

Form S-1

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

SECTION I:

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

Title: School Improvement Grant

SECTION II, PART A:

Malcolm X Shabazz High School

Internal use
only

School Code	Type	Region	Sequence
_____	_____	_____	_____

School Name

80 Johnson Avenue

School Address

Newark, New Jersey, 07103

School City, State, Zip

9 – 12

Grade Span of School

Gemar Mills

School Principal Name

(973) 733-6760

Phone #

Darleen Gearhart

School Program Director Name

(973) 733-7364

School Program Director Telephone

(973) 733-7364

DGearhart@nps.k12.nj.us

School Program Director Fax/email

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

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

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

Certification of Chief School Administrator

Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 031).

Signature of Chief School Administrator

State District Superintendent
Title

Date

Business Manager: Valerie Wilson

Phone: (973) 733-8467

Fax: (973) 733-7161

Form S-1

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school’s principal and appropriate staff agrees to participate in the Leadership Academy.
- The district and the school(s) will partner with the NJDOE’s Network Turnaround Officer assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Malcolm X Shabazz High School
Applicant School

Signature: *Principal*

May 10, 2012
Date

Form S-2

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

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

Part I – Applicant Organization

Organizational Name of Applicant Malcolm X Shabazz High School
Address 80 Johnson Ave., Newark, NJ, 07103
DUNS number 040740334
Expiration Date of CCR registration 12/19/2012
Congressional District NJ-10th Congressional District

Part II – Primary Place of Performance under this award

City Newark
County Essex

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

Signature of Chief School Administrator

May 10, 2012
Date

Cami Anderson, State District Superintendent
Name and Title

Form S-3

Date: May 10, 2012

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA: Newark Public Schools Name of School: Malcolm X Shabazz High School

Mission	<p>The staff of Malcolm X. Shabazz High School is committed to the educational growth of its students. The staff has a vested interest in improving the relationship between the school, the parents and the community. The staff believes that its students can learn and develop all the skills they will need for them to become productive citizens. Therefore, the school will focus all of its intellectual and human resources to enable students to become assets to themselves, their families and society.</p>
Vision	<p>All students entering Malcolm X. Shabazz High School will graduate on time and will be college bound and career ready.</p>
Project Implementation Summary	<p>Background</p> <p>Malcolm X Shabazz High School, located in the South Ward, is one of six comprehensive high schools in Newark. The school is governed by one Principal and 3 Vice Principals who oversee a total of approximately 942 students and 65 teachers.</p> <p>Malcolm X Shabazz High School has suffered from a culture of failure for many years. As such, much of Year 2 was devoted to continuing to establish a culture and climate conducive to learning in order to advance student achievement. The school's new Principal made great strides toward developing trust among administrators, staff and students. As a result of consistent disciplinary procedures and activities to foster community and collaboration, tremendous progress was made overall, and in three areas in particular: student attendance, culture and climate, and academic rigor.</p> <p>During Year 3 of implementation of the School Improvement Grant, the school will continue to maintain its charge to improve in school climate, while urgently working to improve student achievement. The Year 3 project builds on the Year 2 project to dramatically turn around school climate and academic results through instructional improvements, curriculum alignment, data-driven professional learning communities, job-embedded professional development, integrated technology for instruction, Small Learning Communities, enhanced personal development for students, family and community outreach and results-oriented leadership.</p> <p>Instructional Improvements</p> <p>More intensive professional development is needed in mathematics and Language Arts Literacy for all teachers, as evidenced by the 2011 HSPA scores. As such, the school will hire curriculum consultants to provide extensive coaching to teachers in these subject areas to address lesson pacing, instructional delivery and using data to guide instruction. The consultants will work in collaboration with the school's Professional Development provider and will be in the classroom with teachers several times a week. Weekly assessments will be given, and instruction will be modified and differentiated according to students' needs. In year 3, two Student Support Specialists will be hired to provide assistance to students who need comprehensive support, and to coordinate interventions and promote positive behavior among students.</p>

Monthly incentives for teachers will be offered and will be based on their attendance, student attendance and student performance. Incentives will include, but not be limited to, National Board Certification, and all expenses paid to professional development workshops. In addition, mini grants will be awarded to instructional staff, in groups or as individuals, for instructional supplies. Mini-grants will be awarded to individual teachers (\$500), partnering 2-person teacher groups (\$1,250), multi-teacher/content area groups (\$2,500) or school-wide department level concepts (\$5,000). To ensure objectivity, the school's assigned NTO will oversee the incentives' review committee.

Curriculum Alignment

Curriculum alignment has the most promising research-based strategy and shows greatest impact on school-wide gains. Teachers will create, select, and adapt assessments and instructional tasks that allow students to demonstrate learning according to coordinated curriculum. This work will occur during the summer and throughout the year through the work of master teachers, department chairs and teachers. During the summer meetings and professional learning community meetings, an emphasis will be on building teachers' standards-based knowledge and content that is aligned with the standardized test achievement and course completion.

Professional Learning Communities

With regard to professional learning communities, the school's goal is to build capacity in administrators, teachers and students in order to foster distributed leadership. Teachers are organized according to content and professional goals. Core Curriculum Teachers will participate in monthly Professional Learning Communities or department meetings and will focus on student learning, using and analyzing data to inform instructional, and providing intervention to struggling students.

Each Thursday, the work is conducted in the professional learning communities has an interdisciplinary focus. With an eye toward improved pedagogy, teachers look beyond their own content areas and work see connections and improve their instructional practices across the disciplines.

Embedded Professional Development

Professional development opportunities for teachers will increase by 45 minutes. Professional development will give teachers common planning time, and will also focus on data analysis.

School-wide walkthrough teams are conducting focused classroom visits every week. Walkthrough teams will use tablets to record data on teachers during the walkthroughs. From this, teachers will receive aggregate data trends. Further, supervisory classroom visits will result in weekly supportive feedback to teachers. Content specialists will participate in instructional coaching among teachers. On-demand professional development will be available to teachers in response to identified needs. Shabazz maintains a strong partnership with Seton Hall University. Consultants from Seton Hall work with teachers to provide professional development services twice per week in math and language arts. In addition, Consultants lead workshops once per month on important topics such as gap analysis, curriculum alignment to common core standards and other content-specific matters. Seton Hall leads a professional development summer component as well, and this program will continue in year 3 of the grant.

Integrated Technology for Instruction

The school is working to enhance student engagement and appropriately challenging

instruction. Certain student engagement and formative assessment practices are enhanced by appropriate use of technology. Therefore, the school will work to advance SMART Board initiatives in addition to just-right leveled instruction using STAR Math Enterprise, STAR Reading Enterprise and Successful Reader. Teachers will also have access to tablets, which will allow them to utilize software for student remediation and enrichment in reading, math and science.

Enhanced Personal Development for Students

Practices such as student leadership programs, scheduled advisory and targeted mentoring will lead to more confident, goal oriented, and successful students. Shabazz students – as a result – will be students who regularly attend school, achieve high standards and graduate ready for work, college or training in a practical trade. In addition, the school will provide incentives and educational field trips for students based on their record of good attendance, conduct and achievement of academic goals.

The Project Succeed Program will allow the school to offer students early intervention and dropout prevention services. Students in grades 10-12 who are behind in their course credits and present as disengaged from the school culture will be offered a comprehensive program; in particular, they will be actively reengaged and introduced back into the school’s general population.

The school’s Teen Prep Program offers students important awareness of sex education. Through a peer mentoring and leadership program, students will learn from adults and their peers how to make healthy decisions and avoid risky behavior.

Students in grades 11 and 12 will participate in the Pathways to College Initiative. Here, students will receive assistance with and guidance toward the process for applying to college. Students work with program representatives throughout the school day. 100 students (50 juniors and 50 seniors) will participate in the program.

To celebrate students’ achievements and to motivate them toward greater academic and personal accomplishments, the school will implement “Spirit Fridays.” During these activities, students’ accomplishments are recognized and rewarded. Students who have achieved are able to earn Bulldog Dollars, an incentives systems that awards students school-dollars (not actual money) so they are able to purchase school gear. Shabazz teachers and students see this as a way of increasing school pride and inspiring students to work toward their greatest potential. Shabazz administrators and teachers feel so strongly about these incentives that they personally donate the monetary resources to purchase them.

Small Learning Communities

The small learning communities will be comprised of the following: the Freshmen Academy, Performing Arts, Visual Arts and Business. The Freshmen Academy is housed on a separate floor where the majority of freshmen classes are held. In year 3 of the SIG, the students will be divided into two teams in order to foster a more supportive learning environment. Teachers will have the opportunity to meet weekly to discuss students’ academic and social progress, and create modifications and interventions when necessary. In addition, advisory groups will be held twice a week and have been built into the schedule to provide additional support. Freshmen will be exposed to the electives in the other Small Learning Communities in an exploratory manner to aid in their selection of courses for sophomore year. This practice will help students make wise choices about course selection as freshman are able to choose the track of their choice for the rest of their high school career.

The Performing Arts Academy contains marching band and choir. In an effort to expand the school's offerings in the Academy, the school is working to add instrumental music to the Academy's courses. The school's staff is aware that student engagement and student achievement are highly correlated, and when students are able to engage in activities in which they are interested, they are more apt to be more productive in other subjects. Students at Malcolm X Shabazz are highly involved and engaged in the visual and performing arts classes presently offered, even though they are limited in scope.

The district presently has one magnet school for the arts. The staff at Malcolm X Shabazz would like its students to be prepared for the rigorous curricular program at this magnet school – in addition to being artistically prepared. To that end, students at Shabazz will greatly benefit from the school's innovative partnership with NJPAC, which allows students exposure to dance music and poetry. Also, the collaboration will allow Shabazz to have an Artist-in-Residence at the school in year 3 of SIG.

Courses in the Small Learning Communities will be expanded to include video production, culinary arts, computerized accounting, office systems, computer graphic design and automotive technology.

Results-Orientated Leadership

The Internal District Team for Shabazz will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline, and SIG component implementation. Leading indicators will be reported as administrative meetings and responsible staff will be supported to make adjustments or continue their practice. Walkthrough trends and formative assessment results will be shared and discussed among faculty.

Seton Hall University provides administrative coaching to the Principal at Shabazz. A Seton Hall administrative coach works with the Principal on a regular basis to provide support and guidance. In addition, Seton Hall provides the Shabazz with student teachers who fulfill their practicum requirements at the school.

Extended Learning Time

All students will receive approximately two hundred and seventy-seven hours (277 hours) of extended learning time throughout the school year as a result of a nine-period school day (8:10am – 4:17pm). In addition, a period will be added to the beginning of the school day (Period 0) to offer extended learning time to students who participate in sports or other after-school clubs and activities. Period 0 will also include enrichment and intervention opportunities. The school's extended learning time is not an add-on period. Rather, it is embedded within the school day and is tied to school-wide instructional reforms. Specifically, each period throughout the school day has been increased to support the school-wide emphasis on "Good, First Instruction." This initiative suggests that students' daily classroom instruction should be of high quality and must precede all interventions. Good, first instruction includes core practices that are common to almost all great teaching. In order to add value to students' learning, the core principles of extended learning time at Shabazz High School are to 1) increase relevant time on task, and 2) change the delivery and strategy of instruction. All instruction will include standards-based; aligned objectives and demonstrations of learning (DOLs); increased numbers of students actively engaged; effective use of time; higher levels of cognitive demand; and effective learning strategies that include thinking, speaking, and writing.

Form S-4

Date: May 10, 2012

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
Sept. 26, 2011	Faculty Library	SIG Budget / Budget Overview	10	yes		yes	
Oct. 24, 2011	Faculty Library	Special Ed. / Incentives	10	yes		yes	
Nov. 28, 2011	Faculty Library	Committee Focus / Incentives	9	yes		yes	
Dec. 19, 2011	Faculty Library	Incentive Protocol / NJPAC	16	yes		yes	
Jan. 23, 2012	Faculty Library	Incentive Rubric / PTA Development	9	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 10, 2012

PROJECT UPDATE

LEA: Newark Public Schools

Name of School: Malcolm X Shabazz High School

Malcolm X Shabazz High School has suffered from a culture of failure for many years. As such, much of Year 1 was devoted to establishing a culture and climate conducive to learning in order to begin fostering enhanced student achievement. With the school's third administrative team in three years, a period of time was needed to develop trust among administrators, staff and students. Through consistent disciplinary procedures, and activities to foster community and collaboration, a significant improvement in school climate was achieved.

During Year 3 of implementation of the School Improvement Grant, the school will continue its successful efforts to improve school climate, while focusing intently on improving student achievement in a rapid manner. The school's efforts in year 3 will build much on the work done in year 2, which include dramatic turnaround of school climate and academic results through instructional improvements; curriculum alignment; data-driven professional learning communities; job-embedded professional development; integrated technology for instruction; Small Learning Communities; enhanced personal development for students; family and community outreach; and results-oriented leadership.

The school undertook a comprehensive needs assessment process, which included several meetings with various stakeholder groups. During these meetings, the school sought the feedback and input from stakeholders, and this information was used to inform some of the school's decision-making on important matters related to the school's turnaround efforts.

Form S-6

Use only one model template for each school.

Date: May 10, 2012

TURNAROUND PROJECT DESCRIPTION

LEA: Newark Public Schools

Name of School: Malcolm X Shabazz High School

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	<ul style="list-style-type: none"> • Continue weekly administrative team meetings • Continue monthly PD meetings. • Visit successful turnaround schools • Continue monthly Principal meetings with Superintendent • Continue Department Chairs' meetings with District Supervisors • Continue monthly SIG meetings with NJDOE • Continue school visits by Central Office administrators 	Continue	September 2012- June 2013
The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Hired Gemar Mills, former Vice Principal, as Principal	Completed	N/A
LEA policy allows the principal reasonable discretion to implement new programs or strategies.	Will continue to utilize the SIG Project Director to help facilitate and navigate potential obstacles in the implementation of new programs and strategies	Continue	September 2012- June 2013
The LEA establishes a pipeline of potential turnaround leaders.	Enable principals to search outside of district for highly qualified turnaround administrators, rather than having staff simply placed in vacant positions	Continue	September 2012- June 2013

<p>The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<ul style="list-style-type: none"> • Summer professional development institute is being provided by our professional development provider, Seton Hall University • Professional development regarding effective use of PLCs was started last year, and will be on-going during the summer and the 2012-2013 school year • Master teachers will provide demonstration lessons 		<p>September 2012- June 2013</p>
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<p>Barriers of Year 2 Implementation</p>	<p>None</p>
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Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff. The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	<ul style="list-style-type: none"> • Continue walkthroughs and feedback. • Utilize tablets to capture walkthrough data • Continue mid-year and final reviews. • A focus group of teachers and 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 result in a new framework to be implemented by October 2012 • Continue informal observations 	Continue	September 2012- June 2013
The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	<ul style="list-style-type: none"> • Continue mid-year and final reviews • In the revised rubric constructed in Summer 2012 based on national research-driven evaluation frameworks • Continue to Incorporate the Five Dimensions of Learning in walkthrough protocol • Implement Instructional Rounds 	Continue	September 2012- June 2013
The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	<ul style="list-style-type: none"> • Continue summer training for administrators • Continue training on walkthroughs and effective feedback strategies • Continue to provide overview of the evaluation process and protocol to staff 	Continue	September 2012- June 2013
The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	Teacher evaluation data will be analyzed bi-weekly for trends in growth and performance at the teacher, evaluator, school, and district level.	Continue	September 2012- June 2013
The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	Continue to explore methods to enhance the incorporation of student achievement and/or student growth into the evaluation process	Continue	September 2012- June 2013

The LEA monitors the evaluation process and reviews results.	Continue to provide all evaluations to the Central Office	Continue	September 2012- June 2013
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Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	<ul style="list-style-type: none"> Expand offerings of professional summer travel; National Board Certification; specialty-area software; educational association membership fees; and mini-grants for consistently proficient and distinguished teachers Establish and implement performance-based incentives Work with LEA to develop performance-based evaluation and incentives 	Continue	September 2012-June 2013
The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	<ul style="list-style-type: none"> Implement performance-based incentives program Assigned NTO to steer the review committee 	Continue	September 2012-June 2013
The SEA and LEA develop policies that facilitate performance-based dismissals.	Continue tiered process and evaluations and remove unsatisfactory teachers	Continue	September 2012-June 2013
LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	Continue to contract with outside providers to find teachers and hold a job fair	Continue	September 2012-June 2013
LEA and school provide targeted assistance to underperforming teachers.	<ul style="list-style-type: none"> Continue referring teachers for TAP program completely Create 30-day action plans and re-evaluations for unsatisfactory teachers Continue to provide coaching and professional development 	Continue	September 2012-June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
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.	<ul style="list-style-type: none"> Continue professional development that is job-embedded and designed with the school staff, differentiated via mini PD workshops, and offers opportunities for classroom action research, group projects, and peer coaching Summer Professional Development Institute and Administrative Leadership retreats will be provided Collaboration will be fostered; curriculum mapping and alignment, and responsiveness to data obtained from criterion reference tests, standardized tests and district tests will be emphasized 	Continue	September 2012- June 2013
The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	<ul style="list-style-type: none"> Continue to provide professional development that is standards-based and is differentiated according to teacher needs Provide intensive professional development to regular and special education teachers in mathematics and Language Arts literacy 	Continue	September 2012- June 2013
The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	<ul style="list-style-type: none"> Common Criterion Referenced Tests will be administered twice a month in language arts and math Data will be analyzed to differentiate and guide instruction Expand implementation of the Student Individualized Performance Plan to all staff in language arts, math, and science 	Continue	September 2012- June 2013
The LEA and school promote professional learning communities and a school culture of continuous learning.	<ul style="list-style-type: none"> PLCs will be fully operational with the structure and focus developed by the staff and professional development provider PLCs in common planning will occur twice a week, and will occur twice a month during extended learning time facilitated by pedagogy specialists 	Continue	September 2012- June 2013
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.	Continue to work collaboratively with the LEA with regards to PD providers	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	LEA has hired a SIG Accountant and a SIG Master Teacher to support the SIG schools	Continue	September 2012- June 2013
The LEA allocates resources to support the turnaround office or team.	Funds to support the turnaround team are divided among the SIG schools	Continue	September 2012- June 2013
LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	Continue monthly meetings with Executive Central Office staff to discuss possible modification to procedures which are barriers to reform	Continue	September 2012- June 2013
The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.	Continue RFP process to screen external partners	Continue	September 2012- June 2013
The LEA has a clearly articulated plan to sustain reform beyond the funding period.	There is not a clearly articulated plan to sustain reform beyond the funding period	The LEA will need to modify the current school budgetary arrangements to ensure: <ul style="list-style-type: none"> • The school is able to undertake budgeting review • The school has maximum authority, including the ability to move funds within headings, where this meets fiscal statutes • The school has access to continuing funds to maintain an adequate Response-to-Intervention system 	September 2012- June 2013
The LEA and school align SIG resources with other resources to sustain interventions.	The school is autonomous with respect to its school budget; therefore, SIG and district resources are synergistic towards turnaround efforts at the school level.	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 6: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	Continue the use of HSPA, NJPASS, Algebra EOC and Biology EOC for data collection. Include Criterion-reference tests	Continue	September 2012- June 2013
SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	Continue the timely release of test data that is disaggregated for the purpose of improving teaching and learning	Continue	September 2012- June 2013
LEA and school ensure that instruction is aligned with standards and benchmarks.	Curricula will be updated to reflect the 2009 standards	Continue	September 2012- June 2013
LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Ensure effective implementation of PLC	Continue	September 2012- June 2013
LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	<ul style="list-style-type: none"> • Continue PLCs and administrative walkthroughs per week. • Ensure timely feedback is shared with staff • Analyze walkthrough data weekly at administrative meetings to plan next steps 	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The SEA and LEA provide access to timely data to schools through formative, interim, classroom and summative assessments.	District continuing to release test scores related to NSPA, NJASK, Algebra EOC and Biology EOC	Continue	September 2012- June 2013
LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Continue PLCs	Continue	September 2012- June 2013
The LEA has established annual goals for student achievement.	Continue district framework for grade advancement, course requirements and credits for graduation	Continue	September 2012- June 2013
The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	<ul style="list-style-type: none"> • Continue end of year, high stakes testing in grades 9 -12 • Continue using criterion references tests, other teacher made tests, midterms, finals and benchmark assessments to assess student learning 	Continue	September 2012- June 2013
LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The Data Team will receive extensive training during the summer and will facilitate data analysis in PLCs and department meetings	Continue	September 2012- June 2013
The LEA and school share student progress data with parents and students.	Continue sharing student progress data via report cards, progress reports, and parent-teacher conferences	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	A longer school day for all students has been implemented; it is comprised of periods 0-10. The school day for all students will be from 8:30am – 4:15pm	Continue	September 2012- May 2013
The LEA and school identify community needs and partnership opportunities.	<ul style="list-style-type: none"> • Continue SLC and parent surveys • Hold parent focus group meetings quarterly 	Continue	September 2012- May 2013
The LEA allocates funding for extended learning programs.	Expansion of the after-school / extended day	Continue	September 2012- June 2013
The LEA supports school leadership in developing and sustaining community partnerships.	<ul style="list-style-type: none"> • Reassigning responsibilities of a CTE staff member to Career Coordinator • Develop at least 2 new community partnerships • Continue Project Grad. • District to create two positions: SIG Master Teacher who will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement. SIG Accountant will assist in the identification and management of resources for SIG schools and manage the funds used for resources that will incrementally increase student, and the school’s achievement 	<p>Continue</p> <p>The school will implement Pathways to College, which will replace Project Graduation. Pathways to College is an alliance of national organizations that advances college opportunity for underserved students. A total of 100 students will participate – 50 rising juniors and 50 rising seniors</p>	September 2012- May 2013
The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	Continue professional development to ensure that extended learning programs are aligned with the school curriculum	Continue	September 2012- June 2013
The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	<ul style="list-style-type: none"> • Continue to review attendance rosters and grades • Continue to modify instruction as a result of these data 	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	<ul style="list-style-type: none"> Continue to implement parent, school and community surveys to analyze effectiveness and climate twice a year School administrators will continue conducting walkthrough to examine effectiveness of academic program and best practices Professional development provider, Seton Hall University, will assist and monitor program development and efficacy 	Continue	September 2012- June 2013
The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	<ul style="list-style-type: none"> Continue Project Grad. Reassigning responsibilities of CTE staff member to become Career/Business Coordinator to obtain additional partnering organizations 	<p>In place of Project Graduation, the school will instead implement Pathways to College for 100 students</p> <p>Continue</p>	September 2012- June 2013
Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	Continue School Leadership Committee, open houses, parent focus groups, student focus groups, surveys, Staff Community meetings, and meetings with professional development providers	Continue	September 2012- June 2013
Schools provide PD to ensure that staff members work effectively with partnering organizations.	As additional partnerships are created, staff development will be provided as required	Continue	September 2012- June 2013
LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	Continue School Leadership Committee, open houses, parent focus groups, student focus groups, surveys, staff and community meetings, and meetings with professional development providers	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The SEA will continue to collect all summative assessments that pertain to school and student data annually	Continue	September 2012- June 2013
The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and school will hire an outside provider to organize a centralized database where all student-level, teacher-level and SIG indicators can be input	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	September 2012- June 2013

Barriers of Year 2 Implementation	None
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Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

The strategies include:

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Implementation of Small Learning Communities	<ul style="list-style-type: none"> • Freshmen Academy will exist but is being restructured to incorporate teams • Performing Arts, Visual Arts and Business will be the other Small Learning Communities 	The small learning communities will be comprised of the Freshmen Academy, Performing Arts, Visual Arts and Business. The Freshmen Academy will be housed on a separate floor where the majority of freshmen classes are held. Students will be divided into two teams in order to foster a more supportive learning environment.	September 2012- June 2013
Transition Program for Rising 9 th graders	A four-week Summer Bridge Program will be offered with a focus on literacy and math. In addition, research skills, peer mediation, time management, art and music will be incorporated. This program will be offered yearly	Continue	July-August 2013

Barriers of Year 2 Implementation	None
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Form S-7

Date: May 10, 2012

ANNUAL STUDENT TARGETS

LEA: Newark Public Schools

Name of School: Malcolm X Shabazz 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: _____	Other Measure											
Total Students	HSPA	40.3	46.2	46.2	57.0	67.7	HSPA	22.1	29.9	19.0	43.9	57.9
Students with Disabilities	HSPA	9.8	18.8	7.5	35.1	51.3	HSPA	6.0	15.4	0.0	32.3	49.2
Limited English Proficient Students	HSPA						HSPA					
White	HSPA						HSPA					
African-American	HSPA	39.3	45.3	46.3	56.3	67.2	HSPA	21.1	29.0	18.1	43.2	57.4
Asian/Pacific Islander	HSPA						HSPA					
American Indian/Native American	HSPA						HSPA					
Hispanic	HSPA						HSPA					
Others	HSPA						HSPA					
Economically Disadvantaged	HSPA	39.8	45.8	47.5	56.6	67.5	HSPA	22.0	29.8	17.9	43.9	57.9

Analysis of Year 2 Outcomes

Malcolm X. Shabazz High School has made marginal gains in student achievement in Language Arts and a decline in Mathematics in 2011. Language Arts scores on the HSPA have increased from 40.3% to 46.2% and in Mathematics, from 22.1% to 19.0%.

Form S-8

Use only one model template for each school.

Date: May 10, 2012

PROJECT ACTIVITY PLAN - **TURNAROUND**

LEA: Newark Public Schools

Name of School: Malcolm X Shabazz High School

SIG Required Activity – 1 Turnaround		Grant the Principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.						
SMART Goal:		By June 30, 2013, at least 90% of the instructional staff at MXSHS will increase their knowledge, demonstrate skill and increase use of the following effective practices: the ability to select staff, student engagement, demonstrations of learning (DOLs), make NJCCCS aligned curriculum and assessment decisions, make appropriate school scheduling changes, and have operational flexibility in support of school safety						
Indicators of Success:		1. 100% of staff vacancies filled based on Principal recommendation. 2. 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 walkthrough 3. After PD on DOLs, 90% of teachers in all subject areas will use DOLs that are student-friendly as seen on walkthroughs. 4. After PD on curriculum alignment, 90% of teachers in all subject areas will know and align the NJCCCS curriculum standards to their assessments as seen on lesson plans.						
SBR Practice to Address Goal:		Mission based leadership practices as influenced by McRel, Jim Collins, and Jack Welch						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	By September 6, inform the school community to get buy-in (staff, students , parents/guardians) about the specific SIG goals and expectations for implementation	Leadership Team	Newsletter, website, E-board , convocation, meetings	Copies of newsletters and letters, agendas, video clips, walkthrough analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	By August 31, develop a rubric for student engagement, use of DOLs and interactive white boards that shows baseline, average and exemplary demonstration.	Department Chairs	Increased learning time for faculty NTO	Rubric, specific definition of student engagement, DOLs and video clips, walkthrough analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Organize and implement PD and assessment calendar for school based job embedded PD	Principal	Department Chairs Content Specialists	Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4	Benchmark assessments aligned with curriculum documents	Principal	Department Chairs Content Specialists	Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Internal District Team for Shabazz (NTO, CSA or designee, special ed director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation	NTO SIG Project Director	SIG Year 2 application requirements Shabazz Leading indicators	Meeting schedule and agendas Monthly Leading Indicator reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Provide intensive professional development and coaching to mathematics and language arts literacy teachers in Special Education and General Education	Principal	Consultants	Consultant documentation of hours with teachers Analysis of formative assessments Analysis of summative assessments, including State tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.							
SMART Goal:	75% of the teachers will be identified as proficient or distinguished by the end of the third quarter as measured by the district’s new teacher practice framework, taking what was learned from educators through the pilot activities and focus groups hosted throughout the district to inform the development of a new observation rubric that is aligned to instruction towards the Common Core, which is to include 50% of the measurement geared toward student achievement.							
Indicators of Success:	1. 100% of all new teachers at Shabazz will be placed in a mentoring program where they will be paired with proficient and/or distinguished teachers with a minimum of 3 years’ experience. 2. The Haberman Model selection criteria will be updated and used in staffing decisions.							
SBR Practice to Address Goal:	Mission based leadership practices as influenced by McRel, Haberman, Jim Collins, and Jack Welch.							
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Pair teacher new to Shabazz with mentors	Principal	Vice Principal	Mentor Lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Create monthly new teacher programming	Principal	Department Chairs	Agendas New Teacher Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed Criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Interview, screen and recommend staff to fill vacancies	Principal/Administrators	HRS	Interview records Employment contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Transfer staff who cannot work within the turnaround environment	Principal/HR	HRS	Staffing records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 3 Turnaround		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.						
SMART Goal:		100% of new staff recruited will be HQT with experience and expertise or demonstrated capacity in an urban setting. HQT staff will be retained and staff members 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.						
Indicators of Success:		<ol style="list-style-type: none"> 100% of the new teachers that are recruited will be HQT with experience and expertise or demonstrated capacity in an urban setting and their paired mentor will also be HQT. By the end of the fourth quarter 100% of staff members who do not meet the needs of students as determined during performance reviews and evaluations will be transferred out of the school. 100% of vacancies will be filled by Principal's recommendation. 						
SBR Practice to Address Goal:		Mission based leadership practices as influenced by Haberman, Jim Collins, and Jack Welch.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Pair teachers new to Shabazz with Mentors	Principal	Vice Principal	Mentor Lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Create New Teacher programming for year-long support	Principal	Department Chairs	Agendas New Teacher Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed Criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Obtain recommendations from local colleges and universities Recruit student teachers to perform their student teaching at Shabazz	Seton Hall	Student teachers	Recommendations Student teacher classroom hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 4 Turnaround		Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
SMART Goal:		By August 2013, as a result of professional development in literacy, social studies, science and mathematics, at least 90% of MXS teachers will implement the aligned curriculum and teach it with fidelity at the proficient level as measured informally by weekly walk through data and formally on instructional performance [lesson preparation, clear communication, questioning/discussion techniques, student engagement, meaningful feedback, and achievement on performance benchmarks] evaluated on the administrative walkthrough instrument and teacher evaluation instrument.						
Indicators of Success:		<ol style="list-style-type: none"> 1. By March 2013, all grade 9, 10, and 11 English teachers will implement standards-based lessons, classroom practices, instructional tasks, in-class assessment practices, as outlined, with fidelity as measured by informal walk-through observations and formal teacher observation tools to measure level of implementation at a level of proficiency of 3 out of 5 indicators by November, 4 out of 5 indicators. 2. All teachers in grades 9 – 12 will participate in professional development to review curriculum and instructional alignment of lessons with fidelity to the written curriculum as measured by informal and formal data collection tools described above and will perform at the proficient level on 3 out of 5 indicators by November, 4 out of 5 indicators by March 2013. 						
SBR Practice to Address Goal:		On the job content and pedagogical coaching focused on desired curriculum-based practices as influenced by Joyce and Showers, Knight, Lucy West, Elmore, Schmoker, and others.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	MXS LAL and Math teachers will use common pacing and instructional plans consisting of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement.	Language Arts Department Chair Mathematics Department Chair Special Education Department Chair Principal Consultant	External Consultants Tablets	Walk-through rating forms with feedback record Student achievement results on multiple measures on district criterion-referenced assessments, midterm and final examinations, reading comprehension assessments, and rubric-scored writing samples. Exemplar units and lessons obtained through curriculum and assessment alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

				activities				
2	All-teachers will have their classroom instruction observed and receive feedback at least 4 times per year from school leadership to strengthen teacher practice using systematic “learning walks” to collect information on instructional strategies.	Administrators	Learning Walk documentation sheet	Weekly walkthroughs Formal observations with feedback from each protocol Walkthrough data analysis shared with entire faculty monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	PLC s/Job-Embedded Professional Development	Administration	Seton Hall University	PLC agendas Professional Development Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	AP and Pre-AP professional development	Teachers	Content specialists Teacher stipends	AP exam data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Curriculum Audit	Seton Hall	Reports	Audit of language arts, mathematics, social studies and science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Curriculum Alignment	Teachers	Seton Hall	Alignment documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 5 Turnaround		Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.						
SMART Goal:		MXSHS will become part of a special region of priority at NPS schools that is led by a turnaround leader, and the Principal will have attained the ability to select staff, make NJCCCS aligned curriculum and assessment decisions, make appropriate school scheduling changes, and have operational flexibility in support of school safety by August 2013.						
Indicators of Success:		1. Policies will be reviewed and recommendations will be made at mandatory monthly staff meetings; and if barriers do exist then adjustments will be made. 2. The Internal District Team for Shabazz will hold meetings in which students’ progress and discipline will be assessed, and program modifications made as warranted.						
SBR Practice to Address Goal:		Mission driven organizational leadership with shared decision making						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Internal District Team for Shabazz (NTO, CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.	NTO	SIG Year 2 application requirements Shabazz Leading Indicators	Meeting schedule and agendas Monthly Leading Indicator Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 6 Turnaround		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.						
SMART Goal:		From September 1, 2012 to June 30, 2013 100% of teachers and 80% of students in grades 9 thru 12 will know how to use data so they can explain expectations and assessment criteria and provide feedback that is timely, specific and constructive						
Indicators of Success:		1. Increase from 0 to 80% of students using a rubric for evaluating five-paragraph essays. 2. Increase from 0 to 100% of teachers assisting students in using the five-paragraph rubric. 3. Increase from 0 to 80% of students using “Students Worksheet for Learning Math Mistakes.” 4. Teachers’ use of student engagement strategies increases 20% monthly as indicated in walkthrough data.						
SBR Practice to Address Goal:		Guaranteed and Viable Curriculum Practices as influenced by McCrel						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Data experts will be employed to conduct training for staff using actual instructional data.	Principal	Consultant	Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Core Curriculum Teachers will participate in monthly Professional Learning Community and Department Meetings focused on learning and applying how to analyze and use data to inform and adjust instructional practice and/or provide intervention.	Principal Department Chairs	Seton Hall	Monthly agendas PLC Action Plan for adjusting instruction or providing intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Collect formative assessment data bi-weekly and equip teachers and school leaders with skills to analyze assessment data, customize instructional interventions, and continuously monitor student progress towards proficiency.	Principal Department Chairs	Tablets	Department-posted data by course PLC/Dept monthly agenda School Leader agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Use data to ensure that general education and special education students who demonstrate early warning signs of academic failure – grades, attendance, behavior referrals are referred to Response to Intervention (RTI) programs.	Vice Principals Guidance Counselors Social Workers	Powerschool Teacher recommendations	I&RS and RTI agendas Early Warning student lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Generate monthly early warning student list based on attendance, grades, behavior incidents, and review modify student schedules and services in response to the data.	Vice Principals Guidance Counselors	PowerSchool	Early Warning student lists RTI agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	Review all individual education plans (IEPs) and provide related services accordingly. To address LAL deficiencies, use research based reading programs enhanced by technology.	Special Education DC LAL DC CST	STAR Reading Enterprise Successful Reader	LAL proficiency gap analysis between special education and general education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Diagnose student reading levels on entry to determine and implement instructional intervention and assess mid or post intervention reading levels.	Vice Principals LAL DC	STAR Reading Enterprise Successful Reader	LAL proficiency gap analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Extended learning tutorials and tested-area academies will be conducted.	Department Chairs Teachers	Accelerated Math for Intervention Accelerated Math STAR Reading Enterprise Successful Reader	LAL and mathematics proficiency rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 7 Turnaround		Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:		Increase by 80% the faculty’s capacity to use data to inform and differentiate instruction and programming according to students’ varying performance levels through professional development on the effective use of formative and summative data to inform instruction as measured by walkthrough ratings on student engagement strategies, timely implementation of students’ academic intervention or enrichment during daily specialized academic service time periods.						
Indicators of Success:		<ol style="list-style-type: none"> 1. Average walkthrough ratings for student engagement strategies increase 20% on a monthly basis. 2. Growth in student survey responses regarding being academically challenged and having access to learning supports will improve 20% on a monthly basis. 3. Individual students are referred to academic intervention or enrichment based on performance quarterly and will show an increase in their ability by 20% the following quarter. 						
SBR Practice to Address Goal:		Data driven school leadership as influenced by Schooling by Design as well as Victoria Bernhardt						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Data experts will be employed to conduct training for staff using actual instructional data.	Principal	\$10,000	Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Core Curriculum Teachers will participate in monthly Professional Learning Community or Department Meetings focused on learning and applying how to analyze and use data to inform and adjust instructional practice and/or provide intervention.	Principal Department Chairs	Seton Hall	Monthly agendas PLC Action Plan for adjusting instruction or providing intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Collect formative assessment data bi-weekly and equip teachers and school leaders with skills to analyze assessment data, customize instructional interventions, and continuously monitor student progress towards proficiency.	Principal Department Chairs		Department-posted data by course PLC/dept monthly agenda School Leader Agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Use data to ensure that general education and special education students who demonstrate early warning signs of academic failure –grades, attendance, behavior referrals are referred to Response to Intervention (RTI) programs.	Vice Principals Guidance Counselors Social Workers		I&RS and RTI Agendas Early Warning student lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Generate monthly early warning student list based on attendance, grades, behavior incidents, and review modify student	Vice Principal Guidance Counselors Consultant		Percentage of students on the warning list removed due to improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	schedules and services in response to the data.			performance grows monthly. RTI agendas				
6	Review all individual education plans (IEPs) and provide related services accordingly. To address LAL deficiencies, use research based reading programs enhanced by technology.	Special Education DC LAL DC CST		10% reduction in LAL proficiency gaps between special education and general education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Diagnose student reading levels on entry to determine and implement instructional intervention and assess mid or post intervention reading levels.	Vice Principal LAL DC		10% reduction in LAL proficiency gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Extended learning tutorials and a tested area for academics will be conducted.	Department Chairs Teachers		20% increase of LAL and mathematics proficiency rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 8 Turnaround		Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal:		By September 1, 2013, MXSHS will increase learning time by a minimum of 1.5 hours per day for 180 days for all students in order to increase their mastery of state academic standards.						
Indicators of Success:		1. The school day will be extended from 8:30 to 4:15 for all students. 2. Period Zero ELT will be offered for athletes and other afterschool activity participants. 3. Students will earn a percentage grade of 70% in all courses.						
SBR Practice to Address Goal:		Extended learning time is a research-based approach.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Extended school day will be from 8:30 AM – 4:15 PM; in addition, weekend and summer academies will be implemented to enhance student achievement	Administration Scheduling Team	PowerSchool	Teacher and Student Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Educational and enrichment opportunities will be provided by community providers	NJPAC Artist in Residence Deloitte	Courses Offered	Student Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 9 Turnaround		Provide appropriate social-emotional and community-oriented services and supports for students.						
SMART Goal:		By April 2013, MXSHS will reduce student discipline referrals from classroom teachers by 50% in contrast to the 2012 school year.						
Indicators of Success:		<ol style="list-style-type: none"> 1. The overall number of student discipline referrals for each quarter declines by 25% when compared with the previous year. 2. Each student receives a Positive Habits of Mind report card in September, November, February, and April. 3. 70% of the students who had received an unsatisfactory or partially proficient score on the Positive Habits of Mind report card in September improve by the April report cards. 4. 100% of students will be able to define bullying and know the consequences. 5. Stakeholder surveys indicate that 70% of parents are satisfied with the range and access to programs. 6. Attendance increase of 10% by students, family and community in activities and workshops. 						
SBR Practice to Address Goal:		J.E. Zins, M.R. Bloodworth, al						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The Parent Liaison Specialist will engage parents and community members in activities and workshops.	Parent Liaison	Parent/Community meetings Parent Room	Agendas Sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Jewish Renaissance Center, a community health center located at Shabazz, will provide support services to students, upon initial sign-up of the student by his/her parents	Principal	Support Services	Number of students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Jewish Renaissance Center will provide two workshops for students, one for girls and one for boys	Jewish Renaissance Center	SIG funding	Purchase order Agendas and handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teen Pep will be facilitated by the Princeton Center Group	The Princeton Center Group	SIG funding	Teacher schedules Student schedules Outreach schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students will participate in advisories twice a week.	Vice Principals Department Chairperson	Seton Hall University	Advisory schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		MXSHS will work with outside providers to have a data system in place. The system will allow for the collection and transfer of data, and production of reports on all nine leading indicators by the end of the third quarter. This will help the school to analyze progress and success in meeting the leading indicators of the grant.						
Indicators of Success:		<ol style="list-style-type: none"> 1. A data collection system is established which covers all nine leading indicators. 2. The data collection system will generate the data in a format which facilitates the production of reports. 3. Reports are reviewed with appropriate staff and 100% of the programmatic changes are made as needed. 						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Identify and secure vendor	Principal	Funds as indicated in the proposal	Proposals Purchase order(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Input all data	Administrators Staff Vendor	Relevant data	Operational data system			<input type="checkbox"/>	<input type="checkbox"/>

Form S-9

Date: May 10, 2012

BUDGET AMOUNT AND NARRATIVE

LEA: Newark Public Schools

Name of School: Malcolm X. Shabazz 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)	\$24,757	\$54272	\$0
School	\$1,974,910	\$1,945,728	\$0
Final 2012-2013 Budget Request	\$1,999,667	\$2,000,000	\$0
Year 3 Estimate		\$2,000,000	

BUDGET NARRATIVE

Year 3 Budget Narrative including the estimated carryover

No carryover estimated as schools are maximizing their turnaround efforts.

S-10

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/1/2012 Revised : 7/16/12

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

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	
			For full-time positions: total annual salary x percent of time to the grant project = total	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total
8.1.1, 8.2.1	100-100	Extended Learning Time - Teachers (Sept 2012 - June 2013 and July 2013)	\$50/hr x 1.5 hrs/day x 180 days x 50 certified teachers = \$675,000	\$675,000
8.1.1, 8.2.1	100-100	Extended Learning Time - Teacher aides (Sept 2012 - June 2013 and July 2013)	\$20/hr x 1.5 hrs x 180 days x 4 aides = \$21,600	\$21,600
8.1.1, 8.2.1	100-100	Substitutes for Teachers during ELT (Sept 2012 - June 2013 and July 2013)	\$26/hr x 1.5 hrs x 180 x 10 subs = \$70,200	\$70,200
			Total 100-100	\$766,800
8.1.1, 8.2.1	200-100	Supplemental pay for ELT - Non-instructional staff (Saturdays Jan-Jun 2013 and July 2013, Principal, VP, DC)	CASA Negotiated Rate: Principal: \$76.80 x 5.5 hrs/day x 5days x 2wks= \$4,224 Vice Principals: \$66.95 x 5.5 hrs/day x 5 days x 2 weeks x 3 Vice Principals = \$11,047; Department Chairs: \$63.87 x 5.5 hrs/day x 5 days x 2 weeks x 7 DCs = \$24,590 Total \$39,861	\$39,861
8.1.1, 8.2.1	200-100	Extended Learning Time - Clerk	\$33/hr x 1.5 hrs x 180 days x 1 clerk = \$8,910	\$8,910
8.1.1, 8.2.1	200-100	Extended Learning Time- Security	\$36/hr x 1.5 hrs x 180 days x 3 security = \$29,160	\$29,160

S-10

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/1/2012
Revised : 7/16/12

NGO TITLE: School Improvement Grant
School Name: Malcolm X Shabazz High School

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

SUBGRANTEE:

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	GRANT REQUEST AMOUNT
			For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	
8.1.1, 8.2.1	200-100	Extended Learning Time - Nurse and Social Worker or Guidance Counselor (Sept-Jun 2013 and July 2013)	\$50/hr x 1.5 hrs x 180 days x 2 staff = \$27,000 + July 2013 Nurse: \$50/hr x 5 days x 4 weeks x 5.5 hrs x 1 = \$5,500	\$32,500
1.1.3	200-100	Supplemental pay for principal to attend NJDOE Leadership Institute	\$76.80/hr x 40 hrs x 1 principal = \$3,072	\$3,072
6.1.5, 6.1.6, 6.3.5	200-100	Student Support Specialist (2)	A. White: (\$94,209 x 100% = \$94,209)+ S. Cook: (\$80,725 x 100% = \$80,725)= \$174,934	\$174,934
1.2.6, 5.1.2, 5.2.1	200-100	SIG Project Director	Split \$120,000/6 SIG schools = \$20,000	\$20,000
1.2.6, 5.1.2, 5.2.1	200-100	SIG Accountant	\$70,000 x 100% /6 SIG schools = \$11,667	\$11,667
1.2.6, 5.1.2, 5.2.1	200-100	SIG Master Teacher (10 months)	\$55,000 x 100% /6 SIG Schools = \$9,167	\$9,167
1.2.6, 5.1.2, 5.2.1	200-100	Supplemental pay, SIG Master Teacher (July and Aug, 2013)	\$37/hr x 6 hrs/day x 5 days x 8 weeks = \$8,880/6 SIG schools	\$1,480
			Total 200-100	330,751
			Total 100-100 and 200-100	1,097,551

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

Date: 5/1/2012
 Revised: 7/16/12

NGO TITLE: School Improvement Grant

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

School Name: Malcolm X Shabazz High School

SUBGRANTEE:

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 9.55% _____%	PERS 5.00% _____%	WRKR'S COMP 1.39% _____%	UNEMPLY. 0.00% _____%	DISABIL. 3.50% _____%	HEALTH Per Empl \$ 8,525 _____%	OTHER SPECIFY: Per Empl \$ 3,166 _____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
ELT - Teachers	675,000	51,638		-	9,383	-				9.04%	61,020
ELT - Teacher aides	21,600	1,652			300					9.04%	1,953
ELT - Subs	70,200	5,370		-	976	-				9.04%	6,346
ELT - Non-instructional	39,861	3,049			554					9.04%	3,603
ELT- Clerk	8,910	682			124					9.04%	805
ELT-Security	29,160	2,231			405					9.04%	2,636
ELT - Nurse & SW/ Guidance Counselor	32,500	2,486			452					9.04%	2,938
Leadership Inst	3,072	235			43					9.04%	278
Student Support Specialist (2)	174,934	13,382	16,706		2,432			17,050	6,332	31.96%	55,902
SIG Project Director	20,000	1,530		1,000	278	-		1,421	528	23.78%	4,757

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

Date: 5/1/2012
 Revised: 7/16/12

NGO TITLE: School Improvement Grant

School Name: Malcolm X Shabazz High School

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

SUBGRANTEE:

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 9.55% _____%	PERS 5.00% _____%	WRKR'S COMP 1.39% _____%	UNEMPLY. 0.00% _____%	DISABIL. 3.50% _____%	HEALTH Per EmPLY \$ 8,525 _____%	OTHER SPECIFY: Per EmPLY \$ 3,166 _____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
SIG Accountant	11,667	893		583	162			1,421	528	30.74%	3,587
SIG Master Teacher	9,167	701	875		127			1,421	528	39.85%	3,653
SIG Master Tchr (Suppl)	1,480	113			21					9.04%	134
TOTAL	1,097,551	83,963	17,582	1,583	15,256	-	-	21,313	7,915	13.45%	147,611

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:5/1/2012 Revised: 7/16/12

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

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

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			<i>Rate</i>	<i>x</i>	<i>Time</i>
9.5.1, 9.6.1	100-300	Parental Involvement: Honorarium for Speakers	\$500 Flat Fee	4	\$2,000
9.1.3, 9.6.3	100-300	Motivational Speakers/Assemblies for students	\$1,000.00	5	\$5,000
8.1.2, 8.3.2	100-300	NJPAC Integration of Arts in support of student engagement	\$250/day	60	\$15,000
9.1.4, 9.6.4	100-300	Student Leadership Training Cadre of students trained to promote school wide anti-violence, anti-drug campaigns, provide leadership, girl empowerment, and develop college readiness.	\$2,000/day max.	25	\$50,000
		Total 100-300			\$72,000
4.1.5, 4.1.6, 4.2.3	200-300	Curriculum Spine - Seton Hall (Contract renewal from Year 1 under competitive contracting)	\$60,000 Flat Fee	1	\$60,000
4.2.3, 4.2.6	200-300	Job Embedded Professional Development - Seton Hall University (Contract renewal from Year 1 under competitive contracting)	\$2,000.00	75	\$150,000
1.4.7, 4.2.1	200-300	External Provider: Set-aside amount to individually or collectively secure an external vendor to assist MXSHS with an enhanced incorporation of student achievement to instructional and administrative staff evaluation.	\$1,000.00	20	\$20,000

S-12

BUDGET DETAIL FORM C

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

Date:5/1/2012

Revised: 7/16/12

NGO TITLE: School Improvement Grant
School Name: Malcolm X Shabazz High School

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

SUBGRANTEE:

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

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			<i>Rate x Time = Grant Req.</i>		
1.4.7, 4.2.1	200-300	PD360 for Teachers : Access, training, and implementation of the PD360 Model.	\$18,015.00	1	\$18,015
1.4.7, 4.2.1	200-300	Incorporate Technology into classroom instruction	\$1,000.00	10	\$10,000
		Total 200-300			\$258,015

S-13

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 5/1/2012

Revised: 7/16/12

NGO TITLE: School Improvement Grant

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

School Name: Malcolm X Shabazz High School

SUBGRANTEE:

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

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			<i>UC</i>	<i>x</i>	<i>Q</i>
6.4.6, 6.4.7, 6.4.8	100-600	STAR Math Enterprise and STAR Reading Enterprise - Skills-based testing and reports that provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking.	\$13,934.00	1	\$13,934
6.4.6, 6.4.7, 6.4.8	100-600	Accelerated Math: Math Intervention program that focuses on strategic and comprehensive skills.	\$3,900.00	1	\$3,900
8.1.1, 8.1.2	100-600	Supplemental Supplies and Materials required for Extended Learning Day and most specifically for development and Implementation of Enrichment Periods and infusion of technology. Will allocate to purchase general supplies for students (ex. calculators, graphing paper, informative pamphlets, hand held whiteboards, protractors, student journals, etc.) . 65 teachers will receive approximately \$500 for innovative lessons implementation and technology infusion. (ex. microscopes, science kits, math kits, supplemental novels, supplemental dvds, etc.) Reduction was result of miscalculation in benefits.	\$48,294.00	1	\$48,294

S-13

BUDGET DETAIL FORM D

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

Date: 5/1/2012
Revised: 7/16/12

NGO TITLE: School Improvement Grant
School Name: Malcolm X Shabazz High School

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

SUBGRANTEE:

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

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			<i>UC</i>	<i>x</i>	<i>Q</i>
4.2.1	100-600	Laptops and Laptop Carts for mobile classroom labs: (\$750 per laptop x 24 laptops per classroom x 12 classes) = \$216,000 + (\$1,600 per cart x 12 classes) = \$19,200 Total: Laptops + Carts = \$235,200	\$235,200.00	1	\$235,200
		Total 100-600			\$301,328
9.5.1, 9.6.1	200-600	Parental Involvement: Take away materials for Family Literacy and Financial Literacy. Reduced due to overbudgeting.	\$2,775.00	1	\$2,775
9.5.1, 9.6.1	200-600	Parental Involvement: Refreshments at efficiency limits for breakfast, lunch and dinner for weekend and evening activities. 10 Activities @ \$500 each.	\$5,000.00	1	\$5,000
		Total 200-600			\$7,775

BUDGET DETAIL FORM F

Date: 5/1/2012

Revised: 7/16/12

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

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

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
6.4.3, 6.4.8	100-500	Supplemental school libraries unlimited on-site & remote access (licensing fees for database collections)	\$10,000
6.1.6, 6.1.7, 6.1.8	100-500	Enrichment and advanced placement courses adaptive computer software. To maintain 100 licenses.	\$12,000
		Total 100-500	\$22,000
8.1.1, 8.3.2	100-800	Lunch and snacks for students on College Tours: Starting in 9th grade students will visit a minimum of one college/university per year so that by the end of 11th grade students will have visited a minimum of 3 colleges/universities. 9th grade; 225 students x \$15 per day = \$3,375 + 10th grade; 225 students x \$15 per day = \$3,375 + 11th grade; 200 students x \$15 per day = \$3,000	\$9,750
8.1.1, 8.3.2	100-800	Lunch, snacks and admission fees for students on incentive based educational field trips, \$30/day x 450 students = \$13,500	\$13,500
		Total 100-800	\$23,250
8.1.1, 8.3.2	200-500	Transportation: College Tours: Starting in 9th grade students will visit a minimum of one college/university per year so that by the end of 11th grade students will have visited a minimum of 3 colleges/universities. 9th grade 5 buses x \$750 = \$3,750; + 10th grade 5 buses x \$750 = \$3,750; + 11th grade 5 buses x \$750 = \$3,750	\$11,250
8.1.1, 8.3.2	200-500	Transportation for incentive based educational field trips, 10 buses x \$750 = \$7,500	\$7,500
		Total 200-500	\$18,750

BUDGET DETAIL FORM F

Date: 5/1/2012

Revised: 7/16/12

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

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

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
1.4.3, 1.4.4, 1.4.7, 2.2.2	200-580	Travel for school leader to attend NJDOE Leadership Academy in July and August and monthly meetings Cost : Daily Mileage = 20 days x 100 miles (round trip) x \$.31 per mile = \$620 Toll = \$12 per day x 20 days = \$240. For two administrators.	\$1,720
1.4.3, 1.4.7, 2.2.2, 4.2.1	200-580	Travel, room, and board for staff incentives for teachers with demonstrated gains in student achievement.	\$24,000
		Total 200-580	\$25,720
1.4.3, 1.4.7, 2.2.2, 4.2.1	200-800	Staff incentives for teachers with demonstrated gains in student achievement. Incentives to include, but not limited to, National Board Certification and registration for professional development conferences.	\$6,000
1.4.3, 1.4.7, 2.2.2, 4.2.1	200-800	Staff incentives for teachers with demonstrated gains in student achievement. An application process will be created for instructional staff, in groups or as individuals, to "win" mini-grants for instructional improvement. Mini-grants will be awarded for individual teachers (\$500 for supplies), Partnering 2-person teacher groups (\$1,250 for supplies), Multi-teacher/content area groups (\$2,500 for supplies) or school-wide Department level concepts (\$5,000 for supplies) for instructional supplies. To ensure objectivity, assigned NTO will steer review committee.	\$20,000
		Total 200-800	\$26,000

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

LEA Name: **Newark Public Schools**

School Name: **Malcolm X Shabazz High School**

County/LEA/School Code: **13/ 3570 / 050**

NGO Title: **School Improvement Grant**

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			TOTAL	ADMIN. COST SUMMARY (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	<i>Sum of columns 1-3</i> (Column 4)	
INSTRUCTION						
Personal Services - Salaries	100-100			766,800		
Purchased Prof. & Tech Svcs.	100-300			72,000		
Other Purchased Services	100-500			22,000		
Supplies and Materials	100-600			301,328		
Other Objects	100-800			23,250		
SUBTOTAL - INSTRUCTION				1,185,378		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			330,751		
Personal Svcs - Emp. Benefits	200-200			147,611		
Purchased Prof. & Tech Svcs.	200-300			258,015		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500			18,750		
Travel	200-580			25,720		
Supplies and Materials	200-600			7,775		
Other Objects	200-800			26,000		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				814,622		
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			-		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				-		
TOTAL COSTS				2,000,000		

Business Administrator/Chief Fiscal Officer

Date