

Form S-1

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

SECTION I:

NGO#: **12-SG05-H03**

Title: School Improvement Grant

SECTION II, PART A:

Central High School

Internal use
only

School Code

Type

Region

Sequence

School Name

246 18th Avenue

School Address

Newark, New Jersey, 07103

School City, State, Zip

9 – 12

Grade Span of School

Ras Baraka

School Principal Name

(973) 733-6897

Phone #

Darleen Gearhart

School Program Director Name

(973) 733-7364

School Program Director Telephone

(973) 733-7364

DGearhart@nps.k12.nj.us

School Program Director Fax/email

Total amount of funds requested for school application: Year 3 \$2,000,000

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 Newark Public Schools district (county code 13, District Code 3570, School Code 030).

Signature of Chief School Administrator

State District Superintendent

Title

Date

Business Manager: Valerie Wilson

Phone: (973) 733-8467

Fax: (973) 733-7161

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.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Central High School
Applicant School

Signature: *Principal*

May 10, 2012
Date

Form S-2

**LEA Documentation of Federal Compliance
(DUNS/CCR) Form**

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

Part I – Applicant Organization

Organizational Name of Applicant Central High School
Address 246 18th Ave., Newark, NJ, 07103
DUNS number 040740334
Expiration Date of CCR registration 12/19/2012
Congressional District 10th Congressional District

Part II – Primary Place of Performance under this award

City Newark
County Essex

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

May 10, 2012
Date

Cami Anderson, State District Superintendent
Name and Title

Form S-3

Date: May 10, 2012

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA: Newark Public Schools Name of School: Central High School

Mission	Central High School is a community whose mission is to empower students to reach their full potential in order to become critical thinkers and responsible citizens. By engaging students in a challenging curriculum and collaborating with various stakeholders and community partners, students will be inspired to pursue life-long learning and develop the life skills necessary to meet the challenges of a global society.
Vision	The vision of Central High School is to produce students who are deeply imaginative, constantly thinking, and developing themselves intellectually and morally. Central High School students will contribute to the world through innovation, problem solving, and community development. Central High School will work to have 100% of its students graduate from high school and actively participate in society's global citizenry.
Project Implementation Summary	<p>Background</p> <p>Central High School is a four-year comprehensive high school with a diverse student population that represents different cultures and ethnic backgrounds. Central High School was founded in 1911. In August 2008, a new Central High School building opened under the leadership of Principal Ras Baraka. The new building is a symbol of the gentrification that is occurring in Newark and features a childcare center and a public park equipped with a track and a football field.</p> <p>Needs Assessment and Analysis</p> <p>A school-wide needs assessment was completed prior to applying for the School Improvement Grant in 2009. Through the needs assessment, it was determined that expanded learning time; staggered programs and scheduling; job-embedded professional development for teachers; coherent, systematic and reflective data analysis; and increased autonomy were needed in order to drive the progress of school change and accelerate the academic achievement of students. During the first year of the grant, the school administered surveys to students, parents and teachers, and ran focus groups in order to identify programmatic issues that existed at the school.</p> <p>Focus for Year 3</p> <p>Building on the work accomplished in years 1 and 2 of the grant, the school will focus its efforts on the following areas:</p> <p>Based on the data collected from surveys administered to teachers, parents and students, adjustments will be made to the ELT. The school will implement five major components that will include college readiness, 21st century skills, SLC academy electives, struggling readers, and advisory programs twice a week. The school will also offer a GED program for adult community members. Through its partnership with NJPAC, the school will continue to provide Social Justice Dance and Drama, in addition to infusing jazz into the curriculum. This partnership also includes professional development for teachers that will help to increase their capacity in these programmatic areas.</p> <p>The school will continue to distribute student enrollment across SLCs. Students in the Engineering and Dental SLC will be assigned to an Early Career SLC Relevant</p>

Internship. Students who are progressing on time through the course sequence will be prepared for internships through a series of job-preparation activities such as resume writing, interviewing, and completing applications. Students will be placed based on their completion of required courses and submission of applications. As a result of the course sequencing, 100% of students enrolled will complete the program and become certified in their areas of study. In addition, the school will develop exploratory courses for these SLCs in the middle grades in collaboration with middle grade teachers.

To ensure a full continuum of students from grades 9 through 12, 9th grade students will be added to the Social Justice SLC. 10th grade students will also be enrolled. Teachers for grades 9 and 10 will continue to work collaboratively to develop curricula and assessments, and will receive school-based coaching from the school's performance assessment partner.

A new Environmental Science SLC will begin and enroll 20% of incoming 9th grade students. All incoming 9th grade students will be fully integrated into the SLC structure. The school's Dental Academy – an academic and internship-based program designed to provide students opportunities to explore work in medical and dental professions – will be expanded to allow for greater student participation. The Academy currently has 1 teacher and to accommodate more students, will add another teacher to the roster.

The school will offer a fully developed program for at-risk 9th grade students – Sankofa Academy – which will offer early intervention for students at risk of dropping out, and also identify other indicators that lead to students' detachment and disengagement from the regular school program. The all-inclusive transition program for students with autism will continue to get students ready for post-secondary studies and/or a career. 100% percent of 11th grade students will have work-related experiences.

Advanced Placement Program

Central High School's BIG BLUE Gifted and Talented Program provides a challenging curricular program for students who are excelling beyond the standard curriculum. Gifted and Talented students take advanced placement and honors courses that are focused on college preparation. The AP program will be expanded, with the addition of 1 section of AP English Literature and Language, and 1 section each of AP French Language and AP Environmental Science. Advanced Placement teachers will participate in professional development on the Socratic Method in order to ensure their use of instructional rigor and inquiry-based classrooms. Experienced AP teachers will act as coaches for new teachers. The school will add 1 section of Physics for freshman, and train a second teacher through the State Department of Education's Physics First Initiative. By the end of year 2 of the grant, the following courses will be in place:

- 2 sections of AP English Literature and Language.
- 2 sections of AP US History
- 1 section of AP Biology
- 1 section of AP Calculus
- 1 section of AP Physics
- Additional students will also be placed in dual college programs

6-12 Instructional Continuum

Summer Bridge Program:

It is the school's goal to create a continuum of content, instruction, and assessment from grades 6-12. The aim is to prepare middle schools for high school success and to prepare high school students for college and careers. A key element will be ensuring

that students have a seamless transition from middle school to high school. A 5-week Literacy Intensive Summer Bridge program for rising 9th graders will be our students' gateway to a successful 9th grade year. The school will expand the Summer Bridge Program to a 5-week literacy intensive and research-based model. A consultant will provide professional development services for Summer Bridge teachers, and will also continue these services throughout the school year. The Summer Bridge Program will take place annually.

Align professional development, curricula, and assessment with the middle-school grades:

Middle school expectations are often not aligned with the demands of high school. As a result, when students begin 9th grade they have not had the requisite experiences they need to be academically successful. To break the silos in which middle and high school teachers work, the school will bring together teachers in grades 6-12 according to content areas in an effort to develop common practices and strategies and to align curricula content and assessments. The alignment work will be guided by 3 important questions:

- What do we teach?
- When do we teach it?
- How do we teach it?

Keeping in mind the racial demographics of Central High School's student population (85% African American and 15% Hispanic), the cultural relevancy of the content and the instructional practices are core to the development of engaging materials. This means an inherent commitment to rigor and high standards, but also to content that reflects Central High Schools students' lives, the history of their communities, and the world in which they live. For this reason, the school has designed a professional development program that is culturally relevant and draws on the deep expertise of the professional development providers.

All teacher professional development will focus on literacy across content areas, and mathematics. Professional development workshops will target the needs of students who are determined to be underachieving. This focused professional development will arm teachers with strategies for bringing rich, rigorous and culturally relevant instruction into their classrooms. Professional development sessions will target all teachers in grades 6-12, as well as classroom coaching. The professional development consultants will spend two days per month in the school. The school's Master Teacher of Literacy works directly with teachers as a means of supplementing professional development workshops. Professional development in the area of mathematics will also include teachers in grades 6-12. Professional development workshops in mathematics will advance teachers' content and instructional knowledge. Subsequently, teachers will work to align their curricula to prepare students for algebra by grade 8. Teachers' work will emphasize the use of best practices to promote student learning; examining student work to assess their understanding of mathematics concepts; and the use of technology as a teaching tool. As with the focus on literacy, the school also hired a Master Teacher of math to work directly with teachers. The school's professional development offerings will be expanded to include science, social studies, health, and the arts – with a particular focus on writing across the curriculum.

Professional development consultants will review their work on a monthly basis to ensure continuity without duplication. In addition, a coordination of effort will exist between consultants, department chairs and master teachers during a monthly conference call, at which time all will discuss teacher practices, teacher needs, teacher progress and long-term plans for teacher development.

Relevant Internship Opportunities for All Students

Early career exposure is critical to exposing students to the possibilities that are beyond high school. Therefore, the school will begin to connect students to the world of work as early grade 10, depending on their credit accumulation and academic needs. This proactive work-force exposure will also be extended to students with autism by introducing them to developmentally appropriate workplace experiences, as well as preparation for independent living. Students with autism will participate in a transition program.

On behalf of all its students, the school will work with BBA business and community partners to develop an internship program that will, by 2013, place all students in work experiences that are directly tied to their small learning community. This includes placement for students in engineering, dental, social justice, and environmental sciences.

Data Analysis

Central High School will continue to build school-wide capacity to analyze achievement data, use data to assess essential elements of content and practice, and develop rigorous CRTs. Data Team Leaders will fully utilize the data system to integrate CRTs and provide departments with bi-monthly feedback on student progress and assessment items. Each department will use this information to refine their CRTs and monitor their instructional strategies. Department Professional Learning Communities (PLCs) will meet 2 times per week for one hour sessions, toward the end of using data to inform and improve practice, and to immediately advance student achievement.

As a result of the school's continued practice of using data, the calibration of the grading system will become consistent, and departments will refine the process of developing assessments and linking them to the centralized data system. From this, the school will:

- Continue to amend assessments to respond to student needs;
- Maintain rigor of assessments in line with academic goals;
- Ensure the proper alignment of all assessments and curriculum goals;
- Ensure that assessments are common, frequent and relevant.

Data Team Leaders and teachers will continue to use results of assessments to collaborate and drive instructional decision-making. Teachers will begin to use a SIPP (Student Improvement Plan) for each student that is based on CRT data and students' strengths and weaknesses. The school will implement an initiative called "Big Tuesday." On these designated Tuesdays, the school schedule will be adjusted (using the Flexible Scheduling Model) to allow for a 1-hour late start. During this time, teachers will engage in 1-hour professional development workshops devoted to benchmark assessments and overall data analysis. To coordinate the school's comprehensive data analysis initiatives, the school will appoint from among its teaching staff a Master Teacher of Curriculum and Data. This appointment will meet the schools' need while maximizing SIG and district resources.

Evaluation of School Staff

All novice teachers will continue to be evaluated annually. Career and advanced teachers will also be evaluated. The school will provide resources for teachers' travel to professional development workshops. Teachers will be chosen to participate in additional professional development programs based on consistency of proficient to distinguished evaluations, involvement in school-wide programs and student achievement measured by multiple assessments.

Monitoring for Continuous Improvement

The successful implementation of this plan will continue to be evaluated by the

school's university partners; New York University and the Newark-Rutgers Research Consortium. The evaluation will examine usage of strategies, student gains, changes in teacher practice and successful implementation of programs. Data from these evaluations will be provided to the BBA Zone Advisory Board on a quarterly basis and an annual report will be developed. These data will drive programmatic decisions made by the Advisory Board.

Advisory Program

In Year 3, students will lead a minimum of half of the student convocations. The school will also continue to implement the advisory program two times per week. Guidance stresses the goals of self-understanding, self-discipline, self-development, and self-realization

School Activities

In Year 3, the school will continue to hold all Year 2 events. The school will also work with the PTA, the Student Government and various community groups to develop cultural and family events, and informational activities that will be offered through our extended time program. A calendar detailing significant school events will be established, which will also highlight the many cultural and historic dates that our important to the school community. Subsequently, activities will take place that will include African-American films, speakers, poetry and dance.

Student Honor Court

In year 3, Student Honor Court will increase the number and scale of cases it handles to include Level 2 infractions.

Alcohol and Drug Use Prevention

All new teachers will receive training on the signs of alcohol and drug use and abuse. The school will provide for the entire student body an annual workshop focused on the effects of alcohol and drug use, decision-making and resisting peer pressure. The school will provide additional informational sessions on these topics during the school advisory period and student convocation. A peer-prevention model will be used during convocations where students will perform anti-drug messages. In addition, the school will provide students and members of the community-at-large with comprehensive health services through the school-based clinic.

Teacher Development

In order for Central High School to become a vibrant learning community, teachers must be given numerous resources and opportunities to develop their practice, in addition to working in an environment where acceptance of change is pervasive. Toward this end, Central High School will allow time for teachers to share inquiry and reflection about practice, as well as receive guidance and leadership that will inspire dynamic and rigorous classroom instruction. Central High School's faculty will become a professional learning community (PLC) that continuously learns and implements best practices. The school's learning community will include the following three strands:

Departmental PLCs

The school is currently organized into departmental PLCs – ELA, Math, Social Studies, Science, ELL, and Special Education. As a result of extending the day, the school will conduct weekly, 2-hour PLC meetings. In addition, Master Teachers will support teachers as they share instructional strategies, improved practice and other content specific topics. .

School Leadership

While it is important that teachers have the opportunity to share within their content

areas, it is also important that they have the opportunity to lead inquiry and share as a member of a professional community. Integrating teacher leadership into staff meetings will continue to be a central part of building the school's professional community.

Community Leadership

The scope of the educational reform in which the school is engaged is not only transformative, it is of historic proportions. The school's work with the BBA elevates the entire staff of all seven schools involved to a unique position as educational leaders in Newark, the state of New Jersey, and the nation. To continue moving towards true education reform, Central High School's teachers will be given the opportunity to visit other schools, read articles and books, attend conferences and share their professional learning at staff meetings. In Year 2, the BBA Advisory Board will have established an infrastructure for meeting, assessing school-based curricula, assessment review, determining instructional initiatives, fundraising and an internal review processes. All of these activities will be inclusive of participation from all stakeholder groups.

Parent and Community Engagement

Each of the PTA Presidents from the 7 participating BBA schools will sit on an Executive Board that forms a unified PTA. The school will continue to partner with the USDOE Office of Community Outreach to ensure implementation of effective parent and community engagement strategies and to connect with national resources.

Form S-4

Date: May 10, 2012

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
08/24/2012	Central High School	Organization Meeting	7	Yes		Yes	
08/25/2012	Central High School	Organization Meeting	7	Yes		Yes	
02/24/2012	Central High School	Parent Walk-through	7	Yes		Yes	

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)

<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>Central High School conducts back to school nights, parent meetings and upcoming budget meetings to discuss SIG monies, school curriculum changes, extended day, and other school wide events. The school's website is updated monthly by the Technology Coordinator where there is also have an electronic newsletter that addresses ongoing school events and issues.</p> <p>Central High School also sends out correspondence to parents through blackboard connect and letters regarding any changes in school day and special events. Parent walk-throughs are conducted. Parents are also involved in administrative meetings to discuss school progress. Lastly, a summer stakeholder's meeting is held with parents and community partners prior to the end of the school year. This year's projected date is June 16, 2012.</p>
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Form S-5

Date: May 10, 2012

PROJECT UPDATE

LEA: Newark Public Schools

Name of School: Central High School

Central High School is making immediate and dramatic progress toward meeting its goals.

GOAL #1: The school's use of time will extend by 30%.

The school's extended hours will continue to be 8:00 am – 4:15pm until 2013.

GOAL #2: The school will develop and implement curricula that are rigorous, intentional, and aligned to state and local standards and the middle grades.

Central High School had job-embedded PD with Lit Life and NYU in English and math, respectively, throughout the school year. The school organized weekly PLCs in all content areas and at all grade levels. Monthly walkthrough observations were conducted by the administrative team, and two were led by teacher leaders. Additional AP classes were added, and more students took Pre AP and honors classes to prepare them for successful completion of AP classes.

OBJECTIVE #2.1: To expand existing SLCs and add new themes.

The school added additional SLCs of Social Justice and Environmental Education. Three classes were added this year and there are plans to add additional courses in the next school year.

OBJECTIVE #2.2: The school will offer a selection of AP courses that give students the opportunity to acquire a full year of college credits by attaining scores of 3 and higher on AP examinations.

The school has added 2 sections of AP English Literature and Language, 2 sections of AP US History, 1 section of AP Biology, 1 section of AP Calculus, and 1 section of AP Physics

OBJECTIVE #2.3: To create an instructional continuum for grades 6-12 by aligning professional development, curricula, and assessment with the middle-grades.

The school conducted vertical alignment meetings throughout the school year in content areas. In addition, the school will conduct a summer vertical alignment meeting with teachers from grades 6-9 in August 2012.

OBJECTIVE #2.4: The school will expand opportunities for all students to have early career exposure by establishing relevant internship opportunities for all students.

The school held multiple college and career fairs during the school year. The school also provided internships for Dental Academy students and dual-college programs for seniors. Internship opportunities will be expanded in the next school year to include other academies.

MEASURABLE GOAL #3: The school will create a coherent system of assessments, data analysis and evaluation that will: 1) provide timely feedback, 2) measure higher order thinking and complex skills 3) facilitate differentiation in the classroom, and 4) improve the teacher and administrator evaluation system.

The school conducted CRTs twice a month and benchmark assessments aligned to state and common core standards. The school collects regular data through student improvement plans, walkthroughs, benchmark assessments and spot observations. During the next year, the school will use a computer-based system to input all disaggregated data.

OBJECTIVE 3.1: The school will integrate data and assessments within a multi-level system to monitor needs, identify risks early and intensify interventions. The school uses the I&RS team, SIPP, an at-risk list, and marks analysis to identify students and provide intervention through the Sankofa Academy for 9th grade students.

OBJECTIVE 3.2: The school will evaluate the effectiveness of its programs in partnership with New York University and the Rutgers-Newark Research Consortium through mixed method design that examines processes and outcomes.

A review of currently used systems is scheduled to take place in June 2012. The school's partners will be present, and Central High School will be represented by administrators.

OBJECTIVE 3.3: The school will develop a system to utilize multiple measures to strengthen practice, evaluate teachers and administrators and tie student performance to accountability.

The school has provided incentives for teachers who have been consistently proficient or distinguished in their performance, and those who have added value to the school as measured by school-based and state assessments. NPS plans to develop a new teacher practice framework, taking what it has learned from educators through the pilot activities and focus groups it has hosted throughout the district to inform the development of a new observation rubric that is aligned to instruction towards the Common Core. Starting in June 2012, the district will engage in a series of design sessions, working with NPS leadership and experts on the Common Core. In these design sessions, the district will draw on best practices and nationally-researched rubrics from other districts, and the product of those sessions will be shared with educators in NPS for feedback and refinement before sharing the final rubric publicly with all educators before the last day of school in June. The district will spend the summer finalizing the implementation strategy for the new teacher practice framework, including trainings for evaluators before school begins in September 2012.

MEASURABLE GOAL #4: The school will build a culture of college-attendance; one that includes high expectations, positive youth development, and mutual accountability. As a result, 75% of Central High School students are making plans to attend college or begin careers by 2013.

The school held college fairs for all students and has registered all students in Naviance to begin college and career planning. The school also held separate college fair days for male and female students.

OBJECTIVE 4.1: The school will implement a student-centered Advisory Program that includes daily convocations and advisory periods 2 days per week.

The school conducts a convocation ceremony everyday at 8:00am and advisory meetings on Tuesday and Thursday during the extended day program. In the next school year, the school will hold a weekly hour-long convocation. In addition, the advisory program will be strengthened by providing more professional development for staff.

OBJECTIVE 4.2: The school will institutionalize a number of school activities and community events that build high expectations, college-attendance aspirations and community service.

The school conducted numerous college fairs and convocation ceremonies that focused on these issues.

OBJECTIVE 4.3: The school will create a Student Honor Court as a peer-led alternative disciplinary process for Level 1 and Level 2 disciplinary infractions.

The Student Honor Court was instituted and subsequently held three proceedings. In the next school year, the school will hold weekly sessions of Honor Court during hour-long convocation days.

OBJECTIVE 4.4: The school will create an alcohol, tobacco, and drug prevention program in order to promote a culture of intolerance for risky behavior. The school hired a Student Support Specialist who held workshops for students and teachers. The Student Support Specialist also referred families to counseling, drug testing and outpatient services.

MEASURABLE GOAL #5: By 2013, the school will be a part of an Integrated Student Supports and Health Services System (ISSHSS) that provides comprehensive supports and services for 75% of students and families.

OBJECTIVE 5.1: Central High School's school-based clinic will provide students and families with key supports.

The school-based clinic was opened and provided dental services and health check-ups. In the next school year, the clinic will become fully operational provide comprehensive health services to students and families.

MEASURABLE GOAL #6: The school will create a professional culture of continuous learning, collaboration and distributed leadership by 2013.

The school participated in professional development workshops at the Colorado School district with Mike Miles. The staff at Central High School has also have visited schools and attended conferences in New York. The school has established peer-to-peer walkthroughs and spot observations. In addition, the school has also established weekly PLCs to review students' work and look at best practices. The staff at Central High School participates in new teacher and staff interviews, and many staff members have been responsible for leading staff meetings, leading data teams and presenting findings of data analysis.

OBJECTIVE 6.1: To create opportunities for teachers to reflect on their practice, think strategically about how to use professional development and collectively lead content and instruction.

CHS staff have also have visited schools and attended conferences in NYC.

MEASURABLE GOAL #7: Central High School will operate as part of an autonomous BBA innovation zone that is governed by an Advisory Board and a unified PTA.

OBJECTIVE #7.1: The school will work with the 6 other BBA schools, the NPS Central Office and the USDOE Office of Community Outreach to build an autonomy zone and processes for reciprocal accountability.

The school has continuously worked to establish the BBA Innovation Zone, in addition to the middle school (6-8 feeders) to the high school. The school has participated in planning meetings designed to help advance these initiatives. Despite encountering numerous setbacks, the school was able to partner with the district's SIG Director, who has assisted the school with formulating a budget and managing other essential elements of the program.

Form S-6

Use only one model template for each school

Date: May 10, 2012

TRANSFORMATION PROJECT DESCRIPTION

LEA: Newark Public Schools

Name of School: Central High School

<p>SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.</p>			
<p>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.</p>			
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.	<ul style="list-style-type: none"> • Bi-weekly administration meets school-wide • Monthly Principal, Vice Principals, Department Chairs meetings with Superintendent • Monthly SIG meetings with NJDOE school/district visits by Administrative team 	<p>Continue monthly PD workshops</p> <p>Continue visiting successful and transformative schools</p> <p>Continue bi-weekly administrative meetings</p>	September 2012- June 2013
The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Hired Principal has begun BBA and Global Village School Zone with NYU.	Continue transformation efforts	September 2012- June 2013
The LEA establishes a pipeline of potential turnaround leaders.	District has an administrator’s pipeline	Continue	September 2012- June 2013
The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	<ul style="list-style-type: none"> • Department Chair leads weekly PLC meetings • VPs and DCs running workshops and staff development • Weekly Administrative meetings/coaching/PD VP/DC led walkthroughs and presentations 	Continue	September 2012- June 2013
Barriers of Year 2 Implementation	Lack of district-provided specific coaching and support for transformation and countless directives for new programs and paperwork that became priority over SIG transformation.		

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.	An Advisory Design Committee comprised of teachers, principals, NTU and CASA representatives, and the SIG Project Director met throughout the summer of 2011 to design a transparent system of principal and teacher evaluation that incorporates student growth and multiple measures as a significant factor.	A teacher evaluation system will be implemented Sept 1 that incorporates student growth and multiple measures as a significant factor.	September 2012- June 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.	Expand peer to peer walkthroughs and spot observations. Research evaluation systems throughout the country and solicit feedback from districts that have designed other models.	Continue	September 2012- June 2013
3. The SEA and LEA document and provide training regarding the evaluation process.	Administrators and teachers will be trained in the Danielson process and pilot evaluation system that incorporates student <i>growth</i> .	NPS plans to develop a new teacher practice framework, taking what it has learned from educators through the pilot activities and focus groups it has hosted throughout the district to inform the development of a new observation rubric that is aligned to instruction towards the Common Core. Starting in June 2012, the district will engage in a series of design sessions, working with NPS leadership and experts on the Common Core. In these design sessions, the district will draw on best practices and nationally-researched rubrics from other districts, and the product of those sessions will be shared with educators in NPS for feedback and refinement before sharing the final rubric publicly with all educators before the last day of school in June. The district will spend the summer finalizing the implementation strategy for the new teacher practice	September 2012- June 2013

		framework, including trainings for evaluators before school begins in September 2012.	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	Urge district to examine effectiveness of performance-based evaluation at SIG locations.	Assessed through various focus groups comprised of community members, central staff, and school staff as well as the DEPAC Committee	September 2012- June 2013
5. The LEA monitors the evaluation process and reviews results.	The Advisory Design Committee will continue to meet, collaborate, solicit feedback from stakeholders, monitor and make adjustments/revisions to the evaluation process as needed.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	Lack of district-provided specific coaching and support for transformation and countless directives for new programs and paperwork that became priority over SIG transformation.
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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.	<ul style="list-style-type: none"> Expand upon offering summer travel professional development Work with LEA to develop performance-based evaluation and incentives. 	Continue	September 2012-June 2013
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	Performance-based evaluations and incentives.	Teachers will be chosen to participate in additional professional development programs based on consistency of proficient to distinguished evaluations, involvement in school-wide programs and student growth measured by multiple assessments.	September 2012-June 2013
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Continued tier process and evaluations & removal unsatisfactory teachers	Continue	September 2012-June 2013
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	District contract with outside providers to find teachers and hold a job fair. School developed relationships with universities and teacher preparation programs.	Continue	September 2012-June 2013
5. LEAs and schools provide targeted assistance to underperforming teachers.	Continue referring teachers for TAP program completely. 30-day action plans and re-evaluations for unsatisfactory teachers, also providing coaching.	Continue	September 2012-June 2013

Barriers of Year 2 Implementation	District's ability to coordinate and engage the union in discussions around fair and solid performance evaluation model has been a barrier to implementation.
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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
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	Professional development that is job embedded (PLCs), differentiated (Teacher Clinics), researched-based and ongoing (PD360), focused on students’ work (PLCs), collaborative (curriculum mapping and vertical articulation with key zone teacher leaders), teacher-led (teacher leader facilitated professional development) and responsive to data obtained from Criterion reference tests, standardized tests and district tests.	Continue	PLCs – twice per week teacher clinics-monthly curriculum mapping, July-August 2012 Criterion reference tests – twice per month PD360 – ongoing
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	Provided professional development that is standards-based and is differentiated according to teacher needs.	Continue	September 2012- June 2013
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	Administer frequent CRTs as a tool to differentiate and increase student performance. Reach at least 90% implementation with the SIPP for all instructional staff in the following subjects: Language Arts, Math, Science, and Social Studies. All CRT’s will be common for the subject area and aligned to the standards.	Continue	September 2012- June 2013
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Continue the promotion of PLCs and increase the amount of teacher facilitated PLCs.	Continue	September 2012- June 2013
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.	Work collaboratively with the LEA with regard to PD providers.	Continue	September 2012- 2013

Barriers of Year 2 Implementation	There was only a 30% implementation of the Student Individualized Performance Plan.
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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
Instituting a system of measuring changes in instructional practices resulting from professional development.	In addition to weekly directed rounds and monthly walkthroughs by the administrative team, tenured teachers will have at least two spot observations per month and non-tenured teachers will have four spot observations per month for the purpose of monitoring and coaching.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	Feedback to teachers needed to be more focused and timely to bring about even more positive changes in instructional practice. Year 2 Project description includes spot observations which will focus on less but emphasize deep implementation. Moreover, the form is efficient in its design to offer feedback that is timely.
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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.	Work collaboratively with the LEA and SEA to secure funding for long-term program sustainability.	Continue	September 2012- June 2013
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	Work collaboratively with the LEA in the recruitment and retention of promising and talented teachers such as visiting education-focused universities.	Continue	September 2012- June 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.	Work collaboratively with the LEA for increased opportunities in leadership development. Provide a monthly workshop on instructional leadership	Continue	September 2012- June 2013
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA provides limited autonomy to principals, instructional program leaders, and administrators based on the goals outlined in the School Improvement Grant	Continue	
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	Continue professional development via the PLCs in every discipline, 3 times per week.	Continue	September 2012- June 2013
6. The LEA includes non-monetary incentives for performance.	Continue to provide awards and incentives to outstanding teachers and teacher leaders.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	<ol style="list-style-type: none"> 1. Economic recession, budget shortfalls and subsequent Reduction In Force 2. Tenure process 3. Inconsistency in leadership training and district leadership in general 4. Semi autonomy, excessive initiatives and conflicting expectations
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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
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	Continue the use of HSPA, NJASK, NJPASS and DFA for data collection but encourage the LEA to emphasize other tests such as Criterion Reference Tests, PSAT, ACT and SAT to drive instructional change	Continue	September 2012- June 2013
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	The SEA and LEA should continue the timely release of test data that are disaggregated for the purpose of improving teaching and learning.	Work with SEA and LEA to ensure the timely release of test data that are disaggregated and accurate.	September 2012- June 2013
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The LEA and school will update all curricula to reflect the 2009 standards.	The school’s curricula have been updated. Updates to remaining curricula will continue.	September 2012- June 2013
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Continue to ensure that PLCs are three times a week and that the master schedule has PLCs embedded, not conflicting with classroom instruction	“Big Tuesday Initiative” will allow a 1-hour late start for teachers to have professional development devoted to benchmark assessments and data analysis. School will utilize flexible scheduling model to accommodate teacher professional development, while students will participant in advisory meetings.	September 2012- June 2013
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.	Continue PLCs and administrative walkthroughs. In addition, fully implement spot observations for all teachers occurring at least twice a month for tenured teachers and four times a month for non-tenured teachers.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	<ol style="list-style-type: none"> 1. Incomplete update of all curricula to reflect 2009 standards. 2. LEA support in the emphasis of teacher-made tests, the PSAT and the SAT.
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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
Increased offering of AP courses Improving student transition Increased graduation rates via small learning communities	<ol style="list-style-type: none"> 1. Increase student achievement on the expanded AP course 2. Increase the total number of students participating in the Bridge Program 3. Write at least two additional courses for the small learning communities 	<ol style="list-style-type: none"> 1. Offer Pre-AP courses to improve students’ performance in AP courses 2. Continue 3. Expand Dental Academy by adding an additional teacher (1 teacher already in program) 	<ol style="list-style-type: none"> 1. September 2012- June 2013 2. July 2012 3. July-August, 2012

Barriers of Year 2 Implementation	Building capacity for the AP course via the honor classes to ensure the fidelity of AP.
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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
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	The SEA and LEA observe continued practice of the extended day program in addition to: 1) extended day to 4:30pm; 2) academic support; 3) advisory 2 days a week; 4) support for struggling readers; 5) 21st century skills and SLC electives.	Continue	September 2012- June 2013
2. The LEA identifies community needs and partnership opportunities.	Hosting college fairs, college readiness programs and college visits; inviting guest speakers to the school for activities and functions. In addition, conducting FAFSA workshops for parents	Continue	September 2012- June 2013
3. The LEA allocates funding for extended-learning programs.	Same as year one with additional 5-week summer bridge program.	Continue	September 2012- June 2013
4. The LEA supports school leadership in developing and sustaining community partnerships.	A Career Coordinator was hired in addition to a Transition Teacher. Both are responsible for finding and maintaining partnerships along with the community relations coordinator.	Career Coordinator and Transition Teacher continue to find and maintain partnerships in conjunction with Community Relations Coordinator	September 2012- June 2013
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	Alignment of PD: 1) 3-day early school year; 2) formation of curriculum maps; 3) summer bridge for rising 9 th graders.	Continue	September 2012- June 2013
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	Continue to use climate survey and the Zone Advisory Board to get feedback. Organize and implement a systems review to check the relevance and efficacy of all programming.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	1) Scheduling; 2) Available funding – budget detail only allotted for 25 teachers and we need at least funding for 50 teachers.
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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
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	A systems review has been implemented by the Zone Advisory Board, which advised the continuation of all surveys, community meetings, and external partnerships. Continue school walkthroughs.	Continue	September 2012- June 2013
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).	Career and Workforce Development Specialist remains the school’s liaison for developing and maintaining partnerships. Continue and expand all partnerships and programming to involve more parental outcomes and support.	Continue	September 2012- June 2013
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.	School Zone monthly Advisory Board meetings; SLC and PTA meetings on a regular basis. CBO and PD provider meetings	Continue	September 2012- June 2013
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Staff development with Lit life; Metro Center (NYU); Bro Sis Sol (advisory meetings). PD is ongoing and PLCs are used to make it continuous and job-embedded. Increased frequency of PD as needed.	Continue	September 2012- June 2013
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	The school conducts open houses, PTA meetings, workshops for the community and stakeholder meetings. School Leadership Committee and Zone Advisory Board conduct various meetings and distributes/collects surveys from stakeholders.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	Unable to be able to leave messages in English, Spanish and Haitian Creole. Need to purchase translation equipment for calls to non-English speaking parents.
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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
1. Continue the 5-week Summer Bridge program to a 5-week Literacy Intensive	Full day, 5-week summer learning program for 200 rising 9 th grade students.	Continue	July 2012
2. The school's use of time will extend by 30%.	Continue to develop 10 th and 11 th period school day and all academic enrichment and advisory meetings. All programs should move toward helping student acquire 21st century skills, SLC electives and college readiness.	Continue	September 2012- June 2013
3. Create New Day Academy	Instead of New Day, the school will implement Sankofa Academy for dropout prevention and early intervention for 9 th grade students. Will transition students back into regularly-scheduled day	Continue implementation of Sankofa Academy. Also continue all-inclusive transition program for students with autism that will prepare them for college or career.	September 2012- June 2013
4. Operationalize the school-based clinic and nursery.	CHS nursery for newborn/early childhood education. Organization of school-based health clinic through Jewish Renaissance Implementation of Honor Court for level 1 and some level 2 behavioral infractions (3 Honor Court meetings have been held).	Continue Make school-based clinic fully operational and continue to provide services to students, parents and the community Continue and expand Honor Court to at least 50% of all level 1 and 2 infractions.	September 2012- June 2013 September 2012- June 2013 September 2012- June 2013

Barriers of Year 2 Implementation	None
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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.	Identify departing staff members and fill vacancies early through partnering with universities and student teacher programs.	Continue	September 2012- June 2013
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	Continue and expand partnerships with external providers that service elementary schools only. School currently partners with NYU, Lit Life and Montclair State, and has visited turnaround schools and districts.	Continue	September 2012- June 2013
3. The LEA has established annual goals for student achievement.	District framework for grade advancement, course requirements credits for graduation	Continue	September 2012- June 2013
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	End of year high stakes testing in grades 4-12. CRT's and other teacher-made tests, midterms, finals and benchmark assessments.	Continue	September 2012- June 2013
5. The LEA and school share student progress data with parents and students.	Information shared via report cards, progress reports and parent/teacher conferences.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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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
Transformation Intervention Options and strategy # 1) Principal	Provide operational flexibility to the principal e.g. matters concerning staffing, calendars, school time and budget.	Continue	September 2012- June 2013
Transformation Intervention Options and Strategy # 2) Curriculum and Instruction	Promote the continuous use of student data from formative, interim, and summative assessments to inform and differentiate instruction.	Continue	September 2012- June 2013
Transformation Intervention Options and Strategy # 3) Schools	Provide social, emotional and community oriented services and supports.	Continue	September 2012- June 2013
Transformation Intervention Options and Strategy # 4) Professional Development	Continue to provide high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	Continue	September 2012- June 2013
Transformation Intervention Options and Strategy # 5) Teachers	Identify and reward school leaders, teachers and other staff members who, in implementing this model, have increased student achievement and high school graduation rates. Provide financial incentives.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	Lack of flexibility in budgeting and scheduling school calendar
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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
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The SEA will continue to annually collect all summative assessments that pertain to school and student data.	Continue	September 2012- June 2013
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and school will hire an outside provider to organize a centralized database where student- and teacher-level, and all SIG indicators, can be input.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Form S-7

Date: May 10, 2012

ANNUAL STUDENT TARGETS

LEA: Newark Public Schools

Name of School: Central High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target		Other Measure	2010 Base line	2011 Target	2011 Out come	2012 Target
For Each Grade Span: <u>11</u>	Other Measure											
Total Students	HSPA	37.4%	43.7%	69.0%	75.2%	81.4%	HSPA	23.0%	53.8%	45.8%	63.1%	72.3%
Students with Disabilities	HSPA	6.5%	15.8%	35.5%	48.4%	61.3%	HSPA	0.0%	40.0%	9.7%	52.0%	64.0%
Limited English Proficient Students	HSPA						HSPA					
White	HSPA						HSPA					
African-American	HSPA	36.6%	42.9%	69.9%	54.3%	65.8%	HSPA	23.0%	53.8%	44.4%	63.0%	72.3%
Asian/Pacific Islander	HSPA						HSPA					
American Indian/Native American	HSPA						HSPA					
Hispanic	HSPA	43.8%	49.4%	64.3%	71.4%	78.6%	HSPA	25.0%	55.0%	64.3%	64.0%	73.0%
Others	HSPA						HSPA					
Economically Disadvantaged	HSPA	37.7%	43.9%	69.6%	75.7%	81.8%	HSPA	26.5%	55.9%	49.6%	64.7%	73.6%

Analysis of Year 2 Outcomes
<p>Central High School has made dramatic gains in student achievement in both Language Arts and Mathematics in 2011. Language Arts scores on the HSPA have increased from 37.4% to 69.0% and in Mathematics, from 23.0% to 45.8%.</p>

Form S-8

ACTIVITY PLAN

Use only one model template for each school.

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformational model.						
SMART Goal:		By September 2012 a Principal in place will demonstrate educational transformation through high quality professional development and reformed leadership for all instructional staff.						
Indicators of Success:		<ol style="list-style-type: none"> 1. The principal who led the school prior to commencement of the transformation model has been replaced. 2. The school has a turnaround principal. 3. The new principal demonstrates the skills and attributes to be a transformational leader. 						
SBR Practice to Address Goal:		<i>NJ Educator Effectiveness Task Force, 2011</i> <i>Achievement through Teaching Excellence: NPS, 2010</i> <i>Educational Leadership Policy Standards, ISSLC</i> <i>Accomplished Principal Standards, National Board</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA identifies the key leadership behaviors needed to improve instruction and promote change	Superintendent	Turnaround Competencies	Job Description Person Specification	<input type="checkbox"/>			
2	The LEA agrees and publishes selection and recruitment criteria, processes, and procedures	Superintendent HRS		Leadership Competencies Recruitment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	LEA reviews capabilities and capacity of the recently appointed Principal to be transformation leader	Superintendent	Turnaround Competencies	LEA review criteria	<input type="checkbox"/>			
4	LEA affirms Principal appointment	Superintendent HRS		Letter of appointment	<input type="checkbox"/>			
5	The LEA establishes a pipeline of potential turnaround leaders	Superintendent HRS		NJ educator Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	LEA actively encourages the development of a collaborative School Leadership Team	Superintendent SIG Project Director		SLT structures	<input type="checkbox"/>			
7	The school develops a collaborative School Leadership Team with shared responsibility for developing and guiding the school's learning agenda	Principal NTO SIG Project Director		SLT membership SLT roles and responsibilities SLT minutes Staff surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 June 2013, school-wide evaluation system will be in place and used to monitor and collect data on student performance and achievement for individual teachers. This will be used to assist in indentifying teachers in need of additional PD or mentoring so that the percentage of teachers who are deemed in the proficient to distinguished rating will increase by a minimum of 5% annually.						
Indicators of Success:		1. Increase the percentage of teachers in the proficient to distinguish rating by at least 10% annually. 2. Increase the percentage of students mastering at least 80% of the content biweekly.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Performance incentives will be given to exemplary teachers for specific high performance results in the classroom and on standardized test scores	District/union	Negotiations	District and union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Spot observations will be conducted at least 4 times a quarter to provide immediate and consistent feedback to teachers on their professional practices and administration on needed professional development and support that should be offered to instructional staff.	Administration	Observation form	Department binder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Teachers engage in peer observation as a vehicle for professional growth	Teachers	Observation form	Teacher binder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Criterion reference tests, (CRT) will be used on a biweekly basis to measure how well students learned a specific body of knowledge and skills	Teacher/administration	Common assessments	Data form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Student individualized performance plans (SIPP) will be used to analyze assessment data and identify strengths, weaknesses, and areas of improvement needed for student achievement through teacher intervention plans	Teacher/administration	Form on Common p drive	Data form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	An advisory design committee comprised of teachers and administrators will redesign the evaluation instruments to incorporate	Sig project director Talent Department TNTP	NPS plans to develop a new teacher practice framework, taking what it has learned from educators through the pilot	Teacher and principal evaluation instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>student growth and multiple measures.</p>		<p>activities and focus groups it has hosted throughout the district to inform the development of a new observation rubric that is aligned to instruction towards the common core. Starting in June 2012, the district will engage in a series of design sessions, working with NPS leadership and experts on the common core. In these design sessions, the district will draw on best practices and nationally-researched rubrics from other districts, and the product of those sessions will be shared with educators in NPS for feedback and refinement before sharing the final rubric publicly with all educators before the last day of school in June. The district will spend the summer finalizing the implementation strategy for the new teacher practice framework, including trainings for evaluators before school begins in September 2012.</p>					
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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, 75% of the school leaders and teachers who consistently deliver and facilitate high-quality instruction and contribute to student and teacher growth will be awarded incentives.						
Indicators of Success:		1. Increase the percentage of students in the proficient and above proficient levels in all content areas by 10%. 2. Increase the percentage of teachers designing and implementing lessons reflecting the top 3 levels of Blooms Taxonomy by 10% 3. 75% of the school leaders and teachers who consistently deliver and facilitate high quality instruction and contribute to student and teacher growth will be awarded an incentive						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Performance incentives will be given to exemplary teachers for specific high performance results in the classroom and on standardized test scores	District/union	Negotiations by the	District and union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Spot observations will be conducted at least 4 times a quarter to provide immediate and consistent feedback to teachers on their professional practices and administration on needed professional development and support that should be offered to instructional staff.	Principal	Observation form	Department binder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Peer observations and reflection will be conducted by teachers to serve as vehicles for professional growth	Teachers	Observation form	Teacher binder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Criterion reference tests, (CRT) will be used to measure how well students learned a specific body of knowledge and skills biweekly	Teacher/administration	Common assessments	Data form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Student individualized performance plans (SIPP) will be used to analyze assessment data, identify strengths, weaknesses, and areas of improvement needed for student achievement through teacher intervention plans	Teacher/administration	Form on drive	Data form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Tier process will be used to monitor partial, inconsistent, and/or inadequate growth in the four domains used to evaluate teacher effectiveness	Administration/teachers	TAP program, action plans		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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, expand job-embedded professional development by 30% to include Art, Science, History and Health in order to implement school-wide best practices.						
Indicators of Success:		1. Increase the percentage of students at and above goal in the Language Arts areas of Reading and Writing by 10% as measured by the school’s biweekly CRT’s and benchmark assessments. 2. Increase the percentage of students at and above goal in the Mathematics areas of Critical Thinking and Solving Multi-Step Problem Solving by 10% as measured by the school’s biweekly CRT’s and benchmark assessments. 3. An increase in PD opportunities in Art, Science, History, and Health by 30%						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Outside providers will be used for professional development	Professional development provider	In-class support	Quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Teacher clinics will be used to provide in house professional development based on walk thru data	Administration/teachers	Walk thru data	Reflections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	PLC’s will be held every week to analyze student work and learn best practices to improve the quality of instruction	Administration/teachers	Student work	Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Nonfiction writing will be used to increase the enthusiasm for recreational reading and growth in the ability to read and write in all content areas.	Administration/teachers	Student work	Schedules, unit plans, curriculum maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Writing across the curriculum will be used to increase the writing abilities of all students and help students better understand the content in each subject.	Administration/teachers	Student work	Schedules, unit plans, curriculum maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 the end of the fourth quarter, Central High School will strengthen partnerships with local colleges and universities so that 50% of the new instructional staff members are considered HQTs. In addition, the school’s mentoring program will assist the school in retaining at least 50% of new instructional staff members who are deemed exemplary teachers as measured by the school-wide evaluation system.						
Indicators of Success:		1. 50% of all new recruits are HQT. 2. At least 50% of all new recruits who are deemed exemplary are retained. 3. All staff members not meeting the needs of the students as determined by performance reviews and evaluations are transferred out of the school.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The novice teacher mentoring program will give guidance and multi-levels of support by sharing and modeling school wide best practices to foster high quality teaching.	Administration/exemplary teachers	Workshops	Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Local colleges and universities will recommend and allow student teachers to do their internships at central high school.	NJIT/Rutgers	Student teachers	Classroom hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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, The Global Village School Zone (GVSZ) grades 6-12 instructional program will be vertically aligned using the Springboard curriculum in Mathematics and Language Arts.
Indicators of Success:	1. Increase the proficiency level of students entering Central High School in Language Arts and Mathematics by 10%. 2. 25 % of teachers in grades 6-12 will have attended a Spring Board Training session.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Springboard training will be held for 6-12 grade teachers in mathematics and language arts to target individual student achievement and bridge students from a level of deficiency to a level of proficiency.	Administrators/teachers	Spring board curriculum	Vertical alignment maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Assessments will be used to inform and guide instruction	Administrators/teachers	State standardized, summative, formative assessments	NJ ASK, placement tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	GVSZ will prepare students to internalize and apply a body of knowledge which will lead them to become highly motivated, economically independent, contributing members of their community in an increasingly global society by collaborating with all stakeholders on a regular basis.	Feeder school principals/math and literacy coaches/community partners/parents	6 prek-8 schools that feed into Central High School	Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 the end of the fourth quarter, Central High School will increase learning time by a minimum of 110 minutes per day for 185 days for all students by offering additional courses and credit hours.						
Indicators of Success:		1. Students will earn a percentage grade of at least 70% in all courses. 2. Students have increased learning time by the start of Year 3. 3. Students will have the opportunity to participate in additional course and credit hours.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	An extended school day of at least 110 minutes per day will be added to the 185 regular school day calendar and summer institutes will be scheduled for all students to help improve academic performance	Administration/scheduling team	PowerSchool	Teacher and student schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Community partners will be used to improve educational opportunities by developing programs to support academic achievement within our academy courses	Urban League/NJPAC	Academy courses	Student schedules, quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:		Central High School will increase by 10% the range of opportunities provided to students, families and community partners by the end of the fourth quarter.						
Indicators of Success:		<ol style="list-style-type: none"> 1. Increase the use of the school by 10% by students, family, and community partners. 2. The school has developed an extensive range of family and community engagement programs. 3. Stakeholder surveys indicate that 70% of parents are satisfied with the range and access to programs. 						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Local colleges and universities will give academic enrichment for students	Guidance department	Essex County College/NJIT	Grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Parent liaison works with parents and community partners, engaging them in activities, workshops, and decision-making that will promote a positive tone in the school and surrounding community. Also to bridge the gap between community organizations and the school.	Wrap around coordinator	Parent /community meetings	Agendas Sign in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Urban League Essex County Entrepreneurship will help our students become well educated and equipped for economic self-reliance in the 21 st Century by offering the best foundations for education and job skills.	Guidance department	Entrepreneur skills/services	Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Trinitas will offer adult, child and family services every week through a referral system such as: psychiatric, emergency response/screening center, inpatient, outpatient, partial hospital programs and addiction services.	Proctor	Support services	Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Renaissance program will provide support services through a referral process for our students	Proctor	Support services	Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Jewish Renaissance Center will provide support services through a testing process for students.	Proctor	Testing	Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Rutgers Saturday Academy will provide students with academic enrichment – 10 sessions for the fall semester and 10	Guidance department	Rutgers	SAT program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	sessions for the spring semester							
8	Family service bureau will provide national leadership on youth and family issues through onsite counseling every week.	Proctor		Onsite counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Jewish Renaissance Center, a community health care center located at Central High School, will service students, parents, and community residents.	Wrap-around coordinator	Parent health screening	Attendance sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	NJPIRC, New Jersey Parent Information and Resource Center will provide workshops and materials to assist parents in raising their children and becoming more involved in their child's education. They will provide our site with a computer for parents to check emails, communicate with teachers, and complete job resumes.	Wrap-around coordinator	Parent resource center	Attendance sheets, surveys, walkthrough check list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	School Leadership Council will involve all stakeholders, students, parents, teachers, support staff, administrators and community partners. The council will assist in decision making of the school community and also provide workshops to increase parent involvement	Wrap-around coordinator	Meetings/workshops	Attendance sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:		Central High School will become part of an autonomous BBA Innovation Zone with its K-8 feeder schools. The Zone will be governed by a collaborative Advisory Board and a unified PTA. By June 2013, the BBA Innovation Zone will have attained 100% autonomy in the areas of staffing, curriculum and assessment, and governance. It is a policy of NPS that the schools have operational flexibility with staffing, budget, and calendar by September 2012.						
Indicators of Success:		1. School based calendar of PD , vertical meetings, benchmark assessments, course development and meetings 2. Staff vacancies filled by principal and team recommendations and interviews						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Develop social school council and begin meeting	Principal	Provide training to all Stakeholders with stipends for meetings	Member list Meeting schedule, agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	LSC advocate for full implementation of MOU	Principal	Staff Providers	Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Establish meeting schedules	Principal	School Administrative	Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Implement school systems reviews	Principal	School Council	Reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Organize and implement PD and assessment calendar for school based job embedded PD	Principal	Providers Specialists	Schedule attendance sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Develop benchmark assessment and formative assessments aligned with curriculum maps and state standards	Principal	Content Specialists	Assessments on file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Approve budget use title I dollars	Principal	Title I Office	Approved budget and requisition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		Central High School will work with outside providers to have a data system in place, which will allow for the collection and transfer of data; and production of reports on all nine leading indicators by the end of the third quarter. This will be done in order to analyze progress and success in meeting the leading indicators of the grant.						
Indicators of Success:		<ol style="list-style-type: none"> 1. A data collection system is established which covers all nine leading indicators. 2. The data collection system will generate the data in a format which facilitates the production of reports. 3. Reports are reviewed with appropriate staff and programmatic changes are made as needed. 4. A marked increase in progress and success in meeting the leading indicators of the grant. 						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Identify partners and follow district protocol	Principal	Money for providers	List of partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Input all school-wide data	Principal	All related data	Database			<input type="checkbox"/>	<input type="checkbox"/>

Form S-9

Date: May 10, 2012

BUDGET AMOUNT AND NARRATIVE

LEA: Newark Public Schools

Name of School: Central High School

BUDGET NARRATIVE

School Name:	Year 3		
	Approved in Original 2011-2012 Application	2012-2013 Requested	Estimated Amount To Be Carried Over from 2011-2012
LEA (5% administrative)	\$25,146	\$54,273	\$0
School	\$1,834,290	\$1,945,727	\$0
Final 2011-2012 Budget Request	\$1,859,436	\$2,000,000	\$0
Year 3 Estimate		\$2,000,000	

BUDGET NARRATIVE

Year 3 Budget Narrative including the estimated carryover

No carryover estimated as schools are maximizing their turnaround efforts.

S-10

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/25/2012 Revised 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	<u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:	

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	
			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
7a.1.1, 7a.2.2	100-100	Instructional staff: Certified teachers Extended Learning Time (ELT)	\$37/hr x 1.6 hrs/day x 180 days x 35 staff = \$319,680	\$372,960
7a.1.1, 7a.2.2	100-100	Instructional support: Teacher Aides (ELT)	\$20/hr x 1.6 hrs x 180 days x 8 staff = \$46,080	\$46,080
6.1.3, 7a.1.1	100-100	Supplemental pay for mandatory extended summer bridge instructional. (June-August 2014)	\$50/hr x 6 hrs/day x 10 days x 10 teachers = \$30,000	\$30,000
7a.1.1, 7a.2.2	100-100	Instructional support: sub teachers Extended Learning Time (ELT)	\$26 x 1.6 hrs/day x 180 days x 2 staff = \$14,976	\$14,976
			Total 100-100	\$464,016
6.2.1	200-100	Supplemental pay for mandatory 2 days visioning and planning	\$50/hr x 13 hrs x 70 certified staff = \$45,500	\$45,500
6.1.3, 7a.1.1	200-100	Supplemental pay for extended summer bridge non- instructional (VP)	CASA Negotiated Rate: \$66.95/hr x 6hrs/day x 10days x 2 VP = \$8,034	\$8,034
2.2.4, 3.1.4, 6.1.1, 8.1.6	200-100	Instructional staff	Integration of Curriculum and Common Core: \$37 x 4hrs/day x 10days x 10 teachers = \$14,800	\$14,800
7b.1.2, 7b.1.9, 7b.1.10	200-100	Wrap- around Coord./V. Rouse	For Community Activities @ \$57,220 x 100%	\$57,220

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/25/2012
Revised 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION 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
4.1.2, 4.1.3, 4.1.4, 4.1.5	200-100	Master Teacher for Literacy/ B. Gill	\$68,664 x 100% = \$68,664	\$68,664
3.1.4, 4.1.2, 4.1.3, 6.1.2	200-100	Master Teacher - Curriculum and Data	\$66,158 x 100%= \$66,158	\$66,158
4.2.2, 4.2.3	200-100	Master Teacher for Math/S. Mathews	\$52,978/yr. x 100% = \$52,978	\$52,978
2.1.6, 6.1.3	200-100	Career & Workforce Development Specialist/C. Leverett-Bowman	\$93,007/yr x 100% = \$93,007	\$93,007
2.1.6, 7b.2.11	200-100	In School Suspension Officer (vacant)	\$60,000/yr. x 100%= \$60,000	\$60,000
2.1.6, 7b.1.4, 7b.1.5	200-100	Student Support Specialist /T. Proctor	\$61,028/ yr x 100% = \$61,028	\$61,028
2.1.6, 7b.1.1, 7b.1.3	200-100	Guidance Counselor/V. Pullins	\$63,240/ yr x 100% = \$63,240	\$63,240
7a.1.1, 7a.2.1	200-100	Non-instructional staff (ELT) nurse, master teachers, specialists, tech Coord, administrators	\$37/hr x 1.6 hrs/day x 180 days x 3 staff= \$31,968	\$31,968
7a.1.1, 7a.2.1	200-100	Non-instructional Staff (ELT) Security	\$36/hr x 1.6 hrs/day x 180 days x 3 = \$31,104	\$31,104
7a.1.1, 7a.2.1	200-100	Non-instructional staff (ELT) clerk	\$33/hr x 285 hrs x 1 staff = \$9,405	\$9,405
3.2.1, 3.2.6	200-100	Non-instructional staff to attend NJDOE summer leadership Academy	CASA Negotiated Rate:(\$76.80/hr x 35 hrs x 1 Principal) + (\$66.95/hr x 35 hrs x 1 VP) = \$5,031.25	\$5,031
2.1.6, 7a.1.1	200-100	SIG Project Director	Split \$120,000/6 SIG schools = \$20,000	\$20,000

S-10

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/25/2012 Revised 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	<u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:	

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	
				GRANT REQUEST AMOUNT
7a.2.2, 7a.1.1	200-100	SIG Accountant/Gladys Anikwe	For full-time positions: total annual salary x percent of time to the grant project = total \$70,000 x 100% / 6 SIG schools = \$11,667	\$11,667
6.1.3, 7a.1.1	200-100	SIG Master Teacher (10 months)	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total \$55,000 x 100% / 6 SIG Schools = \$9,167	\$9,167
6.1.3, 7a.1.1	200-100	Supplemental pay, SIG Master Teacher (July and Aug, 2013)	\$37/hr x 6 hrs/day x 5 days x 8 weeks = \$8,880/6 SIG schools	\$1,480
			Total 200-100	\$710,451
				1,174,467

S-11

BUDGET DETAIL FORM B

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

Date: 4/25/2012
Revised 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	Check box if this is a subgrantee form and identify subgrantee below.
School Name: Central High School	SUBGRANTEE:	

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 9.55%	PERS 5.00%	WRKR'S COMP 1.39%	UNEMPLY. 0.00%	DISABIL. 3.50%	HEALTH Per Empl \$ 8,525	OTHER SPECIFY: Per Empl \$ 3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teacher Aides (ELT)	46,080	3,525			641					9.04%	4,166
Instructional (ELT)	372,960	28,531			5,184	-		-		9.04%	33,715
Subs	14,976	1,146			208					9.04%	1,354
Team Visioning & Planning	45,500	3,481			632					9.04%	4,113
Ext Summer Bridge Instructional Staff	30,000	2,295			417					9.04%	2,712
Ext Summer Bridge Non-instructional Staff	8,034	615			112					9.05%	727
Curriculum Alignmt.	14,800	1,132			206	-		-		9.04%	1,338
SIG Project Director	20,000	1,530		1,000	278	-		1,421	528	23.79%	4,757
SIG Accountant	11,667	893		583	162			1,421	528	30.75%	3,587
SIG Master Teacher	9,167	701	875		127			1,421	528	39.84%	3,652
Supplemental Time	1,480	113	-		21					9.04%	134
V.Rouse	57,220	4,377	5,465		795	-		8,525	3,166	39.02%	22,328
B.Gill	68,664	5,253	6,557		954	-		8,525	3,166	35.62%	24,456

S-11

BUDGET DETAIL FORM B

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

Date: 4/25/2012
Revised 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	Check box if this is a subgrantee form and identify subgrantee below.
School Name: Central High School	SUBGRANTEE:	

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 9.55%	PERS 5.00%	WRKR'S COMP 1.39%	UNEMPLY. 0.00%	DISABIL. 3.50%	HEALTH Per EmPLY \$ 8,525	OTHER SPECIFY: Per EmPLY \$ 3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Master Teacher-Cur &Data	66,158	5,061	6,318		920			8,525	3,166	36.26%	23,990
S.Mathews	52,978	4,053	5,059		736			8,525	3,166	40.66%	21,539
C.Bowman	93,007	7,115	8,882		1,293	-		8,525	3,166	31.16%	28,981
School Suspension Officer	60,000	4,590	5,730		834	-		8,525	3,166	38.08%	22,845
T.Proctor	61,028	4,669	5,828		848	-		8,525	3,166	37.75%	23,036
V. Pullins	63,240	4,838	6,039		879	-		8,525	3,166	37.08%	23,447
ELT non-instructional	31,968	2,446			444	-		-		9.04%	2,890
ELT-Security	31,104	2,379			432					9.04%	2,812
ELT clerk	9,405	719			131					9.04%	850
Principal	5,031	385			70					9.04%	455
TOTAL	1,174,467	89,847	50,755	1,583	16,325	-	-	72,463	26,912	21.96%	257,883

S-12

BUDGET DETAIL FORM C

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

Date:	4/25/2012
Revised	7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	<u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:	

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

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY. DAILY. FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			<i>Rate</i>	<i>x</i>	<i>Time</i>
7b.1.2, 7b.1.4, 7b.1.9	100-300	Parental Involvement: Honorarium for Speakers	\$500 Flat Fee	3	\$1,500
6.1.3	100-300	Student Leadership training	\$15,000.00	1	\$15,000
7a.1.2, 7a.3.2	100-300	NJPAC Residencies: Social Justice Dance. Artists in Residence	\$24,600.00	1	\$24,600
7a.1.2, 7a.3.2	100-300	NJPAC Residencies: Justice Theater. Artists in Residence	\$24,000.00	1	\$24,000
7a.1.1, 7a.1.2, 7a.3.2	100-300	African drumming and tai chi-alt ed (ELT)	\$21,000.00	1	\$21,000
6.1.3, 7a.3.2	100-300	Freshman Retreats for Project U.S.E. Wilderness Center - Wildcat Mountain. NJ: Site serves 12 students per group. 2 groups from Newark each visit to center. 2 groups of Freshmen per day x 2 days x \$850/day = \$3,400 x 8 groups = \$27,200	\$3,400.00	8	\$27,200
7a.1.2, 7a.3.2, 7b.1.1	100-300	NJPAC, NJIT, Greater Newark Conservatory: Intensive 45 day academy to work with groups of students based on their Academy.	\$30,000.00	1	\$30,000
		Total 100-300			\$143,300

S-12
BUDGET DETAIL FORM C

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

Date:	4/25/2012
Revised	7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	<u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:	

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

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY. DAILY. FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			<i>Rate</i>	<i>x</i>	<i>Time</i>
4.1.2, 4.1.3, 6.1.1	200-300	Job-Embedded PD in English Language Arts	\$2,000.00	35	\$70,000
4.2.2, 4.2.3, 6.1.1	200-300	Job-Embedded PD in Mathematics	\$2,000.00	36.5	\$73,000
4.3.1, 4.3.2, 6.1.1	200-300	Professional Development for Classroom Teachers for Writing Workshops, Differentiated Instruction, Grade Level Seminars, Curriculum Mapping.	\$25,000.00	1	\$25,000
1. 2. 3. 4. 5. 6. 7a. 7b. 8. 9	200-300	External Provider: Set-aside amount to individually or collectively secure an external vendor to assist CHS with an enhanced incorporation of student achievement to instructional and administrative staff evaluation.	\$1,000.00	20	\$20,000
		Total 200-300			\$188,000

S-13
BUDGET DETAIL FORM D

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

Date: 4/25/2012
Revised: 7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	<u>Check box if this is a subgrantee form and identify Subgrantee below.</u>
School Name: Central High School	SUBGRANTEE:	

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

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)		
			<i>UC</i>	<i>x</i>	<i>Q</i>	<i>=</i>	<i>GR</i>
4.1.4, 4.1.5, 7a.2.1, 7a.2.2	100-600	Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff. Supplies such as, but not limited to: ELT Materials for the Social Justice Program, Botany, Springboard, and Robotics programs; also supplemental materials for our Summer Academy for incoming students grades 7-9. We will also use the funds to purchase supplies for our Sankofa Academy for interventions for at risk students. Original amount reduced due to over budgeting.	\$66,468.00	1	\$66,468		
6.1.1, 6.1.2	100-600	Instructional supplies from the College Board in English Textual Power (Springboard)	\$17,500.00	1	\$17,500		
6.1.1, 6.1.2	100-600	Instructional supplies from the College Board in Mathematics with Meaning (Springboard)	\$17,500.00	1	\$17,500		
Total 100-600					\$101,468		

S-15

BUDGET DETAIL FORM F

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

Date:	4/25/2012
Revised	7/23/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/> Check box if this is a subgrantee form and identify Subgrantee below.
School Name: Central High School	SUBGRANTEE:

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
3.2.1, 3.2.2	200-580	Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x \$.31 per mile = \$620. Toll= \$12 per day x 20 days = \$240.	\$860
2.1.1, 2.1.2, 3.2.7	200-580	Travel and board to attend National Board Certification for Teachers and professional development conferences. The funds will be used for the travel expenses to send staff members to conferences to build the internal capacity at the school. The district codes transportation under 200-580 and the registration costs under 200-800.	\$30,000
		Total 200-580	\$30,860
2.1.1, 8.1.1, 8.1.2	200-800	Teacher Incentives which may include National Board Certification for Teachers @ \$2,500 and/or other incentives to reward student achievement, attendance etc. Including registration for Professional Development. The teacher incentive grants are grants given to teachers that have applied for it and have met all requirements. The district codes the registration costs for the conferences under the 200-800 line.	\$15,000
		Total 200-800	\$15,000

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

LEA Name: Newark Public Schools

School Name: Central High School

County/LEA/School Code: 13/ 3570 / 045

NGO Title: School Improvement Grant

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			TOTAL <i>Sum of columns 1-3</i> (Column 4)	ADMIN. COST SUMMARY (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			464,016		
Purchased Prof. & Tech Svcs.	100-300			143,300		
Other Purchased Services	100-500					
Supplies and Materials	100-600			101,468		
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				708,784		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			710,451		
Personal Svcs - Emp. Benefits	200-200			257,883		
Purchased Prof. & Tech Svcs.	200-300			188,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500					
Travel	200-580			30,860		
Supplies and Materials	200-600			-		
Other Objects	200-800			15,000		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				1,202,194		
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			-		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				-		-
TOTAL COSTS				1,910,978		-

Business Administrator/Chief Fiscal Officer _____

Date _____