

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

12-SG05-H03

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

SECTION II:

COUNTY: 07
LEA/OTHER: 0680
SCHOOL: 170

COUNTY NAME: Camden County
Camden City Board of Education

APPLICANT AGENCY
201 North Front Street

AGENCY ADDRESS
Camden, New Jersey 08102

CITY STATE ZIP

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

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Andrea Kirwin(Assistant Superintendent)

TELEPHONE NUMBER: (856)966-2000 ext 38092 FAX#: (856) 966-6315 E-MAIL akirwin@camden.k12.nj.us

BUSINESS MANAGER: Celeste A. Ricketts PHONE#: (856)966-2036 E-MAIL caricketts@camden.k12.nj.us

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

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: \$773,957

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

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

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR TITLE DATE
Dr. Bessie LeFra 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 04/10/2012

Form L-1

BOARD RESOLUTION TO APPLY

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FY		NGO#				WKL		

The Camden City Public Schools 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,

\$773,957

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
Celeste A. Ricketts

Date

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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.

LEA

Signature: *Chief School Administrator*

Date

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 _____

Address _____

DUNS number _____

Expiration Date of CCR registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Date

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 interventions
- 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.

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.

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.

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.

Form L-5

Date: May 10, 2012

Page ____ of ____

SCHOOLS TO BE SERVED

LEA : Camden

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

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Camden - Cramer & Wiggins

<p>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.</p>			
<p>Activity #1 – Management of External Providers</p>			
<p>Evidence of Implementation Indicators</p>	<p>Year 2 Implementation Description</p>	<p>Year 3 Project Description</p>	<p>Year 3 Timeline</p>
<p>Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers</p>	<p>External partners continued to be screened by the Assistant Superintendent for Elementary Education and other members of the leadership CCPS staff prior to their selection. Where appropriate, RFPs for the recruitment of external partners were issued by the district. The partnerships that were successful continued to provide on-going job embedded professional development for the staff. These partners have developed supportive relationships with the teachers. They have learned each teacher’s individual needs and were able to differentiate professional development accordingly.</p>	<p>External partners will continue to be screened by the Assistant Superintendent for Elementary Education and other members of the leadership CCPS staff prior to their selection. Where appropriate, RFPs for the recruitment of external partners will be issued by the district. The partnerships that have been successful will continue to provide on-going job embedded professional development for the staff. These partners have developed supportive relationships with the teachers. They have learned each teacher’s individual needs and will be able to continue differentiated professional development accordingly.</p>	<p>Sept. 2012- June 2013</p>
<p>Management of the contracts of external providers in a timely fashion</p>	<p>External partnerships continued to be managed by the Assistant Superintendent for Elementary Education and others as she may delegate. Contracts were issued in a timely manner, approved by the Board, and</p>	<p>External partnerships will continue to be managed by the Assistant Superintendent for Elementary Education and others as she may delegate. Contracts will be issued in a timely manner, approved by the Board, and payments</p>	<p>August 2012 – June 2013</p>

	payments disbursed in a timely manner upon the receipt of appropriate documentation of services.	disbursed in a timely manner upon the receipt of appropriate documentation of services.	
The LEA plan to evaluate the quality of external providers	Professional development provided by external partners continued to be assessed through feedback forms completed by participants, as well as through assessment and feedback provided by the Network Turnaround Officer, the principal, and CCPS officials.	Professional development provided by external partners will continue to be assessed through feedback forms completed by participants, as well as through assessment and feedback provided by the Network Turnaround Officer, the principal, and CCPS officials.	Sept. 2012 – June 2013

Activity 1: Barriers of Year 2 Implementation	District procedures and processes must be adhered to procuring external providers.
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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 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Align other resources with the interventions: The clear alignment of resources	Title I and Title IIA funds continued to be realigned to support the schools in the SIG program. All NCLB Consolidated funds were coordinated with SIG funding and activities in Year 2. District resources were applied to the SIG1 schools by continuing to assign existing LEA leadership staff at the district level to work on the SIG implementation. These district leaders provided oversight and monitoring.	Title I and Title IIA funds will continue to be realigned to support the schools in the SIG program. All NCLB Consolidated funds will be coordinated with SIG funding and activities in Year 2. District resources will be applied to the SIG1 schools by continuing to assign existing LEA leadership staff at the district level to work on the SIG implementation. These district leaders will provide oversight and monitoring.	Sept. 2012 – Aug. 2013
Alignment with the NJCCCS	The LEA continued to align all programs with the NJCCCS; indeed, one of the principal focuses of the transformation model is to ensure that the NJCCCS are implemented every day in every classroom through increasingly effective Tier 1 instruction and effective Tier 2 and Tier 3 interventions.	The LEA will continue to align all programs with the CCSS; indeed, one of the principal focuses of the transformation model is ensuring that the CCSS are implemented every day in every classroom through increasingly effective Tier 1 instruction and effective Tier 2 and Tier 3 interventions.	Sept. 2012 – June 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	In Year 2 Title II, Part A funds were applied to the remediation of staff performance gaps that have been the strongest influence on the turnaround and the recruitment of high quality staff.	In Year 3 Title II, Part A funds will be applied to the remediation of staff performance gaps that will have the strongest influence on the turnaround and the recruitment of high quality staff.	Sept. 2012 – June 2013

Activity 2: Barriers of Year 2 Implementation	The district will continue to focus on implementing the School Improvement Grant (SIG) with fidelity.
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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 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>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</p>	<p>Supervisors continued to support the SIG schools. They worked closely with administration and Coaches to offer PD where needed.</p>	<p>Supervisors will continue to support the SIG schools. They will work closely with administration and Coaches to offer PD where needed.</p>	<p>Sept. 2012 – Aug. 2013</p>
<p>District level staff assignments to implement that the interventions Involvement of LEA stakeholders in decision making</p>	<p>In Year 2 all elementary supervisors continued to meet with Response-to-Intervention (RTI) Specialists monthly to assist with interventions (when possible).</p>	<p>In Year 3 all elementary supervisors will continue to meet with Response-to-Intervention (RTI) Specialists as needed to assist with interventions.</p>	<p>Sept. 2012 June 2013</p>
<p>Process for making collaborative decisions</p>	<p>In Year 2 collaborative time for teachers and leadership staff continued to be a priority as part of the professional learning communities. Vertical and horizontal articulations took place. District leadership was already visible in the schools on a regular basis to share and model district goals and objectives with teachers and principals on both a one-on-one and group level.</p> <p>District and school leadership continued to identify teachers who could serve as coaches, mentors, and teacher leaders for continued collaborative input and decision-making, and sharing of strategies specifically focused on improvement of instruction and professional development needs.</p>	<p>In Year 3 collaborative time for teachers and leadership staff will continue to be a priority as part of the professional learning communities. Vertical and horizontal articulations will take place. District leadership is already visible in the schools on a regular basis to share and model district goals and objectives with teachers and principals on both a one-on-one and group level.</p> <p>District and school leadership will identify teachers who can serve as coaches, mentors, and teacher leaders for continued collaborative input and decision-making, and sharing of strategies specifically focused on improvement of instruction and professional development needs.</p>	<p>Sept. 2012 – June 2013</p>

Involvement of other critical stakeholders, such as the other State and local leaders (<i>e.g.</i> , business, community, civil rights, and education association leaders); parent, student, and community organizations (<i>e.g.</i> , parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education	Parent Coaches were used to reach out to other community members.	Parent Coaches will continue to reach out to other community members.	Sept. 2012 – June 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	The Educational Program Specialist continued to perform these duties in Year 2.	The Educational Program Specialist will continue to perform these duties in Year 3.	Sept. 2012 – Aug. 2013

Activity 3: Barriers of Year 2 Implementation	Due to a promotion, an RTI position needed to be filled at Cramer Limited number of qualified applicants
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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 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The Internal District Team supports to the school	The District Team provided support for SIG1 Year 2 implementation.	The District Team will continue to provide support for SIG1 Year 3 implementation.	Sept. 2012 – Aug. 2013
LEA-level activities designed to support implementation of the selected models	District staff continued to provide support for the schools’ leadership teams and staff to implement the interventions outlined in the plan.	District staff will continue to provide support for the schools’ leadership teams and staff to implement the interventions outlined in the plan.	Sept. 2012 – June 2013
Development and use of data systems	More individualized PD was implemented to assist teachers who were having difficulty using data to inform their instruction.	More individualized PD will continue to be implemented to assist teachers who are having difficulty using data to inform their instruction.	Sept. 2012 – June 2013
The district’s system to conduct classroom walkthroughs	Walkthroughs continued to be conducted throughout the year by school and district administrators.	Walkthroughs will continue to be conducted throughout the year by school and district administrators.	Sept. 2012 – June 2013
The district oversight responsibilities and role of CSA	The CSA, or her designee, continued to monitor the collection of data and plans for the implementation of improvement strategies.	The CSA, or her designee, will continue to monitor the collection of data and plans for the implementation of improvement strategies.	Sept. 2012 – Aug. 2013
Support of the Teacher’s Union	Support of the teachers’ union for staffing and teacher evaluation took place in Year 2	Support of the teachers’ union for staffing and teacher evaluation will continue to take place in Year 3.	Sept. 2012 – Aug. 2013
Support of School Board	The LEA team continued to supply ongoing reports from district leaders regarding SIG1 implementation and successes to the School Board.	The LEA team will continue to supply ongoing reports from district leaders regarding SIG1 implementation and successes to the School Board.	Sept. 2012 – Aug. 2013

Evaluation of Principal and level of implementation	The evaluation of the principal and the level of implementation continued to be measured through ongoing student performance data analysis and the principals' progress on quarterly reviews.	The evaluation of the principal and the level of implementation will continue to be measured through ongoing student performance data analysis and the principals' progress on quarterly reviews.	Sept. 2012 – Aug. 2013
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Activity 4: Barriers of Year 2 Implementation:	Training was held by NJDOE in Dec. 2010 for the new principal evaluation system. The District committee, including representation from the administrative association, continues to meet to finalize the principal evaluation system.		
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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 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Selection of staff	The district continued to facilitate the movement of staff out of and between schools when appropriate to achieve the goals of the project.	The district will continue to facilitate the movement of staff to achieve the goals of the project.	Sept. 2012 – Aug. 2013
Scheduling	School leadership continued to be afforded near autonomy in its rostering and scheduling procedures.	School leadership will continue to be afforded near autonomy in its rostering and scheduling procedures.	Sept. 2012 – Aug. 2013
Budgeting	The principal continued to be given wide latitude in constructing the school’s budget and allocating funds where they could be most effective in implementing the transformative change envisioned by the grant.	The principal will continue to be given wide latitude in constructing the school’s budget and allocating funds where they can be most effective in implementing the transformative change envisioned by the grant.	Sept. 2012 – Aug. 2013
Greater accountability for results	In Year 2 this culture of transparency and accountability continued.	In Year 3 this culture of transparency and accountability will continue.	Sept. 2012 – Aug. 2013
Selection of professional development services and providers	<p>The district and the school continued to partner to review data and needs assessment surveys to select the best professional development providers (and plans) for the school.</p> <p>The partnerships that have been successful continued to provide on-going job embedded professional development for the staff. These partners have developed supportive relationships with the teachers. They have learned each teacher’s individual needs and were able to differentiate professional</p>	<p>The district and the school will continue to partner to review data and needs assessment surveys to select the best professional development providers (and plans) for the school.</p> <p>The partnerships that have been successful will continue to provide on-going job embedded professional development for the staff. These partners have developed supportive relationships with the teachers. They have learned each teacher’s individual needs and will be</p>	Sept. 2012 – Aug. 2013

	development accordingly.	able to continue differentiated professional development accordingly.	
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	All requirements of federal and state statute and regulations regarding bid and competitive contracting continued to be followed.		

Activity 5: Barriers of Year 2 Implementation	Majority of staff members support implementation of the SIG requirements leaving resistance from staff members minimal.
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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 as measured by academic progress and culture & climate surveys.					
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	District Budget	Evaluation Tool	X			

		C & I Team						
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:		In the 2012-2013 School Year the district will meet with the SIG schools monthly to develop a plan on capacity building beyond the grant period and a plan to reallocate resources beyond the grant period.						
Measurable Effectiveness Data:		1. The School Budget, SIG Budget (State and Federal funds allocation and disbursement) 2. Itemization 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 the end of 2012-2013 school year the district will provide support in transitioning from the districts evaluation process to the Danielson Model. The district will continue to provide support to the SIG schools at the end of the Grant through supervisors and content specialist.					
Measurable Effectiveness Data:			1. Sign-in sheets/Agenda of all LEA and SEA meetings regarding program, stakeholders, and evaluations of staff 2. District will fully implement the chosen teacher evaluation tool by June 2013. 3. Practices will be modified on a need to basis. 4. Planned activities are implemented according to the proposed timeline. 5. A broad range of stakeholders is involved in the implementation process. 6. The district will provide increased support to the SIG Schools during the 2012-2013 school year.					
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 Team	District/School /SIG /NCLB Budgets	Rubric, Agendas, Sign-in Sheets	X	X	X	X
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 2012-2013 school years, the district will identify and implement instructional programs that are research-based and vertically aligned to the New Jersey State model curriculum using walkthroughs and data analysis as an evaluative tool. Implement a new paradigm of vertically aligned decision making to support turnaround and transformation schools.

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)	Teacher & Principals Evaluation, Scholastic	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: **During the 2012 -2013 School year the principals will have 100% autonomy over the SIG budget and staffing, with the district providing support as requested.**

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	HR Department	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 collaborate on the selection of Professional Development services and Providers	LEA, School Leadership, Turnaround Leader; SIG Educational Specialist	Statistical data Review/Select PD providers	Vendor Bids and Contracts, and Professional Development Feedback Forms	X	X	X	X
6	Principal will continue to be fully	LEA, School Leadership, Turnaround Leader; SIG	All Reports, documents, meetings will be completed	Timely submission of Federal and State reports,	X	X	X	X

	compliant with the Federal and State Statues.	Educational Specialist	in a timely manner.	sign-in sheets, and review of Feedback report				
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 3 Project Abstract
S-6: Stakeholder Participation
S-5: Project Update
S-6: Project Description
S-7: Annual Student Targets
S-8: Year 3 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 3 Budget Summary

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE **COHORT 1 SCHOOL APPLICATION**

SECTION I:

NGO#: 11- SG01- H02 Title: School Improvement Grant

SECTION II, PART A:

Cramer College Preparatory Lab School

School Name

2800 Mickle Street

School Address

Camden, NJ 08105

School City, State, Zip

Pre-k through 6th

Grade Span of School

Internal use
only

School Code

Type

Region

Sequence

Andrea Surratt

856-966-8910

School Principal Name

Phone #

Deborah Polk

School Program Director Name

(856)966-200

School Program Director Telephone

(856)966-2406/dpolk58715@aol.com

School Program Director Fax/email

Total amount of funds requested for school application: Year 3 \$1,704,738

Duration of the Year 3 project: 9/1/12 to 8/31/13

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

Certification of Chief School Administrator

Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Camden City school district (county code 0 7, District Code 0 6 8 0, School Code 170).

Signature of Chief School Administrator

Title

Date

Business Manager: Celeste Ricketts

Phone: (856)966-2000

Fax: (856) 966-2139

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.

Dr. Bessie LaFra Young, Superintendent
Applicant LEA

Signature: *Chief School Administrator*

Cramer College Preparatory Lab School
Applicant School

Signature: *Principal*

Date

Form S-3

Date: May 7, 2012

Page 1 of 2

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA: Camden City

Name of School: Cramer College Preparatory Lab

<p>Mission</p>	<p>The mission of Cramer College Preparatory Lab School is to provide each student a diverse education in a safe and supportive environment driven by high expectations. The results of the mission will be to ensure that each child becomes a productive and responsible citizen. This will be accomplished through implementing instructional strategies and best practices by highly qualified staff and through partnerships with families and the community.</p>
<p>Vision</p>	<p>The staff, parents, and community of Cramer College Preparatory Lab School believe that every student is capable of learning and achieving at high levels. Every student can and will learn in order for them to lead meaningful lives as competitive participants in the emerging global marketplace. High expectations and a nurturing environment for all students is the key to student success at Cramer CPL School.</p>
<p>Project Implementation Summary</p>	<p>The 2012-2013 School Improvement Grant (SIG) will be used to continue the progress made at Cramer PLS in Math, Reading, and overall achievement. Our emphasis will be on the Common Core Standards and aligning lesson planning and objectives with the new standards. During this process we will work on rigor and higher order instructional practices. We have come a long way with our extended school day and our goal is to incorporate new activities for students during our extended day period. We will continue our strategies to improve the school which include intensive 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 in core content areas.</p> <p>The SIG1 Year 3 transformation of the SIG schools will accelerate the implementation of the <i>Response-to-Intervention Framework</i> 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.</p> <p>In order to continue this accelerated transformation, Cramer will redouble its efforts to:</p> <ul style="list-style-type: none"> • Develop teacher effectiveness through the Charlotte Danielson model and <i>Teachscape</i> with an emphasis on Domains one and three during the first half of the school year where the greatest need is at this time.

- 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 new Common Core State Standards
- Implement a comprehensive data collection and management system to ensure transparency and accountability
- Use data to inform Tier 1 instruction and effective Tier 2 and Tier 3 interventions
- Extend learning time and create a community-oriented school
- Further build a school climate free of bias and bullying.

Cramer is 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 final year of the three-year detailed Activity Plan submitted and approved in 2010.

Cramer will continue to place 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.

Cramer will focus on sustaining its efforts in order to ensure a high performance school where critical thinking and formative assessments are the daily norm.

Form S-4

Date: May 7, 2012

Page 1 **of** 1

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	
April 18, 2012	Camden High School	Walkthrough/SIG Renewal Application	50	Yes		Yes	April 18, 2012
April 25, 2012	Cramer	Needs Ass./Renewal	12	Yes		Yes	April 25, 2012
May 2, 2012	Cramer	Needs Ass./Renewal	10	Yes		Yes	May 2, 2012
May 3, 2012	Cramer	SIG Renewal Application	15	Yes		Yes	May 3, 2012
May 4, 2012	Cramer	SIG Renewal Application	15	Yes		Yes	May 4, 2012

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) **Cramer has a number of meetings with community members and parents at least twice a month. Notices regarding the SIG application are posted on the website and notices were sent home for input. Students and staff completed surveys in order to complete the needs assessment of the SIG application. The staff members and parents are informed about SIG on a regular basis through grade level, committee, leadership, and staff meetings.**

<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>Cramer CPLS has involved the community, parents, students, and staff in the on-going implementation of the SIG grant. Monthly parent meetings, Leadership Team meetings, Committees, Staff Meetings, etc. are held each month and on an as needed basis in order to support the programs that are involved. Members of the community have given the school support for reading initiatives and family support is indicated by the number of students with parent signatures for their reading logs each night. The principal meets with all new parents and informs them of the SIG goals and requirements. Cramer College Preparatory Lab School will continue to involve all stakeholders in order to meet all of our goals.</p>
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Form S-5

Date: May 7, 2012

Page 1 of 5

PROJECT UPDATE

LEA : Camden City Board of Education

Name of School: Cramer College Preparatory Lab School

MATH UPDATE

Cramer students continue to make significant progress in mathematics on state assessments and SIG funded math programs. 2010-2011 NJ ASK scores demonstrated a **20.5%** increase in 3rd grade, a **13.6%** increase in 4th grade, a **5.8%** increase in 6th grade and a slight decrease in 5th grade in mathematics. Cramer students have achieved **80%** fact fluency using the FasttMath program with **50** students completing operations. On the initial administration of the Scholastic Math Inventory **17%** of the students achieved proficient and **1%** achieved advanced proficient, On the April administration **33%** scored proficient and **17%** scored advanced proficient, students will be assessed one more time this school year. On the Learnia ClassViews A (pretest) math assessment administered to 3rd-6th grade students **6** students scored proficient or advanced proficient, on the ClassViews B (posttest) assessment **51** students scored proficient or advanced proficient. K-2 teachers have received professional development and are using the Common Core Math Standards to guide instruction. We plan to expand the implementation of the Common Core to all grade levels in the coming school year. We also plan to continue to increase our levels of implementation of the current math programs. We will also implement earlier and more effective RTI strategies for students who score basic or below basic on the SMI assessment and partially proficient on the NJ ASK assessment. We plan to provide students with more instructional time in mathematics and greater accessibility to technology for mathematics. Lastly, we intend to increase math capacity through professional development specifically focused on The Common Core math standards and successful teaching strategies for increasing student's critical thinking, problem solving and number sense fluency.

LAL UPDATE

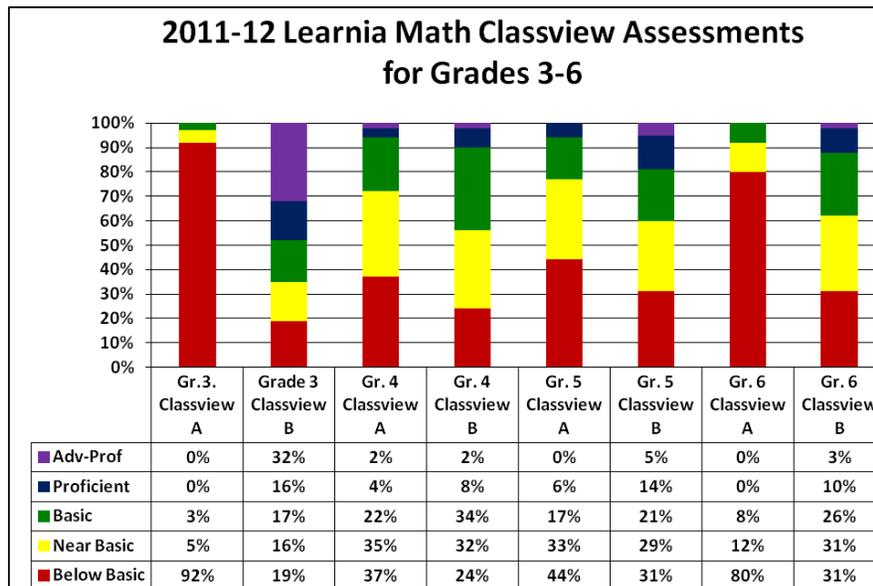
Over **95%** of Cramer students have completed more than 1 hour of reading per day. Students have experienced over 1 year of reading growth during the 2011-2012 school year. Currently more than **88%** of kindergarteners and **66%** of first graders are on grade level. **98%** of students in grades 1st through 5th made gains on the DRA2 assessment. The "Writer's Workshop" comprehensive writing program and Guided Reading program have been implemented in all classrooms. Staff have received extensive professional development with both programs as well as continued support with the 100 Book Challenge program. Project based learning strategies are being used to integrate literacy into the science and social studies curriculums. Teachers have participated in 30 days of professional development with American Reading Company in order to ensure that all students are reading on grade level, 13 full days of training with "Writer's Workshop," and 7 for Guided Reading. Learnia testing demonstrated a **28%** increase on literacy in 3rd grade a **14%** increase in 4th grade and a **5%** increase in 5th grade. The Gates-MacGinitie test was administered in the fall to establish baseline data. Teachers are currently administering a spring assessment to analyze growth.

EXTENDED DAY UPDATE

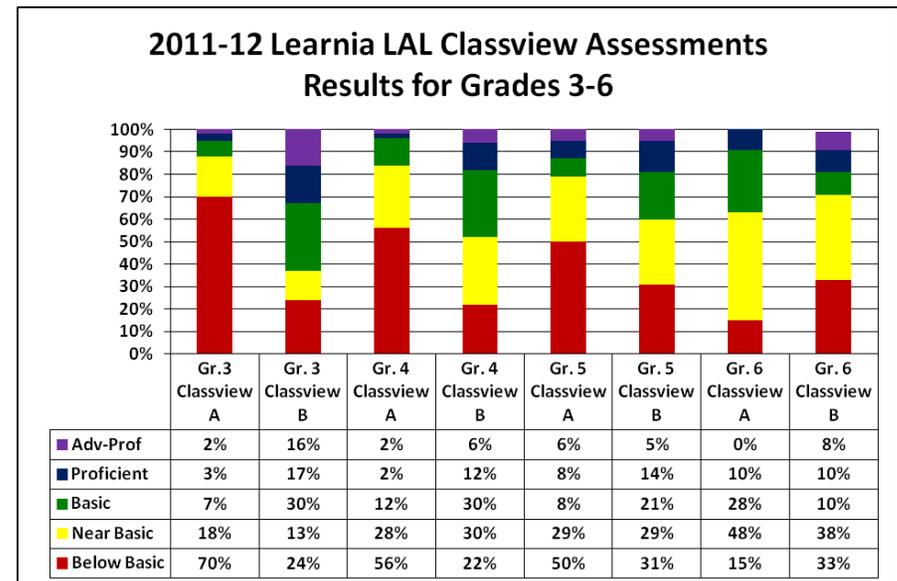
Cramer school has implemented an extended day program from 3:00-5:00 (Sept.-Jan.) and 3:00-4:30 for all kindergarten to 6th grade students. The extended day program focused on additional instructional time and extension activities. 75 third through sixth grade students also participated in 10 Saturday school sessions focused on team building and enrichment activities.

TEACHER OBSERVATION UPDATE

Cramer School has started using the Charlotte Danielson Framework for evaluating teacher and classroom effectiveness. The staff has received extensive training on the observation and evaluation system and the administrators have implemented the system to assess classroom instruction. Teachers have also been trained on the use of effective Objectives and Demonstrations of Learning (DOL's) to structure and guide daily lessons.

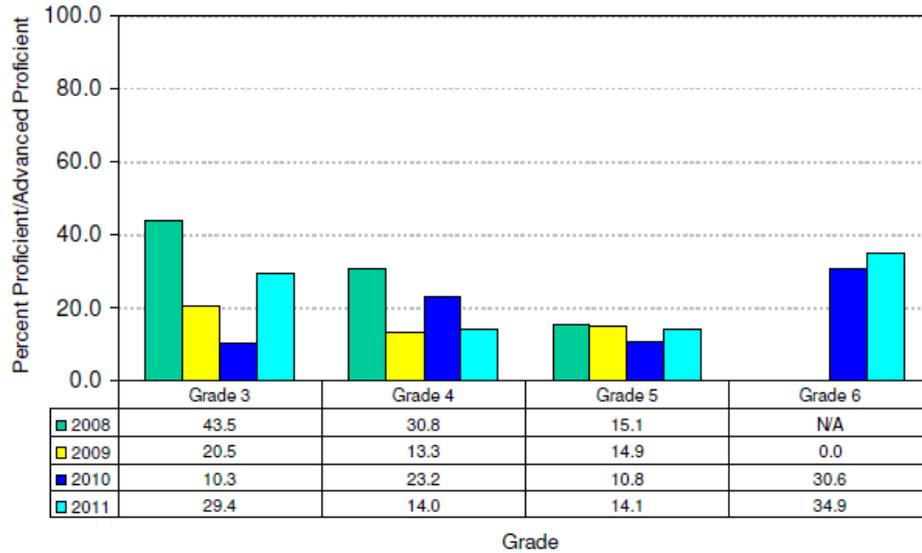


This chart illustrates the growth that students achieved on the Learnia Assessments during the 2011-2012 school year in mathematics. 3rd and 6th grade students made the most significant growth, but all grade levels were able to reduce the number of below basic students and increase the number of proficient students.



This chart illustrates the growth that students achieved on the Learnia Assessments during the 2011-2012 school year in LAL. 3rd and 4th grade students made the most significant growth. Only 6th grade did not demonstrate growth in LAL during the 2011-2012 school year.

LAL TOTAL POPULATION

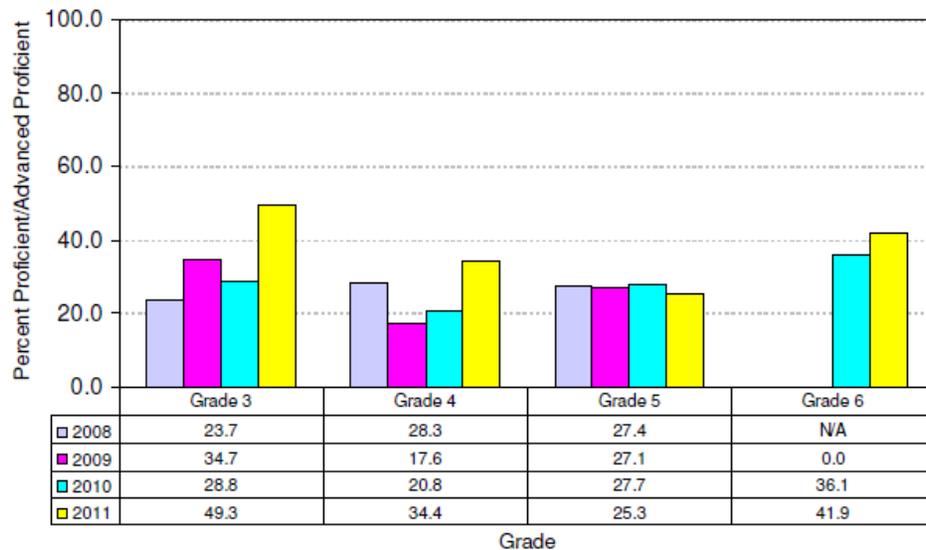


LAL GAINS ANALYSIS

Grade	+/- from 2011-2012
3 rd	+19.1
4 th	-9.2
5 th	+3.3
6 th	+4.3

These charts demonstrate the 4 year trend for Cramer School's NJ ASK LAL results as well as the growth that students achieved over the past two years.

MATH TOTAL POPULATION

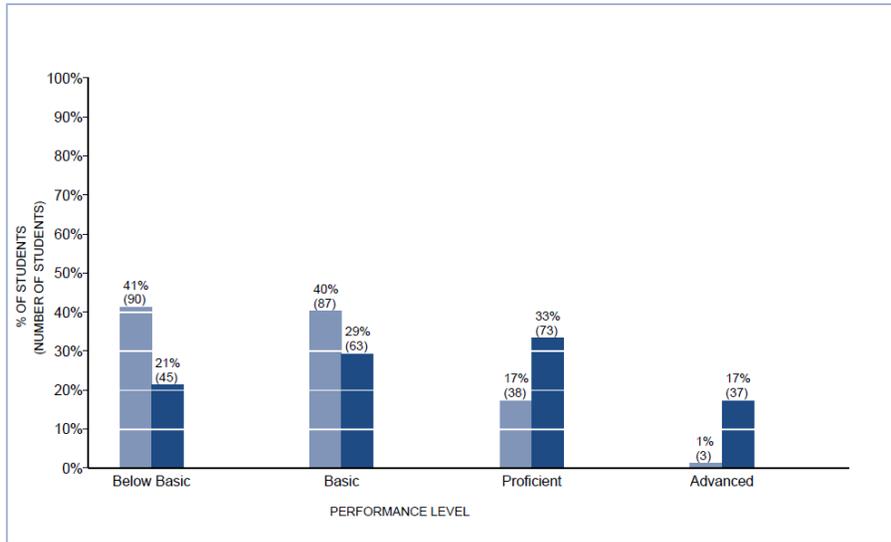


MATH GAINS ANALYSIS

Grade	+/- from 2011-2012
3 rd	+20.5
4 th	+13.6
5 th	-2.4
6 th	+5.8

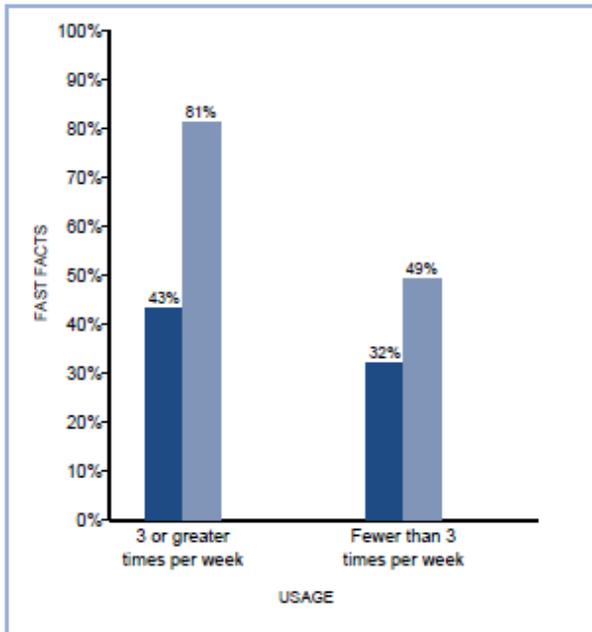
These charts demonstrate the 4 year trend for Cramer School's NJ ASK MATH results as well as the growth that students achieved over the past two years.

Total SMI Students: 218



This chart demonstrates the student's growth on the Scholastic Math Inventory test. The test has been administered three times so far this year, and will be administered one more time.

Number of Students Who Completed Operation: 50



This chart demonstrates the student's growth using the FastMath fact fluency program.

Reading Level Growth by Grade

Grade Level	Average Reading Level	Average Growth
Kindergarten	0.9	 + 0.8 Years
First Grade	1.7	 + 1.1 Years
Second Grade	2.3	 + 0.9 Years
Third Grade	2.5	 + 0.6 Years
Fourth Grade	3.0	 +0.7 Years
Fifth Grade	3.8	 +1.0 Years
Sixth Grade	4.7	 +0.6 Years
Cramer School	NA	 +0.81 Years

CRAMER SCHOOLPACE DATA

These charts demonstrate the growth that students have achieved toward reading proficiency.

Students at Proficient Level by Grade

Grade Level	Percent Proficient
Kindergarten	88.1% proficient
First Grade	66.1% proficient
Second Grade	45.2% proficient
Third Grade	21.1% proficient
Fourth Grade	14% proficient
Fifth Grade	31.7% proficient
Sixth Grade	15.4% proficient

	EMERGENCY	AT RISK	PROFICIENT
September	230 students	203 students	56 students
February	180 students	120 students	168 students
May	150 students	103 students	181 students

Form S-6

Use only one model template for each school

Date: May 7, 2012

Page 1 of 25

TRANSFORMATION PROJECT DESCRIPTION

LEA : Camden City

Name of School: Cramer College Preparatory Lab School

SIG Required Activity – 1			
Replace the principal who led the school prior to commencement of the transformation model.			
Implementation Guidance			
Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The principal spent hours in the classroom teaching and collaborating in order to develop teacher and leader effectiveness. There was a focus on non-tenured staff and staff members new to SIG. An Action Plan was developed to guide the continuation of student improvement.	The principal will work with teachers to align lesson plans and curriculum calendars to the Common Core Standards and use walkthroughs, observations, and classroom support to continue student improvement in every classroom.	July 1, 2012 to June 30, 2013
The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The principal at Cramer had less than two years experience when the grant was awarded and was able to continue as the principal. The principal continued to implement best practices and the use of data as a framework for student improvement.	The current principal has assisted the school with making gains in Reading and Math. The current principal should be able to continue to meet the goals of the SIG.	July 1, 2012 to June 30, 2013
The LEA establishes a pipeline of potential turnaround leaders.	The district has a group of potential turnaround leaders through the Rutgers Leadership Cohort and through successful administrators who have improved student performance at neighboring schools.	The district has training and mentoring programs in place for potential leaders.	Ongoing
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 district is committed to supporting leadership in their goals to become experts in their fields as true instructional leaders. Teachers are expected to implement best practices and leaders must be knowledgeable in order to support this endeavor. The	The LEA will continue to support the principal with implementing an effective evaluation process that will improve instructional practices and support the use of measurable	July 1, 2012 to June 30, 2013

	<p>district provides professional development in support of student achievement and growth at all levels and allows the principal to make decisions that guide the learning agenda.</p>	<p>indicators in Reading and Math that will guide the need for improvement for all students.</p>	
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<p>Barriers of Year 2 Implementation</p>	<p>The biggest barrier to year two was the amount of time spent on pre-observations, post reflections, collecting evidence and typing observations for Charlotte Danielson. <i>Teachscape</i> is needed in order to expedite the process.</p>
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Transformation SIG Required Activity – 2

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	The Charlotte Danielson evaluation is in place for teachers.	Charlotte Danielson will continue to be implemented with weights and percentages added for the 2012-2013 school year.	September 1, 2012 to June 30, 2013
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	<p>Cramer School implemented Scholastic Math Inventory testing.</p> <p>Learnia Math and Literacy testing.</p> <p>Gates-MacGinitie Reading baseline and growth testing has taken place.</p> <p>Action 100 SchoolPace reading data.</p> <p>Developmental Reading Assessment 2.</p> <p>Quarterly District Writing Benchmarks</p> <p>Envisions Benchmark Testing for Mathematics</p> <p>Cramer School conducted a needs assessment survey to determine professional development needs.</p>	<p>Cramer will continue to utilize Learnia, SMI, Gates-MacGinitie, SchoolPace, DRA2, Quarterly benchmark assessments.</p> <p>Cramer will examine NJ ASK data from the 2011-2012 assessment.</p> <p>Cramer will provide Common Core Standard training for teachers.</p> <p>Formal teacher evaluations.</p> <p>Informal principal classroom walkthroughs.</p> <p>Cramer will conduct regular Action 100 Implementation Status Checks.</p>	September 1, 2012 to June 30, 2013
3. The SEA and LEA document and provide training regarding the evaluation process.	Training was provided to all staff to explain the new evaluation tool. The staff completed assignments on Educational Impact and viewed videos of each Domain of the Charlotte Danielson tool.	Staff will continue to receive training on the Charlotte Danielson model and practice collecting evidence during walkthroughs and classroom visits.	August 1, 2012 through June 1, 2013

4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The new evaluation is in place. The principal and staff members worked together to modify instruction based on the new model.	The principal will continue to meet with staff and administrators to assess the validity and calibration of the new evaluation tool.	2012-2013 school year
5. The LEA monitors the evaluation process and reviews results.	Copies of evaluation forms and walk through forms are sent to district administration.	Copies of evaluation forms and walkthrough data will continue to be sent to the district.	September 1, 2012 to June 30, 2013

Barriers of Year 2 Implementation	The teachers like the pre-observation and teacher reflection forms but it is hard scheduling these meetings for over 70 professional staff during the school day.		
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Transformation SIG Required Activity – 3

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	<p>The principal reviewed a variety of assessment data to determine the effectiveness of classroom teachers. The principal also reviewed attendance data and evaluation data.</p> <p>A rubric was established to determine the effectiveness of classroom teachers. The rubric was based on attendance, evaluations and student assessment data.</p>	Performance based incentives will continue to be provided based on student improvement, attendance, and other data that support a successful learning community. The staff agreed on the incentive rubric which will continue to be used for year three.	September 1, 2012 to June 1, 2013
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	The principal met with the leadership team to gather assessment data for the performance based incentives as well as additional evaluation criteria.	The leadership team will continue to meet to critique the current rubric to determine teacher effectiveness and student improvement.	Monthly starting in September
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Policies have been developed but contractual and union issues are causing delays with implementation.	The adoption of a new evaluation policy will assist in performance-based dismissals.	July 1, 2012 to June 30, 2013
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	The current district policy is to only hire highly qualified teachers.	The district will continue to hire highly qualified teachers.	July 1, 2012 to June 30, 2013
5. LEAs and schools provide targeted assistance to underperforming teachers.	Intensive Professional Development has been provided throughout the school years. An experienced teacher was teamed with an underperforming teacher to provide instructional support. Content area coaches provide support to underperforming teachers by doing demonstration lessons.	Underperforming teachers will be identified and given additional support. Coaches will support underperforming teachers. Underperforming teachers will be teamed with experienced, highly effective teachers.	Ongoing support from July 1, 2012 to July 1, 2013

Barriers of Year 2 Implementation	The dismissal process is hindered by teacher contract and union policies.
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Transformation SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 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>Professional development for the 2011-2012 school year was based on teacher’s instructional needs. Most professional development workshops were conducted during teacher preparation periods. Differentiated professional development was provided by the content area coaches consultants, and RTI specialists</p>	<p>Professional development will continue to be conducted during teacher preparation periods. Also in class support will be provided by content area coaches. Professional development will also be provided by the following vendors: American Reading Company, Pearson Educational Services and other educational specialists. Our focus will be on the Common Core standards and rigorous instruction.</p>	<p>July 1, 2012 to June 30, 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>American Reading Company has provided scientifically reading research based professional development to assist teachers in literacy instruction. Pearson Educational Services has provided research based training in mathematics instruction. Schoolwide, Inc. provided Writer’s Workshop training to increase teacher proficiency in the area of writing. The Literacy and Math coach provided in class support and turn keyed information.</p>	<p>Cramer will continue to provide research based professional development, differentiated by teacher need and assessment data to assist teachers in instructional practices. The teachers will focus on aligning lesson plans with the Common Core Standards and using higher level thinking to increase classroom rigor. There will be a focus on improving three part objectives.</p>	<p>July 1, 2012 to June 30, 2013</p>

<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>SchoolPace, Scholastic Math Inventory, First in Math data, Learnia benchmark data and Envisions data are used to monitor the teacher's implementation of programs and student achievement levels.</p>	<p>Data assessment systems will continue to be used to regularly monitor teacher implementation of instructional programs and continually assess student progress.</p>	<p>October 1, 2012 through June 30, 2013</p>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>Grade level teams meet regularly to discuss instructional concerns and review student data.</p>	<p>Grade level teams will continue to meet regularly to discuss instructional concerns and review student data. Coaches will meet with grade levels to regularly discuss assessment data.</p>	<p>October 1, 2012 through May 31, 2013</p>
<p>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.</p>	<p>Teachers complete evaluation forms after trainings. Evaluation forms are sent to district administrative offices. Teachers participated in a survey to assess the effectiveness of professional development providers.</p>	<p>Teachers will continue to complete evaluation forms after workshops and trainings. Teachers will participate in a survey to assess the effectiveness of professional development providers.</p>	<p>July 1, 2012 through June 30, 2013</p>

<p>Barriers of Year 2 Implementation</p>	<p>Professional development can be difficult to implement during the school day when most teachers are engaged with students. Most of the training occurs during the teachers' preparation periods.</p>
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- b) Instituting a system for measuring changes in instructional practices resulting from professional development; or

Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The LEA will implement approaches to improve school climate.	The Anti-Defamation League provided Anti-bullying training to sixth grade students. Cramer started a peer mediation program with training for staff and students in grades third through sixth. A number of assemblies and workshops were provided to students to support anti-bullying laws and improve school climate.	Cramer will provide more extensive anti-bullying training through a number of organizations such as the Hispanic Family Center, Stavisky Peer Mediation program and Planned Parenthood. An additional guidance counselor will provide ongoing workshops for students and staff.	Monthly Workshops starting in October 2012
The LEA will provide support for technology based instructional practices.	Cramer has provided extensive technological training to all staff on a weekly basis. Saturday workshops were also provided. The goal is for teachers to integrate technology into their daily lesson planning. The students have also been provided with more computer classes and programs due to our netbook lab.	Cramer's goal is to cultivate a new way of teaching and learning through the use of technology. With the use of the Smartboards, netbooks, and other technology, our teachers and students will have access to information online and be able to collaborate with educators and students across the globe.	August 1, 2012 to June 30, 2013

Barriers of Year 2 Implementation	The Cramer building was built in the late 1800's so there are some issues regarding the electrical capacity of the building and space limitations.
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Transformation SIG Required Activity – 5

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	<p>Funding was available for teacher incentives for effective classroom teachers.</p> <p>Sufficient funds were available for extended day opportunities for students and teachers</p>	<p>Funds will be allotted for teacher incentives for effective classroom teachers.</p> <p>Sufficient funds will be allotted for extended day opportunities for teachers and students.</p>	September 1, 2012 to June 30, 2013
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	<p>The district hires only highly qualified teachers.</p> <p>All of the teachers at Cramer school meet the state requirements for high quality teachers..</p>	<p>Cramer school will continue to have highly qualified teachers.</p> <p>Cramer school will work with central office to meet the instructional needs of the bilingual population by providing certified bilingual teachers for kindergarten and first grade.</p> <p>Cramer will continue to provide an RTI specialist and would like to provide two certified RTI instructional tutors. Cramer would like to employ 10 parent coaches for the 2012-2013 school year.</p>	July 1, 2012 to June 30, 2013
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The district provided training and professional development to the school principal to foster leadership skills.	The district will continue to provide professional development to the school principal.	August 1, 2012 to August 1, 2013
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	Highly effective instructional program leaders, (coaches and principal) are in place at Cramer School and receive	Highly effective instructional program leaders, (coaches and principal) will continue to be in place at Cramer School	July 1, 2012 to June 30, 2013

	ongoing professional development from the district.	and receive ongoing professional development from the district.	
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The principal is provided with ongoing professional development and building coaches are given support from content area district supervisors.	The principal will continue to be provided with ongoing professional development and building coaches will continue to be given support from content area district supervisors.	July 1, 2012 to June 30, 2013
6. The LEA includes non-monetary incentives for performance.	Various recognitions are provided for highly effective teachers. Recognition is provided to schools who have demonstrated growth on NJ ASK assessments. The district recognizes schools for their achievements with the 100 Book Challenge, attendance and First in Math programs. The Superintendent's Award recognizes parents, students, staff, and volunteers on a monthly basis.	The district will continue to recognize schools that demonstrated growth on NJ ASK assessments. The district will continue to recognize schools individual achievements with 100 Book Challenge, attendance, Superintendent's Awards and First in Math programs.	September 1, 2012 to June 30, 2013

Barriers of Year 2 Implementation	There is a need for certified bilingual teachers. Cramer has been without an RTI specialist from January until now. We are hoping for zero vacancies come September 1, 2012.
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Transformation SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>Learnia, SchoolPace, Scholastic Math Inventory, Scholastic Reading Inventory, DRA2, Quarterly District Writing Benchmarks and First in Math data were used to collect, analyze and interpret students performance. The results of the data were used to drive instructional change.</p> <p>System 44 data was used in all of the special education self contained classrooms.</p>	<p>Learnia, SchoolPace, Scholastic Math Inventory, Scholastic Reading Inventory, DRA2, Quarterly District Writing Benchmarks and First in Math data will continue to be used to collect, analyze and interpret students performance. The results of the data will be regularly monitored and continuously used to drive instructional change.</p> <p>Use of System 44 data will continue to be used in the special education self contained classrooms.</p>	<p>July 1, 2012 to July 1, 2013</p>
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>NJ ASK scores were distributed to classroom teachers.</p> <p>The district data supervisor was available to provide assessment data to schools and classrooms and provided training to DIRT (data team) each month.</p> <p>Teachers had access to online assessment data: SchoolPace, SMI, Learnia, SRI and First in Math. Assessment data was reviewed by the RTI specialist and content area coaches and discussed with teachers during collaborative planning times.</p>	<p>NJ ASK scores and other data will be distributed to classroom teachers.</p> <p>Teachers will meet and go over data during the summer months to coordinate student placement and remediation.</p> <p>Teachers will continue to have access to online assessment data like SchoolPace, SMI, SRI, Learnia and First in Math. Assessment data will be reviewed by the RTI specialist and content area coaches and discussed with teachers during collaborative planning times all year long in order to monitor student progress.</p>	<p>August 1, 2012 to June 30, 2013</p>

<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>Standards are posted in all classrooms. Teacher lesson plans must include core content standards and are reviewed by the building principal. Instruction is reviewed and adjusted based on quarterly benchmarks and standards.</p>	<p>Standards will be posted in all classrooms. Teacher lesson plans will include core content standards and will be reviewed by the building principal. Instruction will be reviewed and adjusted based on quarterly benchmarks and standards. Curriculum calendars will be used to align instruction and lesson planning.</p>	<p>September 1, 2012 through June 30, 2013</p>
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>Teachers met as grade level teams with content area coaches to review current and relevant data related to student achievement. During full PD days, vertical articulation meetings were held.</p>	<p>Teachers will continue to meet as grade level teams with content area coaches to review current and relevant data related to student achievement. Teachers will make adjustments to instructional practices and content based on reviewed data. Schedules will include time for vertical articulation and committee meetings.</p>	<p>September 1, 2012 through June 30, 2013</p>
<p>5. LEA and school demonstrate use of data (formative assessment) to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>School leadership and data teams reviewed data to effect instructional change. Data was shared with grade level teams.</p> <p>School data was reviewed to determine students that are in need of RTI services or other instructional support.</p>	<p>School leadership and data teams will review available data to effect instructional change. Data will be shared with grade level teams.</p> <p>School data will be reviewed to determine students that are in need of RTI services or other instructional support.</p>	<p>September 1, 2012 through June 30, 2013</p>
<p>Barriers of Year 2 Implementation</p>	<p>The extended learning time limited the amount of afterschool meetings and collaboration that could occur with all staff members.</p>		

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

- An LEA may also implement comprehensive instructional reform strategies, such as--
- a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - b) Implementing a schoolwide “response-to-intervention” model;
 - c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - d) Using and integrating technology-based supports and interventions as part of the instructional program; and
 - e) In secondary schools--
 - Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improving student transition from middle to high school through summer transition programs or freshman academies;
 - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1) The LEA provided an RTI framework for student improvement.	The RTI Specialist provided training to parent workers and volunteers to assist with tutoring for students who needed extra support. The district provided teachers and administrators with extensive technical assistance to help implement the RTI model.	Cramer will increase the number of trained parents and volunteers for the RTI model. Staff members and administrators will be provided with more support and will continue to implement strategies gained in year 1 and 2 of SIG.	July 1, 2012 through May 31, 2013

Barriers of Year 2 Implementation	Recruiting parents with high school diplomas and background knowledge has been a challenge. Most of our educated parents are working outside the home. Also, some of the parents did not have the funds for fingerprinting and health exams.
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Transformation SIG Required Activity – 7a

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.</p>	<p>Cramer school provided extended day opportunities to all students from 3:00-5:00pm, Monday through Thursday starting September 12, 2011. Daylight savings time the students were dismissed at 4:30 (January to May).</p> <p>Cramer school offered Saturday school to 2nd-6th grade students.</p> <p>Cramer school offered Summer Program to all students.</p>	<p>Cramer school will continue to extend the regular school day by 1 hour for all students and 1.5 hour for all staff.</p> <p>Cramer school intends to offer Saturday school for selected students.</p> <p>Cramer school intends to offer Summer Program (extended year) to all students.</p>	<p>July 1, 2012 to August 1, 2013</p>
<p>2. The LEA identifies community needs and partnership opportunities.</p>	<p>Cramer school participated in a Community clean up day for students in the Saturday School Program.</p> <p>Cramer school partnersedwith Hispanic Family Center, Cherokee High School, Target Stores, Walmart, Kennedy Hospital and various religious organizations in the community.</p> <p>Cramer works with NJ PIRC (Parental Involvement Resource Center) to support our parents.</p>	<p>Cramer will continue to work with organizations in the community to help serve the families of our students. Cramer will also provide electronic newsletters to share with community members.</p>	<p>September 1, 2012 to June 30, 2013</p>
<p>3. The LEA allocates funding for extended-learning programs.</p>	<p>Funding was sufficient to fully staff the extended day and Saturday program.</p>	<p>Sufficient funds will be allocated to fully implement an extension to the regular school day for all students.</p> <p>Sufficient funds will be allocated to fully implement a Saturday school program.</p>	<p>September 1, 2012 through June 30, 2013</p>

		Sufficient funds will be allocated to fully implement an extended year program.	
4. The LEA supports school leadership in developing and sustaining community partnerships.	The district facilitated the partnership with the NJ PIRC. The district approves Cramer's community partnerships.	The district will continue to approve Cramer's community partnerships.	September 1, 2012 through June 30, 2013
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	Professional Development was provided for the programs used in the extended day programs (100 Book Challenge, Learning Labs, First in Math).	Common Core Standard training will be used to make sure all programs are aligned with the standards and the curriculum.	September 1, 2012 through June 30, 2013
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	Learnia scores, First in Math, and SchoolPace data are used to assess student growth in the extended day program.	Pre and Post data will be used to assess student growth. Data from 2011-2012 will be compared with data from 2012-2013 to assess the effectiveness of an extension to the school day.	September 1, 2012 through June 30, 2013

Barriers of Year 2 Implementation	It's difficult to track many of our students due to a high mobility rate from school to school and in and out of the country (bilingual students).
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Transformation SIG Required Activity – 7b

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>Cramer school has implemented the following instructional programs at a high level this school year: 100 Book Challenge, Envision Mathematics, Read 180, Fastt Math and First in Math.</p> <p>Students are engaged in 100 Book Challenge and First in Math at home.</p>	<p>Cramer school will continue to implement 100 Book Challenge, Envision Mathematics, Read 180, Fastt Math, and First in Math during the 2012-2013 school year.</p>	<p>September 1, 2012 through June 30, 2013</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; and develops joint financing of facilities and programs with community and local government).</p>	<p>At Cramer school the community school coordinator has established a strong network with community organizations as well as implementing parent training and workshops. Topics included encouraging student success, Math/Literacy training, and technology literacy.</p>	<p>At Cramer school the community school coordinator will continue to establish a strong network with community organizations as well as implement parent trainings and workshops. Topics included encouraging student success, Math/Literacy training, and technology literacy.</p> <p>Cramer will continue to provide technology training to parents.</p>	<p>September 1, 2012 through June 30, 2013</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 Leadership Team, comprised of administrators, teachers, coaches and parents collaborates on decisions involving school services.</p> <p>Cramer School had many participants in our surveys and</p>	<p>Cramer School would like to expand the parent coach role in the RTI program of Cramer School.</p> <p>Cramer will strengthen the PTO.</p> <p>Cramer will continue to utilize</p>	<p>September 1, 2012 through June 30, 2013</p>

	<p>meetings for school improvement.</p> <p>There are 4 parent coaches working in the RTI program at Cramer School</p>	<p>the School Leadership Team to collaborate on vital school issues.</p>	
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>Cramer staff is involved in intensive professional development with American Reading Company. Cramer School also works with SES Supplemental Educational Services providers.</p>	<p>Cramer will have Common Core Standard training for the staff along with professional development to improve rigorous instruction.</p>	<p>September 1, 2012 through June 30, 2013</p>
<p>5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement</p>	<p>Cramer and students participated in a school wide survey.</p> <p>Staff and parents are encouraged to attend School Leadership meetings.</p> <p>Parents are encouraged to provide feedback about the school at parent meetings presented by the Community School Coordinator.</p>	<p>Cramer will continue to conduct surveys throughout the school year for parents, students and staff to provide feedback.</p> <p>Cramer will continue to hold informational parent meeting and solicit input from parents.</p>	<p>September 1, 2012 through June 30, 2013</p>

<p>Barriers of Year 2 Implementation</p>	<p>Parents who do not have access to technology at home and monies to support a stronger PTO/PTA program.</p>
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

- a) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- b) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- c) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
a) LEA has partnered with community-based organizations to support safe school environments.	Cramer worked with a number of community organizations to assist with a healthy and safe environment: Anti-Defamation League, Hispanic Family Center, Lymphoma Society, Asthma Awareness, etc.	Cramer will continue to provide support for the school community through a number of organizations we have already established partnerships with. The outreach will be expanded for the third year.	September 1, 2012 to June 30, 2013
b) LEA supports a restructuring of the school day in order to build relationships among the school community.	The second year of restructuring the school day has been very successful with 100% participation rate for the extended school day.	Cramer will continue to provide flexible scheduling in order to accommodate the extended day and Saturday programs.	September 1, 2012 to June 30, 2013
c) LEA has provided a system that supports a positive school climate.	The district provided anti-bullying training to administrators and teaching staff. A number of organizations collaborated with the district to support a positive behavioral climate in the schools.	The district will continue to provide training and support for Cramer's anti-bullying efforts. A school wide approach will continue to be implemented for the 2012-2013 school year.	September 1, 2012 to June 30, 2013
d) LEA has provided the school with an expanding school program	Cramer has a full day pre-kindergarten classroom and five full-day kindergarten classes.	Cramer will continue to have a full day pre-kindergarten and kindergarten program.	September 1, 2012 to June 30, 2013

**Barriers of Year 2
Implementation**

Cramer does not have the room to house the number of pre-kindergarten students in our boundaries. We are unable to accommodate our pre-kindergarten population due to lack of space.

Transformation SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	Principals have ongoing communication with central administration concerning staffing and instructional needs.	Principals will continue to have ongoing communication with central administration concerning staffing and instructional needs.	July 1, 2012 through June 30, 2013
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The school has an established Leadership teaming consisting of grade level leaders, coaches and educational specialists. Selected teacher leaders have been given additional leadership tasks within the school.	The school will continue to cultivate leaders within the building through grade level team leaders. The school will continue to identify highly effective teachers and develop their leadership skills.	September 1, 2012 through June 30, 2013
3. The LEA has established annual goals for student achievement.	The school has identified specific student achievement goals for Language Arts and Mathematics. The goal for Cramer’s 3 rd -6 th grade students is a 10% increase of proficient students on the NJ ASK for math and language arts.	Cramer will continue to set specific students achievement goals for language arts and mathematics. The goal for Cramer students will be for a 10% increase of proficient students on the NJ ASK for math and language arts using 2011-2012 results as a baseline.	September 1, 2012 through June 30, 2013
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	Cramer will use a variety of diagnostic tools to assess annual student achievement growth. Cramer uses DRA2, Learnia Assessments, SMI, System 44,	Cramer will continue to use all of the current diagnostic tools. Cramer will target students for RTI services using the Learnia Assessments, SMI, DRA2, System 44, SchoolPace	September 1, 2012 through June 30, 2013

	SchoolPace data, Benchmark assessment data to assess student growth and target students for RTI services	data and Benchmark assessments.	
5. The LEA and school share student progress data with parents and students.	<p>Parents are given quarterly progress reports and report cards.</p> <p>Parents are given their child's 100 Book Challenge color levels with a guide to assist at home.</p> <p>Parents have access to the Genesis online data system.</p> <p>Parents receive NJ ASK test results.</p> <p>Parent conferences are held twice a year and on an as needed basis.</p>	<p>Parents will be given quarterly progress reports and report cards.</p> <p>Parents will be given their child's color levels and grade equivalency during the first marking period.</p> <p>Parents will continue to have access to the Genesis online data system.</p> <p>Parents will receive NJ ASK test results.</p> <p>Parent conferences will be held twice a year and on an as needed basis.</p>	August 1, 2012 through June 30, 2013

Barriers of Year 2 Implementation	Parents not having access to the internet at home to view their child's progress online.
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
 a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 b) Implementing a per-pupil school-based budget formula that is weighted.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
N/A			

Barriers of Year 2 Implementation	
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Transformation SIG Required Activity – 9

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 2 Implementation Description	Year 3 Project Description	Year 3 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>Teachers enter on a daily basis, data in the School Pace system to determine student’s reading levels and growth. Additionally, Fastt Math and First in math programs are in place and have protocols for collecting, recording and analyzing data. Schools also have a Data Team in place which regularly shares information with the staff.</p> <p>SMI math testing is administered 4 times per year. Learnia assessments are given quarterly along with benchmark assessments.</p>	<p>Teachers will continue to use the SchoolPace system to track students progress. First in Math and Fastt Math will continue to be used to monitor student progress in mathematics. The students will be administered SMI math testing 4 times and Learnia Benchmark testing quarterly. The fourth through sixth grade students will be tested for SRI levels and placed according to reading levels. We will continue administering DRA2 for grades K-5th.</p>	<p>September 1, 2012 through June 30, 2013</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The district utilizes the Genesis System that captures significant information on each student and is available to building administrators. Additionally district administration has access to NJ SMARTS data.</p>	<p>The district will continue to utilize the Genesis and NJ SMARTS data systems to organize and analyze data.</p>	<p>September 1, 2012 through June 30, 2013</p>

Barriers of Year 2 Implementation	Very high student mobility rate.
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ANNUAL STUDENT TARGETS

LEA : Camden City

Name of School: Cramer College Preparatory Lab School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH	N/A						
		2010 Base line	2011 Base line	2012 Target	2012 Outcome May 7	2013 Target								
For Each Grade Span: K-2	Other Measure IRLA – proficiency rate													
Total Students K		16%	80%	88%	88.1%	97%								
Total Students 1		42.9%	75.7%	83%	66.1%	92%								
Total Students 2		41%	56%	62%	46.6%	68%								

Analysis of Year 2 Outcomes

As of May 7, 2012 Kindergarten students have met the goal of having 88% reading proficiency. Grade 1 students started the year at a 28% proficiency rate and grade 2 started the year at an 18% proficiency rate. Even though the goals were not met for grades 1 and 2, the growth rates exceeded annual/normal growth rates.

Date: May 7, 2012

ANNUAL STUDENT TARGETS

LEA : Camden City

Name of School: Cramer College Preparatory Lab School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH						
		2010 Base line	2011 Base line	2012 Target	2012 Outcome May 7	2013 Target		SMI Assessment	2010 Base line	2011 Base line	2012 Target	2012 Outcome May 7	2013 Target
For Each Grade Span: 3-6	Other Measure IRLA – proficiency rate												
Total Students 3		9.3%	26.7%	30%	21.1%	33%		N/A	8%	26%	39%	44%	
Total Students 4		7.9%	23.5%	26%	14%	28%		N/A	31%	46%	74%	81%	
Total Students 5		6.7%	33.3%	36%	32.9%	40%		N/A	25%	37%	48%	53%	
Total Students 6		10.3%	12.8%	14%	15.4%	16%		N/A	N/A	N/A	44%	48%	

<p>Analysis of Year 2 Outcomes</p> <p>As of May 7, 2012 students in grades 3-6 met the 10% increase required under the SIG grant in Math and Reading. Each grade level has made steady growth using the SMI math proficiency assessment.</p>

Date: May 7, 2012

ANNUAL STUDENT TARGETS

LEA : Camden City

Name of School: Cramer College Preparatory Lab School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2010 Base line	2011 Base line	2012 Target	2012 Outcome	2013 Target		Other Measure Learnia	2010 Base line	2011 Base line	2012 Target	2012 Outcome
For Each Grade Span: 3-6	Other Measure Learnia											
Total Students 3		37%	28%	30%	28%	33%		26%	26%	29%	48%	31%
Total Students 4		43%	10%	11%	14%	12%		50%	16%	18%	4%	19%
Total Students 5		46%	13%	14%	5%	15%		30%	2%	5%	13%	7%
Total Students 6		69%	29%	32%	8%	35%		23%	3%	5%	13%	7%

Analysis of Year 2 Outcomes

2012 outcomes were based on the increase from ClassViews A (pretest) to ClassViews B (posttest). All grade levels demonstrated growth from ClassViews A to ClassViews B. Grade 3 demonstrated the most overall growth. Special needs and LEP students are included in the above data.

Form S-8

ACTIVITY PLAN

Use only one model template for each school.

SIG Required Activity – 2 Transformation		Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.						
SMART Goal:		By January 15, 2013, 100% of all teachers will be trained and observed using the Charlotte Danielson model and by June 30, 2013 100% of all teachers will have received percentages/weights for each domain of Charlotte Danielson.						
Measurable Effectiveness Data:		1. At least 90% of teachers will achieve a rating of Proficient or above on 90% of the components of all four domains of the Teacher Evaluative Observation Report (Charlotte Danielson). 2. At least 90% of teachers will demonstrate a pattern of continuous improvement on the Teacher Expertise Continuum.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal explains goals and process of evaluation before school begins	Principal	Observation/Evaluation Documents	Sign in Sheets, Agenda, Minutes	√			
2	Teachers draft Professional Growth Plans	Teachers/Principal	PDP Plans	Growth plans reflect goals	√			
3	Principal review of Growth Plans	Principal	PDP Plans	Meeting Agenda	√			
4	Principal conducts formal and informal observations	Principal	Walkthrough Guides	Observation Reports	√	√	√	√
5	Principal/Teacher Conferences	Principal	Best Practices Documentation	Notes	√	√	√	√
6	Remediation, peer observation, coaching, etc.	Principal/RTI Specialist/Coaches	Mentors	Improvement Plans	√	√	√	√
7	Teacher reassessed for progress	Administrators	Evaluation	Observation Report		√	√	√
8	Teachers not making adequate progress reassigned	Human Resources Principal	Improvement Plans/Need for Improvement data	Walkthroughs Observations	√	√	√	√
9	Professional Development for teachers on Charlotte Danielson framework	Principal District	Charlotte Danielson Framework Group	Board Minutes, Sign in Sheets, Agenda	√	√		
10								

SIG Required Activity – 3 Transformation		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:		By June 2013, 100% of all teachers will have received professional development and support in order to meet incentive requirements (rubric) as evidenced by student progress, attendance, and targeted goals of the school.						
Measurable Effectiveness Data:		1. A process of identification is created to reward excellence (rubric) and implemented. 2. Accelerated reading growth, substantial improvement of NJ Ask scores, and other indicators.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Professional Development Team provides necessary PD for teachers.	Principal Chairperson	School Community Consultants	Agenda/Minutes/Sign in Sheets	√	√	√	
2	Leadership Team identifies processes for identification of rewards for the school year	Principal Chairperson	Programs/Criteria for rewards	Agenda/Minutes/Sign in sheets	√	√		
3	Leadership Team proposes content of rewards	Principal Chairperson	Rubric	Agenda/Minutes/Rubric for rewards	√	√		
4	Processes put into place; recognition events held; rewards given out and publicized	Leadership Team	Community Resources	Program Media			√	√
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SIG Required Activity – 4 Transformation		Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
SMART Goal:		By June 2013, 100% of all instructional staff will receive job embedded professional development and demonstrate their ability to use the Common Core Standards to increase rigorous instruction as evidenced by walkthroughs and observations.						
Measurable Effectiveness Data:		1. Structures of instruction: small group, individual, differentiated, versus whole group instruction. 2. 10% Increase in percentage of students reading on target and meeting math targets. 3. Use of effective objectives and DOL’s aligned to the CCSS on a daily basis.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal participates in professional development on the Common Core Standards (activities and coaching)	Principal Intervention Specialist	Expert Colleagues and Peers	Evaluation Feedbacks	√	√	√	√
2	Teachers participate in Common Core Standard professional development activities as needed	Principal Teachers Coaches (RTI)	Expert Coaching	Evaluation Feedbacks	√	√	√	√
3	Teachers complete lesson plans for each subject using the Common Core Standards	Principal Teachers	Oncourse Common Core Standards	Lesson Plans	√	√	√	√
4	Principal/Vice Principal complete walkthroughs and observations to assess implementation of Common Cores	Administration	Common Core Standards Curriculum Guides	Reports		√	√	√
5	Reading and Math Levels of all students determined	Teachers Literacy Coach	Leveling Books SMI	Self-leveling sheets SMI reports	√	√	√	√
6	Conferences, formative assessment, differentiated instruction, and action planning	Teachers Principal Coaches (RTI)	Teacher Resource Kits Walkthroughs Observations	Schoolpace Walkthrough Forms Observation Reports	√	√	√	√
7	Teachers in need of remediation will complete an improvement plan and receive extra support and training.	Principal Vice Principal	Improvement Plan Peer Coaching and Administrative Coaching	Improvement Plan Meeting Minutes Support Plan			√	√
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SIG Required Activity – 5 Transformation		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.						
SMART Goal:		By September 2012, 100% of all staff members will be highly qualified with each grade level and content area having an assigned chairperson. Also, 100% of all new staff to Cramer CPLS will be assigned a mentor to support our ongoing SIG components.						
Measurable Effectiveness Data:		1. All staff members will meet highly qualified requirements. 2. All grade level and content area chairs will provide weekly PD and support sessions for their peers.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide Human Resources with personnel needs in order to fill vacancies.	Central Office	District Liaisons	Agendas Minutes	√			
2	Hire highly qualified candidates and review certificates of existing staff for placement.	Principal Central Office	“	“	√			
3	Assign grade level and content area chairpersons.	Principal	“	Board Minutes	√			
4	Assign mentors to all new staff members.	Principal	Prof. Dev. Office		√	√		
5	Provide weekly planning periods and PD	Principal Chairpersons	Highly qualified teachers	Schedules Agendas, Minutes	√	√	√	√
6	Meet with new staff quarterly.	Principal	Charlotte Danielson	Notes	√	√	√	√
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SIG Required Activity – 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	By June 2013, 100% of all instructional staff will implement the new model curriculum as evidenced through observations and walkthroughs.
Measurable Effectiveness Data:	1. Increase in quarterly assessments from first administration to the end of the year assessment. 2. Professional Learning Communities will meet weekly to align lesson plans with model curriculum.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Attend professional development on the Common Core Standards/Model Curriculum and how to successfully implement them	Leadership Team	Consultants	Board Minutes Budget Agenda, Sign in sheets	√	√	√	√
2	During PLC meetings adjust lesson plans and instruction based on feedback.	Coaches Principal PLC's	Model Curriculum	Agenda Sign in sheets	√	√	√	√
3	Implement the 100 Book Challenge program in a Reader's and Writer's workshop model	Principal RTI Specialist Literacy Coach Teachers	100 Book Challenge Resources Research Labs District curricular materials	School pace documentation on reading steps, proficiency, and parent signatures	√	√	√	√
4	Implement a system of mathematics leveling using the Model Curriculum/Common Core Standards in all grade levels	Math Coach Math Supervisor Teachers	SMI Resources Model Curriculum	Reports	√	√	√	√
5	Implement Science/Social Studies Labs	Teachers Principal	Research Lab Materials	Lesson Plans	√	√	√	√
6	Infuse technology into instruction	Technology Coordinator Teachers	Computer Lab Training	Workshop Sign-ups	√	√	√	√
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SIG Required Activity – 7a Transformation		Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:		By June 2013, 100% all students will have received 300 hours of extended learning time.						
Measurable Effectiveness Data:		1. Students will have one hour more of instruction each day. 2. Students will attend school on Saturday's and during the summer.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Design schedules to meet the needs of all students and staff	Principal	Research	Schedules	√	√		
2	Project based learning during the school day for all students	Teachers	Materials/Supplies for projects	Report Cards Lesson Plans	√	√	√	√
3	Saturday School	District/Principal/Staff/Parents	Materials for Program	Rosters	√	√	√	√
4	Extend the day by one hour	District/Principal	Cramer Staff	Board Minutes	√	√	√	√
5	Implement Summer School	District/Principal	Research Labs	Board Minutes				√
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SIG Required Activity – 7b Transformation		Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:		By June 2013, 100% of families will have access to offered trainings in technology, anti-bullying, and language (English for Spanish speakers) increasing parent participation rates by 20%.						
Measurable Effectiveness Data:		1. Parents attending Cramer CPLs workshops. 2. Eight Parent Reading Coaches will be assigned to Cramer during the school year.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Implement technology training for parents	Technology Coordinator	School Lab	Flyers, Agenda, Sign in sheets, Board Item		√	√	√
2	Continue the parent advisory council	Community School Coordinator	Parents	Meeting Agendas/Minutes	√	√	√	√
3	Train and hire parent reading coaches	RTI Specialist/Principal	District Website/Training	Applications	√			
4	Continue Parent incentive program	Community School Coordinator	Parents/Families	Certificates/Programs		√	√	√
5	Continue anti-bias and anti-bullying workshops	Guidance Counselor Community School Coordinator	Hispanic Family Center Anti-Defamation League	Agendas Workshop materials		√	√	√
6	Offer English classes for Spanish speaking parents	Community School Coordinator	Hispanic Family Center	Board Item Agenda, sign in			√	√
7								
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SIG Required Activity – 8 Transformation
 Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

SMART Goal:
By September 2012, Cramer CPLS will create a schedule for extended learning and budgeting to provide increased learning and academic achievement for its students.

Measurable Effectiveness Data:
 1. Completed schedules for extended learning time for all students.
 2. The principal’s capacity to lead will be enhanced and she will see herself as an autonomous school leader whose decisions impact student and teacher performance.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal makes decisions on scheduling, budgeting, and staffing.	Principal, Leadership Team	District Team, Assistant Sup.	Schedules, roster, budget, requisitions	√	√	√	√
2	Principal determines external providers for the year with District Staff	Principal, Leadership Team	District Team, Assistant Sup.	Board Recommendations	√	√	√	√
3	Principal uses data as the primary driver in her decisions and will refer to data when articulating them.	Principal, Leadership Team, Data Team	District Team, Assistant Sup., Data Supervisor	Schoolpace, Data Wall, Agendas, Minutes	√	√	√	√
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SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		100% of all teachers will use data from Schoolpace and SAMS to improve student achievement in Reading and Math by 10% for each grade level.						
Measurable Effectiveness Data:		1. School pace will be used to chart the growth and progress of all students reading abilities. 2. All targets for Reading will be met due to data management and interventions. 3. SAMS will be used to monitor the progress of each student based on formative assessments.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	All new teachers will be trained in data input for school pace and receive passwords to account.	Data Specialist Literacy Coach Principal	Computers	Training Logs Teacher Participation Data	√			
2	Principal will monitor school pace activity and student progress online	Principal District	School pace	Home Reading Home Contracts Frequency of logins	√	√	√	√
3	Grade level teams, Coaches, and RTI Specialist will compare and monitor data continuously in order to monitor students and provide interventions	Principal Teachers Coaches RTI Specialist	School pace Data Wall	School pace documents	√	√	√	√
4	Data Team will be trained in SAMS and turnkey information to staff.	RAC	SAMS	Reports Training Agendas and Sign in Sheets		√		
5	Staff will use SAMS on a regular basis to keep track of student progress.	Principal Vice Principal	SAMS	Administrative Reports		√	√	√
6	Staff will provide interventions and differentiated instruction based on formative assessments.	Principal Vice Principal	SAMS Model Curriculum	Walkthroughs Lesson Plans Observatoins		√	√	√
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10								

Form S-9

Date: May 7, 2012

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BUDGET AMOUNT AND NARRATIVE

LEA : Camden City

Name of School: Cramer College Preparatory Lab School

BUDGET NARRATIVE

School Name:	Year 3		
	Approved in Original 2010-2011 Application	2011-2012 Requested	Estimated Amount To Be Carried Over from 2010-2011
LEA (5% administrative)	0	\$48,225	0
School	\$919,712	\$963,778	0
Final 2011-2012 Budget Request	\$919,712	\$1,012,003	0
Year 3 Estimate		\$773,957	

BUDGET NARRATIVE

The year 3 budget reflects the adjustments that are needed to implement SIG components successfully. The extended day requirement will consume most of the funding but will provide students the much needed time necessary for them to receive additional instruction. The professional development will focus on the Common Core Standards and rigorous instruction for the 2012-2013 school year. *Teachscape* is vital to implementing the Charlotte Danielson framework successfully. The SIG carryover from year 2 should cover all technology requests.

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

Date: May 7, 2012

NGO TITLE: School Improvement Grant

SCHOOL NAME: Cramer College Preparatory Lab 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
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	100-100	Teacher- Extension of the instructional school day	60 teachers x 29.00 x 1.5 hours X 180 days	\$469,800
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	100-100	Para- Professionals - Extension of the instructional school day	10 para-pros x 15.00 x 1.5 x 180	\$40,743
7/.a/Additional Learning Opportunities	100-100	Parent Reading Coaches	8 parent coaches at \$10 per hour x 15 hours per week x 30 weeks = 45,000	\$36,000
7/7.a/Teacher Expertise: Instructional Coach	100-100	Instructional Specialist (RTI).	Full Time \$80,000 x 1 = \$80,000.00 The Instructional Specialist will assist with providing RTI intervention for Tier II and Tier III students.	\$80,000

2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	100-100	Teacher Educational Program Specialist (RTI).	1 specialist (RTI) x 29.00 x 1.5 hours X 180 days	\$7,830
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	200-100	Clerk - Extension of the instructional school day -	2 clerical x \$16.16 x 1.5hours x 180	\$8,727
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	200-100	Security - Extension of the instructional school day	3 security x 18.98 x1.5hours x 180	\$15,374
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	200-100	Nurse - Extension of the instructional school day	1 nurse x 29.00 x 1.5 hours x 180	\$7,830
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	200-100	Community School Coordinator - Extension of the instructional school day	1 CSC X\$15.09 x1.5 hours x 180	\$4,074
2/2.a-c;3/3a,c and 6/6.d/Additional Learning Opportunities for Students Extended Day	200-100	Librarian - Extension of the instructional school day -	1 librarian x 29.00 x 1.5 hours x 180	\$7,830

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

Date: May 7, 2012

NGO TITLE: School Improvement Grant	
SCHOOL NAME: Cramer College Preparatory Lab 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 -Extended Day	\$469,800	\$35,940								7.65%	\$35,940
Para-Professional-Extended Day	\$40,743	\$3,117								7.65%	\$3,117
Parent Reading Coaches	\$36,000	\$2,754								7.65%	\$2,754
Instructional Specialist (RTI)	\$80,000	\$6,120	\$5,640		\$ 500	\$ 340		\$24,000		45.75%	\$36,600
Instructional Specialist (RTI)	\$7,830	\$599								7.65%	\$599
Clerk- Extended Day	\$8,727	\$668								7.65%	\$668
Security - Extended Day	\$15,374	\$1,176								7.65%	\$1,176

Nurse-Extended Day	\$7,830	\$599								7.65%	\$599
Community School Coordinator – Extended Day	\$4,074	\$312								7.65%	\$312
Librarian – Extended Day	\$7,830	\$599								7.65%	\$599

S-15
BUDGET DETAIL FORM F

Date: May 7, 2012

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

NGO TITLE: School Improvement Grant

SCHOOL NAME: Cramer College Preparatory Lab 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
3.2/5.2-3 - Teacher Incentives Awards / Mini Grants	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 \$1,115.41 X 12 Teachers = \$13,385	\$13,385

Form S-16

NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Camden City

School Name: Cramer College Preparatory Lab School County/LEA/School Code: 07 / 0680 / 170

NGO Title: School Improvement Grant (Cohort 1 – Year 3) NGO#: 10 SG01 H02

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			634,373		634,373
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				634,373		634,373
SUPPORT SERVICES						
Personal Services - Salaries	200-100			43,835		43,835
Personal Services – Employee Benefits	200-200			82,364		82,364
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800			13,385		13,385
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				139,584		139,584
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST				773,957		773,957

Business Administrator/Chief Fiscal Officer

Date