheets • PD evaluations • implementation and usage of SMART	X	X	X	X

			Laptop Computers (30) (p.123) Document readers (24) (p.123)	boards • Student use of technology • Lesson Plans • Student work • Unit plans • Research and display activities • Increase student achievement				

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SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal:	**By September 2014, the school leadership will effectively support student academic achievement for all students through collaboration with key stakeholders and successful implementation of school-wide interventions and reform strategies while implementing Distributive leadership strategies to build leadership capacity.**
Indicators of Success:	1. Administrators will participate in continuous job –embedded Professional Development that focuses on Distributive Leadership and building teacher leaders. 2. Administrators will successfully implement Distributive Leadership techniques to develop teacher leaders in their buildings.
SBR Practice to Address Goal:	**What Works Clearinghouse: IES Practice Guide Turning Around Chronically Low-Performing Schools, Collaborative Assessment for Planning and Achievement, Teaching and Learning Tool retrieved from http://www.gov/education/capa/docs/ , Handbook on Restructuring and Substantial School Improvement retrieved from http://www.centerii.org**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Administrators participate in job-embedded Professional Development.	District Turnaround Leader		• Effective implementation of Distributive Leadership techniques	X	X	X	X
2	Administrators turn-key professional development to school's implementation and leadership council/team	Turnaround Leader, Principal, Vice Principal		• Sign in sheets, agendas • Use of strategies by implementation and leadership team	X	X	X	X
3	Professional Development will be implemented by school leadership and administration within school PLCs	Principal, Vice Principal, Leadership council/team		• Sign-in sheets, agendas, minutes, reflection sheets	X	X	X	X

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SIG Required Activity – 6 Turnaround	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.
SMART Goal:	**By Fall 2011, both standard textbook based and technologically based programs will be used in grades K-8 to provide continuity of mathematics content, strategies, and instruction to improve student achievement by 25% in Year 1.**
Indicators of Success:	1. By piloting the Math Connects Program, 75% of students will be proficient(80%) on school and district level benchmark assessments based on the Common Core Standards 2. By piloting various technologically based programs in the area of LAL and Math, school and district level benchmark scores will increase by 25% compared to last year. 3. Teachers will attend 100% of professional development provided by each program and show evidence of usage in the classroom by increasing the amount of students' proficiency in LAL and Math program benchmarks
SBR Practice to Address Goal:	**centeroninstruction.org- A Scientifically based resource on instruction, IES What Works Clearinghouse: Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Schedule an informational meeting/ conference call with each company to explore possibilities of a pilot program. • PALS (Peer Assisted Learning Strategies)- Math grades K-5 • I Can Learn (Full curriculum math software program)- grades 6-8 • Math Connects Program K-8	Turnaround Executive Director Building Administrator Implementation Team		• Emails/ written communications	X			
2	Communicate with each company to implement the pilot program	Turnaround Executive Director Building Administrator Implementation Team		• Emails/written communications	X			
3	Provide Professional Development for teachers to pilot programs	McGraw-Hill Math Consultants		• Agendas, sign in sheets, evaluations/reflections • Evidence of strategies in teacher plans and practice	X	X	X	X

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				• Student work				
4	Analyze the effectiveness of each program to see if student achievement has increased.	Teachers (PLCs), Principal, Vice Principal		• Data from Benchmark Assessments, Common Assessments • Evidence of strategies in rigor of teachers' practice/instruction, increased rigor in student work	X	X	X	X
5	Participate in ongoing job embedded professional development provided by each vendor	Math Consultants from Math Connects, I Can Learn, PALS		• Agenda Sign In Sheets, Reflection sheets • Evidence of best practice strategies	X	X	X	X

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SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	**Starting September 2011, teachers will use weekly, monthly, and quarterly formative assessment data to continuously drive instruction, which will refine instructional practices of weakest areas on a regular basis.**
Indicators of Success:	**1. By continuously analyzing student assessments, teachers will improve student achievement through classroom instruction by 25% in Year 1.** **2. Using the results of the assessments, teachers will create flexible grouping within the classroom to differentiate students learning styles to improve student achievement.** **3. By continuously analyzing student assessments, teachers will decrease the number of partially proficient by 15% and increase the number of students proficient by 15%.**
SBR Practice to Address Goal:	**What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Create/Use, Administer, and analyze school benchmarks	Teacher /PLCs		• Created benchmarks for each quarter • Benchmark results	X	X	X	X
2	Administer and analyze district benchmarks	District Curriculum Executive Director, Teachers /PLCs	Standards Solution INFORM POWERSCHOOL	• Benchmark results	X	X	X	X
3	Teacher monitors student progress to accommodate their academic needs by regrouping as necessary.	Teacher /PLCs		• Benchmark results • Differentiation of instruction based on results	X	X	X	X
4	Continue Professional Development in the area of Data Driven Decision Making	Principal, teachers/PLCs consultant		• Agenda, sign in sheets, reflection sheets • Assessment binders • flexible grouping	X	X	X	X

				• differentiation of instruction • Rigorous reteaching & enrichment strategies				

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SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	**By the start of the 2011-2012 school year, an additional 305 hours will be added to the school year to provide extended learning opportunities in intervention and enrichment for all students to improve student achievement by 30% in Year 1.**
Indicators of Success:	1. Increased student achievement in all grade clusters in LAL and Mathematics on NJASK, Benchmark, common, summative and formative assessments. 2. Improved /increased achievement in the areas of fine and performing arts by 100%. 3. Decrease in discipline referrals, suspensions & IR&S referrals by 50%.
SBR Practice to Address Goal:	**What Works Clearinghouse: IES Practice Guide Turning Around Chronically Low-Performing Schools, Center on Innovation and Improvement: Actions and Results, A Review of the Cross Sector Evidence on Dramatic Organizational Improvement, What Works Clearinghouse: Structuring Out-of-School Time to Improve Academic Achievement**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1.	Institute the "Gregory School Brain Pop-Extended Intervention and Enrichment Program" to provide an additional 300 hours for the academic school year.	Principal & Vice Principal, staff, community stakeholders, consultants, mentors District Supervisor of Mathematics	Musical Instruments (p.124) Math manipulatives (p.122) tape recorders/CD players (5) (p.122) camcorders (2) (p.123) IPAD Lab Pack w/ 30 IPADs in each (1) (p.99) 40 Net Books & 2 carts (2) (p.123) Residencies with McCarter Theater (p.120) Residencies with Young Audiences (p.120)	• Lesson plans • School schedule • Attendance • Video & photo gallery • Student work & assessments • Parent Volunteer sign-in sheet • Culminating activities/performances • gallery • Multi-media Festival • Improved student achievement on assessment batteries	X	X	X	X

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			Field Trips (p.101)					
2	Establish a schedule for students to rotate in the following intervention and enrichment areas: Fine and Performing Arts, Physical Education, Language Arts Literacy (LAL), Mathematics, Study Skills and Character Education	Principal, Vice Principal, PLC teams		• Schedule • Administer a needs & interest assessment for students	X	X	X	X
3	Schedule classes for grade cluster areas: Pre-K to 3rd grade 8 AM to 9 AM; grades 4th to 8th 3 PM to 4PM	Principal, Vice Principal, Leadership Team	Paper, printing costs (p.126)	• Schedule	X	X	X	X
4	Plan and schedule field trips & residencies	Principal, Vice Principal, PLC teams	Fees for trips and residencies (p.126)	• Field Trip Schedule, • Contracts for Field Trips • Reflection and evaluation sheets by staff and students for residencies and field trips, • follow up projects	X	X	X	X
5	Plan, schedule & implement culminating activities	Principal, Vice Principal, PLC teams	Costumes, props & miscellaneous for productions (p. 122) Consultants (p.120) newspaper coverage	• Video and picture documentation of art gallery, performances, multimedia festival, • reflection sheets, • newspaper articles			X	
6	Disaggregate data derived from common, summative, and formative assessments taken during these periods.	Principal, Vice Principal, PLC teams	POWERSCHOOL INFORM data binders	• Assessment results in DRA, NJASK, Benchmark Students' writing • Teachers' ability to identify trends in data derived from item analysis and scatterplots, cluster	X	X	X	X

				data and individual student needs to differentiate instruction				
7	Evaluate the effectiveness of the extended day/year program	Principal, Vice Principal, PLC teams, students, parents	POWERSCHOOL INFORM NJ SMART data binders	• Assessment results • Written and oral feedback from all stakeholders				X
8	Extend media center hours and expand collection in order to support Brain Pop Extended Day, Parent University, the Wellness Clinic, and Professional Development.	Principal, Vice Principal, Media Specialist, PLC Teams	Desktop computers (10) (p.124) LCD Projectors (3) (p.124) 60" LCD flat screen TV (2) Library/Main Foyer (p.124) Netbooks (20) and cart(p.124) Professional books, journals, periodicals, and data bases Expand student collection Parent journals, periodicals, and books DVD/VHS player (5) (p.124) Nook Color (10) (p.124) Author Studies/Visits (p.124) Color Laser Printers (24) (p.124)	• Additional materials added to media center • Increased patronage • Increase in results of assessment data • Increased literacy in the school community • Survey on improved media center	X	X	X	X

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SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	**By 2014 the school's new culture will encompass a WHolistic approach in educating the whole child mind, body, and soul through enlisting 50% of parents and community as partners.**
Indicators of Success:	1. Parental involvement will increase by 50% in areas of school activities and events involving student achievement. 2. After intensive professional development in multiple areas, teachers will be better equipped to successfully instruct and meet benchmarks necessary for student achievement.
SBR Practice to Address Goal:	**edweek.org/ew/issues/parent-involvement childtrendsdatabank, letsmove.gov**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Professional Development on Character Education	School staff, principal, consultants	The NED Show Sankofa Character Education Program	• Team Meetings, agendas and sign-in sheets • Teacher implementation of best practices in character building/anti bullying • Data on discipline referrals and suspensions	X	X	X	X
2	Create a Community Wellness Program - "Let's Move Campaign" along with Michelle Obama		Newspaper Advertisements Flyers Newsletter Webpage/webmaster (p.121)	• Planning meeting agendas, minutes, sign in sheets • Advertisements, flyers, webpage • Documentation of community health and business partners	X	X	X	X
3	Create and implement a School Health Advisory Council /Wellness Committee	Principal, Vice Principal, staff, District's Supervisor of nursing, physical education department, school counselor, Aramark Food		• Posting for School Health Advisory/Wellness Committee members • Establish a regular meeting date/time	X			

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		Services, parents						
4	Create and administer school and community wellness needs assessment survey	School Health Advisory Council		• Wellness needs assessment survey • Disaggregation of needs assessment • Creation of community's wellness priorities document	X			
5	Develop community partnerships and stakeholders	Parent Liaison, Guidance Counselor School Nurse Administrators	Mailings stationary materials	• Letters to community partners and stakeholders to request their time or services.	X	X	X	X
6	Set up a working schedule of activities and events: Satellite medical clinic for basic screenings, medical & dental referrals, immunization site, nutrition & dietary referrals and other basic health care needs. Some classes may include but are not limited to the following: cooking classes, exercise classes, Weight Watchers, dance classes, yoga classes, stress management classes and other wellness classes, wellness workshops.	School Health Advisory Council/Wellness Committee	Materials & supplies to plant a garden and landscaping Rock climbing wall (p.124) Playground equipment (p.124) Fitness instructors(yoga, dance, exercise etc) (p.124) Chefs Psychologists Nutritionists Weight Watchers Fitness equipment (p.124)	• Schedule of activities and events • School/ Community Garden • Sign in sheets for activities and events • Regular ongoing evaluations of activities and events	X	X	X	X
7	Quarterly monitor the attendance in activities and events	School Health Advisory Council/Wellness		• Sign in sheets • Evaluation sheets of	X	X	X	X

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		Committee		activities and events held				
8	Based on quarterly outcomes, plan to extend, delete or add activities and events.	School Health Advisory Council/Wellness Committee		• Schedule of activities and events • Evaluation sheets of activities and events held	X	X	X	X
9	Yearly evaluation of effectiveness of Wellness Programs	School Health Advisory Council/Wellness Committee, Principal & Vice Principal, all stakeholders		• Yearly written evaluation of the Wellness Clinic the effectiveness of events and activities, and suggestions for the upcoming school year. • Reduction in obesity in our community (data collected, disaggregated, charted a and displayed) • Improved school attendance due to wellness services offered. (i.e. Satellite health clinic for immunizations, eye screenings etc.)				X
10	Recognize families that have regularly participated in Wellness activities and events at Parent University Graduation.	School Health Advisory Council/Wellness Committee, PTO Executive Committee, Parent Liaison	Certificates (p.126) Incentives: water bottles, pedometers, drawstring backpacks (p.126) Subscription to Cooking Light magazine(p.126) Healthy refreshments: juice bar, fruits, vegetables (p.126)	• Program from Parent University Graduation • Wellness activities attendance and participation • Evaluations			X	X
11	Based on evaluation, plan for the upcoming school year.	School Health Advisory Council/Wellness		• Evaluations of programs/classes				X

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		Committee						
12	Institute a Parent University	Principal & Vice Principal, parent liaison, PTO Executive Committee, staff and community stakeholders		• Agendas • minutes from planning meetings • sign-in sheets from meetings	X			
13	Elicit and screen consultants & staff for Parent University	Screening committee consisting of principal, liaison, PTO Executive Committee, staff, community stakeholders	Stipends for consultants & staff (p.117,120) FAST committee members Dr. William Farrell (p.117) Trenton Board of Education Early Childhood Assistant Director Executive Director of Special Education	• Posting for staff/consultants • Interview questions & feedback sheet	X	X	X	X
14	Advertise Parent University to the School Community	Principal & Vice Principal, parent liaison, PTO Executive Committee, staff and community stakeholders	Newspaper ads (p.126) Flyers (p.126) Website Marquee sign (p.125)	• Newspaper Ads • Flyers • Marquee sign	X	X	X	X
15	Post a schedule of Parent University Sessions	Principal & Vice Principal, parent liaison, PTO Executive Committee	Online schedule of sessions Mailings/flyers	• Online schedule of sessions • mailings	X	X	X	X
16	Enroll parents in Parent University Sessions	Parent Liaison, PTO Executive Committee	Online registration link on school's homepage paper registration form	• Online registration link • Returned registration forms	X	X	X	X
17	Plan and implement Parent University sessions for October, January, and May totaling 6-9 sessions a year.	Principal &Vice Principal, parent liaison, PTO Executive	Paper (p.126) print materials (p.126)	• Syllabus • Attendance logs • Activity or presentation of	X	X	X	X

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		Committee, staff and community stakeholders	mailings(p.126) stationary supplies for parent handbook(p.126)	skills, concepts and learnings • Reflection and evaluation sheets				
18	Hold a graduation ceremony in June for Parents who have participated in sessions of Parent University.	Principal & Vice Principal, parent liaison, PTO Executive Committee, staff and community stakeholders	Keynote speaker/honorarium Refreshment (p.126) Diplomas/certificates(p.126) Building permit/additional staffing	• Video Tape ceremony • Program of ceremony • Diplomas/certificates				X
19	Award incentives for parents who have attended sessions.	Principal & Vice Principal, parent liaison, PTO Executive Committee, staff and community stakeholders	Parental Incentives: Net books for 100% completion of sessions (p.124) Nook for 80% completion of sessions (p.124) IPOD for 50% completion of sessions (p.124) Diploma/certificate for all participants (p.126)	• Awards given • Attendance records • Video of ceremony				X

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SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	**By September 2011, *INFORM and* POWER SCHOOL will be in place to collect data for the required leading indicators of SIG funds.**
Indicators of Success:	1.INFORM will be implemented to help teachers organize, collect, and analyze data on student achievement to differentiate instruction. 2. POWERSCHOOL will be used by teachers and parents to track progress of students
SBR Practice to Address Goal:	**What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making**

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Implement POWER SCHOOL to collect school data	District Turnaround Leader, Principal, Vice Principal, Data Captain, PLC teams			X			
2	Train Principal, Data Captains to use POWER SCHOOL	Consultants, District Leaders		• Agendas, sign-in sheets, evaluations/reflection sheets	X			
3	Enter data on formative, summative, Benchmark and NJASK assessments.	Principal, Vice Principal, Data Captain, PLC teams		• Assessment data • Assessment binders	X	X	X	X
4	Analyze assessment data to determine effectiveness of newly implemented programs	Principal, Vice Principal, Data Captain, PLC teams		• Assessment data • Assessment binders	X	X	X	X
5	Readjust programs and instruction based on assessment data	Principal, Vice Principal, Data Captain, PLC teams		• Assessment data • Assessment binders	X	X	X	X
6	Plan implementation of programs for upcoming year	Principal, Vice Principal, Data Captain, PLC teams						X

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
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Form S-10

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
	$213,850.00	$1,663,839.76	$1,877,689.76	$1,877,689.76	$5, 633,069.28
LEA					
Total Budget					

Budget Narrative

The Trenton Public Schools is submitting this School Improvement Grant Application for B.C. Gregory Elementary School, which is eligible as a Tier 1 School. The project budget is tied directly to the school's vision, mission and goals. The items in this budget are designed to provide each student with a Wholistic approach (mind, body and soul) to their educational career. The budget will provide the school with activities based on best practices to be implemented for a three-year period. These practices will make significant advances and changes in the lives of the students that will impact student achievement, health and well -being and prepare them to lead productive, responsible lives.

The goals in this plan and the budget provided will show the correlation between the desired goals and the funds needed to accomplish these goals.

The LEA selected to implement the Turnaround Model. The Needs Assessment clearly indicated that B.C. Gregory is in a need of improvement and should take extreme measures to transform the school into a high performing school that will improve student achievement in the areas of Mathematics and Language Arts Literacy. The Needs Assessment indicates that over 50% percent in both grade clusters are not proficient in the areas Math and LAL. Implementation of the Turnaround Model over a three-year period will provide the opportunity to take the necessary actions to provide highly effective instruction to students by providing teachers with research-based programs and professional development. Students and parents will also have the opportunity to enhance their educational understanding and commitment by participating in various programs such as mentoring (advisory period) and the Parent

University.

The Three Goals: Academic Achievement, School Culture and Parental Involvement and Data Driven Decision Making are aligned with the identified needs of the school and are reflected by the budget.

The first goal, improve school academic performance in the area of Math and LAL, will be supported by implementing school-wide and grade level intervention in the areas of Math and LAL. Research based strategies, programs and technology will provide a successful implementation of the Turnaround Model.

The second goal, School Culture and Parental Involvement will be supported by Professional Development and implementation of Character Education Parental Involvement programs and initiatives.

The third goal, Data Driven Decision Making is the core of the school's WHolistic focus, will instrumental in the decisions in Language Arts Literacy, Mathematics, Character Education and Parental Involvement.

The costs projected on the following budget detailed pages thoroughly represent and explain how the costs of the activities are reasonable for the accomplishment of improving student achievement. This budget is required so that the following can occur over a three-year period

- **LEA support of the schools Turnaround Model**
- **School redesign of instruction and educational goals**
- **Implementation of research based academic strategies and programs**
- **Ongoing and Job embedded Professional Development**
- **School Culture redesign**
- **Personalized student, parent, and community learning**
- **Technology Upgrades**
- **Supplies and Materials to enhance implementation**

LEA: Trenton Public Schools
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S-11

BUDGET DETAIL FORM A

Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: B.C Gregory Elementary 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 8	100-101 200-100	Instructional Staff / Non-instructional Staff (extra school hours)	Total Staff- extra cost = $484,782.00 **In exchange for the longer work day and 10 1/2 month work year under the School Improvement Grant, Association members shall be paid a salary computed at their individual salary base plus an additional twelve percent (12%).**	$484,782.00
Activity 1 Action 7	100-100	School Support-Implementation Team	$36/hr x 5hrs x 5 staff x 5 days=$9,000.00	$4,500.00
Activity 1 Action 8	100-100	School Support- Implementation Team	$36/hr x 5hrs x 5 staff x 5 days=$9,000.00	$4,500.00
Activity 1 Action 9	100-100	Instructional- Teachers	$36/hr x 3 hrs x 34 staff x 1 day=$3,672.00	$3,672.00
Activity 1 Action 9	200-100	Non-Instructional-Paraprofessionals	$26/hr x 3hrs x 7 staff x 1 day=$546.00	$546.00
Activity 2 Action 7	100-100	Instructional- Teachers	$36/hr x 5 hrs x 34 staff x 5 days=$30,600.00	$30,600.00
Activity 2 Action 7	200-100	Non-Instructional-Paraprofessionals	$26/hr x 5hrs x 7 staff x 5 days=$4,550.00	$4,550.00
Activity 2 Action 8	100-100	Instructional- Teachers	$36/hr x 5 hrs x 34 staff x 5 days=$30,600.00	$30,600.00

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Activity 2 Action 8	200-100	Non-Instructional-Paraprofessionals	$26/hr x 5hrs x 7 staff x 5 days=$4,550.00	$4,550.00
Activity 3 Action 4	100-100	Instructional- Teachers	$36/hr x 5 hrs x 34 staff x 1 day=$6,120.00	$6,120.00
Activity 3 Action 4	200-100	Non-Instructional-Paraprofessionals	$26/hr x 5hrs x 7 staff x 1 day=$910.00	$910.00
Activity 4 Action 6	100-100	Instructional- Teachers	$36/hr x 2 hrs x 34 staff x 10 days=$24,480.00	$24,480.00
Activity 4 Action 6	200-100	Non-Instructional-Paraprofessionals	$26/hr x 2hrs x 7 staff x 10 days=$3,640.00	$3,640.00
Activity 4 Action 7	100-100 200-100	Instructional- Teachers Non-Instructional-Paraprofessionals	$36/hr x 5 hrs x 34 staff x 1 day=$6,120.00 $26/hr x 5hrs x 7 staff x 1 day=$910.00	$6,120.00 $910.00
Activity 9 Action 13	100-100 200-100 200-100	Parent University Stipend-Teachers Administrative Extra Duty Costs Custodians extra duty Security	$36/hr x 30 hrs x 10 staff =$10,800.00 $12,600 x 2 administrators =$25,200 $22/hr x 30 hrs x 3 staff=$1,980.00 $15/hr x 30 hrs x 2 staff=$900.00	$10,800.00 $25,200 $1,980.00 $900.00
	200-800	Administrative Costs @ 5%	Administrative Costs @ 5%	$100,000.00

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S-12

BUDGET DETAIL FORM B

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

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: B.C. Gregory Elementary 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 ----------%	PERS ----------%	WRKR'S COMP ---------- %	UNEMPLY. ---------- %	DISABIL. --------- %	HEALTH ---------%	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Staff (extra hours)	$743,260	$56,860									$56,860

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
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S-13

BUDGET DETAIL FORM C

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

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: B.C. Gregory Elementary 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 2 Action 7 Activity 4 Action 2 Activity 4 Action 3 Activity 4 Action 4	100-300	PD(Team Building, Instructional)	$116,250.00 Flat Fee		$116,250.00
Activity 4 Action 1	100-300	PD (PLC consultant)	$3,500.00	4 sessions	$14,000.00
Activity 6 Action 1	100-300	PD(Math Intervention) includes computer licenses-SMI	$75,000.00		$75,000.00
Activity 4 Action 4	100-300	PD(with Instructional coaching)	$24,500.00		$24,500.00
Activity 4 Action 6	100-300	PD(Math Classroom Best Practices) Consultant=$6,000.00 Ongoing PD=$15,000.00	$21,000.00	Ongoing for the year	$21,000.00
Activity 4 Action 7	100-300	PD(Data Driven Decision Making)	$5,000.00	1	$5,000.00
Activity 4 Action 9	100-300	PD(Lesson Plan Development)	$3,000.00/ day	2 days	$6,000.00
Activity 8 Action 1	100-300	Artists in residency: Integration of Arts in support of student engagement	$15,000.00		$15,000.00
Activity 8 Action 1	100-300	Writing Workshop-residency	$5,000.00		$5,000.00

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Activity 8 Action 8		Author Study Visits	$2,000.00		$2,000.00
Activity 9 Action 1	100-300	PD(Character Education)	$2,000.00		$2,000.00
Activity 9 Action 2	100-300	Webmaster consultant	$900.00 Flat Fee		$900.00
Activity 9 Action 13	100-300	Parent University Consultants	$20,000.00		$20,000.00
Activity 9 Action 18	100-300	Parent Involvement: Honorarium for Speakers	$2,000.00		$2,000.00

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
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S-14

BUDGET DETAIL FORM D

Supplies and Materials
Function & Object Codes 100-600 and 200-600

Date: _____

NGO TITLE: School Improvement Grant	
SCHOOL NAME:	

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 1 Action 3	200-600	Professional Resources for Principal	$300.00		$300.00
Activity 4 Action 3	100-600	Purchase of Big Books for classroom library Grade K - $569.46 x 3= $1,708.38 Grade 1-$635.46=$1,906.38	 $569.46 $635.46	 3 3	 $1,708.38 $1,906.38
Activity 4 Action 5	100-600	Expanded Literature collection for classroom libraries		24	$48,000.00
Activity 4 Action 6	100-600	Calculators for classroom use: TI-180- $42.00 per 10 TI-15-$139.00 per 10 TI-83- $939.00 per 10	 $42.00 $139.00 $939.00	 18 24 18	 $756.00 $3,336.00 $16,902.00
Activity 4 Action 6	100-600	Manipulatives for classroom use			$5,000.00
Activity 4 Action 9	100-600	Professional Resources for staff - Understanding By Design Grant Wiggins	$18	50	$900.00
Activity 8 Action 1	100-600	Technology in the media center CD/Tape combination boom box	$50.00	5	$250.00
Activity 8 Action 5	200-600	Props/Miscellaneous for productions	$2,000.00		$2,000.00

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Activity 8 Action 8	100-600	Professional Library Upgrade			$5,000.00
	200-600	Technology portals for technology upgrades	$500	20	$10,000.00
Activity 4 Action 5	100-600	Grades 6-8 Technology Upgrades-to enhance classroom instruction • IPad- 1 IPad cart=$1800.00 • 30 IPads-$500.00 each	$1,800.00 $500.00	1 30	$1,800.00 $15,000.00
Activity 4 Action 11	100-600	Classroom Technology Upgrades-to enhance classroom instructions • 34 Laptops-$656.56 each • 24 Document Camera Readers-$400.00 each	$656.56 $400.00	34 24	$22,324.00 $9,600.00
Activity 8 Action 1	100-600	Technology Upgrade- • 40 Netbooks & 2 carts • 2 Camcorders	 $800.00	1 2	$5,226.00 $1,600.00
Activity 4 Action 3	100-600	Grades 3-5 Classroom Technology Upgrades- to enhance classroom instruction • Nooks- 10 Nooks x 8 classrooms=80 Nooks $250.00 each	$250.00	80	$20,000.00
Activity 4 Action 4	100-600	Grades K-2 Classroom Technology Upgrades- to enhance classroom instruction • Leapster-15 Leapster x 10 classrooms=150 Leapster $60.00 each plus Leapster games	$60	150	$9,000.00
Activity 4 Action 5	100-600	Media Center Technology Upgrade- to enhance library resources • IPad- 1 IPad cart=$1800.00 • 30 IPads-$500.00 each • 10 Nooks-$250.00 each	$1,800.00 $500.00 $250.00	1 30 10	$1,800.00 $15,000.00 $2,500.00

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Activity 8 Action 8	100-600 100-600	Technology Upgrade-Media Center/classrooms • 34 Desktop Computers-$657.00 each • 2 -52" LCD Flat screen TV-$1500.00 each • 2 LCD projectors-$1,264.00 each • 20-Netbooks • 5 DVD/VHS player-$100 each	 $657.00 $1,500.00 $1,264.00 $130.65 $100.00	 34 2 2 20 5	 $22,338.00 $3,000.00 $2,528.00 $2,613.00 $500.00
Activity 8 Action 8	100-600	Technology Upgrade-classrooms • 24 Color Laser Printers-$389.00 each	$389.00	24	$9,336.00
Activity 8 Action 11	100-600	Music Room/Band Upgrades-to enhance musical talent of students/performances			$50,000.00
Activity 9 Action 6	100-600	Wellness Program-equipment for Health and Wellness Community Program			$75,000.00
Activity 9 Action 19	100-600	Parent Incentives • 100 Netbooks- • 100 Nooks- • 100 IPods-			 $53,896.00 $25,000.00 $15,000.00

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School: Benjamin C. Gregory Elementary School
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S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: B.C. Gregory Elementary 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 4 Action 11	400-731	Classroom Technology Upgrades-to enhance classroom instructions • 24 Smart Boards- $2400.00 each	$2400.00	24	$57,600.00
Marquee lawn Sign	400-732	School Marquee Lawn Sign (LCD)			$30,000.00

LEA: Trenton Public Schools
School: Benjamin C. Gregory Elementary School
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Date: _____

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: B.C. Gregory Elementary 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 8 Action 1	100-500	Field Trips	$25,000.00
Activity 8 Action 3	200-800	Printing Costs	$5,000.00
	200-500	Bus –Off Campus PD- 2 buses@$500.00 each	$1,000.00
Activity 3 Action 4	200-800	Incentives for students/student celebrations	$7,500.00
Activity 3 Action 4	100-800	Incentives for teachers/teacher celebrations	$7,500.00
Activity 3 Action 2	200-800	Welcome Packages for staff	$5,000.00
Activity 9 Action 10	200-800	Incentives for community wellness	$10,000.00
Activity 9 Action 14	200-800	School Media Resources (Public Relations)	$20,000.00
Activity 9 Action 8	200-800	Parental Involvement: Refreshments for breakfast, lunch, and dinner for evening and weekend activities	$8,000.00
Activity 9 Action8	200-800	Parental Involvement: binders, paper, pencils, paper, highlighters	$2,000.00