

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 2 of 3) 12-SG04-H03

DIVISION: Student Services

OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 07

LEA/OTHER: 0680

SCHOOL: 030

COUNTY NAME: CAMDEN COUNTY
CAMDEN BOARD OF EDUCATION

APPLICANT AGENCY
21 NORTH FRONT STREET

AGENCY ADDRESS
CAMDEN NJ 08102

CITY STATE ZIP

(856) 966-2040 (856) 966-2138

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): MS.SHARON WOODRIDGE

TELEPHONE NUMBER: (856)966-2305 FAX#: (856 966-2456 E-MAIL dpolk@camden.12.nj.us

BUSINESS MANAGER: MS. CELESTE RICKETTS PHONE#: (856) 966-2036 E-MAIL caricketts@camden.k12.nj.us

DURATION OF PROJECT: FROM: 9/1/2012 TO: 8/31/2013

YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: \$ \$ \$1,999,092

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: \$1,960,400

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
SUPERINTENDENT

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

TITLE

DATE

DR. BESSIE LAFRA YOUNG

(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 05/24/2012

Form L-1

BOARD RESOLUTION TO APPLY

1	2	S	G	0	4	H	0	3
FY		NGO#				WKL		

The CAMDEN Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

\$1,999,092

starting on 9/1/2012, and

ending on 8/31/2013.

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

April 24, 2012

Secretary of the Board
Ms. Celeste Ricketts

Date 2012

Form L-2

STATEMENT OF ASSURANCES

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

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

- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
 - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
 - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
 - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
 - Has a current and complete registration in the Central Contractor Registry (CCR), located at www.ccr.gov, prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
 - Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
 - Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that is serves with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds. NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
 - If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements.
 - Report to the NJDOE the school-level data required under section III of the final requirements.

CAMDEN BOARD OF EDUCATION

LEA

Date

Signature: *Chief School Administrator*

Dr. Bessie LeFra Young, Superintendent
Typed Name and Title

Form L-3

**LEA 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 CAMDEN BOARD OF EDUCATION
Address 201 NORTH FRONT STREET, CAMDEN
DUNS number 114949936
Expiration Date of CCR registration 1/16/2013
Congressional District 5TH

Part II – Primary Place of Performance under this award

City CAMDEN
County CAMDEN

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

Signature of Chief School Administrator

Date

Dr. Bessie LeFra Young, Superintendent
Name and Title

Form L-4

Date: May 2012

Page 1 of 1

YEAR 2 PROJECT ABSTRACT

LEA : Camden Board of Education

Mission	Camden City Public Schools maintains that academic success and student achievement through rigorous teaching and learning, and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society. We will build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.
Vision	Our vision is to instruct, enlighten, inspire and guide every student on a course to reach their fullest educational, social and civic potential. We have high expectations for all students and demand excellence in all their endeavors.
Project Implementation Summary	SIG-2; Year-2 Camden High Turnaround: The School Improvement Grant (SIG) project for school year 2012-2013 will aid in continuing the turnaround model started this year. The components of this project will continue with teacher effectiveness, three-part objectives, and demonstrations of learning, student engagement and rigor through Bloom's taxonomy. Teachers will continue to receive professional development through Charlotte Danielson model and the administration will continue to receive professional development through NJ DOE selected offerings. The school will solicit parental involvement, community outreach and partnerships as well as college and career exposures for our students. Technology and the fine arts department will be strengthened by additional staff and a major emphasis will be improving literacy for all students. The school leadership team, the data team and student council will work in collaboration to effectively share, discuss and plan school-wide initiatives for the school. Monthly walkthroughs and quick visits will continue by administrative teams to monitor instructional practices and incentive and rewards for academic excellence and good attendance will be increased. Regularly scheduled assessment will provide direction for instruction and allow students to actively participate in their learning. Classrooms will be expected to have current student work with rubrics and feedback, infuse

technology, be student-centered and all should be actively engaged.

SIG-1; Year-3 Cramer College Preparatory Lab School and Wiggins College Preparatory Lab School (CCPLS and WPLS) Transformation: The 2012 School Improvement Grant (SIG) project for the Camden City Public Schools will utilize the transformation model to improve student achievement at Cramer Preparatory Lab School and U.S. Wiggins College Preparatory Lab School.

The SIG schools will use strategies and practices connected with the evidence-based Response to Intervention Model to offer students an individualized education in an environment that engages them in the learning process and ensures that every student is known by caring adults at the school. Other strategies to improve the schools include continued professional development for school staff (with an emphasis on teachers), increasing opportunities for students, parents, and community stakeholders to give input into decision-making, establishing a strict accountability system for teacher performance based on data (with ongoing formative evaluation) and classroom observations, adding extensive supports for teachers (e.g., professional learning community, mentorship, coaching in content areas), adding instructional hours to the day and year, increasing the use of technology in the learning environment, and focusing heavily on student mastery of the Common Core state Standards.

The SIG1 Year 3 transformation of the SIG schools will accelerate the implementation of the *Response-to-Intervention Framework* that uses a research-based 12-Step support framework to transform school cultures and create sustainable academic achievement through extensive training, management, and monitoring systems. Camden began this process in 2010 and these two schools take the lead in building the foundation for a complete district-wide transformation.

In order to achieve this accelerated transformation, the SIG schools will redouble their efforts to:

- Continue to develop teacher and school leader effectiveness through: comprehensive, professional development; a rigorous, transparent and equitable evaluation system; identification and reward for school leaders, teachers and other staff; and financial and other incentives.
- Continue to implement comprehensive instructional reform strategies that are proven-effective in ensuring that students develop the reading, writing, speaking, listening, critical thinking, and problem solving skills embedded in the Common Core State Standards
- Continue to implement a comprehensive data collection and management system to ensure transparency and accountability
- Continue to use data to inform Tier 1 instruction and effective Tier 2 and Tier 3

	<p>interventions</p> <ul style="list-style-type: none">• Continue to extend learning time and enhance the community-oriented school concept at WCPLS and CCPLS• Further build a school climate free of bias and bullying. <p>The SIG schools are committed to the requirements of the SIG funding and will aggressively implement an accountability system that adheres to well-defined goals, objectives, indicators, and student targets during the third year of the three-year detailed Activity Plan submitted and approved in 2010.</p> <p>CCPLS adds to their focal point, the emphasis in the Common Core Standards on ensuring that their students develop critical thinking and problem solving skills. They will build these capacities by engaging students with increasingly complex texts and independent research, the foundations from which they will evaluate issues from multiple perspectives – and learn to think.</p> <p>WCPLS continues their focus of accelerated yearly progress as their only goal and option, as adequate yearly progress is not nearly enough. They continue their efforts to ensure that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to leave high school ready for college and/or career ready.</p>
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Form L-5

Date: May 2012

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SCHOOLS TO BE SERVED

LEA : Camden Board of Education

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 renew. 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
1.	Camden High School	07	0680	030	01346		X
2.	Cramer College Preparatory Lab School	07	0680	170	01366	X	
3.	US Wiggins College Preparatory Lab School	07	0680	320	01400	X	
4.							
5.							
6.							
7.							
8.							

Form L-6

Date: May 2012

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LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Camden Board of Education

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #1 – Management of External Providers			
Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers	RFP was generated. Put out to bid twice. No response. Negotiated with a vendor. Submitted requisition. LEA required second round of bids.	Plan to receive approval and implement management system this fall.	Implement management system – Fall 2012
Management of the contracts of external providers in a timely fashion	District barriers. Currently completing request for second round of bids.	Plan to have timely management of contracts once approval is granted	Submit contract information as required
The LEA plan to evaluate the quality of external providers	N/A	N/A	Evaluate effectiveness in quarterly reports

Activity 1: Barriers of Year 1 Implementation	Requirement of LEA to resubmit bids for second round prevented us from being able to implement this component.
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #2 – Alignment of Resources			
Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
Align other resources with the interventions: The clear alignment of resources	Initial trainings in Charlotte Danielson, Mike Miles, SMART Board Training, Three Part Objectives, and Demonstration of Learning, Data Walls	Continue to implement Charlotte Danielson, Mike Miles, SMART Board Training, Three Part Objectives, and Demonstration of Learning, Data Walls	Sept 2012- Aug 2013
Alignment with the NJCCCS	Mike Miles Focal Point Curriculum Maps were purchased.	Continue to utilize the purchased Curriculum Maps. District Supervisors will provide coaching	Sept 2012- Aug 2013
Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources	Most of the funds allocated were expended. Reallocation where feasible as well as repurchase was met.	We will spend allocated funds for all educational program needs.	Aug 2012- July 2013

Activity 2: Barriers of Year 1 Implementation	However bidding for contractors caused a delay in our technology needs, and the late release of the Grant causing a delay in the implementation of the programs and professional development.
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight			
Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively (Teacher & Principal Evaluation) Practices and policies that will enable the leadership of the school to implement the interventions	Modifications occurred due to time constraint. Charlotte Danielson teacher evaluation training, Mike Miles Focal Point Principal Training	Minimize modifications, through earlier implementation of interventions. Continue both initiatives from September with monthly professional development and training	Sept 2012- Aug 2013
District level staff assignments to implement that the interventions Involvement of LEA stakeholders in decision making	Supervisors were trained in Charlotte Danielson to assist in teacher observation.	Supervisors will continue to utilize Charlotte Danielson to assist in teacher observation.	Sept 2012- Aug 2013
Process for making collaborative decisions	Monthly School leadership team meetings	Monthly School leadership team meetings will continue to meet.	Sept 2012- Aug 2013
Involvement of other critical stakeholders, such as the other State and local leaders (e.g., business, community, civil rights, and education association leaders); parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education	Critical stake holders participate in DEPAC meetings SIG monthly meetings, school town hall meetings, faculty meetings, and data team meetings.	Critical stake holders will continue to participate in DEPAC meetings SIG monthly meetings, school town hall meetings, faculty meetings, and data team meetings.	Sept 2012- Aug 2013
LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools	School leadership team works in conjunction with Office of Grants to maintain budgetary component of grant.	School leadership team will continue to work in conjunction with Office of Grants to maintain budgetary component of grant.	Sept 2012- Aug 2013

Activity 3: Barriers of Year 1 Implementation	The management system still pending
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal

Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
The Internal District Team supports to the school	Weekly, monthly meetings conducted	Continue to meet weekly, and monthly	Sept 2012- Aug 2013
LEA-level activities designed to support implementation of the selected models	Monthly trainings and school walkthroughs.	Continue monthly trainings and school walkthroughs.	Sept 2012- Aug 2013
Development and use of data systems	Still pending	Still pending	Sept 2012- Aug 2013
The district's system to conduct classroom walkthroughs	Monthly walkthroughs as required by the grant.	Continue monthly walkthroughs as required by the grant.	Sept 2012- Aug 2013
The district oversight responsibilities and role of CSA	Currently in affect	Currently in affect	Sept 2012- Aug 2013
Support of the Teacher's Union	Monthly meetings /member of DEPAC	Continue monthly meetings /member of DEPAC	Sept 2012- Aug 2013
Support of School Board	Monthly meetings /member of DEPAC	Continue monthly meetings /member of DEPAC	Sept 2012- Aug 2013
Evaluation of Principal and level of implementation	Initial level of implementation	Continue initial level of implementation	Sept 2012- Aug 2013

Activity 4: Barriers of Year 1 Implementation:	Initial trainings to ensure everyone was familiar with process.
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #5 - SIG Required LEA Commitment - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:

Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
Selection of staff	Not as much input as desired	More input will be in place	Sept 20-12- Aug 2013
Scheduling	Not as much input as desired	Full input in the scheduling process will be in place.	Sept 20-12- Aug 2013
Budgeting	Principal had autonomy of the budget	More input will be in place.	Sept 20-12- Aug 2013
Greater accountability for results	Not as much input as desired	More input will be in place.	Sept 20-12- Aug 2013
Selection of professional development services and providers	Not as much input as desired	More input will be in place.	Sept 20-12- Aug 2013
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	Principal was fully compliant with the Federal and State Statues.	Principal will continue to be fully compliant with the Federal and State Statues.	Sept 20-12- Aug 2013

Activity 5: Barriers of Year 1 Implementation	The award was granted late which caused a delay in processes for timely implementation.
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Form L-7

Date: May 2012

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LEA ACTIVITY PLAN

LEA : Camden Board of Education

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity 1: Management of External Providers

SMART Goal:	Engage and manage external providers who will enhance the attainment of project goals related to student academic performance and school climate.
Measurable Effectiveness Data:	1. The work of external providers will continue beginning September, 2012. 2. The work of external providers will be assessed as successful in enhancing the attainment of project goals related to student academic achievement and school climate.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide professional development	Providers, School and Central Administration	Charlotte Danielson Tool	Certificates of Participation, sign-in sheets	X	X	X	X
2	Conduct Monthly walkthroughs	School and Central Administration, NTO	Walkthrough evaluation tool	documents	X	X	X	X
3	Analyze the Data	School Leadership and Data Team, Central Admin	Data	Test sores, surveys, and statistical data (teacher/ student attendance, suspension ,etc.)	X	X	X	X
4	Provide feedback	School Leadership	Faculty meetings, departmental meetings	Test sores, surveys, and statistical data (teacher /student attendance, suspension ,etc.)	X	X	X	X
5	Recruit and screen external providers	Principal School Leadership Team C & I Team	District Budget	RFPs	X			
6	Select external providers	Principal School Leadership Team C & I Team	District Budget	Evaluation Tool	X			

7	Contract with external providers	Business administrator	District Budget	Purchase Orders	X			
8	Create plan to evaluate external providers	Principal School Leadership Team C & I Team	District Budget	Evaluation Plan	X			
9	Evaluate the work of external providers	Principal School Leadership Team C & I Team	District Budget	Feedback on Evaluation Plan		X	X	X

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
Activity #2: Alignment of Resources								
SMART Goal:		By August 2013 the LEA will align other resources with the interventions aligned with the NJCCCS; and use the funds to accomplish the activities in the application, and meet its targets including where feasible by coordinating, reallocating, or repurposing education funds from Federal, State, and local sources. Align the continuing implementation of the RTI Framework with other resources to accelerate student achievement.						
Measurable Effectiveness Data:		1.The School Budget, SIG Budget (State and Federal funds allocation and disbursement) 2. Itimization of expenditures. 3.Improvement in student data 4. Benchmark assessments						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The SEA with the support of the LEA will continue to implement the Charlotte Danielson Teacher Evaluation Tool; LEA will implement the Principal Evaluation Tool- Mike Miles Focal Point	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	Monthly Training, Materials, Presenters	Teacher Evaluations Principal Evaluation	X	X	X	X
2	LEA will allocate funds for SMART Board training; 3 Part Learning Objectives, DOL’s, and Data Walls	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist; RTI Specialist, Technology Coordinator, Technology Technician	Presenters, Materials/Supplies	Budget Details	X	X	X	X
3	LEA will continue fund Curriculum Maps, and District Supervisors will Coaching	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist; District Supervisors	Materials, Curriculum Maps	Curriculum Maps/Guides/Calendars	X	X	X	X
4	Implement the RTI Framework built on the Common Core State Standards	Principal, RTI Specialist	District/School and SIG Budgets	Walkthroughs	X	X	X	X
5	LEA leadership staff will continue to work on SIG implementation	District Team	District/School and SIG Budgets	Logs	X			

6	Identify staff performance gaps	Principal, Supervisors	District/School and SIG Budgets	Walkthroughs, Teacher Observations	X			
7	Apply Title II, Part A funds to the remediation of staff performance gaps	Principal, District Team	District/School /SIG /NCLB Budgets	Budget, Purchase Orders	X			
8	Apply Title II, Part A funds to the recruitment of high quality staff	Human Resources	District/School /SIG /NCLB Budgets	Budget, BOE minutes	X			

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight. Include teacher and principal evaluation.

SMART Goal: By August 2013 the LEA will modify the policies and practices which include district support to SIG school, stakeholder involvement, decision making, administration of the grant and its oversight, and evaluations of Teachers and Principal. Implement fully and effectively the planned interventions.

Measurable Effectiveness Data:

1. Sign-in sheets/Agenda of all LEA and SEA meetings regarding program, stakeholders, and evaluations of staff
2. Practices will be modified on a need to basis.
3. Planned activities are implemented according to the proposed timeline.
4. A broad range of stakeholders is involved in the implementation process.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Minimize modifications, through earlier implementation of interventions. Continue both initiatives from September with monthly professional development and training	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	Materials, Supplies, Vendor –Presentations, In-house meetings	Sign-In Sheets/Agendas	X	X	X	X
2	Supervisors will continue to utilize Charlotte Danielson to assist in teacher observation.	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist; District Supervisors	Departmental Meetings	Charlotte Danielson completed observations	X	X	X	X
3	Monthly School leadership team meetings will continue to meet.	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	Materials, Supplies	Sign-In Sheets/Agendas	X	X	X	X
4	Critical stake holders will continue to participate in DEPAC meetings SIG monthly meetings, school town hall meetings, faculty meetings, and data team meetings.	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	Speakers from NJ DOE, Roundtable Discussions, Committee work	Sign-In Sheets/Agendas	X	X	X	X
5	Continue to ensure full implementation of activities	District Team	District/School /SIG /NCLB Budgets	Agendas, Sign-in sheets	X	X	X	X
6	Identify teachers who can serve as coaches, mentors, and teacher leaders	Principal School Leadership Team	District/School /SIG /NCLB Budgets	Rubric, Agendas, Sign-in Sheets	X	X	X	X

		District Team						
7	Design and implement a process for staff engagement	Principal School Leadership Team District Team	District/School /SIG /NCLB Budgets	Agendas, Sign-in sheets	X	X	X	X
8	Education Program Specialist will oversee SIG project work with oversight from the District Team	Assistant Superintendent	District/School /SIG /NCLB Budgets	Agendas, Sign-in sheets	X	X	X	X

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal

SMART Goal: During the 2012-2014 school years, Camden High School will identify and implement instructional programs that are research-based and vertically aligned as well as aligned with State academic standards based on data. Implement a new paradigm of vertically aligned decision making to support transformation.

Measurable Effectiveness Data:
 1.NJCCCS/ Common Core; Course Syllabus
 2.District Level Course Curriculum
 3. Engage stakeholders in the decision making to support building progress.
 4. No decisions will be made that does not include clear reference to data as the principal driver.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide professional development	Various Providers (i.e. Charlotte Danielson, Focal Point, Scholastic)	Charlotte Danielson, Mike Miles, Kim Olive	Certificates of Participation, Agendas, Sign-in Sheets	X	X	X	X
2	Attend DOE Trainings	School Leadership	As available by NJDOE	Certificates of Participation, Agendas, Sign-in Sheets	X	X	X	X
3	Conduct Monthly walkthroughs	School Leadership, Central Administration, NTO,	Walk through forms, trained team	Summary of monthly reports, Quarterly reports	X	X	X	X
4	Analyze the Data	School Leadership Central Administration, Data Team	Statistical information	Statistical Information Summary highlighting trends.	X	X	X	X
5	Provide feedback	School Leadership	Statistical information	Statistical Information, and Sign-in sheets	X	X	X	X
6	Continue to hold monthly meetings with SIG School Leadership teams and Central Office Staff	Assistant Superintendent	District/School /SIG /NCLB Budgets	Agendas	X	X	X	X
7	Assess and revise, as needed, the plan to guide the work	District Team	District/School /SIG /NCLB Budgets	Agendas, sign-in sheets	X		X	
8	Develop and review staff PD plans	District Team	District/School /SIG /NCLB Budgets	Agendas, sign-in sheets			X	X
9	Hold monthly math and literacy coaches meetings	Supervisors	District/School /SIG /NCLB Budgets	Agendas, sign-in sheets	X	X	X	X
10	Conduct district walkthroughs	District Team	District/School /SIG /NCLB Budgets	Walkthrough forms, logs		X		

11	Evaluate the principal using student performance data and progress on the Principal's Quarterly Review	Assistant Superintendent	District/School /SIG /NCLB Budgets	Quarterly Review Form		X	X	X

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #5 - SIG Required LEA Commitment - The requirements call for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:

SMART Goal:

- 1. The LEA will assist the principal in the selection of staff, scheduling, budgeting, greater accountability for results, selection of professional development services and providers, and following requirements of Federal and State statutes and regulations regarding bid and competitive contracting.**
- 2. The principal will see them self as an autonomous school leader whose decisions impact student and teacher performance.**
- 3. The principal will be seen as the primary instructional leader whose decisions have the greatest level of impact on student and teacher performance.**

Measurable Effectiveness Data:

1. Teacher/Student Schedules, Professional Development Feedback forms
 2. Requisitions, Vendor contracts

Support provided to the principal to build capacity as the primary driver of improvements in teacher performance and, in turn, student performance must be a principle component in any transformation model of school reform.

(Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning;
 Waters, T., Marzano, R. J., & McNulty, B. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: ASCD.)

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA and Principal will select staff	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist		Board Minutes for each new hire, 2012-2013 Staff Roster	X	X	X	X
2	The principal will have full input in the scheduling process	LEA, Principal, Turnaround Leader; SIG Educational Specialist	Collaboration with Scheduler	Teacher/Student Schedules	X	X	X	X
3	The LEA and Principal will oversee the expenditure of the budget	LEA, Principal, Turnaround Leader; SIG Educational Specialist	Monthly review of Budget with Team	School Budget/SIG Budget allocation and disbursement	X	X	X	X
4	The LEA and Principal will have a greater accountability of results	LEA, Principal, Turnaround Leader; SIG Educational Specialist	Statistical data Review-Focus, Instructional practices	Formative and Summative Assessment results	X	X	X	X
5	The LEA and Principal will	LEA, School Leadership,	Statistical data	Vendor Bids and Contracts,				

	collaborate on the selection of Professional Development services and Providers	Turnaround Leader; SIG Educational Specialist	Review/Select PD providers	and Professional Development Feedback Forms	X	X	X	X
6	Principal will continue to be fully compliant with the Federal and State Statues.	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	All Reports, documents, meetings will be completed in a timely manner.	Timely submission of Federal and State reports, sign-in sheets, and review of Feedback report	X	X	X	X
7	Support the principal in facilitating movement of staff out of and between schools to achieve project goals.	District Team, Assistant Superintendent	District/School /SIG /NCLB Budgets	BOE minutes	X	X	X	X
8	The principal will make decisions on rostering, scheduling and budgeting.	District Team Support	District/School /SIG /NCLB Budgets	Schedules, rosters, and budgets	X	X	X	X
9	A curriculum and instruction supervisor will assist the principal and other school stakeholders in monitoring program implementation and assist in troubleshooting to eliminate barriers to success.	Supervisors	District/School /SIG /NCLB Budgets	Logs, walkthroughs	X	X	X	X
10	The principal will participate in decisions on the selection of external providers.	District Team	District/School /SIG /NCLB Budgets	BOE minutes	X			
11	The principal will use data as the primary driver in her decisions and will refer to data when articulating them.	Data Supervisor	District/School /SIG /NCLB Budgets	Logs, agendas	X	X	X	X
12	Implement a system of layered feedback data to support school leadership in an ongoing discussion of successes and failures.	Data Supervisor	District/School Budgets	Logs, agendas	X	X	X	X

School Section

School Section
S-1: Cover Page and Statement of Assurances
S-2: Documentation of Federal Compliance (DUNS/CCR) Form
S-3: Year 2 Project Abstract
S-6: Stakeholder Participation
S-5: Project Update
S-6: Project Description
S-7: Annual Student Targets
S-8: Year 2 Project Activity Plan
S-9 Budget Amounts and Narrative
S-10: Budget Form A: Personal Services
S-11: Budget Form B: Personal Services – Employee Benefits
S-12: Budget Form C: Purchased Professional and Technical Services
S-13: Budget Form D: Supplies and Materials
S-14: Budget Form E: Equipment
S-15: Budget Form F: Other Costs
S-16: Year 2 Budget Summary

Form S-1

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.
- The district and the school(s) will partner with the NJDOE's Network Turnaround Officer assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- 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.

CAMDEN BOARD OF EDUCATION

Applicant LEA

Signature: *Chief School Administrator
Dr. Bessie LeFra Young*

CAMDEN HIGH SCHOOL

Applicant School

Signature: *Principal
Mr. James Thompson*

Date

Form S-2

**LEA 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 CAMDEN BOARD OF EDUCATION
Address 201 NORTH FRONT STREET, CAMDEN
DUNS number 114949936
Expiration Date of CCR registration 1/16/2013
Congressional District 5TH

Part II – Primary Place of Performance under this award

City CAMDEN
County CAMDEN

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

Signature of Chief School Administrator

Date

Dr. Bessie LeFra Young, Superintendent
Name and Title

Date: May 2012

COHORT 2 - YEAR 2 PROJECT ABSTRACT

LEA : Camden Board of Education Name of School: Camden High School

<p>Mission</p>	<p>The mission of Camden High School is to provide a personalized education for students, who will be in a safe and orderly environment. Our students will be preparing to become critical thinkers who are formulating career pathways for lifelong learning.</p>
<p>Vision</p>	<p>Camden High School’s vision is to work with teachers, students, parents, businesses and community to provide a quality education for our students in a safe and orderly environment where they can pursue their academic and career interests. The environment provides a rigorous, collaborative, education incorporating school, work, and project-based learning so that students develop critical thinking skills and a strong knowledge base.</p> <p>The Camden High community embraces involvement in the education of all students. The parents and other community members will demonstrate respect for education through their support for all members of the school environment. At Camden High School we envision an educational environment where the learning atmosphere is exciting, stimulating, and success-oriented.</p>
<p>Project Implementation Summary</p>	<p>The Camden High School SIG will implement the Turnaround Model of school reform and will engage in the following activities:</p> <ol style="list-style-type: none"> 1. Continue to support the principal who will lead staff and students to strive to achieve the mission of the school and who will successfully improve academic outcomes for all students. 2. Develop criteria for teacher efficacy based on a range of competencies, measure teacher performance against these criteria, reviewing existing staff to replace marginal staff, and hire new staff based on the criteria. 3. Establish mini-grants, provide exceptional professional development, offer tuition assistance, create monetary incentives for participation in optional enrichment training, identify career growth opportunities, and create an atmosphere that supports, attracts, and retains excellent teachers. 4. Develop and implement a comprehensive professional development plan that is responsive to the needs of teachers and improves their instructional effectiveness. 5. Integrate Camden High SIG activities with the district “Turnaround Office” by working closely with the turnaround officer and the state department of education. 6. Education Specialist (RTI) will continue to oversee the ongoing, daily use of data to drive decision-making on all fronts and at all levels. 7. Develop and implement a data analysis plan that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected. 8. Implement block scheduling and add 300 learning hours per year (through before-school, after-school, and summer programming) to improve student academic outcomes.

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| | <p>9. Increase social-emotional and community-oriented services and supports for students, including hire of a Bullying Specialist, increased services for parenting teens, increased strategies to encourage students to aspire to enroll in post-secondary education, concentrating heavily on the needs of ninth-graders, and increasing wrap-around services available at the school or through referral for students and their families.</p> <p>10. Implement the following research-based programs: Talent Development Program, Collaborative Learning's Curriculum Mapper, and Teach Scape Reflect (for classroom observation, assessment, and reflection that strengthen teacher professional development and effective teaching practice).</p> <p>11. Implement the researched-based "Flipping the Classroom" model for Algebra 1 and Language Arts Literacy 1 courses in an effort to increase student engagement and academic achievement.</p> |
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Date: May 2012

STAKEHOLDER PARTICIPATION

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application. 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		Yes	
2/15/201	Camden High	Needs Assessment	5	X		X	
2/22/12	Camden High	Needs Assessment	5	X		X	
2/29/12	Camden High	Needs Assessment	6	X		X	
3/14/12	Camden High	Needs Assessment	6	X		X	
3/28/12	Camden High	Needs Assessment	6	X		X	
4/2/12	Camden High	Plan Development	5	X		X	
4/4/12	Camden High	Plan Development	7	X		X	
4/25/12	Camden High	Plan Development	6	X		X	
5/1/12	Camden High	Plan Development	9	X		X	
5/2/12	Camden High	Plan Development	9	X		X	
5/3/12	Camden High	Plan Development	8	X		X	
5/9/12	Camden High	Plan Development	6	X		X	
5/14/12	Camden High	Plan Development	5	X		X	
5/15/12	Camden High	Plan Development	5	X		X	
5/16/12	Camden High	Plan Development	5	X		X	
5/21/12	Camden High	Plan Development	5	X		X	
5/22/12	Camden High	Plan Development	5	X		X	

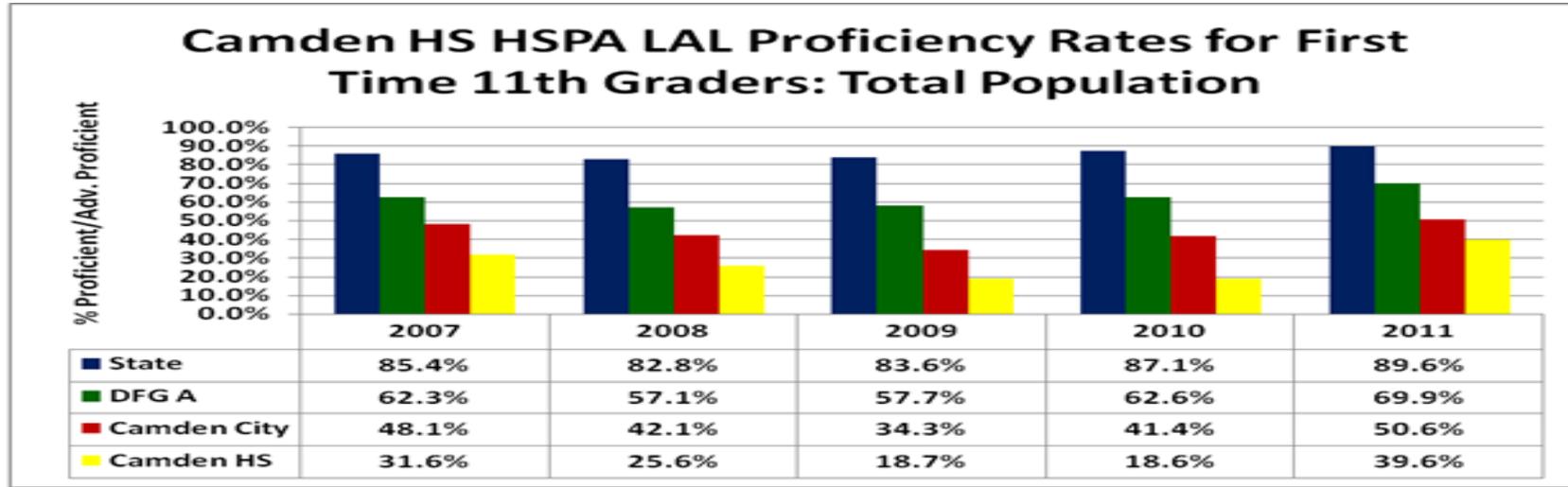
List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Describe how stakeholders are involved in model implementation on an on-going basis.	The school community has been informed about the SIG application by various means. Meetings were held in each school with the leadership teams. All stakeholders were represented. The President of the CEA, the teacher association, attended the state sponsored information sessions along with central office staff. Supervisors held meetings at each school to inform the staff.
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PROJECT UPDATE

LEA : Camden Board

Name of School: Camden High School



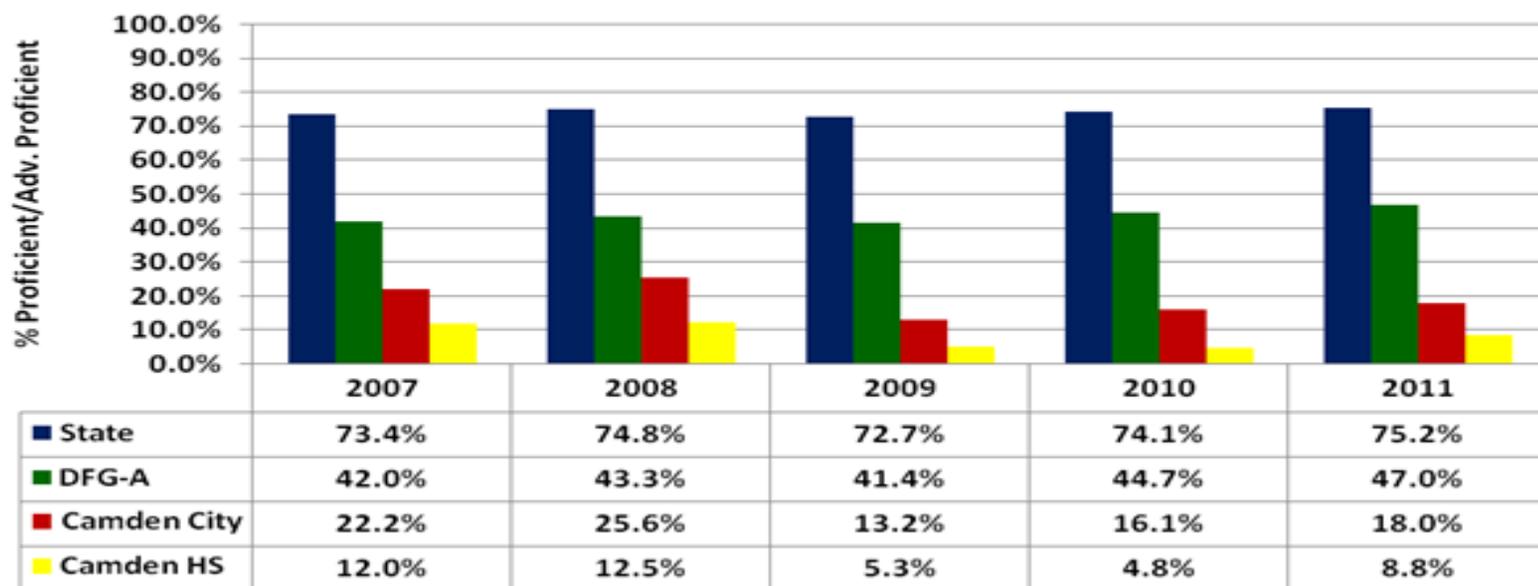
Language Arts Literacy

Students’ academic proficiencies are below the state proficiency levels. The Total Population and Economically Disadvantaged Students made Safe Harbor in 2009. However, all subgroups had a decline in proficiency rates in spring 2010 in all cluster skill areas: Reading, Interpreting Text, and Analyzing/Critiquing Success. The District Pre/Post Tests also illustrate low achievement in this area. In the spring of 2011 the proficiency rate increased from 18.6% to 39.6%.

Root Causes:

Students enter high school two or more years deficient in basic skills. Teachers lack support and training in utilizing differentiated instructional strategies to bridge the gap between expected and actual performance levels. Instructional strategies don’t address gross deficiencies contributing to a pattern of failure that includes low grades and high absentee and drop-out rates. Teachers rely upon traditional resources to remediate and evaluate student performance. The inability to adequately fill the position of Literacy Coach and the fact that majority of the Literacy Teachers are inexperienced are attributing factors.

Camden HS HSPA Mathematics Proficiency Rates for First Time 11th Graders: Total Population



Math

The student's academic deficiencies are below the state proficiency level. The Math scores have been steadily increasing over the 07; 08; 09 school years. The Total Population, African-American, and Economically Disadvantaged Students subgroups made Safe Harbor in 2009. The HSPA 2010 scores dropped considerably compared to the 2009 scores. All subgroups had a decline in proficiency rates in spring 2010 in all cluster skill areas: Number and Numerical Operations, Patterns and Algebra, Data Analysis, Probability, and Discrete Mathematics, Knowledge, and Mathematical Process-Problems Solving. However some progress is evident from the District Assessments. In the spring of 2011 the proficiency rate increased from 4.8% to 8.8%

Root Causes:

Students enter high school two or more years deficient in basic skills. Teachers lack support and training in utilizing data in order to differentiate instructional strategies to bridge the gap between expected and actual performance levels. Instructional strategies don't address gross deficiencies contributing to a pattern of failure that includes low grades and high absentee and drop-out rates. Teachers rely upon traditional resources to remediate and evaluate student performance. In addition the schedule was not conducive to student growth.

Form S-6

Use only one model template for each school.

Date: May, 2012

Page 1 of 30

TURNAROUND PROJECT DESCRIPTION

LEA : Camden Board of Education

Name of School: Camden High School

Turnaround SIG Required Activity – 1: Continue to grant the 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.			
Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The LEA will develop rules and regulations as well as procedures and protocols for school leadership to support the development and implementation of the turnaround model. The LEA will revise the governance manual, written procedures/protocols, organizational charts, and job descriptions to promote the necessary school change.	The LEA will continue to develop rules and regulations as well as procedures and protocols for school leadership to support the development and implementation of the turnaround model. The LEA will continue to revise the governance manual, written procedures/protocols, organizational charts, and job descriptions to promote the necessary school change.	September 2012 – August 2013
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA (including the District Turnaround Leader) will follow district procedures for hiring a principal including posting of position, screening, interviewing, and ultimately selecting a principal with the necessary competencies outlined above to be a turnaround leader.	Principal has been hired.	August 2011
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The LEA grants the principal the operational flexibility and authorized decision-making in staffing, resource allocations, budget, time/calendars, and purchases as evidenced by Board of Education approval.	The LEA will continue to grant the principal the operational flexibility and authorized decision-making in staffing, resource allocations, budget, time/calendars, and purchases as evidenced by Board of Education approval.	Aug 2011- 2014
4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continue to offer training and formal professional development (PD) to potential turnaround leaders to establish a pool of future leaders with the requisite competencies to turnaround schools. The LEA will further develop existing partnerships with local colleges	The LEA will continue to offer training and formal professional development (PD) to potential turnaround leaders to establish a pool of future leaders with the requisite competencies to turnaround schools. The LEA will further develop existing partnerships with local colleges and	Sept 2012- May 2013

	and universities to provide graduate coursework to support educational leadership. The LEA will offer teachers assistance with the cost of tuition so they can pursue an administrative credential.	universities to provide graduate coursework to support educational leadership. The LEA will offer teachers assistance with the cost of tuition so they can pursue an administrative credential.	
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.	The LEA will assist the principal in developing staff instructional capacity and provide opportunities for leadership to guide the learning agenda by: 1) offering PD through the District Professional Development Department, and 2) providing operational flexibility. School teams and departments will have teachers in leadership positions, and the principal will actively support potential teacher leaders by sharing authority when appropriate and by conferencing with teachers to promote leadership qualities.	The LEA will continue to assist the principal in developing staff instructional capacity and provide opportunities for leadership to guide the learning agenda by: 1) offering PD through the District Professional Development Department, and 2) providing operational flexibility. School teams and departments will have teachers in leadership positions, and the principal will actively support potential teacher leaders by sharing authority when appropriate and by conferencing with teachers to promote leadership qualities.	July 2012-July 2013

Barriers of Year 1 Implementation	None
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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) continue to monitor existing staff and rehire new staff where necessary. 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	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.</p>	<p>The LEA will establish a transparent system of procedures and protocols to evaluate staff based on the competencies required to fully implement the Turnaround Model. Staff must possess and/or demonstrate the following competencies:</p> <ul style="list-style-type: none"> • Technical skills to perform assigned job at a high level • Commitment to professional improvement and development • Trust and integrity • Ability to motivate and support others • Drive for results • Ability to manage time effectively • Flexibility, adaptability, and openness to change and criticism • Interpersonal skills and valuing of diversity • Problem-solving 	<p>The LEA will continue to establish a transparent system of procedures and protocols to evaluate staff based on the competencies required to fully implement the Turnaround Model. Staff must possess and/or demonstrate the following competencies:</p> <ul style="list-style-type: none"> • Technical skills to perform assigned job at a high level • Commitment to professional improvement and development • Trust and integrity • Ability to motivate and support others • Drive for results • Ability to manage time effectively • Flexibility, adaptability, and openness to change and criticism • Interpersonal skills and valuing of diversity • Problem-solving 	<p>Summer 2012</p>

<p>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.</p>	<p>The LEA will establish a system to evaluate teachers and administrators in the skills and knowledge needed to fully implement the Turnaround Model using a variety of valid and reliable tools including formal and informal observations, self-reflection, and student achievement. These evaluations will be used to guide professional development and to offer other support and ultimately to make personnel decisions. Formal evaluations will be conducted according to district and state-mandated policies. The following tools will be used to evaluate teacher and administrator skills:</p> <ul style="list-style-type: none"> • Charlotte Danielson’s Framework • The Three Minute Classroom Walkthrough • Alternate Teacher Evaluation Process • School Professional Develop. Plan • Individual Professional Development Plan • Observation Reports • Teacher Lesson Plans <p>The LEA will administer assessments to determine the number and level of PD activities needed to implement the turnaround model. Assessment results will be used to guide PD activities.</p>	<p>The LEA will continue to establish a system to evaluate teachers and administrators in the skills and knowledge needed to fully implement the Turnaround Model using a variety of valid and reliable tools including formal and informal observations, self-reflection, and student achievement. These evaluations will be used to guide professional development and to offer other support and ultimately to make personnel decisions. Formal evaluations will be conducted according to district and state-mandated policies. The following tools will be used to evaluate teacher and administrator skills:</p> <ul style="list-style-type: none"> • Charlotte Danielson’s Framework • The Three Minute Classroom Walkthrough • Alternate Teacher Evaluation Process • School Professional Development Plan • Individual Professional Development Plan • Observation Reports • Teacher Lesson Plans <p>The LEA will continue to administer assessments to determine the number and level of PD activities needed to implement the turnaround model. Assessment results will be used to guide PD activities.</p>	<p>Sept 2012 – June 2014</p>
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>The SEA and LEA will document all aspects of the evaluation process to ensure fidelity and will provide training to all involved in the evaluation process on a regular basis including all new and existing</p>	<p>The SEA and LEA will continue to document all aspects of the evaluation process to ensure fidelity and will provide training to all involved in the evaluation process on a regular basis including all new and existing</p>	<p>June 2013</p>

	staff.	staff.	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The SEA and LEA will periodically assess the quality and usefulness of the evaluation process. Bi-annually the LEA and Board of Education will conduct a formal review of the evaluation process and tool to determine the efficacy of the evaluation process.	The SEA and LEA will continue to periodically assess the quality and usefulness of the evaluation process. Bi-annually the LEA and Board of Education will continue to conduct a formal review of the evaluation process and tool to determine the efficacy of the evaluation process.	Sept 2012-June 2014
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	The staff evaluation process established by the LEA will take student achievement into account as well as other indicators, including reflection and formal and informal observations. Student achievement will be evaluated based on data from the following sources: <ul style="list-style-type: none"> • HSPA • Limelight • Attendance records • Discipline records • Report cards • Teacher grade distribution reports • Classroom observations/walkthroughs • Teacher grade books 	The staff evaluation process established by the LEA will take student achievement into account as well as other indicators, including reflection and formal and informal observations. Student achievement will be evaluated based on data from the following sources: <ul style="list-style-type: none"> • HSPA • Limelight • Attendance records • Discipline records • Report cards • Teacher grade distribution reports • Classroom observations/walkthroughs • Teacher grade books 	Sept 2012 –July 2014
6. The LEA monitors the evaluation process and reviews results.	The LEA will monitor the evaluation process and review the results annually. Additionally, the Transition Plan developed for Year One will be reviewed at the end of year one by the LEA to support ongoing District improvement.	The LEA will continue to monitor the evaluation process and review the results annually. Additionally, the Transition Plan developed for Year One will be reviewed at the end of year one by the LEA to support ongoing District improvement.	June 2013

Barriers of Year 1 Implementation	<p>Due to the limited band width in Camden High School’s computer server, staff was not able to log on to the Educational Impact site to access the Danielson information.</p> <p>The hiring of new staff was delayed, which may have impacted student achievement.</p>
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	<p><i>performance based on school rubric awarded to teachers to purchase items of their choice for use in the classroom</i></p> <ul style="list-style-type: none"> • <i>Mini Grants awarded to deserving teachers/grade levels for projects to enhance student learning /enrichment activities awarded by Leadership Team</i> <p>3) <i>The committee will develop a rubric to tangibly determine whether performance based incentives have been met. The rubric may include but not be limited to use of technology in the classroom, administrative feedback on walkthroughs and observations; improved results on assessments, and administrative feedback on lesson plans.</i></p> <p>4) <i>The performance based incentive plan will be approved by the School Board and disseminated to district schools.</i></p> <p>5) <i>LEA administrative staff and school administrators will explain the incentive plan to school staffs.</i></p>	<p><i>of their choice for use in the classroom</i></p> <ul style="list-style-type: none"> • <i>Mini Grants awarded to deserving teachers/grade levels for projects to enhance student learning /enrichment activities awarded by Leadership Team</i> <p>3) <i>The committee will use a Performance Rubric to tangibly determine whether performance based incentives have been met. The rubric may include but not be limited to use of technology in the classroom, administrative feedback on walkthroughs and observations; improved results on assessments, and administrative feedback on lesson plans.</i></p> <p>4) <i>The performance based incentive plan will be approved by the School Administration and the School Turn Around Committee.</i></p> <p>5) <i>LEA administrative staff and school administrators will explain the incentive plan to school staffs.</i></p>	<p>Dec 2012; May 2013</p> <p>June 2012</p>
<p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.</p>	<p>The committee of stakeholders will use a facilitative approach consisting of the following steps to identify and eliminate problems inherent in recruiting, retaining, and placing teachers in turnaround schools:</p> <ol style="list-style-type: none"> 1) <i>Utilize data from turnaround schools to develop a list of problems.</i> 2) <i>Combine problems into smaller</i> 	<p>The committee of stakeholders will continue to use a facilitative approach consisting of the following steps to identify and eliminate problems inherent in recruiting, retaining, and placing teachers in turnaround schools:</p> <ol style="list-style-type: none"> 1) <i>Utilize data from turnaround schools to develop a list of problems.</i> 2) <i>Combine problems into smaller</i> 	<p>July 2012</p>

	<p><i>related groups; classify all problems in each group under major descriptive categories</i></p> <p>3) Develop performance based incentives that address major categories. They may include but not be limited to mini grants, attendance at workshops, field trips, opportunities to demonstrate lessons, opportunity to mentor new teachers, and featuring teacher in a district-wide publication.</p>	<p><i>related groups; classify all problems in each group under major descriptive categories</i></p> <p>3) The School Turnaround Committee and School Administration will administer performance based incentives that address major categories. They may include but not be limited to mini grants, attendance at workshops, field trips, opportunities to demonstrate lessons, opportunity to mentor new teachers, and featuring teacher in a district-wide publication.</p>	
<p>3. The SEA and LEA develop policies that facilitate performance-based dismissals.</p>	<p>The LEA supports the school leadership in establishing a single level of performance that is required of all teachers. Using multiple measures of high quality performance, stakeholders set the parameters of instructional ineffectiveness. The LEA will develop a definition of inadequacy of classroom performance in consultation with teachers, teachers' union and other relevant stakeholders.</p>	<p>The LEA will continue to support the school leadership in establishing a single level of performance that is required of all teachers. Using multiple measures of high quality performance, stakeholders set the parameters of instructional ineffectiveness. The LEA will continue to develop a definition of inadequacy of classroom performance in consultation with teachers, teachers' union and other relevant stakeholders.</p>	<p>August 2012</p>
<p>4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.</p>	<p>The LEA will redesign a system to recruit and hire high quality teachers exhibiting the necessary skills to implement the turnaround model with the Camden High School student population. The LEA, with input from the school and the collective bargaining unit, will redesign the point system used during the hiring process. The LEA will post all positions internally and externally, screen all applications, and schedule and hold interviews on a regular and timely basis to provide a continuous and current list of available, high quality teachers. The LEA will adjust the budget to</p>	<p>The LEA will continue to redesign a system to recruit and hire high quality teachers exhibiting the necessary skills to implement the turnaround model with the Camden High School student population. The LEA, with input from the school and the collective bargaining unit, will redesign the point system used during the hiring process. The LEA will post all positions internally and externally, screen all applications, and schedule and hold interviews on a regular and timely basis to provide a continuous and current list of available, high quality teachers. The LEA will adjust the budget to</p>	<p>August 2012</p>

	assure that no positions are vacant. The interview panel will apply the new point system and select only high quality candidates.	assure that no positions are vacant. The interview panel will apply the new point system and select only high quality candidates.	
5. LEA and school provide targeted assistance to underperforming teachers.	Underperforming teachers will receive a host of supports and PD opportunities to address inefficacy in the classroom, including coaching, mentoring, training, opportunities for collaboration, participating in a Professional Learning Community, and an Individual Professional Development Plan that is followed and tailored to the strengths and weaknesses of the teacher. Every effort will be made to assist underperforming teachers in improving their teaching practice.	Underperforming teachers will receive a host of supports and PD opportunities to address inefficacy in the classroom, including coaching, mentoring, training, opportunities for collaboration, participating in a Professional Learning Community, and an Individual Professional Development Plan that is followed and tailored to the strengths and weaknesses of the teacher. Every effort will be made to assist underperforming teachers in improving their teaching practice.	July 2013; Sept 2012- May 2013

Barriers of Year 1 Implementation	By June 2012, the Incentive Program went into effect, because we had limited Professional Development this year, which is a key factor in the performance based incentives.
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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.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>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.</p>	<p>The LEA will develop and implement a comprehensive PD plan that is responsive to the needs of individual teachers based on experience and competence, and that improves their instructional effectiveness. The individual PD needs of teachers will be identified and PD will be tailored to meet those needs. A PD plan will be created for each teacher through a collaborative process between administrators and teachers, and PD will be provided according to those individualized plans. Administrators will provide common planning time for teachers to allow them to collaborate and learn from one another. Collaborative planning time will be scheduled into the day to fit around classroom schedules. Teaching teams will be established and will meet at the same time every day not only for common planning time and but also for shared PD activities.</p>	<p>The LEA will continue to develop and implement a comprehensive PD plan that is responsive to the needs of individual teachers based on experience and competence, and that improves their instructional effectiveness. The individual PD needs of teachers will be identified and PD will be tailored to meet those needs. A PD plan will be created for each teacher through a collaborative process between administrators and teachers, and PD will be provided according to those individualized plans. Administrators will provide common planning time for teachers to allow them to collaborate and learn from one another. Collaborative planning time will be scheduled into the day to fit around classroom schedules. Teaching teams will be established and will meet at the same time every day not only for common planning time and but also for shared PD activities.</p>	<p>Sept 2012-June 2013</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>PD will reflect an increased focus on training in child development. Teachers will have access to peer mediation, coaching, and mentoring. PD will address the improvement of instructional effectiveness and how to apply evidence-based practices effectively (such as the Curriculum Mapper and Teach Scape). Teachers will receive targeted training in how to teach to the NJ Core Curriculum Content Standards; how to use alternative assessment systems; how to use the in-class immediate student response data collection system for assessment of mastery of content and concepts. Training</p>	<p>PD will reflect an increased focus on training in child development/ cultural sensitivity. Teachers will have access to peer mediation, coaching, and mentoring. PD will address the improvement of instructional effectiveness and how to apply evidence-based practices effectively (such as the Curriculum Mapper and Teach Scape). Teachers will receive targeted training in how to teach to the NJ Core Curriculum Content Standards/ Common Core; how to use alternative assessment systems; how to use the in-class immediate student response data collection system for assessment of mastery of content</p>	<p>July 2012-June 2013</p>

	will be provided in technology integration in the classroom. Teachers will receive training necessary for full implementation of project-based/problem-based learning (PBL) as well as in implementation of Response to Intervention (RTI) to improve instructional practice in Language Arts and math for students who are 3-4 years behind grade level so that they catch up by grade 11.	and concepts. Training will be provided in technology integration in the classroom. Teachers will receive training necessary for full implementation of project-based/problem-based learning (PBL) as well as in implementation of Response to Intervention (RTI) to improve instructional practice in Language Arts and math for students who are 3-4 years behind grade level so that they catch up by grade 11.	
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	The LEA, through its supervisors, will monitor the level of implementation of practices deemed necessary to ensure the success of Camden High students. Using the Johns Hopkins Model to assess student performance weekly as well as monthly, the LEA and school will administer a monitoring program that assesses student progress. Weekly data meetings will be held to give feedback to teachers, who will be required to review the student outcome data not only at these weekly meetings but also at daily team planning meetings. The school administration will monitor progress and adaptability of the teachers' professional development in the block scheduling format. This is in preparation for block scheduling implementation for the next school year (2012-2013). We will establish four-person teaching teams with a facilitator on the team and changes in teaching practice will be monitored in the context of the team. Organizational support for the school's leadership team will provide a framework for the monitoring process, including monitoring the effectiveness of the Ninth Grade Academy and the Career Academy.	The LEA, through its supervisors, will continue to monitor the level of implementation of practices deemed necessary to ensure the success of Camden High students. The LEA and school will continue to administer a monitoring program that assesses student progress. Weekly data meetings will be held to give feedback to teachers, who will be required to review the student outcome data not only at these weekly meetings but also at daily team planning meetings. The school administration will monitor progress and adaptability of the teachers' professional development in the scheduling format. Organizational support for the school's leadership team will provide a framework for the monitoring process, including monitoring the effectiveness of the implementation of the Core Standards.	Sept 2012-June 2013
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Professional Learning Communities will be established with support for a collegial atmosphere. A culture of lifelong learning for students and teachers alike will be	Professional Learning Communities will be established with support for a collegial atmosphere. A culture of lifelong learning for students and teachers alike will be cultivated.	July 2012

	cultivated. Increased time for collaborative planning as well as team teaching will support this culture.	Increased time for collaborative planning as well as team teaching will support this culture.	
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.	There is an existing efficient system in place to evaluate PD providers already. Evaluation of every PD provider occurs upon completion of the PD. Evaluations are completed by PD participants and a weighting system is in place to measure the value and quality of the PD. In addition to the existing procedure, as part of turnaround implementation, a review of the provider will also be conducted by the turnaround team at the school.	There is an existing efficient system in place to evaluate PD providers already. Evaluation of every PD provider occurs upon completion of the PD. Evaluations are completed by PD participants and a weighting system is in place to measure the value and quality of the PD. In addition to the existing procedure, as part of turnaround implementation, a review of the provider will also be conducted by the turnaround team at the school.	Sept 2012-June 2014

Barriers of Year 1 Implementation	Limited Professional Development provided to the staff this year. New Teachers could have benefited greatly if they had received more professional development in the areas of classroom management, behavior management, etc. Areas such as the three part learning objectives, DOL, and data walls were provided but at the latter part of the year.
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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.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 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 LEA will establish a District Turnaround Office to support, direct, and monitor the SIG implementation. The Turnaround Office will include a Turnaround Officer, i.e. an Assistant Superintendent or Director, with strong leadership and school improvement skills. The school will create its own turnaround team to support the turnaround process.	The District Turnaround Office will continue to support, direct, and monitor the SIG implementation. The Turnaround Office will include a Turnaround Officer, i.e. an Assistant Superintendent or Director, with strong leadership and school improvement skills. The School Turnaround Team will continue to support the turnaround process.	May 2012- June 2013
2. The LEA allocates resources to support the turnaround office or team.	The LEA will allocate all necessary resources to support the District Turnaround Office including qualified staff, space, time, technology, and equipment to allow the Turnaround Office to function efficiently and effectively.	The LEA will continue to allocate all necessary resources to support the District Turnaround Office including qualified staff, space, time, technology, and equipment to allow the Turnaround Office to function efficiently and effectively.	July 2012 – July 2014
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The Superintendent and District Turnaround Office will review operating procedure and policies and share this review with the Board of Education to assure that potential barriers to reform are identified and addressed to provide for successful implementation of the proposed School Improvement Grant. The LEA will collaborate with the district bargaining unit for Board of Education approval to address concerns while fully implementing all components of the grant.	The Superintendent and District Turnaround Office will continue to review operating procedure and policies and share this review with the Board of Education to assure that potential barriers to reform are identified and addressed to provide for successful implementation of the proposed School Improvement Grant. The LEA will continue to collaborate with the district bargaining unit for Board of Education approval to address concerns while fully implementing all components of the grant.	May 2012 – June 2013

<p>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.</p>	<p>The Board of Education, Superintendent, School Business Administrator, and Purchasing Department have a Board of Education approved process in place to screen, select, and monitor all external partners based on state-mandated and district criteria aligned to meeting school needs.</p>	<p>The Board of Education, Superintendent, School Business Administrator, and Purchasing Department have a Board of Education approved process in place to screen, select, and monitor all external partners based on state-mandated and district criteria aligned to meeting school needs.</p>	<p>Aug 2012 – June 2013</p>
<p>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</p>	<p>The Board of Education and LEA leadership will work through the District Turnaround Office to develop a plan to sustain reform beyond the funding period and to disseminate district wide those reform processes, programs, and policies which will improve student achievement. This plan will allow for monitoring, replication, and recursive evaluation of all aspects of the implementation of the Turnaround Model to provide for district wide improvement at all indicated, individual schools.</p>	<p>The Board of Education and LEA leadership will continue to work through the District Turnaround Office to develop a plan to sustain reform beyond the funding period and to disseminate district wide those reform processes, programs, and policies which will improve student achievement. This plan will allow for monitoring, replication, and recursive evaluation of all aspects of the implementation of the Turnaround Model to provide for district wide improvement at all indicated, individual schools.</p>	<p>April-June 2013</p>
<p>6. The LEA and school align SIG resources with other resources to sustain interventions.</p>	<p>The District Turnaround Office and School Turnaround Team will develop a plan to align SIG resources with other resources to sustain interventions. Through considerable collaborative partnerships with local organizations, agencies, and local educational institutions, the LEA will develop valuable, ongoing support systems. The District Turnaround Office will network, communicate, and engage in outreach and research to investigate other potential grants and funding sources.</p>	<p>The District Turnaround Office and School Turnaround Team will align SIG resources with other resources to sustain interventions. Through considerable collaborative partnerships with local organizations, agencies, and local educational institutions, the LEA will develop valuable, ongoing support systems. The District Turnaround Office will continue to network, communicate, and engage in outreach and research to investigate other potential grants and funding sources.</p>	<p>Aug 2012- June 2013</p>

Barriers of Year 1 Implementation	none
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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.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	SEA and LEA implement a real time data collection system that supports reflective professional practice, frequent administrator monitoring of all aspects of instruction, and identifies curriculum gaps by generating reports that provide formative information across all grade levels and subject areas. The data collection system also synthesizes instructional strategies, resources, and accommodations.	SEA and LEA will continue to use a real time data collection system that supports reflective professional practice, frequent administrator monitoring of all aspects of instruction, and identifies curriculum gaps by generating reports that provide formative information across all grade levels and subject areas. The data collection system also synthesizes instructional strategies, resources, and accommodations.	June 2012-June 2013
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	SEA, LEA and school leadership identify and adopt systems that accommodate a range of data sources offering feedback on the fidelity of instruction to support planning in real time and to drive real time improvements in teaching and learning. Data includes standardized test scores as well as daily classroom observation data.	SEA, LEA and school leadership will continue to identify and adopt systems that accommodate a range of data sources offering feedback on the fidelity of instruction to support planning in real time and to drive real time improvements in teaching and learning. Data includes standardized test scores as well as daily classroom observation data.	June - August 2012
3. LEA and school ensure that instruction is aligned with standards and benchmarks.		LEA supports school leadership in ensuring that instruction is aligned with standards and benchmarks through ongoing Professional Development and workshops provided by the Office of Secondary Curriculum and Instruction.	Aug 2012- July 2013
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	LEA supports school leadership in identifying alternatives to fixed scheduling to provide regular, consistent blocks of time for teacher collaboration and curriculum refinement based on the reports generated by data collection systems. PD and staff collaboration	LEA will continue to support school leadership in identifying alternatives to fixed scheduling to provide regular, consistent time for teacher collaboration and curriculum refinement based on the reports generated by data collection systems. PD and staff collaboration will be built around data interpretation.	May-August 2012

	around data interpretation will occur during these blocks of time.		
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 supports school leadership in establishing a curriculum alignment, improvement and assessment process that collects data and drives articulation of the most pressing and significant influences on the turnaround situation and the opportunities that can be implemented quickly and efficiently to put the school on a healthy track. Teacher and administrator teams meet to review data and plan improvement as an integral part of this process. An education specialist will be hired for the school to maintain data (monitor data collection) that will inform the progress of the implementation model.	LEA will continue to support school leadership in establishing a curriculum alignment, improvement and assessment process that collects data and drives articulation of the most pressing and significant influences on the turnaround situation and the opportunities that can be implemented quickly and efficiently to put the school on a healthy track. Teacher and administrator teams meet to review data and plan improvement as an integral part of this process. An education specialist will be hired for the school to maintain data (monitor data collection) that will inform the progress of the implementation model.	June 2012-June 2013

Barriers of Year 1 Implementation	School Schedules were not produced to accommodate common planning time in all areas, in addition to not being student friendly. This caused an inability for teacher collaboration, Professional Development, and students being placed according to their academic levels and career interest.
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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. 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	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The SEA and LEA provide access to timely data to schools through formative, interim, classroom and summative assessments.	The SEA and LEA will organize a system of timely benchmark reporting that will accurately gauge student proficiency in constructing responses that align with the rigor expressed in the Common Core Standards including but not limited to analysis and synthesis of information from multiple sources, as well as the examination and explanation of alternate perspectives across a variety of sources. This data will be provided to the schools on a monthly basis, and the school’s Data Management Team will disseminate the data to the teachers with explanation, and suggestion.	The SEA and LEA will continue to organize a system of timely benchmark reporting that will accurately gauge student proficiency in constructing responses that align with the rigor expressed in the Common Core Standards including but not limited to analysis and synthesis of information from multiple sources, as well as the examination and explanation of alternate perspectives across a variety of sources. This data will be provided to the schools on a monthly basis, and the school’s Data Management Team will disseminate the data to the teachers with explanation, and suggestion.	July 2012- June 2013
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The LEA and school will modify the daily schedule to accommodate staff’s routine engagement in the compilation, reporting and articulation of data resulting from benchmark assessments. Administrators and staff will participate in PD to support their interpretation of the data. Teachers will learn how to use data to adjust instruction to improve student achievement.	The LEA and school will continue to modify the daily schedule to accommodate staff’s routine engagement in the compilation, reporting and articulation of data resulting from benchmark assessments. Administrators and staff will continue to participate in PD to support their interpretation of the data. Teachers will continue to learn how to use data to adjust instruction to improve student achievement.	Benchmark Data PD will be held Oct., Dec., Feb., & Apr.
3. The LEA has established annual goals for student achievement.	Growth targets framed by raw point scoring will be identified through an analysis of current trends and scores then rendered as targets to be evidenced in classroom formative assessments.	Growth targets framed by raw point scoring will continue to be identified through an analysis of current trends and scores then rendered as targets to be evidenced in classroom formative assessments.	Oct., Dec., Feb., & Apr.
4. The LEA has ongoing diagnostic programs in place to assess annual	The LEA and the District Turnaround Office will develop a system and programs	The LEA and the District Turnaround Office will continue to develop a system and	Data can be presented (display)

<p>goals for student learning and effective practice.</p>	<p>to monitor and evaluate the annual goals and benchmarks developed to assess student achievement and instructional practices to determine which are effective and efficient. The system and programs will include a wide variety of formative and summative data and opportunities for staff, students, parents, and community stakeholders to participate in the review of the collected data.</p>	<p>programs to monitor and evaluate the annual goals and benchmarks developed to assess student achievement and instructional practices to determine which are effective and efficient. The system and programs will include a wide variety of formative and summative data and opportunities for staff, students, parents, and community stakeholders to participate in the review of the collected data.</p>	<p>during parent-teacher conference in Dec., Feb., & April</p>
<p>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.</p>	<p>The LEA and school will identify a model structure for the effective use of data to improve instruction that involves teachers and administrators. The School Turnaround Team with support from the LEA and the District Turnaround Office will establish a process with a schedule of monthly, quarterly, and annual data meetings to review all available data and make appropriate adjustments to increase individual student and school wide academic progress. Professional Learning Teams will meet regularly (weekly and monthly) to review student data to improve instructional practice and lesson planning and to intervene promptly to address individual student needs.</p>	<p>The LEA and school will continue to identify a model structure for the effective use of data to improve instruction that involves teachers and administrators. The School Turnaround Team with support from the LEA and the District Turnaround Office will establish a process with a schedule of monthly, quarterly, and annual data meetings to review all available data and make appropriate adjustments to increase individual student and school wide academic progress. Professional Learning Teams will meet regularly (weekly and monthly) to review student data to improve instructional practice and lesson planning and to intervene promptly to address individual student needs.</p>	<p>Oct., Dec., Feb., & Apr</p>
<p>6. The LEA and school share student progress data with parents and students.</p>	<p>The LEA and school will work together to facilitate sharing of student progress data with parents and students. The LEA and the District Turnaround Office and principal, with support from the School Turnaround Team, will conduct open, annual meetings at the school with all stakeholders to disseminate school wide student progress data including support for students. The School Turnaround Team will develop and facilitate quarterly opportunities for parents and students to review student data with instructional and support staff. School wide meetings will be held as well as individual</p>	<p>The LEA and school will continue to work together to facilitate sharing of student progress data with parents and students. The LEA and the District Turnaround Office and principal, with support from the School Turnaround Team, will conduct open, annual meetings at the school with all stakeholders to disseminate school wide student progress data including support for students. The School Turnaround Team will continue to develop and facilitate quarterly opportunities for parents and students to review student data with instructional and support staff. School wide meetings will be</p>	<p>Oct., Dec., Feb., & Apr</p>

	parent-student-teacher conferences at each report card period and at the beginning of the school year to review student goals and Individual Learning Plans	held as well as individual parent-student-teacher conferences at each report card period and at the beginning of the school year to review student goals and Individual Learning Plans	
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Barriers of Year 1 Implementation	none
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Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

“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	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.</p>	<p>The LEA under the guidance of the SEA has in the past implemented block scheduling, flexible scheduling, common planning periods for teachers, and small learning communities. In addition to these practices the following evidence-based practices that provide increased learning time will be implemented under this plan:</p> <p>1) Review attendance data; develop and implement strategies to improve attendance.</p> <p>2) Increased learning time will be available before and after school. The new hours are as follows:</p> <p>Students: 7:45 – 3:55; Staff: 7:30 – 4:15; and Administration: 7:15 – 4:40. Classes and activities will be offered by the LEA in conjunction with partner colleges and universities.</p> <p>3) Opportunities will be available for students to enroll in virtual courses during extended hours or cyber classes that can be taken at home.</p>	<p>The LEA under the guidance of the SEA has in the past implemented flexible scheduling and common planning periods for teachers. In addition to these practices the following evidence-based practices that provide increased learning time will continue to be implemented under this plan:</p> <p>1) Review attendance data; develop and implement strategies to improve attendance.</p> <p>2) Increased learning time will be available before and after school. The new hours are as follows:</p> <p>Students: 7:45 – 3:55; Staff: 7:30 – 4:15; and Administration: 7:15 – 4:40. Classes and activities will be offered by the LEA in conjunction with partner colleges and universities.</p> <p>3) Opportunities will continue to be available for students to enroll in virtual courses during extended hours or cyber classes that can be taken at home.</p>	<p>Summer 2012</p> <p>Fall 2012</p> <p>Fall 2012</p>

	<p>4) Students will be encouraged to become involved in the community by participating in organized volunteer opportunities, shadowing experiences and internships.</p> <p>5) The LEA will offer Saturday credit and attendance recovery programs.</p> <p>6) The LEA will offer summer, Saturday, after school, remedial programs for students who have not demonstrated proficiency on State assessments.</p>	<p>4) Students will continue to be encouraged to become involved in the community by participating in organized volunteer opportunities, shadowing experiences and internships.</p> <p>5) The LEA will continue to offer Saturday credit and attendance recovery programs.</p> <p>6) The LEA will continue to offer summer, Saturday, after school, remedial programs for students who have not demonstrated proficiency on State assessments.</p>	<p>Fall 2012</p> <p>Dec. 2012-April 2013</p> <p>Fall 2012-June 2013</p>
2. The LEA and school identify community needs and partnership opportunities.	Both entities recruit, recognize, and engage in partnership opportunities that address the needs of the school community such as Learn-to-Earn through job shadowing, Co-op, and advisor/advisee structures.	Both entities will continue to recruit, recognize, and engage in partnership opportunities that address the needs of the school community such as Learn-to-Earn through job shadowing, Co-op, and advisor/advisee structures.	September 2012-May 2013
3. The LEA allocates funding for extended learning programs.	The LEA will allocate Title I and local budget funds for Increased learning time.	The LEA will continue to allocate Title I and local budget funds for Increased learning time.	October 2012-March 2013
4. The LEA supports school leadership in developing and sustaining community partnerships.	<p>Partnerships with local agencies, firms, corporations and unions are in place and students are actively recruited for learning experiences.</p> <p>1)The LEA assumes a leadership role in identifying and recruiting community partnerships</p> <p>2) The LEA approves lists of school partnerships as evidenced by board minutes</p>	<p>Partnerships with local agencies, firms, corporations and unions are in place and students are actively recruited for learning experiences.</p> <p>1)The LEA will continue to assume a leadership role in identifying and recruiting community partnerships</p> <p>2) The LEA will continue to approve lists of school partnerships as evidenced by</p>	October 2012-June 2013

		board minutes	
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	Sustained professional development activities are provided covering topics related to academic instruction, classroom management, data analysis, data dialogue, data driven instruction, technology integration, and decision making. PD sessions will enhance teacher awareness of strategies to align ELP activities with the school curriculum and use of data will drive academic “catch-up” needs to improve overall student growth.	Sustained professional development activities are provided covering topics related to academic instruction, classroom management, data analysis, data dialogue, data driven instruction, technology integration, and decision making. PD sessions will continue to enhance teacher awareness of strategies to align ELP activities with the school curriculum and use of data will drive academic “catch-up” needs to improve overall student growth.	October 2012 - March 2013
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	The LEA and schools use data management teams operating in conjunction with the district data supervisor to assess the progress of increased learning time. Student data will be used to guide instructional changes. The LEA will collaborate with the principal and leadership team to develop a formative and summative program evaluation system to analyze and adjust instructional focal and delivery strategies.	The LEA and schools will continue to use data management teams operating in conjunction with the district data supervisor to assess the progress of increased learning time. Student data will continue to be used to guide instructional changes. The LEA will continue to collaborate with the principal and leadership team to develop a formative and summative program evaluation system to analyze and adjust instructional focal and delivery strategies.	August 2012 – April 2013

Barriers of Year 1 Implementation	none
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Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The LEA will implement a research-based academic program that addresses the “whole child.” School Based Youth Services (SBYS) staff at each school will address the ongoing needs of students in the areas of health, mental health and social services. A comprehensive approach will ensure a vibrant learning environment based on the individual needs of students and families.</p> <p>The district will create a partnership with local universities and colleges to increase college acceptance, attendance rates, promote university awareness, college representation forums, financial aid workshops and parent information sessions. The district will ensure the school has a strong academic program by partnering with various businesses such as Xerox, The New Jersey Aquarium, Cooper’s Hospital, Rutgers University, Rowan College and Chestnut Hill College to improve the quality of our academic program so students are prepared for college and careers upon graduation. Students in ninth grade academies will participate in a global studies program using videoconferencing equipment to study the following topics: human rights, racism and racial discrimination, terrorism, war-affected children, cultural perspectives of other nations, and the environment. Students will</p>	<p>The LEA will continue to implement a research-based academic program that addresses the “whole child.” School Based Youth Services (SBYS) staff , and Guidance will address the ongoing needs of students in the areas of health, mental health and social services. A comprehensive approach will ensure a vibrant learning environment based on the individual needs of students and families.</p> <p>The Bullying Specialist as mandated by the State Bullying Ordinance will implement preventive strategies, programs, and other interventions to assist students in conflict resolution, anti-bullying, and correct social interactions.</p> <p>The district will continue to create a partnership with local universities and colleges to increase college acceptance, attendance rates, promote university awareness, college representation forums, financial aid workshops and parent information sessions. The district will continue to ensure the school has a strong academic program by partnering with various businesses such as Xerox, The New Jersey Aquarium, Cooper’s Hospital, Rutgers University, Rowan College and Chestnut Hill College to improve the quality</p>	<p>July 2012 – June 2014</p> <p>Sept. 2012-June 2013</p> <p>Sept. 2012-June 2013</p>

	<p>interact with representatives from the United Nations, Global Education Motivators, US Government representatives and other students throughout the world using teleconferencing technology and through other activities scheduled during the school year. Throughout the year, students will address world concerns, cultures and related topics through video conferences and class work. Technology, the business community, and local institutions of higher education will assist the LEA in providing a strong academic program that prepares students to lead productive lives in the contemporary world.</p>	<p>of our academic program so students are prepared for college and careers upon graduation. Students in ninth grade academies will continue to participate in a global studies program using videoconferencing equipment to study the following topics: human rights, racism and racial discrimination, terrorism, war-affected children, cultural perspectives of other nations, and the environment. Students will continue to interact with representatives from the United Nations, Global Education Motivators, US Government representatives and other students throughout the world using teleconferencing technology and through other activities scheduled during the school year. Throughout the year, students will address world concerns, cultures and related topics through video conferences and class work. Technology, the business community, and local institutions of higher education will assist the LEA in providing a strong academic program that prepares students to lead productive lives in the contemporary world.</p>	
<p>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).</p>	<p>Each school currently has on site a Community School Coordinator who will continue to act as the contact point for parents and community members and a liaison between them and school staff.</p> <p>The Community School Coordinator will be responsible for forming a committee of all stakeholders and conducting meetings at least twice a month. Camden High will pair with the Boys and Girls Club to form an after</p>	<p>Each school currently has on site a Community School Coordinator who will continue to act as the contact point for parents and community members and a liaison between them and school staff.</p> <p>The Community School Coordinator will continue to be responsible for forming a committee of all stakeholders and conducting meetings at least twice a month. Camden High will pair with the Boys and</p>	<p>July 2012 – June 2014</p>

	<p>school program to accommodate an academic and athletic program consisting of swimming, basketball, baseball, football, soccer, dance, music and tennis. Other programs will include computer classes, extra support for academic subjects (tutoring, homework help, etc.), etiquette, careers, drug abuse prevention, community service projects. Essential to a comprehensive learning environment are strong community partnerships that establish each school as an integral part of the larger community.</p> <p>Agencies and local governmental departments who provide services to families and children will be invited to establish a presence at the school. SBYS will act as a conduit for student and family access to these services. Subcontracts will be established for services provided on site (i.e. extended day and summer activities, such as tutoring, visual and performing arts enrichment classes, support groups, individual and family counseling, and bridge activities for incoming freshmen.</p>	<p>Girls Club to form an after school program to accommodate an academic and athletic program consisting of swimming, basketball, baseball, football, soccer, dance, music and tennis. Other programs will include computer classes, extra support for academic subjects (tutoring, homework help, etc.), etiquette, careers, drug abuse prevention, community service projects. Essential to a comprehensive learning environment are strong community partnerships that establish each school as an integral part of the larger community.</p> <p>Agencies and local governmental departments who provide services to families and children will continue to be invited to establish a presence at the school.</p>	
<p>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.</p>	<p>The school administration will collaborate with district administrators and parents to educate teachers, administrators, and other school personnel on how to reach out to and communicate with parents and on how schools and parents can work together as equal partners to support student academic achievement and social-emotional health.</p>	<p>The school administration will continue to collaborate with district administrators and parents to educate teachers, administrators, and other school personnel on how to reach out to and communicate with parents and on how schools and parents can work together as equal partners to support student academic achievement and social-emotional health.</p>	<p>July 2012 – June 2014</p>

4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Teachers will receive PD in how to implement and coordinate parent programs and build ties between parents and the school and how to strengthen ties between the community and the school.	Teachers will continue to receive PD in how to implement and coordinate parent programs and build ties between parents and the school and how to strengthen ties between the community and the school.	July 2012 – June 2014
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	The LEA and school principal will facilitate monthly community forums, including families, students, community and staff. These forums will provide the District and School Leadership with the opportunity to report on school improvement and receive valuable feedback from stakeholders.	The LEA and school principal will continue to facilitate monthly community forums, including families, students, community and staff. These forums will provide the District and School Leadership with the opportunity to report on school improvement and receive valuable feedback from stakeholders.	July 2012 – June 2014

Barriers of Year 1 Implementation	none
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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.

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	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>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.</p>	<p>Ongoing monitoring of student and teacher data will occur to determine levels of implementation and effectiveness of turnaround strategies.</p> <p>Data monitoring will be used to determine if teachers are implementing research-based program models with fidelity.</p> <p>Data will be used to see if students are mastering skills, content, and concepts both on a daily basis and over time.</p> <p>Data will be collected and used to determine where teachers are weak and need PD to improve practice.</p> <p>Data will be used to identify individual student need so students receive a responsive academic program.</p> <p>Data will be used for:</p> <ol style="list-style-type: none"> 1) data dialogue, 2) data analysis, 3) data-driven decision-making on all fronts and at all levels, 	<p>Ongoing monitoring of student and teacher data will continue to occur to determine levels of implementation and effectiveness of turnaround strategies.</p> <p>Data monitoring will continue to be used to determine if teachers are implementing research-based program models with fidelity.</p> <p>Data will continue to be used to see if students are mastering skills, content, and concepts both on a daily basis and over time.</p> <p>Data will continue to be collected and used to determine where teachers are weak and need PD to improve practice.</p> <p>Data will continue to be used to identify individual student need so students receive a responsive academic program.</p> <p>Data will continue to be used for:</p> <ol style="list-style-type: none"> 1) data dialogue, 2) data analysis, 3) data-driven decision-making on all fronts and at all levels, 	<p>July 2012 – June 2014</p>

	<p>4) provision of data-driven instruction (to determine whether instruction is effective or ineffective so PD can be adjusted accordingly to improve instruction).</p> <p>Parents will be included in the data collection plan so that they have the opportunity to give input. Self-assessments will be done by students, teachers, administrators, parents, and community partners.</p> <p>Technology will be used to broadcast results of data collection to parents and to provide community access to the analyses of the data as well as action to be taken as a result.</p> <p>The Youth Risk Behavior Survey will be conducted annually to measure student risk and protective factors that contribute to academic achievement and social-emotional health.</p> <p>NJ Smart and Measurement, Inc. provides the district with data gathered for and/or by the SEA. NJ DOE provides a host of data to the LEA (as well as comparison data across the state). The nine metrics that constitute the leading indicators for the SIG program will be measured within the data management system for the project and results will be provided to all stakeholders regularly to monitor progress and make adjustments.</p>	<p>4) provision of data-driven instruction (to determine whether instruction is effective or ineffective so PD can be adjusted accordingly to improve instruction).</p> <p>Parents will be included in the data collection plan so that they have the opportunity to give input. Self-assessments will be done by students, teachers, administrators, parents, and community partners.</p> <p>Technology will be used to broadcast results of data collection to parents and to provide community access to the analyses of the data as well as action to be taken as a result.</p> <p>NJ Smart and Measurement, Inc. provides the district with data gathered for and/or by the SEA. NJ DOE provides a host of data to the LEA (as well as comparison data across the state). The nine metrics that constitute the leading indicators for the SIG program will be measured within the data management system for the project and results will be provided to all stakeholders regularly to monitor progress and make adjustments.</p>	
<p>2. The LEA and school have established a data system that can</p>	<p>The LEA and the District Turnaround Office in collaboration with the School</p>	<p>The LEA and the District Turnaround Office in collaboration with the School Turnaround</p>	<p>July 2012 – June 2014</p>

<p>collect and report information on all nine leading indicators.</p>	<p>Turnaround Team will complete all required plans and documentation including the inputting of data on the nine leading indicators into the Genesis system which is then transmitted into the NJ Smart system. The LEA will provide appropriate school staff access to Genesis information so that staff may effectively and efficiently perform their assigned duties in improving student outcomes.</p>	<p>Team will continue to complete all required plans and documentation including the inputting of data on the nine leading indicators into the Genesis system which is then transmitted into the NJ Smart system. The LEA will provide appropriate school staff access to Genesis information so that staff may effectively and efficiently perform their assigned duties in improving student outcomes.</p>	
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<p>Barriers of Year 1 Implementation</p>	<p>The RTI Specialist was not hired until the latter part of the year, therefore the PD needed in the area of Data Analysis, and the use of data was not provided until late in the year.</p>
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Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

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	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The LEA will support introduction of evidence-based programs for use at the school.	<p>The LEA will study research presented and approve a research based model which may include but not limited to:</p> <ul style="list-style-type: none"> • Teachscape Walk through Program • College 	<p>The LEA will continue to study research presented and approve a research based model which may include but not limited to:</p> <ul style="list-style-type: none"> • Teachscape Walk through Program • College 	July 2012 – June 2014
2. A focus on ninth-grade success will impact the ability of the school to retain students and improve the attendance and graduation rates.	<p>A research based reform model will be introduced to address the ninth-grade achievement, since the ninth grade is a fragile point in the education continuum, with many students dropping out at this level. It is critical to work with students as they enter their high school years to motivate them to work hard and be successful and to assist them in visioning a plan for their education and professional career.</p>	<p>A research based reform model will continue to be introduced to address the ninth-grade achievement, since the ninth grade is a fragile point in the education continuum, with many students dropping out at this level. It is critical to work with students as they enter their high school years to motivate them to work hard and be successful and to assist them in visioning a plan for their education and professional career.</p>	July 2012 – June 2014

Barriers of Year 1 Implementation	Due to the limited band width in Camden High School’s computer server, staff was not able to log on to the Educational Impact site to access the Danielson information.
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ANNUAL STUDENT TARGETS

LEA : Camden Board of Education

Name of School: Camden High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2010 Base line	2011 Target	2011 Outcome	2012 Target	2013 Target		Other Measure	2010 Base line	2011 Target	2011 Outcome	2012 Target
For Each Grade Span: _____	Other Measure											
Total Students	HSPA	18.6%	10%	39.6%	10%	10%	HSPA	4.8%	10%	8.8%	10%	10%
Students with Disabilities	HSPA	0.0	10%	N/A	10%	10%	HSPA	0.0	10%	N/A	10%	10%
Limited English Proficient Students	HSPA	N/A	10%	N/A	10%	10%	HSPA	N/A	10%	N/A	10%	10%
White	HSPA	N/A	10%	0.0	10%	10%	HSPA	N/A	10%	N/A	10%	10%
African-American	HSPA	21.1	10%	43.3	10%	10%	HSPA	5.4	10%	9.1	10%	10%
Asian/Pacific Islander	HSPA	N/A	10%	N/A	10%	10%	HSPA	N/A	10%	N/A	10%	10%
American Indian/Native American	HSPA	N/A	10%	N/A	10%	10%	HSPA	N/A	10%	N/A	10%	10%
Hispanic	HSPA	10.3	10%	29.7	10%	10%	HSPA	2.6	10%	8.3	10%	10%
Others	HSPA	N/A	10%	N/A	10%	10%	HSPA	N/A	10%	N/A	10%	10%
Economically Disadvantaged	HSPA	18.2	10%	35.9	10%	10%	HSPA	3.7	10%	6.5	10%	10%

Analysis of Year 1 Outcomes

The Total Students for 2010 demonstrated an increase in proficiency in Language Arts Literacy from 18.6% to 39.6%. This increase also included 21.1% to 43.3% for African-American students, 10.3% to 29.7 for Hispanic students, and 18.2% to 35.9% for our Economically Disadvantaged students.

The Total Students for 2010 demonstrated an increase in proficiency in Math from 4.8% to 8.8%. This increase also included 5.4% to 9.1% for African-American students, 2.6% to 8.3 for Hispanic students, and 3.7% to 6.5% for our Economically Disadvantaged students.

Form S-8

Use only one model template for each school.

Date: May 15, 2012

Page 1 of 2

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Camden City Board of Education **Name of School:** Camden High School

SIG Required Activity – 1 Turnaround		Grant the 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:		During the 2012-2014 school years, the LEA will provide the new principal at Camden High School with authorized decision-making as evidenced by the selection of 50% of staff, delineation of scheduling, to meet flexible scheduling needs and the appropriation of resources.						
Measurable Effectiveness Data:		1 .Copies of each new hire’s Board Approved page for this school year; requisitions/purchase orders 2.The 2011-2012 Teachers/Students Schedules which includes the ILT; Teacher Evaluations						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA will implement an evaluation process for the principal based on the standards and accountabilities established in the job description.	LEA, District Turnaround Leader, District Turnaround Office	Principal Evaluation Tool	Completed evaluation process and evaluation form	X	X	X	X
2	Principal will attend intensive Leadership Training initially and will continuously participate in leadership training activities.	LEA, Principal,	NJ DOE, Trainings	Leadership Training Professional Development certificates Professional Development purchase orders/requisitions	X	X	X	X
3	Principal will be evaluated by the District Turnaround Leader and District Turnaround Office.	District Turnaround Leader, Turnaround Office	Central Administration NTO	Completed evaluation	X	X	X	X
4	Principal will be under the supervision of the District Turnaround Leader and will have operational flexibility in staffing,	District Turnaround Leader	Central Administration NTO	Board approved policy authorizing operational flexibility	X	X	X	X

	resource allocations, budget, time/calendars, and purchases.							
5	Principal will oversee all aspects of the school.	Principal	Walkthroughs Quick Visits Observations Faculty/Parental/Student meetings	All school-related documents, including: staff evaluations, maintenance logs, records, state-mandated plans mandated plans	X	X	X	X
6	Principal will be evaluated by the District Turnaround Leader and District Turnaround Office.	District Turnaround Leader, Turnaround Office	Central Administration Supervisor	Completed evaluation	X	X	X	X
7	Principal will develop his/her state-mandated Professional Growth Plan, which will be reviewed/approved by the District Turnaround Leader and Superintendent.	Principal, District Turnaround Leader, Superintendent	Central Administration Supervisor	Completed state-mandated and LEA approved Professional Growth Plan	X	X	X	X
8	Principal and District will redesign building schedule to implement flexible Scheduling to maximize instruction and time on task.	Principal, District Turnaround Leader, Superintendent	Central Administration Supervisor	Building schedule	X	X	X	X

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 August 2012, Principal will review current staff's evaluations, classroom walkthroughs, and Professional Improvement Plan to determine the effectiveness of the current staff and select new staff who can work with a turnaround school model to improve student achievement.						
Measurable Effectiveness Data:		1. Teacher Evaluations/Admin. Walkthroughs/SIG Walkthroughs; Teachers PIP 2. 2012-2014 CHS Professional Development Plan;						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Job descriptions based on responsibilities and competencies needed to meet the standards required by the Turnaround Model to effect achievement and a positive learning environment will be developed. The School Turnaround Team will assist in the development of an instrument to be used to determine current staff effectiveness in meeting the standards. CEA will be consulted.	LEA, District Turnaround Office, Principal, Vice Principal	Principal Central Administration Human Resource	Board approved job description lists Evaluation instrument Electronic evaluation form Teacher evaluation form Electronic Professional Improvement Plan	X	X	X	X
2	The screening process, competencies, and job responsibilities will be approved by the LEA and shared with the CEA bargaining unit.	LEA, District Turnaround Leader, Principal, Vice Principal	Principal Central Administration Human Resource	Board approved job description list Staffing list Board approved process Board approved competencies	X	X	X	X
3	All existing staff who wants to be rehired will be required to reapply. All applicants will be screened, and no more than 50% will be rehired based on the results of the screening.	LEA, District Turnaround Office, Principal, Vice Principal	Principal Central Administration Human Resource	Notices of retention Job applications Staffing list	X	X	X	X

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:		By August, 2012, the district will advertise, interview and place highly qualified staff, as well as support the retention of existing staff, including custodial and security, to improve student achievement and the learning environment. The school will provide shared leadership opportunities with staff chairing school teams and committees.						
Measurable Effectiveness Data:		1.Minutes/Sign-Agendas from all Department Meetings, Small Learning Community Meetings, School Turnaround Committee Meetings, Data Team Meetings 2.Teacher Incentive Program with rubric “TIPS”						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Advertise at and partner with state and local universities to recruit applicants to fill teacher vacancies.	Human Resources Director, Director of Curriculum & Instr.	Websites-Newspaper	LEA letter of support to colleges	X	X	X	X
2	With support from the District Turnaround Office, the school will establish a School Turnaround Team including the principal, vice-principal, and instructional and support leaders to implement, further develop, and monitor all plans and activities to facilitate the Turnaround Model.	School Turnaround Team, Principal	School Turnaround Committee	Agendas, sign-in sheets, Staff surveys Team roster	X	X	X	X
3	The District Turnaround Office, with input from the School Turnaround Team, will develop and implement rubrics to identify school staff who have met and surpassed the competencies and standards established for the Turnaround Model using the Teacher Leadership Model and who have increased student achievement.	District Turnaround Office, School Turnaround Team	School Turnaround Committee	Rubrics Evaluation forms Observation forms	X	X	X	X
4	The District Turnaround Office and the School Turnaround Team will develop a valid, fair, and transparent method for developing a system of incentives, resources, and opportunities for all staff that are aligned to their professional development goals. Opportunities could include: supplemental classroom supplies.	District Turnaround Office, School Turnaround Team	School Turnaround Committee	Rubric for incentives List of incentives Schedules	X	X	X	X
5	The LEA will enter into a partnership with a local colleges and universities to provide coursework and/or PD to school staff.	LEA, District Turnaround Office, Principal	Colleges/Universities	Partnership agreement Board approved item Board Resolution Transcripts PD certificates	X	X	X	X

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:		During the 2012-2014 school years, ongoing Professional Development opportunities will be provided school wide per year to increase instructional content knowledge, best practices, reform strategies, and improve the learning and cultural environment.						
Measurable Effectiveness Data:		1. Sign-in Sheets/Agendas of all PD and the evaluation feedback 2. Teacher notification invitation						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide PD and coaching for instructional leaders and staff relating to teaching in a period block during the school year.	Office of Professional Development, Principal, Turnaround provider	Providers Supplies/Materials	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
2	Collaborative planning sessions with school leadership to review needs assessment data, and student data analysis for ongoing goal-setting	Principal, Turnaround Leader Coaches, Data Coordinator	Supplies/Materials	Agendas Sign-In Sheets Next Step Report Data Report	X	X	X	X
3	Hire a dedicated Education Program Specialist to organize and implement PD activities, track progress and communicate results to school and district leadership.	Principal, Human Resources, District Turnaround Leader	Registration and related costs School Based Transformation Develop postsecondary plans for students and Facilitators for parent education group	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
4	PD will be provided relating to Staff Team Building, Multicultural Education, Cultural Diversity, and Team Teaching Strategies for Regular Education Teachers and Teachers of the Handicapped.	District Professional Development Office	Providers Supplies/Materials	Agendas, sign-in sheets, evaluation forms	X	X	X	X
5	Extensive PD will be provided on the development and implementation of small learning academies.	Office of Professional Development, Principal, Turnaround provider	Conference Registration Prof. Dev. 60 Days	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
6	Collaborative planning and PD for teachers of ninth grade academy students who are two or more years behind academically in the areas of Math and Literacy. Create Freshman Seminar to prepare students for long-range	Office of Professional Development, Principal, Turnaround provider	Conference Registration for teachers Prof. Dev. 60 Days	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X

	projects, cooperative learning, note taking, reflective journal writing, time management and study skills.							
7	PD must be provided for teachers of grades 10 through 12 focusing on the integration of Career & Technical Education as well as into the core subject areas college preparatory classes.	Office of Professional Development, Principal, Turnaround provider	PD and Smart Boards Prof. Dev. 60 Days	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
8	Elective course offerings in job shadowing, internships and structured learning experiences to be provided.	Office of Professional Development, Principal, Turnaround provider, Office of Post-Secondary Readiness and Secondary Curriculum & Instr.	Guidance Scheduler	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
9	Establish a collegiate Career Academy for students in grades 10 through 12 to provide greater connection between school and the real world. Involve local businesses, colleges, universities, trade schools, and Professional and government agencies in planning and implementing academy activities and work experiences.	Office of Professional Development, Principal, Turnaround provider	Guidance Central administration Colleges/Universities	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
10	Establish supports for the ninth grade academy to include: counselors, Social workers, interdisciplinary teams of teachers who work with the same students throughout the year. These teams focus on creating a welcoming atmosphere with high expectations plus intensive academic and social support for students.	Office of Professional Development, Principal, Turnaround provider	Weekly/Monthly Professional Development	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
11	Summer professional develop training will be provided by District and turnaround provider to prepare staff and administration for implementation of new model.	Office of Professional Development, Principal, Turnaround provider	Weekly/Monthly Professional Development	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
12	Summer professional development provided for support staff including: counselors, child study team, School Based Youth Services (SBYS), custodians, security and nurse. PD will focus on the model and the need for student support throughout the program especially in the 9 th grade transition period.	Office of Professional Development, Principal, Turnaround provider	Weekly/Monthly Professional Development	Providers PD Contract Teacher notification invitation Agendas, sign-in sheets, evaluation forms	X	X	X	X
13	Virtual Credit Recovery would be offered through the District's Virtual Instruction	Office of Professional Development,		Providers PD Contract Teacher notification	X	X	X	X

	Program (VIP) before, during or after the regular school hours.	Principal, Turnaround provider, Office of Postsecondary Readiness		invitation Agendas, sign-in sheets, evaluation forms				
14	Professional Development to Build for capacity for the Administrative Leadership Team	Office of Professional Development, Principal, Turnaround provider	Monthly Training NJ DOE	Agendas, sign-in sheets, evaluation forms	X	X	X	X
15	Transportation for each Department - Bus fees for educational trips. Each Educational Department will take students on educational trips for a total of 10 trips	Principal, Vice Principal District Turnaround Coordinator, SIG Program Specialist, Department Chairpersons	Transportation Budget	Pre-trip class assignments Post-trip class assignments Board. Minutes – Board. approval	X	X	X	X

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:		During the 2012-2014 school years, the LEA will continue a governing structure which includes the assistance of the District’s “Turnaround Leader” and District’s “Turnaround Office,” who will continue to report directly to the Superintendent and who will work in collaboration with the principal and School Turnaround Team to oversee all functioning aspects of the school.						
Measurable Effectiveness Data:		1.District organizational chart 2.Agendas/Sign-in sheets of all meetings with Leadership Team and Turnaround Office						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Develop District-level governance structure including policies and procedures to provide oversight, support, monitoring, and evaluation of the implementation of the 3-year Turnaround Model.	LEA	District Board of Education	Governance Manual Board resolutions	X	X	X	X
2	District Turnaround Leader will be the primary contact for the State Network Turnaround Officer, who will support, monitor, and evaluate the results of the implementation of the Turnaround Model to improve school wide performance and student achievement.	SEA, LEA, District Network Officer, District Turnaround Leader, SIG Educational Specialist	NJ DOE NTO Project Director Principal	District organizational chart	X	X	X	X
3	The State Network Turnaround Officer will collaborate with the District Turnaround Leader and Principal to assure fidelity to the Turnaround Model parameters and project goals and objectives and to support continuous school improvement and student achievement.	State Network Turnaround Officer , District Turnaround Leader, Principal	Meeting Time Schedule Central Administration	Meeting agendas and minutes Policy and procedures established, implemented, monitored	X	X	X	X
4	The District Turnaround Leader will report to the Superintendent and will be responsible for the implementation and monitoring of all elements of the Turnaround Model at the District level.	District Turnaround Leader	Central Administration	Meeting agendas Minutes Matrix of implementation	X	X	X	X
5	The LEA, in collaboration with the District Turnaround Leader, will appoint a District Turnaround Office including the Principal, district directors, supervisors, budget and human resources personnel, and district Education Program Specialist.	LEA, District Turnaround Leader	Central Administration	Staffing appointments	X	X	X	X
6	The District Turnaround Office will design and implement a plan to support the transition of the school community including staff,	District Turnaround Office, Principal	School Leadership NTO-Central Administration	District Turnaround Office Action Plan	X	X	X	X

	students, parents, and other key stakeholders as the Turnaround Model is initiated.							
7	The District Turnaround Office and principal will establish a School Turnaround Team to assist and support the implementation and monitoring of the Turnaround Model at the school.	District Turnaround Office, Principal	School Turnaround Committee	School Organization Chart Roster of Team members	X	X	X	X
8	The LEA has a process in place to screen, select, and monitor external partnerships that are aligned to meet the specific goals of the school	District Turnaround Office, LEA	District School Leaders	Partnership policies and guidelines	X	X	X	X
9	At the end of the grant period, the LEA will have developed the capacity and infrastructure to support the school's governance and improvement so that the District Turnaround Leader and Office will no longer be required and the school will be effectively included in the district's administrative structure. Capacity will have been developed so that the school, under the leadership of the Principal and School Turnaround Team, can operate effectively within the district structure. Support for continuous improvement will be provided as needed by the LEA.	LEA		School budgets Organizational charts School wide improvement data and assessments	X	X	X	X
10								

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:		During the 2012-2014 school years, the school will identify and implement instructional programs that are research-based and vertically aligned as well as aligned with State academic standards based on data.						
Measurable Effectiveness Data:		1.NJCCCS/Common Core; Course Syllabus 2. District Level Course Curriculum						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The SEA and LEA data systems facilitate the collection, interpretation, and use of data, including CAPA and QSAC reports, to drive instructional change.	SEA, LEA	Data Management Team	CAPA QSAC TITLE 1 HSPA	X	X	X	X
2	SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	SEA, LEA, District Turnaround Office, Principal, District Data Supervisor	Data Management Team	CAPA QSAC TITLE 1 HSPA	X	X	X	X
3	The school will implement the district-approved, standards aligned curriculum through instructional programs in math and language arts that are research- and standards-based and that promote rigorous learning for all students through varied modalities including Understanding by Design.	LEA, Principal, District Turnaround Office, School Turnaround Team	Curriculum materials	Course Curriculum Course Syllabus List of District Program Indicatives	X	X	X	X
4	The LEA, District Turnaround Officer, and Principal will appoint an educational specialist to oversee and support the implementation of the instructional programs and activities as aligned to the Turnaround Model.	LEA, Principal, District Turnaround Office, School Turnaround Team	Educational Specialist	Job Postings Interviews Board Approvals	X	X	X	X
5	The instructional program as well as student support services will be reviewed and refined in response to individual, class, and subject level data as efficiently provided through the increased use of technology systems and interventions.	LEA, Principal, District Turnaround Office, School Turnaround Team	Technology Technician	Agendas Sign-in Sheets Benchmarks	X	X	X	X
6	The LEA and school will hire/appoint a fulltime computer technician to ensure the smooth operation of all technological equipment, web and/or server software. The computer technician will work closely along with the school technology coordinator.	LEA, District Turnaround Office, Principal	Technology Technician	Trouble Tracking Sheets Trouble shooting sheets	X	X	X	X
7	Technology integration will be increased in	Principal, School	Technology Technician	Lesson Plans	X	X	X	X

	all classrooms to support student engagement in learning and 21 st century skills, including the use of computers, Smart Boards, iPods, web, tech and server-based programs.	Turnaround Team		Invoices Purchase Orders Observation Forms				
8	The LEA as recommended by the principal and School Turnaround Team will contract service provider(s) to train all instructional and support staff in all aspects of developing, administering, and evaluating varied assessments in each subject area.	LEA, Principal, School Turnaround Team	Data Management Team	Agendas Hand outs Evaluations Contract	X	X	X	X
9	Subject area teachers, in collaboration with coaches and School Turnaround Team, will regularly analyze data to ensure that the curriculum is being implemented successfully, is adapted as needed, and is recommended for District wide modification based on results of in-school adaptations.	Coaches, School Turnaround Team, Subject Area Teachers, Supervisors, RTI Specialist, Education Specialist	Data Management Team	Sign In Sheets Minutes	X	X	X	X
10	The school creates and implements a schedule that dedicates a structured time for staff collaboration around data interpretation and implementation for instructional programs and interventions.	Principal, Building Scheduler, School Turnaround Team	Data Management Team	Agendas Sign-In Sheets Master Class Schedule	X	X	X	X
11	School creates dedicated space for a Data Room which will post and provide data for staff and administration at all times	Principal, Vice Principal District Data Coordinator	Data Management Team	Data posted	X	X	X	X
12								

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:		During the 2012-2014 school years the Professional Learning Team will collaboratively collect and analyze student data on a weekly and monthly basis to inform and differentiate instruction to meet all student needs.						
Measurable Effectiveness Data:		1.HSPA scores; AHSA scores, NJASK-8; Limelight Benchmark Data; Report Cards 2.Lesson Plans, Pre and Post Assessments; End of Year Assessments						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	As a Professional Learning Community and model for data-driven, rigorous, aligned performance and instruction, the school will continuously take all actions according to the understanding that measurable results in the form of assessment data are essential indicators of growth and achievement.	Principal, Professional Learning Community including: School Turnaround Team and all Professional Learning Teams	Data Management Team	Professional Learning Community and Professional Learning Team records Lesson plans Benchmark data Formative and summative assessments	X	X	X	X
2	SEA, LEA, and school provide staff access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	SEA, LEA, District Turnaround Office, Principal, School Turnaround Team, Coaches	Data Management Team	Report Cards Other formative and summative assessments Formal/informal observations	X	X	X	X
3	The school creates and implements a schedule that dedicates a structured time for professional learning and staff collaboration around data interpretation.	Principal, Building Scheduler, School Turnaround Team	Data Management Team	Staff schedules Guidelines on Professional Learning Communities and Professional Learning Teams Guidance on data interpretation	X	X	X	X
4	The LEA in collaboration with the District Turnaround Office, principal, and School Turnaround Team, establishes annual goals and indicators of success for improved student achievement.	LEA, District Turnaround Office, Principal, School Turnaround Team	Research and Data Analysis	Written goals Indicators of Success	X	X	X	X
5	LEA and District Turnaround Office will establish and implement a schedule such that ongoing diagnostic programs are in place to assess the progress toward the annual goals for student learning and effective practice	LEA, District Turnaround Office School Turnaround Team	Data Management Team	School observation schedule and records with recommendations	X	X	X	X
6								

SIG Required Activity – 8 Turnaround		Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal:		During the 2012-2014 school years, the school will design schedules and implement strategies that increase learning time for all students including: Increased learning time before and after school, Saturdays, and summers as needed.						
Measurable Effectiveness Data:		1. Teacher /Student Schedules 2. Report Card Data; Benchmark Data						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The SEA, LEA, and school will demonstrate their familiarity with evidence-based practices to provide increased learning time by approving the extended day opportunities	LEA, District Turnaround Office, Principal	District BOE	Student Schedules Board Minutes	X	X	X	X
2	Increased learning time programs, such as Virtual Instruction Program and academic and cultural enrichment programs will be offered. to provide multiple opportunities for students to connect to the learning process and recover lost credits and engage parents and other stakeholders.	School Turnaround Team, Building Scheduler, Office of Post Secondary Readiness, Principal	District BOE	Student Schedules Board Minutes	X	X	X	X
3	Additional time for counseling support will be provided to ninth grade students during the school day.	Principal, Building Scheduler, Guidance, SBYS	Guidance	Student schedules Guidance/services documentation	X	X	X	X
4	The District Turnaround Office and school will identify, screen, select, and monitor external partnerships that are aligned to meet the specific goals of the school and to enhance and increase student learning experiences. These partnerships will include programming during the regular school day, Saturdays, and Increased learning time.	LEA, District Turnaround Office, Principal	Guidance SBYS School Leadership	Student Schedules Board Minutes	X	X	X	X
5	The District Turnaround Office and School Turnaround Team will analyze the data to assess the progress and effectiveness of the Alternate School learning program to inform and guide instructional change.	LEA, Principal School Turnaround Team	Math Coach Literacy Coach School Turnaround Committee	LEA walkthroughs Principal Observations	X	X	X	X
6	The District Turnaround Office and school will support and implement a Saturday Program for students with excessive absences who are in need of additional academic support, and/or for enrichment.	District Turnaround Office, School Turnaround Team, Staff	Math Coach Literacy Coach School Turnaround Committee	Progress reports Report Card data Benchmark data	X	X	X	X
7	The District Turnaround Office and School Turnaround Team will support and implement student incentives for improved attendance	District Turnaround Office, School Turnaround Team, Staff	Math Coach Literacy Coach School Turnaround	Board approved calendar Lesson plans Curriculum	X	X	X	X

	and behavior, as well as a Summer Program, which will provide additional academic support to students, including a transitional program for all newly enrolled students.		Committee	Attendance documentation				
8	Create an alternative educational program nested within the regular comprehensive high school for students demonstrating severe and persistent behavior and attendance problems that inhibit their ability to be successful in a typical classroom.	District Turnaround Office, School Turnaround Team, Staff	Math Coach Literacy Coach School Turnaround Committee	Lesson plans Curriculum Attendance documentation	X	X	X	X

SIG Required Activity – 9 Turnaround		Provide appropriate social-emotional and community-oriented services and supports for students.						
SMART Goal:		During the 2012-2014 school years, The school Principal and Turnaround Team will establish partnerships with colleges, universities, community organizations/agencies and faith-based communities to support the School Support Team. The School Support Team will consist of: Community School Coordinator, Guidance Counselors, School Based Youth Services (SBYS)/LINK, Counseling Services, Camelot, Bullying Specialist, and Child Care Services.						
Measurable Effectiveness Data:		1.College and Career Center Student log sheets and Binder; Trip forms to College and Universities 2.Student Logs and Binder/Calendar of activities from SYBS/LINK, Guidance, Bullying Specialist, and CSC.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA, District Turnaround Office, and Principal will create a Student Support Services Team at the school consisting of the guidance counselors, social worker, child study team, Community School Coordinator, nurse, school law enforcement officer, administrators, Family Therapists and SBYS/LINK; Camelot, and Bullying Specialist.	LEA, District Turnaround Office, Principal, CSC, Guidance, CST, Camelot Admin./Staff	Math Coach Literacy Coach School Turnaround Committee Bullying Specialist	Student Support Services Team-Records/agendas, HIB Report, Referrals for service	X	X	X	X
2	In collaboration with the School Turnaround Team, the Student Support Services Team will develop and implement a plan for family and community engagement that includes specific steps, timelines, a monitoring system, and evaluation, which will increase student achievement.	School Turnaround Team, School Support Services Team	Math Coach Literacy Coach School Turnaround Committee	Family and Community Engagement Plan	X	X	X	X
3	School will design and implement Rites of Passage and Cultural Enrichment program to engage students on a personal level in order to build self-esteem, motivation and cultural pride in school and self.	Principal, Vice Principal, Office of Postsecondary Readiness, Turnaround Team	Conference Registration for 15 teachers Materials and Consultants for Anti-Bullying and Drug Education Training	Sign in Sheets Session Evaluations	X	X	X	X
4	The grant will provide additional Child Care Services to parenting teens, as well as, students engaged in Increased learning time	Principal, Vice Principal, Office of Postsecondary Readiness, Turnaround Team	5 Care Givers (Day Time) 1 Facilitator 4 Care Givers (Increased learning time) 1 Facilitator (Teen Parents) 3 Facilitators Contractual Services 3 Day DAP Program Registration and related costs School Based	Sign in Sheets Attendance Sheets	X	X	X	X

			Transformation Develop postsecondary plans for 16 students 3 Facilitators for parent education group					
5	Establish Parent Involvement Outreach Program to engage parents in school supports.	Principal, Vice Principal, Office of Postsecondary Readiness, Turnaround Team	Counseling Services	Family and Community Engagement Plan	X	X	X	X
6	Create classes that focus on career education such as: parenting, computer literacy, entrepreneurship, business, automotive and child care education classes to support parents in retooling and training for renewed success career opportunities	Principal, Office of Post Secondary Readiness	Counseling Services	Family and Community Engagement Plan	X	X	X	X

SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		During the 2012-2014 school years, Camden High School will have ongoing Data Collection which will include: 1) Measurement of success in all required indicators: academic, culture/climate, and governance goals, and 2) Develop a schedule to collect and analyze formative and summative data that will drive instruction, direct school wide planning, and foster a positive leaning environment and professional growth.						
Measurable Effectiveness Data:		1.SIG Surveys Data; Statistical Data (teacher/student attendance; suspension reports; parent meetings) 2. All Formative and Summative Assessment Data; Teacher Evaluations/Admin. Walkthrough Data						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	With support from School Turnaround Team, staff will assess all students in LAL and Math; use this data as a benchmark in placing students.	Principal, School Turnaround Team, LAL Coach, Math Coach , LAL Staff, Math Staff	Math Coach Literacy Coach School Turnaround Committee	Assessment results	X	X	X	X
2	Provide opportunity for staff to analyze all data, including academic data, absences, tardiness, discipline and advisory team data, as well as the process for data collection.	School Turnaround Team, Instructional and Support Staff	Math Coach Literacy Coach School Turnaround Committee Data Management Team	Attendance data Tardiness data Discipline referrals Advisory team data Revised goals	X	X	X	X
3	Establish procedure between Counseling Department, Career and Technical Education and Post Secondary Readiness Department to correctly place students in grades 10-12 in the correct sequence to complete industry certification and/or be adequately prepared for college entry level.	Principal, School Turnaround Team, Office of Post Secondary Readiness and Career & Technical Education		Written procedure Completed industry certifications	X	X	X	X
4	During Professional Learning Team meetings, the teams, using data, will identify skills to be targeted and create lessons that are intensely focused on the skill in need and will be monitored at least once per month.	Principal, Content Supervisors, Math and LAL Coaches	Data Management Team	Lesson Plans Formal/informal observations Principal log	X	X	X	X
5	With support from coaches, staff will assess all students quarterly in language arts and mathematics to determine growth and skills in need of improvement and reassign to flexible, leveled class as indicted.	LAL/Math Coaches, LAL Staff, Math Staff	Math Coach Literacy Coach School Turnaround Committee	Assessment results Placement of students	X	X	X	X
6	In June, will establish an annual opportunity for staff to gather and reflect on successfulness of student achievement, staff professional growth, and the effectiveness of team building.	Principal, Vice Principals, Content Supervisors, Math and LAL Coaches, Turnaround Team	Math Coach Literacy Coach School Turnaround Committee	Lesson Plans Formal/informal observations	X	X	X	X

Form S-9

Date: May 2012

Page 1 of 1

BUDGET AMOUNT AND NARRATIVE

LEA : Camden City Board of Education

Name of School: Camden High School

BUDGET NARRATIVE

School Name:	Year 2		
	Approved in Original 2010-2011 Application	2011-2012 Requested	Estimated Amount To Be Carried Over from 2010-2011
LEA (5% administrative)	90,261	\$98,947	-0-
School	1,905,952	\$1,879,991	-0-
Final 2011-2012 Budget Request	1,996,213	\$1,978,938	
Year 3 Estimate		\$1,960,400	

BUDGET NARRATIVE

Year 2 Budget Narrative including the estimated carryover

The goal of the Camden High School Turnaround is to provide a personalized education for students, who will be in a safe and orderly environment. Our students will be preparing to become critical thinkers who are formulating career pathways for lifelong learning.

The school will focus on teaching and learning, involve parents in their children's education, college, and establish administrative priorities. All budgeted items are directly related to the turnaround activities outlined in this proposal.

Implementation Strands

The budget for the turnaround supports the implementation of the following strands;

1. Continue to support principal as a leader for the school.
2. Developing criteria by which teacher efficacy is measured and in addition to firing, hiring, and retaining teachers based on performance.
3. Providing incentives and rewards to attract and retain good teachers (including mini-grants based on successful practice).
4. Implementing a comprehensive, extensive professional development program for all school staff.
5. Integrating all school turnaround activities with the LEA and SEA school improvement efforts through the LEA's Turnaround Office.
6. Utilize an education specialist to oversee the ongoing, daily use of data to drive decision-making and compile and/or assist with payroll, budget and proposals for the grant.
7. Development of a data analysis system that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected.
8. Implementing a modified block schedule, continue increased instructional time, and provide flexibility that better suits student needs.
9. Increase social-emotional and community-oriented services and supports for students, increased strategies to encourage students to aspire to enroll in post-secondary education, and concentrating heavily on the needs of ninth-graders..

Leadership and Instructional Expertise Professional Development

The Camden High Turnaround supports district, school, and classroom leadership through modeling, mentoring, and monitoring the paradigm shift happening in the school and homes. Staff will participate in extensive instructional and content training, supporting their development as teaching and learning experts. Building a strong foundational base of knowledge will support sustainability beyond the years of the grant.

The project will invest heavily in PD. We believe that it is through supporting teachers and staff right in their classrooms, right on their feet that we will best impact adult learning. Staff will have many opportunities to work with experts on improving, clarifying, and growing their

professional practices. PD is budgeted accordingly.

Materials

Materials are crucial to the success of the project vision and mission. The school is committed to creating a literacy-rich environment that allows each student the opportunity to find books s/he can read, wants to read, and will read every day at school and at home. Other materials needed for teaching in all content areas are included in the budget, as are materials to support teacher PD and classroom implementation of practices learned in PD.

Teacher Expertise and Assessment

Camden High will use the national Common Core Standards and the New Jersey Core Curriculum Content Standards as the formative assessment measure. Formative assessment on a daily basis will support transformation in teaching practice. Other tools will be used to conduct periodic assessments (such as the HSPA). The periodic assessments will be used to correlate and compare formative data to ensure that student progress is being scrutinized and monitored efficiently. The goal of formative and periodic assessment is to increase teacher expertise and knowledge of how learning happens, and how to support sophisticated thinking. The more teachers know and understand about how students learn, the more effective they will be as instructors and facilitators of this learning. The principal will support this learning journey by taking a hands-on role.

Increased Teaching and Learning Time

The school day will have increased teaching and learning time which will ensure more time-on-task instructional opportunities for students with the expectation of improved student achievement. The budget will reflect this change.

School Climate and Culture

The climate and culture of the school will be turned around so that students feel safe and feel that they are known and seen by many adults at the school. Professional development for staff, restructuring of service delivery to students in need, and provision of social-emotional support services for students (and families) will contribute to improved attitudes and school culture. The budget reflects the need for these supports and services as well as training for staff to make this transformation.

S-10
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: 5/18/12

NGO TITLE: School Improvement Grant **TURNAROUND**
SCHOOL NAME: CAMDEN HIGH 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
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	100-100	Teacher	84 Teacher s X \$29.00 X 1.25 hours X 180 days – Teachers will continue to perform their daily responsibility during the extended school hours.	\$548,100
Goal #: 4 Objective/Activity: 4.1; 4.5;4.6	100-100	Teacher Professional Development	84 Teacher s X \$29.00 X 1.25 hours X 180 days – Professional Development for all instructional staff in the areas of Differentiated Instruction, Student Engagement, Classroom and Behavior management and Team Teaching.	\$44,100
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	100-100	Para Professional	6 Para Professionals X 15.09X 1.25 hours X180 days – Para Professionals will continue to perform their daily responsibility during the extended school hours.	\$20,371
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Guidance	8 Guidance Counselors X \$29.00X1.25 hours X 180 days The Guidance Counselor will continue to provide an atmosphere and environment conducive to the intellectual, physical, social and emotional development of all students during the extended school hours.	\$52,200

Goal #:2 Extension of School year Objective/Activity:2.1; 2.2; 2.3	200-100	Nurse	2 Nurses X \$29.00X 1.25hours X 180 days The Nurse will continue to perform their daily responsibility during the extended school hours.	\$ 13,050
Goal #:2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Clerk	12 Clerks X \$16.16X 1hoursX 180 days The clerks will continue to perform their daily responsibility during the extended school hours	\$34,906
Goal #:2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Security	15 Security Officers X \$18.98 X .75hours X 180 days The Security Officers will continue to perform their daily responsibility during the extended school hours	\$38,434
Goal #:2 Extension of School year Objective/Activity:2.1; 2.2; 2.3	200-100	Dropout Prevention Officer	1 Dropout Prevention Office X \$29.00 X 1.25 hours X 180 days The Drop Prevention Officer will continue to perform their daily responsibility during the extended school hours	\$6,525
Goal #:2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Custodian	7 Custodians X \$29.54 X .5 hours X 180 days The Custodians will continue to perform their daily responsibility during the extended school hours	\$18,610
Goal #:2 Extension of School year Objective/Activity:2.1; 2.2; 2.3	200-100	Administrators	6 Administrators: 1- Principal x \$38.00 x 1 hour x 180 = 6,840 4- Vice Principal x \$33.00 x 1 hour x 180 = 23,760 1- Athletic Director x \$36.00 x 1 hour x 180 = 6,480	\$37,080
Goal #:2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Librarian	1 Librarian X \$29.00 X 1.25 hours X 180 days The Librarian will continue to perform their daily responsibility during the extended school hours	\$6,525
Goal #:2 Extension of School year Objective/Activity:2.1; 2.2; 2.3	200-100	Technology Coordinator	1 Tech. Coordinator X \$29.00X 1.25 hours X 180 days The Technology Coordinator will continue to perform their daily responsibility during the extended school hours	\$6,525

SMART Goal #4 Objective/Activity 4.3	200-100	Instructional Program Specialist (RTI)	<p style="text-align: center;">Full-Time</p> <p>The Response to Intervention Specialist (RTI) will work with the lowest performing students individually and in small groups to raise student achievement. The lowest performing students will receive instruction from classroom teacher and will receive additional instruction and support from the RTI Specialist in the areas of literacy and math. The RTI Specialist will be instrumental in bringing the lowest performing student to grade level.</p> <p style="text-align: center;">\$80,000 @ 100% = \$80,000</p>	\$80,000
SMART Goal #6 Objective/Activity 6.6	200-100	Technology Technician	<p style="text-align: center;">Full-Time</p> <p>Responsible for installation, maintaining, troubleshooting and repairing all computer hardware in the building. This includes printers, Smart Boards, Document Cameras, and other peripherals. Also responsible for basic troubleshooting network equipment.</p> <p style="text-align: center;">\$50,000 x 100% = \$50,000</p> <p style="text-align: center;">New Position</p>	\$50,000
SMART Goals #7 Objective/Activity 7.1	200-100	Data Management Team	<p style="text-align: center;">Stipends</p> <p>Stipends for data management team meetings. They will collect/analyze and disaggregate all school data to identify patterns, make projections and make conclusions about findings/trends. 25 hours during the school year for 12 staff members @ \$29 per hour = \$8,700 and 2 administrators @ \$33.00 per hour = \$1,650</p> <p>Meetings will be held after school hours</p>	\$10,350
Goal # 9 Extension of School year Objective/Activity: 9.1	200-100	School Climate & Cultural Supervisor	<p style="text-align: center;">Full Time</p> <p>Responsibilities of the Bullying Specialist is to mediate and resolve bullying matters amongst students and complete HIB Reports as mandated by the Bullying Statute.</p> <p style="text-align: center;">\$70,000 x 100% = \$70,000</p> <p style="text-align: center;">New Position</p>	\$70,000.00

Goal # 9 Extension of School year Objective/Activity: 9.1	200-100	Community School Coordinator	1 CSC X 15.09 X 1.25hours X 180 days The Community School Coordinator will continue to perform their daily responsibility during the extended school hours	\$3,395
SMART Goal #3 Objective/Activity 3.2	200-100	School Turnaround Committee	Stipends Meetings with Turnaround Committee members for after-school hours monthly to review status of overall school climate and benchmarks. 20 members @ \$29 per hour x 2 hours x 10 meetings = \$11,600, and 2 administrators @ \$33.00 per hour = \$1,320 Meetings will be held after school hours	\$12,920
SMART Goal #3 Objective/Activity 3.2	200-100	School Turnaround Committee (Summer)	Stipends Meetings with Turnaround Committee members for Summer hours to review status of overall school climate and benchmarks. 20 members @ \$29 per hour x 4 hours x 16 days = \$37,120	\$37,120
SMART Goals #7 Objective/Activity 7.1	200-100	Data Management Team (Summer)	Stipends Stipends for data management summer team meetings. They will collect/analyze and disaggregate all school data to identify patterns, make projections and make conclusions about findings/trends. 25 hours during the summer for 12 staff members @ \$29 per hour = \$8,700	\$8,700
SMART Goals #5 Objective/Activity 5.2	200-100	Administrative Education Program Specialist	Full-Time 100% X \$80,000 The educational program specialist will assist in implementing SIG curriculum projects, programs and activities to improve program effectiveness. The educational program specialist will use data to identify and group students who need additional support and develop appropriate interventions. In addition, he/she will be responsible for maintaining all required written documentation that supports program implementation.	\$80,000

S-11
BUDGET DETAIL FORM B
Personal Services – Employee Benefits
Function & Object Code 200-200

Date: 5/18/12

NGO TITLE: School Improvement Grant **TURNAROUND**
SCHOOL NAME: Camden High 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 7.05%	PERS 5.5%	WRKR'S COMP .625%	UNEMPLY. .425%	DISABIL. ----- %	HEALTH 30%	OTHER SPECIFY: -----% -----%	TOTAL % OF BENEFITS 51.25%	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teachers	\$548,100	\$41,930								7.65%	\$ 41,930
Para Professional	\$20,371	\$1,558								7.65%	\$1,558
Guidance	\$52,200	\$3,993								7.65%	\$3,993
Nurse	\$13,050	\$998								7.65%	\$998
Clerk	\$34,906	\$2,670								7.65%	\$2,670
Security	\$38,434	\$2,940								7.65%	\$2,940
Drop Out Prevention Officer	\$6,525	\$499								7.65%	\$499
Custodian	\$18,610	\$1,424								7.65%	\$1,424
Educational Program Specialist	\$80,000	\$6,120	\$5,640		\$500	\$340		\$24,000		45.75%	\$ 36,600
Technology Technician	\$50,000	\$3,825		\$2,750	\$313	\$213		\$15,000		44.20%	\$22,101
Administrators	\$37,080	\$2,837								7.65%	\$2,837

Librarian	\$6,525	\$499								7.65%	\$499
Technology Coordinator	\$6,525	\$499								7.65%	\$499
Stipends Data Management Team	\$10,350	\$792								7.65%	\$792
School Climate and Cultural Supervisor	\$70,000	\$5,355	\$4,935		\$438	\$298		\$21,000		45.75%	\$32,025
Community School Coordinator	\$3,395	\$260								7.65%	\$260
Stipends Turnaround Committee	\$12,920	\$988								7.65%	\$988
Stipends Data Management Team Summer	\$8,700	\$666								7.65%	\$666
Administration-Educational Program Specialist	\$80,000	\$6,120	\$5,640		\$500	\$340		\$24,000		45.75%	\$18,947
Stipends Turnaround Committee Summer	\$37,120	\$2,840								7.65%	\$2,840

S-12
BUDGET DETAIL FORM C
Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Date: 5/18/12

NGO TITLE: School Improvement Grant **TURNAROUND**
SCHOOL NAME: Camden High 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
SMART Goal #4 Objective/Activity 4.2,	200-300	Professional Development for Data Analysis will provide training on how to analysis data and will be designed for all subject content area Department Chairpersons, Math/Literacy Coaches, and the Data Team.	\$1,750 per day	3 days	\$5,250
SMART Goal #4 Objective/Activity 4.1, 4.5, 4.6	200-300	Professional development will be provided by a consultant to aid staff in developing “Best Instructional Practices”.	\$1,800 per day	1 year 114 days	\$205,200
SMART Goal #4 Objective/Activity 4.2	200-300	Support research that documents implementation and outcomes of the curriculum. PD Consists of administration and analysis of annual student data and faculty climate surveys, facilitator reports, attendance, achievement, and promotion data. PD will also provide reports to the school each year on these analyses, identifying areas of success and recommendations for improvement, includes customization and localization of the research-based curriculum and linkage to district and state standards/tests.	\$25,000	1 year	\$25,000
SMART Goal #4 Objective/Activity 4.1, 4.5, 4.6	200-300	SmartBoard certification training for 6 selected staff members: 6 x 2,300= \$13,800.00	\$2,300	12 members	\$27,600

SMART Goal #4 Objective/Activity 4.1, 4.5, 4.7	200-300	Writers and Readers Professional Development Workshop. Teachers will receive PD in order to improve student academic achievement in Reading and Writing.	\$1,750	18 days	\$31,500
SMART Goal #4, 6 Objective/Activity 4.1, 4.5, 4.7; 6.7	400-731	Smart Boards which are interactive Whiteboards engage the students with creating technological projects. We need 5 with installation and PD @ \$5,000 each = \$25,000	\$5,000	5	\$25,000
SMART Goal #9 Objective/Activity 9.4	200-500	Childcare Consultants - Provide direct care to the children (infants and toddlers) of the students who attend the High School. The childcare site is located within the High School.	\$135	150 days	\$20,250
SMART Goal #2,9 Extension of the School Year Objective/Activity 2.1; 2.2;2.3;9.1	200-300	Camelot Alternative School Extended Day Contractual Services (1 Administrator, 4Teachers, 3 Paraprofessionals) This program is attended by students of Camden High Schools.	\$251	180	\$45,180

S-13
BUDGET DETAIL FORM D
Supplies and Materials
Function & Object Codes 100-600 and 200-600

Date: 5/18/12

NGO TITLE: School Improvement Grant TURNAROUND	
SCHOOL NAME: Camden High School	

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – Desktop computers Students will use item for PBL’s,(project-based learning) research, remediation, etc.	\$1,200	25	\$30,000
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – iPods Students will use item for PBL’s,(project-based learning) research, remediation, etc.	\$250	70	\$17,500
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – IPAD3 AND Security Tracking Device for IPAD3 for students Students will use item for PBL’s,(project-based learning) research, remediation, etc.	\$500.00	50	\$25,000
SMART Goal #6 Objective/Activity 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices. Supplies include paper, stapler, toner, hanging file folders, makers, post- its, flip charts, training material, and ink cartridges.			\$4,413

S-14
BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: 5/18/12

NGO TITLE: School Improvement Grant **TURNAROUND**
SCHOOL NAME: Camden High School

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
SMART Goal #6 Objective/Activity 6.7	400-731	(24 in a set) 2 sets of MOBI's @ \$4,000 each = \$8,000 The MOBI Interactive System is a small slate that allows an ordinary screen to become interactive	\$4,000	2	\$8,000
SMART Goal #6 Objective/Activity 6.7	400-731	(24 in a set) 10 sets of clickers @ \$2,500 each = \$25,000	\$2,500	10	\$25,000

S-15
BUDGET DETAIL FORM F

Date: 5/18/12

*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: TURNAROUND	
SCHOOL NAME: Camden High 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
SMART Goal #4 Objective/Activity 4.14	200-580	To attend 2013 National Association of Secondary School Principals Conference for 6 people which includes hotel and meals. Hotel for 6 people X 150 per night X 3 nights Meals 6 people X \$70 per day X 4days Air Fare/ travel 6 people X \$600	\$7,980
SMART Goal #4 Objective/Activity 4.14	200-500	Registration fees for National Association of Secondary School Principals Conference 6 people X 750	\$4,500
SMART Goal #4 Objective/Activity 4.14	200-580	Travel to various SIG meetings and trainings, etc. 700 miles X .31per/mile X 20 people X 10 meetings	\$4,340
SMART Goal #9 Objective/Activity 9.5	200-500	Refreshments for Stakeholders which includes parents and community. Family Nights where we will provide educational information about the students, the new SIG and school mission and philosophy. Monthly Parent Groups, FASA nights, Book Clubs, Technology Training. (Light dinner) @ \$10 per person x 20 events x 100 people = \$20,000	\$20,000
SMART Goal #6 Objective/Activity 6.10	200-500	Transportation for each Department – Bus fees for educational trips @ \$350 per bus for 10 educational trips.	\$3,500
SMART Goal #4 Objective/Activity 4.15	100-800	Admissions for educational trips. Each student will have at least 1 outing per 10 Departments @ \$15.00 per trip x 55 admissions (50 students and 5 instructors) x10 trips = 550 admissions x 15	\$8,250

SMART Goal #8 Objective/Activity 8.7	100-800	Incentives for Students will include: payment vouchers for students to complete the PSAT @ \$14.00 x 100 students = \$1,400 and SAT's @ \$35.00 x 100 and 1X \$34.00 students = \$4,934. In addition, vouchers for payment of college application fees @ \$75.00 x 50 students = \$3,750	\$8,684
SMART Goal #9 Objective/Activity 9.7	100-800	A behavior modification initiative project that encourages students to increase attendance and improve behavior.	\$20,000
SMART Goal #3 Objective/Activity 3.4	200-800	Individual incentives for exemplary performance based on school rubric awarded to teachers to purchase items of their choice for use in the classroom \$1,000 X 25 Teachers = \$25,000 Mini Grants awarded to deserving teachers/grade levels for projects to enhance student learning/enrichment activities awarded by Leadership Team \$500 X 25 teachers/grade levels = \$12,500	\$37,500
SMART Goal #6 Objective/Activity 6.7	200-500	Technology Resource Lab for students – Site License for remediation programs \$79.00 x 110 = \$8,690.00	\$8,690

Form S-16
 NJ DEPARTMENT OF EDUCATION
 APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Camden Board of Education

School Name: Camden High School County/LEA/School Code: 0 7 / 0 6 8 0 / 0 3 0

NGO Title: School Improvement Grant (Cohort 2 – Year 2) NGO#: 12 - S G O - H 0 3

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			\$612,571		\$612,571
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600			\$72,500		\$72,500
Other Objects	100-800			\$36,934		\$36,934
SUBTOTAL - INSTRUCTION				\$722,005		\$722,005
SUPPORT SERVICES						
Personal Services - Salaries	200-100			\$566,340		\$566,340
Personal Services – Employee Benefits	200-200			\$201,844		\$201,844
Purchased Professional & Technical Services	200-300			\$339,730		\$339,730
Purchased Professional Education Services	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			\$56,940		\$56,940
Travel	200-580			\$12,320		\$12,320
Supplies and Materials	200-600			\$4,413		\$4,413
Other Objects	200-800			\$37,500		\$37,500
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				\$1,219,087		\$1,219,087
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			\$58,000		\$58,000
Non-instructional Equipment	400-732					
SUBTOTAL - FACILITIES				\$58,000		\$58,000
TOTAL COST				\$1,999,092		\$1,999,092

Business Administrator/Chief Fiscal Officer
 Celeste A. Ricketts

Date