



**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*

**Newark Vocational High School**  
Applicant School

\_\_\_\_\_  
Signature: *Principal*

**May 7, 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      Newark Vocational High School  
Address      301 West Kinney St, Newark, NJ 07103  
DUNS number      040740334  
Expiration Date of CCR registration      12/19/2012  
Congressional District      NJ-10<sup>th</sup> 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](http://www.ccr.gov), and shall maintain a current registration throughout the grant period.*

\_\_\_\_\_  
*Signature of Chief School Administrator*      May 7, 2012  
Date

\_\_\_\_\_  
*Name and Title*

## Form S-3

Date: May 7, 2012

### COHORT 1 - YEAR 3 PROJECT ABSTRACT

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

<b>Mission</b>	The mission of Newark Vocational High School is to meet the academic and developmental needs of its students.
<b>Vision</b>	Students at Newark Vocational High School are provided opportunities to grow academically, socially and emotionally. By developing programs that meet the holistic needs of its students, the school ensures that Newark Vocational students graduate on time and are prepared for college and a career, and have the skills necessary to become productive, global citizens.
<b>Project Implementation Summary</b>	<p><b>Background</b> Newark Vocational High School is a comprehensive high school located in the West Ward of Newark. The school enrolls approximately 332 students and employs approximately 39 teachers.</p> <p>With respect to student achievement, the school's overall goals are to:</p> <ol style="list-style-type: none"> <li>1) Increase student math HSPA performance from 28.4% in 2010-2011 to 35% in 2011-2012.</li> <li>2) Increase student LAL HSPA performance from 73.1% in 2010-2011 to 80% in 2011-2012.</li> <li>3) Ensure student and staff attendance are both at least 93% in 2011-2012.</li> <li>4) Establish school-wide Professional Learning Communities (PLCs).</li> </ol> <p>The school endeavors to accomplish these goals by addressing the following areas that impact the school's performance:</p> <p><b>School Culture and Climate</b> The staff at Newark Vocational will improve the school culture and climate by increasing student, family, and community involvement in the life of the school, decreasing at-risk student and behaviors, and incentivizing students and staff for mission-aligned behavior. The school will create a community of learners by offering students programs that allow them to participate in service learning and career readiness, and that address their vast social and emotional needs. The school's anticipated partnership with a known and highly reputable youth service organization will provide students with quality services and activities that stimulate the development of self-discipline, self-respect and self-confidence. The organization's youth programs offer students incentives for good attendance, high academic achievement and positive behavior. Program facilitators will be on site at Newark Vocational and serve as advocates. In addition, the program's staff members are responsible for</p>

engaging parents and guardians to encourage their children in achieving their academic goals. To fulfill its mission, the school makes available to its students college trips and career fairs. And to further broaden students' view of their community and the world, the school will encourage students' participation in service learning programs, wherein they will learn the value of service while also developing their own skills and passions. To create a comprehensive RTI program, Newark Vocational partners with a community-based program that offers services to students with regard to their social and emotional wellness.

Incentives will be offered to teachers as Newark Vocational as well. The school's principal is working to develop a teacher growth model that will measure and reward teachers' success in developing their instructional practice and translating that development into dynamic instruction to students in the classroom.

All of the school's initiatives work toward creating a school culture that encourages teachers to hold students to high standards, and students to reach their greatest potential.

### **Extended Learning Time**

All students will receive approximately two hundred seventy hours (270 hours) of extended learning time throughout by way of a ten period school day, which goes from 8:10am to 400pm . As a result of extended learning time, students will participate in daily advisory groups and a convocation program. Students will also have 1 hour of extended learning time of enrichment activities offered by a local youth-service organization. Extended learning time will provide opportunities for students to work toward improving their academic abilities, as they will take part in sessions of interdisciplinary thematic units focused on reading, writing and problem solving using understanding by design. In addition, students will focus on social emotional learning, technology, and structured physical activities such as team building. Students will be invited to attend 6- hour weekend retreats (off-site) on Saturdays that will that expose student to real life learning experiences.

### **Curriculum Alignment**

The staff at Newark Vocational will work to align curriculum, instruction, and assessments with common core standards. Specifically, teacher teams will create units of study – based on common core standards. The units will cover formative assessments, performance assessments and differentiated instruction in all content areas. Training in understanding by design and curriculum will be provided for all teachers and administrators.

### **Embedded Professional Development**

Newark Vocational's professional development initiatives will be facilitated by School Improvement Network, the school's PD partner. A Professional Development Team comprised of administrators and teachers will be created. The team will meet monthly to assess professional development workshops that have been conducted and to plan future sessions. The team will also

create a professional development calendar and an initial plan based on Newark Public School's newly developed 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.

Two professional development learning models – Learning 360 Framework and PD Tool 360 – will be the focus of the school's PD efforts. The professional development cycle will be implemented as follows: initial individual teacher reading of literature and private reflection on practice; small-group sharing of effective practice along with discussion of challenges and peer review (through videos or walkthroughs); and walkthroughs with 1-on-1 feedback and coaching.

### **Professional Learning Communities**

Professional Learning Communities (PLCs) remain at the heart of the school's effort to reform its academic programs and achieve its mission. The PLCs – which will be team-driven – will have 5 main foci: 1) creating curricular units of study; 2) developing formative assessments; 3) reviewing multiple measures of data; 4) developing SMART goals and actions plans that include activities and benchmarks to quantify goals; and 5) developing assessments to measure students' response to teachers' instructional delivery. With regard to measuring student responses, the PLCs will ask and answer two essential questions:

- What do we do when students get it?
- What do we do when they don't get it?

The PLCs will also review data in the following areas: monthly staff attendance; monthly student attendance; quarterly Student On-Track for Promotion/Graduation rates; quarterly student participation in extra-curricular activities; and quarterly parent-teacher conference attendance rates. Action and improvement plans will be created by the PLCs based on analysis of these data.

In addition to the work of the PLCs, a Master Teacher (technology) will be hired. This teacher will play a supportive role in creating opportunities for teachers to lead inquiry around how instructional change is affecting their classroom practice, the overall progress of the school, as well as other relevant topics.

## Form S-4

**Date:** May 7, 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	
02/28/2012	Newark Vocational High School	Budget	6	Yes		Yes	
03/23/2012	Newark Vocational High School	Professional Development Planning and Extended Learning Time	9	Yes		Yes	
03/28/2012	Newark Vocational High School	Walk-through Implementation	8	Yes		Yes	
04/11/2012	Newark Vocational High School	Family Friendly Walk-through	10	Yes		Yes	
05/07/2012	Newark Vocational High School	Final Walk-through	6	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)

Describe how stakeholders are involved in model implementation on an on-going basis.	
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## Form S-5

Date: May 7, 2012

### PROJECT UPDATE

LEA : Newark Public Schools

Name of School: Newark Vocational High School

Newark Vocational's Vice Principal position was reinstated. The role of the Vice Principal in SIG schools is to provide additional resources to schools and to redesign schools' ELT in order to better support students academically.

The school also implemented the following programs:

- Extended Learning Time Plan
- Four cycles of interdisciplinary thematic units, activities, and social emotional learning
- Professional Learning Communities (PLCs)
- Job-embedded professional development and coaching with school's partner, The School Improvement Network
- Emphasis on teacher quality and standards-based evaluation
- Walkthrough and observation data
- Teacher incentive program
- Organization of committees
- Student incentive program
- Ninth grade algebra intervention program

As a SIG school, Newark Vocational was treated differently than other Newark public schools in the following ways:

- The school was allowed to extend its learning time once the MOU addendum was approved
- The school was allowed to select an external PD partner that was different from ones used by other schools in the West Region. The school's PD partner was selected after a proper bidding process was engaged
- The school was allowed to add two new positions that other schools could not afford, and those positions were redefined to give more autonomy in the selection of candidates
- The school was provided additional resources to provide quality professional in an effort to grow its school leaders
- The school was exempt from submitting quarterly regional reports because it was required to submit quarterly SIG reports, which were similar in their requirements

**Form S-6**

**Use only one model template for each school**

Date: May 7, 2012

**TRANSFORMATION PROJECT DESCRIPTION**

LEA : Newark Public Schools

Name of School: Newark Vocational High School

<b>SIG Required Activity – 1</b>			
Replace the principal who led the school prior to commencement of the transformation model.			
<b>Implementation Guidance</b>			
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.			
<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	<ul style="list-style-type: none"> <li>Continue all monthly and weekly meetings (see Year 1)</li> <li>Hire two Master Teachers (Math and Technology) to provide transformational leadership and instructional leadership</li> </ul>	A Master Teacher of Technology will be hired to provide instructional leadership in the area of technology	September 2012-June 2013
The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	<ul style="list-style-type: none"> <li>District hired Kimberly Honnick as principal in August 2011.</li> </ul>	Principal will continue in her position	September 2012-June 2013
The LEA establishes a pipeline of potential turnaround leaders.	<ul style="list-style-type: none"> <li>Continue</li> </ul>	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"> <li>Continue all actions in Year 1</li> <li>Hire two Master Teachers (Math and Technology) to provide transformational leadership and instructional leadership</li> </ul>	A Master Teacher of Technology will be hired	September 2012-June 2013
<b>Barriers of Year 2 Implementation</b>	Posting and hiring processes were delayed		

**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.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<p>The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.</p>	<ul style="list-style-type: none"> <li>• Continue to use items in Year 1</li> <li>• Begin engaging teachers, unions, and District in performance model of evaluation</li> <li>• Implement additional observation-based assessments of performance (e.g., teacher growth based on NPS' new teacher practice framework)</li> <li>• Implement teachers' on-going collection of professional practice reflective of student achievement (e.g., formative assessment data, course passing rates, student work samples)</li> </ul>	<p>Continue Year 2 procedures</p> <p>Leadership Team conducts walkthroughs, full evaluations and mini-observations</p>	<p>September 2012- June 2013</p>
<p>The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<ul style="list-style-type: none"> <li>• Focus group of teachers, principals, for both SIG and Non-SIG, and DEPAC meet throughout the year to decide on a transparent system to evaluate staff growth. National evaluation frameworks for both teachers and principals will be examined resulting in a new framework to be implemented by October 2012.</li> </ul>	<p>Continue</p> <p>Principal developing a Teacher Growth model to measure teacher growth and provide appropriate rewards and incentives</p>	<p>September 2012- June 2013</p>
<p>The SEA and LEA document and provide training regarding the evaluation process.</p>	<ul style="list-style-type: none"> <li>• The revised rubric constructed in Summer 2012 is based on national research-driven evaluation frameworks</li> <li>• Hire two Master Teachers (math and technology) to assist in training all all faculty/staff on the evaluation process – both the district's formal, summative and the school's formative</li> </ul>	<p>Continue</p> <p>A Master Teacher of Technology will be hired</p>	<p>September 2012- June 2013</p>

<p>The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<ul style="list-style-type: none"> <li>• Urge District to work with union to create additional local evaluation criteria at SIG schools – tools and measures to be used (in addition to the contractual ones) to evaluate and incentivize teachers based on more performance-based criteria</li> <li>• Work with administrators to create quarterly walkthrough and observation schedules</li> </ul>	<p>Teacher evaluation data will be analyzed bi-weekly for trends in growth and performance at the teacher, evaluator, school, and district level</p>	<p>September 2012- June 2013</p>
<p>The LEA monitors the evaluation process and reviews results.</p>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>	<p>Continue</p>	<p>September 2012- June 2013</p>

<p><b>Barriers of Year 2 Implementation</b></p>	<p>Posting and hiring processes were delayed</p>
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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"> <li>• Work with LEA, union and SEA to develop performance-based evaluation and incentives</li> <li>• Reward mission-aligned teachers who make strides in meeting school goals (e.g., highest achievement on quarterly formative assessments, E21 assessments; monthly staff perfect attendance; homerooms with highest monthly student attendance) with paid PD opportunities and other rewards (e.g., membership in professional organizations, gift cards to bookstores, etc)</li> </ul>	<p>Continue</p> <p>Principal developing a Teacher Growth model to measure teachers' growth in their instructional practice and classroom instruction. In the model, successful teachers will be rewarded for their achievements and struggling teachers will be motivated to improved</p>	September 2012-June 2013
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions and other relevant stakeholders.	<ul style="list-style-type: none"> <li>• Performance based evaluations and incentives</li> </ul>	Continue	September 2012-June 2013
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	<ul style="list-style-type: none"> <li>• Continue tier-process and evaluations to remediate or remove unsatisfactory teachers</li> </ul>	Continue	September 2012-June 2013
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	<ul style="list-style-type: none"> <li>• Continue to work with NPS Central Office staff and SIG Project Director to hire next year's faculty and staff by June 30, 2012.</li> <li>• Streamline budget matters</li> </ul>	Continue	September 2012-June 2013
5. LEAs and schools provide targeted assistance to underperforming teachers.	<ul style="list-style-type: none"> <li>• Refer teachers for TAP program, doing 30-day action plans and re-evaluations for unsatisfactory teachers</li> </ul>	Continue	September 2012-June 2013

**Barriers of Year 2  
Implementation**

Limitations on types of incentives and rewards that can be given to teachers because of teacher contracts and district policies.

**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.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<ul style="list-style-type: none"> <li>• Continue all done in Year 1, with one addition: Use more student data to plan and implement PD</li> <li>• PD on backwards mapping, unit and lesson planning, CIA alignment</li> <li>• Focus group of teachers, principals, for both SIG and Non-SIG, and DEPAC meet throughout the year to decide on a transparent system to evaluate staff growth. National evaluation frameworks for both teachers and principals will be examined resulting in a new framework to be implemented by October 2012</li> </ul>	<ul style="list-style-type: none"> <li>• PD will be facilitated by School Improvement Network</li> <li>• PD focus on Learning 360 Framework and PD Tool 360</li> </ul>	<p>September 2012- June 2013</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<ul style="list-style-type: none"> <li>• Continue all done in Year 1, with one addition: Increase work with external partners to provide targeted PD in all content areas and for all teachers</li> <li>• Revised rubric constructed in Summer 2012 is based on national research-driven evaluation frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• PD will be facilitated by School Improvement Network</li> <li>• PD focus on Learning 360 Framework and PD Tool 360</li> </ul>	<p>September 2012- June 2013</p>
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<ul style="list-style-type: none"> <li>• Continue all done in Year 1, with two additions:               <ol style="list-style-type: none"> <li>1) Teacher evaluation data will be analyzed bi-weekly for trends in growth and performance at the teacher, evaluator, school, and district level</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• The school and its PD provider develop a PD Team comprised of administrators and teachers; team will meet monthly and assess and plan PD sessions</li> </ul>	<p>September 2012- June 2013</p>

	2) Use formative assessment data to monitor changes in student outcomes.		
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	<ul style="list-style-type: none"> <li>Implement PLCs and increase this key teacher collaboration time to focus on student achievement (e.g., analyzing student work, analyzing formative assessment data).</li> </ul>	<ul style="list-style-type: none"> <li>Continue implementation of PLCS</li> <li>PLCs will have 5 main foci: 1) creating curricular units; 2) developing formative assessments; 3) reviewing multiple measurements of data; 4) developing SMART goals and action plans; 5) developing assessments to measure students' progress</li> </ul>	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.	<ul style="list-style-type: none"> <li>Continue to work collaboratively with the LEA with regards to PD external providers.</li> </ul>	<ul style="list-style-type: none"> <li>Continue collaborative work</li> <li>PD Team will meet monthly to assess professional development workshops that have been conducted and to plan future sessions</li> </ul>	September 2012-June 2013

<b>Barriers of Year 2 Implementation</b>	Lack of formative assessment data available. Formative assessments had to be created
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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.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Instituting a system of measuring changes in instructional practices resulting from professional development	In addition to monthly walkthroughs, administrators will track teacher practice using a new teacher practice framework, being developed by NPS, 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.  Lack of changes will be noted	Continue	September 2012- June 2013
<b>Barriers of Year 2 Implementation</b>	None		

**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.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
1. The SEA and LEA secure funding for long-term program sustainability.	<ul style="list-style-type: none"> <li>Work collaboratively with the LEA and SEA to secure funding for long-term program sustainability</li> </ul>	Continue	September 2012-June 2013
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	<ul style="list-style-type: none"> <li>Work collaboratively with the LEA in the recruitment and retention of promising or talented teachers</li> </ul>	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.	<ul style="list-style-type: none"> <li>Work collaboratively with the LEA for increased opportunities in leadership development</li> </ul>	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	September 2012-June 2013
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	<ul style="list-style-type: none"> <li>Continue with all in Year 1, adding use of walkthrough data to help determine teacher growth and PD needs.</li> </ul>	Continue	September 2012-June 2013
6. The LEA includes non-monetary incentives for performance.	<ul style="list-style-type: none"> <li>Continue to provide awards and certificates to outstanding teachers and teacher leaders.</li> </ul>	Implement Principal’s Teacher Growth model to reward successful teachers and motivate struggling ones	September 2012-June 2013

<b>Barriers of Year 2 Implementation</b>	Limitations on types of incentives and rewards that can be given to teachers. Lack of qualified applicants
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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 all in Year 1, with these additions: 1) HSPA-aligned formative assessments for English and math 2) NJ DOE year-end course exam-aligned formatives for history and science courses 3) Voyager, Study Island and Expert 21 literacy data	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.	Continue all in Year 1, with these additions: 1) HSPA-aligned formative assessments for English and math 2) NJ DOE year-end course exam-aligned formatives for history and science courses 3) Voyager and Study Island data	Continue	September 2012- June 2013
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	<ul style="list-style-type: none"> <li>Walkthroughs will focus on the delivery and execution of curricular units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Team-driven PLCs review data in key areas that impact teacher instruction and student learning</li> <li>Master Teachers in math and technology will support teachers with leading inquiry on their instructional practice and student progress</li> </ul>	September 2012- June 2013
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	<ul style="list-style-type: none"> <li>Use PLCs and faculty and staff meeting to review formative assessment data.</li> </ul>	PLCs review data in regular meetings and will develop action plans based on analysis of these data	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	<ul style="list-style-type: none"> <li>Align professional learning to data collected and analyzed.</li> </ul>	PLCs review data in regular meetings and will develop action plans based on analysis of these data	September 2012- June 2013

teacher and administrator teams meet to review data and plan improvement.			
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<b>Barriers of Year 2 Implementation</b>	Lack of formative assessment data available. Formative assessments had to be created
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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.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<ol style="list-style-type: none"> <li>1. Increase offering of arts-related programs for students during ELT.</li> <li>2. Increase offering of interdisciplinary thematic units focused on reading, writing and problem solving using understanding by design.</li> <li>3. Ensure that every junior and senior student attends one college trip during the school year.</li> <li>4. Ensure every junior and senior participates in a career fair.</li> <li>5. Hire two student support specialists to address the vast social-emotional needs of our students which impact academics.</li> <li>6. Increase graduation rates establishing early-warning system to identify students at risk of failing to achieve high</li> </ol>	<ul style="list-style-type: none"> <li>• Offer various courses in extended day that reflect PE, the Arts and Technology</li> <li>• Provide at least one college trip for every student; track where which students have visited. Require pre- and post-reflection for all students who attend these trips</li> <li>• Hold career fair for upperclassmen</li> <li>• Hire second Supervisor of Student Support Services with background in social work</li> <li>• Systematize collection and review of student attendance (monthly), student discipline data (monthly), and student on-track for promotion/ graduation rates (quarterly) – and ensuing action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended learning time will provide opportunities for students to work toward improving their academic abilities, as they will take part in sessions of interdisciplinary thematic units focused on reading, writing and problem solving using understanding by design. In addition, students will focus on social emotional learning, technology, and structured physical activities such as team building</li> <li>• Students in grades 11 and 12 participate in college and career fairs</li> <li>• The school’s partnership with a highly reputable youth-service</li> </ul>	<p>September 2012- June 2013</p>

standards or graduate		<p>organization will provide students with quality services and activities that stimulate the development of self-discipline, self-respect and self-confidence. The program's Teen Opportunity Program offer students incentives for good attendance, high academic achievement and positive behavior</p> <ul style="list-style-type: none"> <li>• To create a comprehensive RTI program, Newark Vocational will partner with a community-based program that offers services to students with regard to their social and emotional wellness</li> </ul>	
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<b>Barriers of Year 2 Implementation</b>	Increase partnerships with external organization to address social and emotional needs
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**Transformation SIG Required Activity – 7a**

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.</p>	<ul style="list-style-type: none"> <li>Amend format of extended day to the following: Three days per week, students will participate in 45 minute sessions of interdisciplinary thematic units focused on reading, writing and problem solving using understanding by design. The fourth day of each week the students will concentrate on social emotional learning for 45 minutes. For the second 45 minute session on the four days, students will be engaged in technological or structured physical activities such as team building. In addition, the students will be invited to attend 6 hour weekend retreats off-site on Saturdays that will focus on exposing the students to real life learning experiences.</li> </ul>	<p>Students will receive approximately two-hundred and ten hours (270 hours) of extended learning time throughout by way of a ten period school day, which goes from 8:10am to 400pm . As a result of extended learning time, students will participate in daily advisory groups and a convocation program. Students will also have 1 hour of extended learning time of enrichment activities offered by the school’s partnering youth-service organization. Extended learning time will provide opportunities for students to work toward improving their academic abilities, as they will take part in sessions of interdisciplinary thematic units focused on reading, writing and problem solving using understanding by design. In addition, students will focus on social emotional learning, technology, and structured physical activities such as team building. Students will be invited to attend 6- hour weekend retreats (off-site) on Saturdays that will that expose student to real life learning experiences.</p>	<p>September 2012- June 2013</p>
<p>2. The LEA identifies community needs and partnership opportunities.</p>	<ul style="list-style-type: none"> <li>College visits, community partnerships and outreach, PTA spring conference.</li> </ul>	<p>Continue</p>	<p>September 2012- June 2013</p>
<p>3. The LEA allocates funding for extended-learning programs.</p>	<ul style="list-style-type: none"> <li>Offer Period 0 ELT to students who participate in sports or other afterschool clubs and activities.</li> </ul>	<p>Funding for ELT partnerships</p>	<p>September 2012- June 2013</p>

4. The LEA supports school leadership in developing and sustaining community partnerships.	<ul style="list-style-type: none"> <li>• Replace Career Workforce Specialist with a Supervisor of Student Support Services with background in social work who will be responsible for finding and maintaining partnerships within community</li> </ul>	Continue	September 2012- June 2013
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	<ul style="list-style-type: none"> <li>• In-house PD and external consultants</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Continue to use climate survey, staff survey and student survey and add systems review to check the relevance and efficacy of all programming</li> </ul>	Continue	September 2012- June 2013

<b>Barriers of Year 2 Implementation</b>	Students did not want to stay in school longer
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**Transformation SIG Required Activity – 7b**

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<ul style="list-style-type: none"> <li>• Continue all Year 1 activities.</li> <li>• Use of Supervisors of Student Support Services to coordinate services of local social and (physical and mental) health providers to meet family needs (e.g., individual student counseling, family counseling, substance abuse counseling).</li> <li>• Use Supervisors of Student Support Services to provide services to students during school day (e.g., grief counseling, substance abuse awareness assemblies, sex education talks in health classes, girls’ and guys’ group), and to lead I&amp;RS team.</li> <li>• Have CTE DC host two advisory board events during 2011-2012 SY.</li> </ul>	<ul style="list-style-type: none"> <li>• School’s partnering youth-service organization will provide students with quality services and activities that stimulate the development of self-discipline, self-respect and self-confidence. The organization’s youth programs offer students incentives for good attendance, high academic achievement and positive behavior. The organization’s facilitators will be on site at Newark Vocational and serve as advocates</li> <li>• Newark Vocational partners with a community-based program that offers services to students with regard to their social and emotional wellness</li> </ul>	<p>September 2012- June 2013</p>
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).</p>	<ul style="list-style-type: none"> <li>• Continue and expand all partnerships and programming to involve more parental and community engagement and support</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s partnering youth-organization’s staff members are responsible for engaging parents and guardians to encourage their children in achieving their academic goals</li> </ul>	<p>September 2012- June 2013</p>

3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	<ul style="list-style-type: none"> <li>• SLC, PTA, and other such meetings held on a regular basis.</li> </ul>	Continue	September 2012- June 2013
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	<ul style="list-style-type: none"> <li>• PD to be provided on parent relations (for teachers on working with parents, and for parents on working with the school)</li> <li>• PD to be provided by Supervisors of Student Support Services on community-based and in-house social-emotional services for students and families</li> </ul>	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	<ul style="list-style-type: none"> <li>• The school conducts open houses, PTA meetings, workshops for the community, stakeholders meetings, administrative team, advisory board meetings and surveys.</li> </ul>	Continue	September 2012- June 2013

<b>Barriers of Year 2 Implementation</b>	Increasing the number of parents and guardians to participate
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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
Implement a school-wide student incentives/reward program focused on attendance, conduct and academics	<ul style="list-style-type: none"> <li>• Develop a School Leadership Team consisting of teachers, administrators, students and student leaders to create a school-wide student incentives program.</li> <li>• Conduct daily convocations to publicly award students for mission-aligned behavior.</li> <li>• Use Supervisors of Student Support Services for the above initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Year initiatives</li> <li>• The school's partnership with a highly reputable youth-service organization will provide students with quality services and activities that stimulate the development of self-discipline, self-respect and self-confidence. The organization's youth program offer students incentives for good attendance, high academic achievement and positive behavior</li> </ul>	September 2012- June 2013

<b>Barriers of Year 2 Implementation</b>	Limitations on types of incentives and rewards that can be given to teachers
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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.	<ul style="list-style-type: none"> <li>Identify departing staff and fill vacancies early through internal networking within district and through external partnerships with universities and student teacher programs.</li> </ul>	Continue	September 2012- June 2013
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	<ul style="list-style-type: none"> <li>Develop relationship with New Leaders for New Schools to acquire principal interns</li> <li>Develop relationship with graduate education programs at NJ universities to acquire principal interns</li> <li>District hired a <b>SIG Master Teacher</b> who will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement, and a <b>SIG Accountant</b> who assists in the identification and management of resources for SIG schools</li> </ul>	Continue	September 2012- June 2013
3. The LEA has established annual goals for student achievement.	<ul style="list-style-type: none"> <li>District Framework for grade advancement, course requirements, credits for graduation</li> </ul>	Continue	September 2012- June 2013
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	<ul style="list-style-type: none"> <li>Implement research-based intervention program for English</li> </ul>	Continue	September 2012- June 2013
5. The LEA and school share student progress data with parents and students.	<ul style="list-style-type: none"> <li>Roll out Power School Parent Portal for students and parents</li> </ul>	Continue	September 2012- June 2013

<b>Barriers of Year 2 Implementation</b>	Lack of qualified candidates
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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	<ul style="list-style-type: none"> <li>Provide operational flexibility to the principal with regard to staffing, calendars, time and budget.</li> </ul>	Continue	September 2012-June 2013
Transformation Intervention Options and Strategy # 2) Curriculum and Instruction	<ul style="list-style-type: none"> <li>Promote the continuous use of student data from formative and summative assessments to inform and differentiate instruction.</li> </ul>	Continue	September 2012-June 2013
Transformation Intervention Options and Strategy # 3) Professional Development	<ul style="list-style-type: none"> <li>Continue to provide on-going high quality job embedded professional development aligned with the school's comprehensive instructional program.</li> </ul>	Continue	September 2012-June 2013
Transformation Intervention Options and Strategy # 4) Teachers	<ul style="list-style-type: none"> <li>Continue and implement teacher-led PD.</li> </ul>	Continue	September 2012-June 2013

<b>Barriers of Year 2 Implementation</b>	Lack of formative assessment data available
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**Transformation SIG Required Activity – 9**

Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<ul style="list-style-type: none"> <li>• Add to summative data:               <ol style="list-style-type: none"> <li>1. Formative assessment data</li> <li>2. Intervention program data</li> </ol> </li> </ul>	<p>PLCs will review data in the following areas: monthly staff attendance; monthly student attendance; quarterly Student On-Track for Promotion/Graduation rates; quarterly student participation in extra-curricular activities; and quarterly parent-teacher conference attendance rates. Action and improvement plans will be created by the PLCs based on analysis of these data</p>	<p>September 2012- June 2013</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<ul style="list-style-type: none"> <li>• The LEA and school will hire an outside provider to organize a centralized data base where all student level, teacher level and SIG indicators can be collected.</li> </ul>	<p>The school district has advertised a RFP for a data management system that will ensure timely and effective decision-making, and seamless input and integration of key data and performance indicators</p>	<p>September 2012- June 2013</p>

<p><b>Barriers of Year 2 Implementation</b></p>	<p>Lack of formative assessment data available</p>
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**Form S-7**

Date: May 7, 2012

**ANNUAL STUDENT TARGETS**

LEA : Newark Public Schools

Name of School: Newark Vocational 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>9-12</u>	Other Measure											
<b>Total Students</b>	HSPA	42.3%	48.1%	73.1%	58.5%	68.8%	HSPA	15.4%	23.8%	28.4%	39.1%	54.3%
Students with Disabilities (Special Education)	HSPA	50.0%	55.0%	25.0%	64.0%	73.0%	HSPA	8.3%	17.5%	18.8%	34.0%	50.5%
Limited English Proficient Students	HSPA	44.2%	49.8%	72.4%	59.8%	69.9%	HSPA	16.3%	24.7%	27.6%	39.7%	54.8%
White	HSPA						HSPA					
African-American	HSPA						HSPA					
Asian/Pacific Islander	HSPA						HSPA					
American Indian/Native American	HSPA						HSPA					
Hispanic	HSPA						HSPA					
Others	HSPA						HSPA					
Economically Disadvantaged	HSPA	36.4%	42.7%	76.8%	54.2%	65.6%	HSPA	11.4%	20.2%	26.8%	36.2%	52.1%

**Analysis of Year 2 Outcomes**

Newark Vocational High School has made significant gains in Language Arts in 2011 and marginal gains in the same time period in the area of Mathematics. These gains are contributed largely to the extensive professional development provided in Language Arts which was the previous principal's area of expertise/focus.

## Form S-8

### ACTIVITY PLAN

**Use only one model template for each school.**

<b>SIG Required Activity – 1 Transformation</b>	Replace the principal who led the school prior to commencement of the transformational model.							
<b>SMART Goal:</b>	<b>By September 2012 a Principal in place will demonstrate educational transformation through high quality professional development and reformed leadership for all instructional staff.</b>							
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. The principal who led the school prior to commencement of the transformation model has been replaced.</li> <li>2. The school has a turnaround principal.</li> <li>3. The new principal demonstrates the skills and attributes to be a transformational leader.</li> </ol>							
<b>SBR Practice to Address Goal:</b>	<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"/>	<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"/>

<b>SIG Required Activity – 2 Transformation</b>		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.						
<b>SMART Goal:</b>		<b>75% of the teachers will be deemed proficient or distinguished by the end of the third quarter, including 50% of the measurement geared toward student achievement.</b>						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Creation of internally-developed teacher evaluation tool that measures if 75% of the teachers will be deemed proficient or distinguished and is designed collaboratively.</li> <li>2. Quarterly A-Team review of teacher performance using the newly-designed tool.</li> <li>3. Coherence between district quarterly formal teacher observations/evaluations and the school's tool.</li> </ol>						
<b>SBR Practice to Address Goal:</b>		<i>Achievement through Teaching Excellence: NPS Educational Leadership Policy Standards, ISSLC Accomplished Principal Standards, National Board The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson Measures of Effective Teaching (MET) Project</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Determine three factors to be used to guide internal teacher personnel decisions. Examples: District's formal observation tool and process; internal, admin-led monthly walkthrough data; student performance on formative assessments (e.g., HSPA-aligned or year-end course-aligned interims; and Expert 21 pre- and post- data; student work)	Principal, Master Teacher Math Master Teacher Technology		Internal teacher evaluation tool Meeting minutes, agenda, sign-in sheet	<input type="checkbox"/>			
2	Solicit teacher input in the above	Principal, Master Teacher Math, Master Teacher Technology	Conferences	Internal teacher evaluation tool Meeting minutes, agenda, sign-in sheet	<input type="checkbox"/>			
3	By 8 <sup>th</sup> week of every quarter, review above factors with Administrative Team to evaluate every teacher's progress and to inform teacher personnel decisions	Principal, Master Teacher Math, Master Teacher Technology	Internally-developed tool Mini observations	Internal teacher evaluation tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Ensure monthly walkthroughs for every teacher occur, including feedback conversations and coaching.	Principal, Master Teacher Math, Master Teacher Technology	Internally-developed tool Feedback Mini observations	Internal teacher evaluation tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Justify teacher personnel decisions based on internally-developed tool	Principal, Master Teacher Math, Master Teacher Technology	Internally-developed tool Feedback Mini observations	Internal teacher evaluation tool		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 3 Transformation</b>	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.
<b>SMART Goal:</b>	<b>100% of school leaders, teachers, and other staff will be evaluated a minimum of four times during the 2012-2013 school year. A performance review will be used, which is based on a transparent system, and enables the identification and reward of school leaders, teachers and other staff who have met the agreed-upon criteria and the removal of those who have not improved their professional practice by the end of the fourth quarter.</b>
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. Written school-wide incentives plan, developed by September 2012.</li> <li>2. All school leaders, teachers and other staff, are evaluated a minimum of four times annually using a performance review based on a transparent system.</li> <li>3. All school leaders, teachers and other staff members who have implemented this model and increased student achievement by 20% each quarter have been identified and rewarded.</li> <li>4. All school leaders, teachers and other staff members who have not improved their professional practice by 10% after having been afforded ample opportunity to do so, are identified and removed.</li> </ol>
<b>SBR Practice to Address Goal:</b>	<i>Achievement through Teaching Excellence: NPS Educational Leadership Policy Standards, ISSLC</i> <i>Accomplished Principal Standards, National Board</i> <i>The Art and Science of Teaching, Robert J. Marzano</i> <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson</i>

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Determine appropriate incentives and rewards for school leaders, teachers, and other staff who improve student achievement and further school goals	Administrative Team Teacher Leaders	Professional learning activities	Meeting minutes, agenda, sign-in sheets Written school-wide staff incentives plan	<input type="checkbox"/>			
2	Develop school-wide staff incentives program (Teacher Growth Model) and identify person to oversee it (e.g., posting data on progress, tracking progress, ordering and distributing incentives, celebrating success)	Administrative Team Teacher Leaders	Professional learning activities	Meeting minutes, agenda, sign-in sheets Written school-wide staff incentives plan	<input type="checkbox"/>			
3	Disseminate rewards plan with staff	Administrative Team Teacher Leaders	Professional learning activities	Written school-wide staff incentives plan	<input type="checkbox"/>			
4	Give monthly and quarterly staff incentives	Administrative Team Teacher Leaders	Professional learning activities	Meeting minutes, agenda, sign-in sheets Written school-wide staff incentives plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 4 Transformation</b>	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.
<b>SMART Goal:</b>	<b>By June 30, 2013, 90% of the instructional staff at Newark Vocational will increase their knowledge, demonstrate the skill and increase use of the following effective practices: student engagement, demonstrations of learning (DOLs) and integration of technology through the use of interactive white boards.</b>
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. After PD on student engagement, 90% of teachers in all subject areas will know and use at least three methods of engaging students in the classroom as observed during walkthroughs.</li> <li>2. After PD on DOLs, 90% of teachers in all subject areas will use DOLs that are student-friendly as seen on walkthroughs.</li> <li>3. After PD on the use of interactive white boards, 90% of teachers and students in LAL, math and science will demonstrate the use of interactive white boards equipped with such boards observed during walkthroughs.</li> <li>4. After the monthly parent meetings, at least 50% of parents or guardians of students will be able to explain a DOL during meetings and conversations when visiting the school.</li> </ol>
<b>SBR Practice to Address Goal:</b>	<i>Micro-Society</i> <i>Parent University</i> <i>School Net</i> <i>Power School</i>

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Creation of a PD Team that includes administrators and at least three teachers, by September 2012	Principal	NJ DOE SPDC framework	Minutes, agenda, sign-in sheets	<input type="checkbox"/>			
2	Creation of a PD calendar, action plan and activities based on NPS’ new teacher practice framework, which is built on what the district 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	Principal PD Team PD Partner Provider		PD Calendar	<input type="checkbox"/>			
3	Implementation of a monthly PD cycle that includes individual teacher reflection, small-group sharing of effective practices (plus challenges to this) in PLCs, peer review (through walkthroughs and/or videos) in PLCs, administrator-led walkthroughs (followed by immediate feedback and on-going coaching), and administrator- and teacher-led large-group PD	Principal PD Team PD Partner Provider	NJ DOE SPDC framework	Minutes, agendas, sign-in sheets, handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 5 Transformation</b>		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.						
<b>SMART Goal:</b>		<b>100% of new staff members recruited for Newark Vocational will be HQT with experience or demonstrated capacity in an urban setting. HQT staff members will be retained and those who do not meet the needs of the students as determined during performance, reviews, and evaluations, will be transferred out of the school by the end of the fourth quarter.</b>						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Work with Central Office and principals to identify quality candidates who have received 80% of evaluations as proficient or higher, to internally transfer to fill the vacant positions.</li> <li>2. Build relationships with universities, TFA, The New Teacher Project, RISE, charter school networks and New Leaders for New Schools to recruit 50% of future teachers and other staff members.</li> <li>3. Implement a comprehensive hiring process to ensure quality personnel who will raise student success by 80%.</li> <li>4. 100% of new teachers that are recruited will be HQT with experience or demonstrated capacity in an urban setting. Each of these teachers will be paired with a mentor who is also HQT.</li> </ol>						
<b>SBR Practice to Address Goal:</b>								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Identify staffing needs for the fall and work with Central Office and principals to identify quality candidates for internal transfers	Principal HRS	HR Partner Recruiting Team	Transfer document	<input type="checkbox"/>			
2	Implement a comprehensive hiring process to ensure quality personnel. Train Administrative Team in that process.	Principal HRS Administrative Team			<input type="checkbox"/>			
3	Strategically select mentors for teachers who are new to teaching and those new to NPS	Principal			<input type="checkbox"/>			
4	Build relationships with key organizations to recruit future teachers	Principal	External Consultants Website Local Universities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 6 Transformation</b>	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
<b>SMART Goal:</b>	<b>From September 1, 2012 to June 30, 2013, 100% of teachers will be proficient in their use of data and will be able to explain expectations and assessment criteria, and provide feedback that is timely, specific and constructive.</b>
<b>Measurable Effectiveness Data:</b>	<ol style="list-style-type: none"> <li>100% of instructional programs are research-based and aligned with state academic standards.</li> <li>The school has well-developed pacing guides, which ensure alignment across grade levels.</li> <li>Classroom observations and scrutiny of student work clearly demonstrate that staff members are using data to inform and differentiate instruction in order to meet the academic needs of 100% of individual students.</li> </ol>
<b>SBR Practice to Address Goal:</b>	<i>The Art and Science of Teaching</i> , Robert J. Marzano <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2007), Charlotte Danielson <i>Beyond the Numbers: Making Data Work for Teachers &amp; School Leaders</i> , Stephen White

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Teachers use the Instructional Cycle to determine multiple forms of formative and summative assessments for each unit	Principal Grade Leaders Department Leaders		Instructional Cycle	<input type="checkbox"/>			
2	Teachers track interim assessment data	Principal Department Leaders		Teacher data files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provide PD on the use of Common Priorities Planning	Principal Grade Leaders Department Leaders	PD360 External Consultants	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>			
4	Provide PD on the use of Understanding by Design for lesson planning	Principal Grade Leaders Department Leaders	PD360 External Consultants	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>			
5	Provide PD to ensure that teachers use data to drive instructional change both at grade level and vertically across grades	Principal Grade Leaders Department Leaders PD Provider Partner	PD360 External Consultants	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provide PD to ensure teachers have good understanding of differentiation so they are able to plan more effectively	Principal Grade Leaders Department Leaders	PD360 External Consultants	Lesson Plans Classroom observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	PD provided on the effective use of formative assessments	Principal Grade Leaders Department Leaders Master Teacher of Math	PD360 External Consultants	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>			
8	Teachers track and use student data to	Principal	Powerschool	Teacher data files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	promote personalized learning for all students	Grade Leaders Department Leaders		Lesson Plans Classroom observations				
9	Teachers use data inputted into the ‘Mastery Tracker’ to inform instructional cycle	Principal Grade Leaders Department Leaders	Powerschool	Mastery file Lesson Plans Classroom observations	<input type="checkbox"/>	<input type="checkbox"/>		
10	Provide PD on data-driven instruction at Summer Institute	Principal	PD360 External Consultants	Summer institute schedule PED evaluation	<input type="checkbox"/>			
11	Establish data committee	Principal	Powerschool	Data team minutes	<input type="checkbox"/>			
12	Staff members use a range of assessments to gauge mastery at grade level	Principal Teachers		Lesson Plans Lesson Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Create school, department, and teacher data walls; use data to guide instruction	Principal Teachers	Powerschool	Data walls Lesson Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Institute data days, to occur one day prior to the start of every cycle to ensure data guides planning, preparation and instruction	Principal	Powerschool	Data day schedule Minutes of Data meeting Lesson Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Provide PD for staff members on the use and integration of technology as part of instructional program	Principal Master Teacher of Technology	PD360 External Consultants	PD program PD evaluations	<input type="checkbox"/>			
16	Ensure all classrooms are fully equipped with relevant technology (such as SMART boards and laptops) to allow all students equitable access to technology	Principal PLC Chairs Master Teacher of Technology Procurement Office	SIG funding	IT purchases Lesson observations Student surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Develop and schedule common planning time	Principal Department Leaders		School schedule	<input type="checkbox"/>			
18	Monitor and evaluate teacher preparation and planning to ensure data is used to guide instruction	Principal Administrators		Monitoring reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Undertake regular classroom monitoring to ensure classroom planning is embedded in practice	Principal Administrators Team Leaders SIG Project Director		Monitoring reports Teacher evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 7a Transformation</b>		Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
<b>SMART Goal:</b>		<b>By September 2012, Newark Vocational will increase learning time for all students by a minimum of 90 minutes per day, four days per week for 35 weeks in order to increase their mastery of state academic standards.</b>						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Revised master schedule for 2012-2013 school year</li> <li>2. Partnerships with NJ PAC and other community organizations, which will raise students' success by 20% quarterly.</li> </ol>						
<b>SBR Practice to Address Goal:</b>		<i>Effective Implementation of School Improvement Grants</i> , Center on Innovation & Improvement. (n.d.). <i>SES Partners for change: Public schools and community-based organizations</i> . Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Collaboratively redesign extended learning time to include key components and ensure success	Principal SLT	ELT websites and organizations	Schedule Partnership agreements	<input type="checkbox"/>			
2	Set outcomes for extended learning time success	Principal SLT	ELT websites and organizations	Goals document	<input type="checkbox"/>			
3	Review extended learning time progress monthly	Principal SLT		Attendance, program outcome sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Use student incentives and rewards to increase engagement and change the school culture	Principal SLT NPAC Arts	SIG funding	Student Incentives Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 7b Transformation</b>		Increasing learning time and creating community-oriented schools. The LEA (b) provides ongoing mechanisms for family and community engagement.						
<b>SMART Goal:</b>		<b>The school will increase by 10% the range of opportunities provided for family and community engagement by the end of the fourth quarter. This will increase families and the community’s knowledge about demonstrations of learning (DOLs).</b>						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Revised master schedule for 2012-2013 school year</li> <li>2. Partnerships with NJPAC and other community organizations which will raise students’ success by 20% quarterly</li> <li>3. After monthly parent meetings, at least 50% of parents and guardians will be able to explain DOLs</li> </ol>						
<b>SBR Practice to Address Goal:</b>		<i>Partners for change: Public schools and community-based organizations.</i> Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Revised process for parent-teacher conferences. Assign administrator to oversee Parent Liaison and others to implement process.	Principal Administrators Parent Liaison	Handouts Parent Materials	Revised job descriptions Parent call log	<input type="checkbox"/>	<input type="checkbox"/>		
2	Revised process for quarterly family and community events. Assign administrator to oversee Parent Liaison and others to implement process	Principal Administrators Parent Liaison	Handouts Parent Materials	Minutes Parent call log	<input type="checkbox"/>	<input type="checkbox"/>		
3	Identify PSA Team to increase parental involvement at meetings and engagement in school	Principal PSA President Parent Liaison	Parent Materials	Same	<input type="checkbox"/>			

<b>SIG Required Activity – 8 Transformation</b>	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).
<b>SMART Goal:</b>	<b>By the end of the first quarter, the school will gain sufficient operational flexibility to allow it to fully implement the agreed-upon comprehensive transformation approach.</b>
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. The LEA delegates enhanced operational flexibility to the school in the areas of staffing, calendar and time, and budgeting</li> <li>2. The school selects external consultants</li> <li>3. The LEA, the school, and the external consultants work collaboratively to substantially improve student achievement outcomes by 20% quarterly</li> </ol>
<b>SBR Practice to Address Goal:</b>	<i>Exploring the pathway to rapid district improvement</i> Lane, B. (2009). Lincoln, IL: <i>School boards: Focus on school performance, not money and patronage</i> Hill, P. T. (2003).

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA and the school work in partnership to develop LEA systems and processes	Principal SIG Director SIG Master Teacher	NPS Policies and Procedures	LEA systems and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The LEA delegates operational flexibility to the school	Principal SIG Project Director External Consultants	NPS Policies and Procedures	NPS Policies and Procedures	<input type="checkbox"/>			
3	LEA designed systems for anticipating and addressing school staffing, instructional, and operational needs operate in a timely, efficient, and effective manner	SIG Project Director SIG Master Teacher Human Resources External Consultants	NPS Policies and Procedures	LEA HR procedures LEA budget timelines Stakeholder surveys	<input type="checkbox"/>			
4	Appointment of Supervisor of Student Support Services	Principal Human Resources		Letter of appointment	<input type="checkbox"/>			
5	The school has sufficient autonomy to develop its own instructional program, provided that it meets or exceeds all mandatory state standards	Principal Administrators Department Leaders	NPS Policies and Procedures	NPS Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The LEA establishes a pipeline of potential transformation leaders	SIG Project Director Human Resources	Turnaround Competencies		<input type="checkbox"/>			
7	LEA actively encourages the development of a collaborative school leadership team as well as the effective use of laptops in the classroom	SIG Project Director Principal External Consultants NPS Staff Development Chief Academic Officer		PD Program PD evaluation	<input type="checkbox"/>			
8	The school develops a collaborative School Leadership Team with shared responsibility	Principal SIG Project Director		NJ Educator Effectiveness Task Force, March 2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	for developing and guiding the school's learning agenda	NTU and CASA		Leadership Academy				
9	Establish PLCs for leaders across the SIG schools	SIG Project Director NTU and CASA	NPS Policies and Procedures	SLT structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Develop teacher internships	SIG Project Director		PLC structure PLC minutes	<input type="checkbox"/>			
11	Establish annual goals for student achievement	Principal		Peer assistance model Teacher feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Disaggregate whole school goals by sub-groups, including male and female	Principal		Internship program	<input type="checkbox"/>			
13	Ensure school and grade-level goals are shared with all staff	Principal SIG Project Director		School targets	<input type="checkbox"/>			
14	Establish multiple assessment measures to gauge mastery of grade-level material	Principal SIG Project Director External Consultants		Disaggregated targets	<input type="checkbox"/>			
15	Ensure students discuss their individual learning goals with mentors	Principal External Consultants		Multiple measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Hold initial parents meeting to ensure they are aware of student progress data and student targets	Principal School Leadership Team	Parent Meetings	Student portfolios	<input type="checkbox"/>			
17	Hold quarterly meetings to ensure all parents are informed of student progress	Principal School Leadership Team	Parent Meetings	Mentor schedule Student surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Implement Career Pathway Health and Related Professions and the creation of new Career Pathway Film Making and Production company	Principal Department Leaders		Student Portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SIG Required Activity – 9 Transformation</b>	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
<b>SMART Goal:</b>	<b>From September 1, 2012 to June 30, 2013, 100% of teachers will be proficient in their use of data and are able to explain expectations and assessment criteria, and provide feedback that is timely, specific and constructive.</b>
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. A data collection system is established that covers all nine leading indicators</li> <li>2. The data can be easily transferred between the school and the LEA</li> <li>3. The data collection system will generate data in a format, which facilitates the production of reports</li> <li>4. Reports are reviewed with appropriate staff and 100% of programmatic changes are made as needed</li> <li>5. A marked increase in progress and 100% of success in meeting the leading indicators of the grant</li> </ol>
<b>SBR Practice to Address Goal:</b>	<i>Exploring the pathway to rapid district improvement</i> Lane, B. (2009). Lincoln, IL: <i>School boards: Focus on school performance, not money and patronage</i> Hill, P. T. (2003).

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	School identifies interim success criteria for the nine indicators	Principal SIG Project Director	School Goals	SIG KPIs	<input type="checkbox"/>			
2	LEA establishes processes and procedures to collect and analyze data at various key points during the year.	Superintendent	NPS Policies and Procedures	LEA data policy and procedures	<input type="checkbox"/>			
3	School and its External Consultants produce required quarterly reports on progress against all nine leading indicators and the respective success criteria	Principal SIG Project Director External Consultants		Quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Quarterly reports highlight key successes and areas for further development	Principal SIG Project Director External Consultants		Quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Form S-9**

Date: May 7, 2012

**BUDGET AMOUNT AND NARRATIVE**

LEA: Newark Public Schools

Name of School: Newark Vocational 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)	\$66,608	\$55,693	\$0
School	\$1,659,575	\$1,669,396	\$0
<b>Final 2012-2013 Budget Request</b>	\$1,726,183	\$1,725,089	\$0
<b>Year 3 Estimate</b>	<b>\$1,725,089</b>		

**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: 5/3/2012 Revised : 7/25/2012
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<b>NGO TITLE: School Improvement Grant</b>	<input type="checkbox"/> <b><u>Check box if this is a subgrantee form and identify subgrantee below.</u></b>
<b>School Name: Newark Vocational High School</b>	<b>SUBGRANTEE:</b>

**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	GRANT REQUEST AMOUNT
7a.1.1, 7a.1.3	100-100	ELT Afterschool and Period 0 - Teachers	\$50/hr x 1.5 hrs/day x 180 days x 20 teachers = \$270,000	\$270,000
7a.1.1, 7a.1.3	100-100	ELT Afterschool and Period 0 - Aides	\$20/hr x 1.5 hrs/day x 180 days x 4 aides = \$21,600	\$21,600
7a.1.1, 7a.1.3	100-100	Substitutes for Teachers during ELT	\$26/hr x 1.5 hrs/day x 180 days x 6 subs = \$42,120	\$42,120
			<b>Total Instructional 100-100</b>	<b>\$333,720</b>
4.1.2, 4.1.3, 4.2.2	200-100	Saturday Retreats - Teachers	\$37/hr (NTU Rate) x 4 Saturdays x 6hrs/day x 40 teachers = \$35,520	\$35,520
7a.1.1, 7a.1.3	200-100	Non-Instructional ELT (nurse, student support specialist, guidance counselor, SW, and Master Teacher)	\$50/hr x 1.5 hrs/day x 180 days x 5 staff = \$67,500	\$67,500
7a.1.1, 7a.1.3	200-100	ELT Afterschool and Period 0 - Clerk	\$33/hr x 1.5 hrs/day x 180days x 1 staff = \$8,910	\$8,910
7a.1.1, 7a.1.3	200-100	ELT Afterschool and Period 0 - Security	\$36/hr x 1.5hrs/day x 180 days x 3 guards = \$29,160	\$29,160
4.1.2, 4.1.3, 4.2.2	200-100	Saturday Retreats - Non-instructional	CASA Negotiated Rate: Principal: \$76.80/hr x 6hrs x 10days (July) = \$4,608; VP : \$66.95/hr x 6hrs x 10days (July) x 4 VP = \$16,068. Total : \$20,676	\$20,676
4.1.2, 4.1.3, 4.2.2	200-100	ELT Saturday Retreats - Guidance Counselor and Student Support Services (Specialist)	\$50/hr x 6 hours/day x 4 Saturdays x 3 staff = \$3,600	\$3,600
8.1.2, 8.1.3	200-100	Master Teacher Technology	\$80,000 x 100% = \$80,000	\$80,000
4.1.2, 4.1.3, 4.2.2	200-100	Supplemental pay, professional development - certified teachers.	August 2013: 12 teachers x \$50/hr x 6 hrs/day x 10days = \$36,000	\$36,000

**S-10**

**BUDGET DETAIL FORM A**

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

Date: 5/3/2012  
Revised : 7/25/2012

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

**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	GRANT REQUEST AMOUNT
			For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	
4.1.2, 4.1.3, 4.2.2	200-100	Supplemental pay, early professional development - nurse, guidance counselor, SW, Student Support Sp (August 2013)	August 2013: 8 staff x \$50/hr x 6 hrs/day x 10 days = \$24,000	\$24,000
4.1.2, 4.1.3, 4.2.2	200-100	Supplemental pay, early professional development - non-instructional (August 2013)	August 2013: \$66.95/hr x 6 hrs/day x 10 days x 4 VPs = \$16,068	\$16,068
4.1.2, 4.1.3, 4.2.2	200-100	Supplemental pay for Principal to attend Leadership Institute (August 2013)	\$76.80/hr x 40 hours x 1 Principal = \$3,072	\$3,072
8.1.2, 8.1.3, 8.1.4	200-100	Student Support Specialist	\$80,000 x 100% = \$80,000	\$80,000
8.3.1, 8.3.3	200-100	SIG Project Director	\$120,000 x 100% /6 schools = \$20,000	\$20,000
8.3.1, 8.3.3	200-100	SIG Accountant/Gladys Anikwe	\$70,000 x 100% /6 schools = \$11,667	\$11,667
8.3.1, 8.3.3	200-100	SIG Master Teacher (10 months)	\$55,000 x 100% /6 schools = \$9,167	\$9,167
8.3.1, 8.3.3	200-100	Supplemental pay, SIG Master Teacher (July and Aug, 2013)	\$37/hr x 6 hours/day x 5days x 8 weeks = \$8,800/ 6 schools	\$1,480
			<b>Total Non-Instructional 200-100</b>	<b>\$446,820</b>
			<b>Total</b>	<b>\$780,540</b>

**S-11**

**BUDGET DETAIL FORM B**

*Personal Services - Employee Benefits*

*Function & Object Code 200-200*

Date: 5/3/2012 Revised: 7/25/2012
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<b>NGO TITLE: School Improvement Grant</b>	<input type="checkbox"/> <b>Check box if this is a subgrantee form and identify subgrantee below.</b>
<b>School Name: Newark Vocational High School</b>	<b>SUBGRANTEE:</b>

**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)
ELT Afterschool & Period 0 - Teachers	\$270,000	\$20,655			\$3,753	-		-		9.04%	\$24,408
ELT Saturday Retreats - Teachers	\$35,520	\$2,717			\$494	-		-		9.04%	\$3,211
ELT Afterschool and Period 0 - Non-instructional	\$67,500	\$5,164			\$938					9.04%	\$6,102
ELT Afterschool and Period 0 - Clerk	\$8,910	\$682			\$124					9.04%	\$805
ELT Afterschool and Period 0 - Security	\$29,160	\$2,231			\$405					9.04%	\$2,636
ELT Saturday Retreats - Non-instructional	\$20,676	\$1,582			\$287					9.04%	\$1,869
ELT Saturday Retreats - Guidance Counselor and (2) Supervisor of Student Support Services	\$3,600	\$275			\$50					9.04%	\$325
Master Teacher Technology	\$80,000	\$6,120	\$7,640		\$1,112			\$8,525	\$3,166	33.20%	\$26,563
Early school start up - certified teachers.	\$36,000	\$2,754			\$500	-				9.04%	\$3,254

**S-11**

**BUDGET DETAIL FORM B**

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

Date: 5/3/2012  
Revised: 7/25/2012

<b>NGO TITLE: School Improvement Grant</b>
<b>School Name: Newark Vocational High School</b>

**Check box if this is a subgrantee form and identify subgrantee below.**

<b>SUBGRANTEE:</b>
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**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)
Early Start - Guidance, SW, Nurse, etc.	\$24,000	\$1,836			\$334	-				9.04%	\$2,170
Early Start non-instr	\$16,068	\$1,229			\$223	-				9.04%	\$1,453
Principal - Leadership Institute	\$3,072	\$235			\$43	-				9.04%	\$278
Student Support Specialist	\$80,000	\$6,120	\$7,640.00		\$1,112	-		\$8,525	\$3,166	33.20%	\$26,563
SIG Project Director	\$20,000	\$1,530		\$1,000	\$278	-		\$1,421	\$528	23.78%	\$4,757
SIG Accountant	\$11,667	\$893		\$583	\$162			\$1,421	\$528	30.74%	\$3,587
SIG Master Teacher	\$9,167	\$701	\$875.45		\$127			\$1,421	\$528	39.85%	\$3,653
SIG Master Teacher supplemental	\$1,480	\$113			\$21					9.04%	\$134
<b>TOTAL</b>	<b>\$716,820</b>	<b>\$54,837</b>	<b>\$16,155</b>	<b>\$1,583</b>	<b>\$9,964</b>	<b>-</b>	<b>-</b>	<b>\$21,313</b>	<b>\$7,915</b>	<b>15.59%</b>	<b>\$111,767</b>

Other: NTU supplement or (prescription, dental, vision)

**S-12**

**BUDGET DETAIL FORM C**

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

Date: 5/3/2012 Revised: 7/25/20012
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<b>NGO TITLE: School Improvement Grant</b>	<input type="checkbox"/> <b><u>Check box if this is a subgrantee form and identify Subgrantee below.</u></b>
<b>School Name: Newark Vocational High School</b>	<b>SUBGRANTEE:</b>

**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 x Time = Grant Req.</i>		
7a.2.1, 7a.2.2	100-300	NJPAC Integration of Arts in support of student engagement. Artists-in-Residence Program (4 artists during extended day program)	\$30,000.00	1	\$30,000
7a.2.1, 7a.2.2	100-300	External Provider for instructional services of yoga, CPR, health related fitness comp, and professions.	\$1,000.00	80	\$80,000
7a.2.1, 7a.2.2	100-300	External Provider to provide year-round attendance improvement and drop-out prevention initiative geared to empowering young people to make positive life choice and to teach them the skills necessary to become productive members of their communities and society at large. Provider will be found through the district process of releasing an RFP ( Request for Proposals). Once a vendor has been identified through the district process we can inform the state.	\$244,596.00	1	\$244,596
		<b>Total 100-300</b>			<b>\$354,596</b>

**BUDGET DETAIL FORM C**

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

Date: 5/3/2012  
Revised: 7/25/20012

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

**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 x Time = Grant Req.</i>		
4.1.2, 4.1.3, 4.2.2	200-300	External Consultants for Professional Development, 9/1/2011-8/31/2012, 100 days @ \$2,000/day = \$200,000 . Consultants will be used to build the internal capacity at the school and provide intervention strategies for troubled youth. A consultant will be used to support staff aligning instruction to common core standards.	\$2,000.00	100	\$200,000
2.1.4, 2.1.5	200-300	External Provider: Set-aside amount to individually or collectively secure an external vendor to assist NVHS with an enhanced incorporation of student achievement to instructional and administrative staff evaluation.	\$1,000.00	10	\$10,000
		<b>Total 200-300</b>			<b>\$210,000</b>

**S-13**

**BUDGET DETAIL FORM D**

*Supplies and Materials*

*Function & Object Codes 100-600 and 200-600*

Date: 5/3/2012 Revised : 7/25/2012
---------------------------------------

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

**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>
7a.1.1, 7a.1.2	100-600	Supplemental materials for instruction, extended learning time, as aligned with school needs and model implementation, and selected by Principal and staff. Materials such as, but not limited to, fitness equipment to expand the ELT fitness component, calculators, science kits, math kits, supplemental novels, handheld whiteboards, microscopes, protractors, graphing paper, USB drives, etc.	\$1,000.00	40	\$40,000
		<b>Total 100-600</b>			<b>\$40,000</b>
3.1.1, 3.2.2, 3.3.4	200-600	Staff Incentives for Monthly Perfect Attendance (staff), for Highest Homeroom Student Attendance, and for Most Growth on Formative Assessments (15 teachers at \$1,000 towards classroom instructional supplies)	\$1,000.00	15	\$15,000
9.2.2, 9.2.3	200-600	Assessment Software Data Base for Formative Assessment Data & Other Key Data Indicators, 9/1/2012-8/31/2013; \$25,000.	\$25,000.00	1	\$25,000
4.4.3, 7b.3.1, 7b.3.2, 7b.3.3	200-600	Parental Involvement: Refreshments at efficiency limits for breakfasts, lunches, dinners for weekend and evening activities	\$400.00	10	\$4,000
4.4.3, 7b.3.1, 7b.3.2, 7b.3.3	200-600	Parental Involvement activities to be designed by parent survey including, but not limited to, Financial Family Literacy.	\$1,000.00	12	\$12,000

**S-13**

**BUDGET DETAIL FORM D**

*Supplies and Materials*

*Function & Object Codes 100-600 and 200-600*

Date: 5/3/2012

Revised : 7/25/2012

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

**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 x Q = GR</i>		
4.1.2, 4.1.3, 4.2.2	200-600	Supplies and materials for Professional Development (Differentiation strategies, academic interventions, behavior management, etc.) Each teacher will receive a packet with the following materials: common core pamphlets, common core informational packets, common core CDS, Differentiation pamphlets and lesson plans, Guides on academic interventions and behavior management, handheld guides/pamphlets on effective behavior management strategies, etc.	\$800.00	25	\$20,000
7a.1.1, 7a.1.2	200-600	Extended Day Snacks (\$0.75/student x 300 students = \$225/day x 175 days = \$39,375)	\$225.00	175	\$39,375
		<b>Total 200-600</b>			<b>\$115,375</b>

**S-15**  
**BUDGET DETAIL FORM F**

Date: 5/3/2012  
Revised: 7/25/2012

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

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

**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
7a.1.1, 7a.1.2	100-500	Supplemental School Libraries: Unlimited on-site and remote access licensing fees. English Language Learner Reference Center provided by EBSCO, Classroom Video on Demand, and a New Jersey Package Database ( history, english, math, science, and geography materials) provided by Info Base Learning.	\$8,700
		<b>Total 100-500</b>	<b>\$8,700</b>
7a.1.1, 7a.1.2	100-800	Extended Day & Saturday Educational Field Trip Admissions Fees (8 field trips; each trip: \$20/student x 306 students x 8 = \$48,960)	\$48,960
7a.2.4	100-800	Student Incentives for Attendance, Academics, and Conduct (classroom supplies such as calculators, etc) 100 Student Incentives will be given out.	\$10,000
		<b>Total 100-800</b>	<b>\$58,960</b>
7a.2.4	200-500	Field Trip Transportation -- 6 extended day field trips & 2 Saturday trips (each trip: 6 buses; \$350/bus 8 trips = \$16,800)	\$16,800
		<b>Total 200-500</b>	<b>\$16,800</b>
4.1.2, 4.1.3, 4.2.2, 4.2.3	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. 620+240= \$860 x 2 administrators= \$1,720	\$1,720

**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: 5/3/2012  
Revised: 7/25/2012

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

**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
3.1.1, 4.1.1, 4.1.2, 4.1.3	200-580	Travel and board for Professional Conferences which will be used as a reward and incentive program for teachers based on improvements of school formative assessments. Estimated 15 teachers housing for two days at a rate of 250 a day = \$7,500; 15 teachers at 1,000 miles @ \$.31 a mile = \$4,650; or airfare when needed to travel a longer distance. Reduced due to overbudgeted amount.	\$20,630
		<b>Total 200-580</b>	<b>\$22,350</b>
3.1.1, 4.1.1, 4.1.2, 4.1.3	200-800	Registration for Professional Conferences which will be used as a reward and incentive program for teachers based on improvement of school formative assessments	\$6,000
		<b>Total 200-800</b>	<b>\$6,000</b>

**Form S-16**

**NJ DEPARTMENT OF EDUCATION**  
**APPLICATION FOR FUNDS - BUDGET SUMMARY**

LEA Name: **Newark Public Schools**

School Name: **Newark Vocational 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)		
<b>INSTRUCTION</b>						
Personal Services - Salaries	100-100			333,720		
Purchased Prof. & Tech Svcs.	100-300			354,596		
Other Purchased Services	100-500			8,700		
Supplies and Materials	100-600			40,000		
Other Objects	100-800			58,960		
<b>SUBTOTAL - INSTRUCTION</b>				<b>795,976</b>		
<b>SUPPORT SERVICES</b>						
Personal Services - Salaries	200-100			446,820		
Personal Svcs - Emp. Benefits	200-200			111,767		
Purchased Prof. & Tech Svcs.	200-300			210,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500			16,800		
Travel	200-580			22,350		
Supplies and Materials	200-600			115,375		
Other Objects	200-800			6,000		
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>				<b>929,112</b>		-
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731			0		
Noninstructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>				<b>0</b>		-
<b>TOTAL COSTS</b>				<b>1,725,088</b>		-

\_\_\_\_\_  
Business Administrator/Chief Fiscal Officer

\_\_\_\_\_  
Date