

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:

Dayton Street Elementary

School Name

433 Peshine Ave

School Address

Newark, New Jersey, 07108

School City, State, Zip

Grades PreK – 8

Grade Span of School

Internal use
only

School Code

Type

Region

Sequence

Chaleeta Barnes

School Principal Name

(973)733-7004

Phone #

Darleen Gearhart

School Program Director Name

(484)634-1052

School Program Director Telephone

(973)733-6834

School Program Director Fax/email

dgearhart@nps.k12.nj.us

Total amount of funds requested for school application: Year 3 \$1,648,321

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

May 7, 2012

Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public School District (County Code 13, District Code 3570, School Code 045).

Signature of Chief School Administrator

State District Superintendent

Title

May 7, 2012

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*

Dayton Street School
Applicant School

Signature: *Principal*

May 7, 2012
Date

Form S-2

LEA Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant Dayton Street Elementary School

Address 433 Peshine Ave Newark, NJ 07108

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 7, 2012
Date

State District Superintendent
Name and Title

Form S-3

Date: May 7, 2012

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA : Newark Public Schools Name of School: Dayton Street (A BRICK School)

<p>Mission</p>	<p>The mission of BRICK is to Build Responsible, Intelligent and Creative Kids (BRICK). Through a globally-minded curriculum, extended day program, individualized professional development, and community and family partnerships, BRICK provides students with the opportunity to be college and life ready in an interconnected global society.</p>
<p>Vision</p>	<p>Whole-Student Focus In order to close the achievement gap the whole student must be addressed: academic, physical and emotional health, and character development.</p> <p>Academic Environment An educational environment where the joy of learning and high expectations is the norm and children are empowered daily with rigorous material to become life-long learners.</p> <p>Team Value Stakeholders will foster an environment where staff members are committed, not compliant, to the mission of educating children. Creating an exceptionally professional, collegial, and stimulating environment where everyone has adequate support, a real voice, and the tools they need to be triumphant is essential to our school culture.</p> <p>Efficiency Operations of the school shall be separate from academics and shall run on a business model. This will allow teachers to concentrate only on academics and will ensure all resources are funneled into the classroom.</p> <p>Professional Development Research-based professional development will be differentiated and tailored made to address student needs. Teachers will have ongoing support to learn how best to adjust their teaching to the learning needs of their students.</p>
<p>Project Implementation Summary</p>	<p>To ensure that every child in Newark Public Schools receives an excellent education – and as a part of the district’s <i>Great Expectations</i> strategic plan – a decision was made to consolidate Dayton with Peshine School. This consolidation of some of Newark’s underperforming schools – called Renew Schools – is built on the premise that all students can achieve at high levels if they attend schools that have 5 winning ingredients:</p> <ul style="list-style-type: none"> • Great school leader • Excellent teachers • Clear mission and vision • Safe building with flexible resources • Engaged students and families

The 5 ingredients of Renew Schools complement well the SIG Model. The Renew Schools model will also allow the Newark Public Schools district to maximize its limited resources and properly serve students with similar demographics.

The guiding principle behind Renew Schools is that in order for underperforming schools to have all 5 winning ingredients, they must start over from the ground up. Toward that end, Dayton and Peshine Schools will be consolidated and begin as a new, consolidated school.

As a Renew School, Dayton will focus on 4 key areas to ensure student achievement:

- Excellent staff
- Social and emotional supports the ensure students learn
- 21st Century learning environment
- More time on task for students

In addition to the Renew School consolidation, Dayton School – under the guise of Newark Public Schools – will partner with Building Responsible Intelligent Creative Kids (BRICK), to further transform Dayton/Peshine School. BRICK is a local teacher-grown, non-profit organization, devoted to building a strong public-private partnership with Newark Public Schools with the purpose of turning around consistently failing schools.

There are two fundamental principles of the BRICK plan: The first is to empower teachers as leaders who prepare children for the global economy; and the second is to prepare children to make meaningful civic participation in the global economy--children who are productive citizens—equipped with mutual respect, cross-cultural understanding, and the social and technological skills to function in an increasingly global world. The central component of the transformation of Dayton Street School using the BRICK model is implementing a strong Response To Intervention (RTI) system. The RTI model will provide a framework in which data inform educational decisions and judgments, and provide the basis for decisions about interventions for remediation and acceleration of student learning. In order to implement the RTI program with fidelity and to produce rapid, significant change, the following actions will be implemented:

The BRICK model offers a strategic operational change in the role of Principal from the managerial leader to the instructional leader. In this role, the principal and the school leadership team (SLT) will focus on student learning and the quality of teaching and learning. This will require agreeing upon and implementing with fidelity, a coherent program of professional development and a teacher evaluation program that includes evaluating and providing reflective feedback to all teachers at least four times a year. Both the professional development and teacher evaluation program will be designed to empower effective teachers. Dayton Street, therefore, will need the autonomy and flexibility to modify the staffing structures to create key operational positions designed to enable the principal to appropriately delegate specific management tasks to other staff. Two critical support positions who will manage additional tasks are the Master Teacher of Literacy and Master Teacher of Mathematics. The positions will enable and support the principal to move towards an unrelenting focus on instructional leadership.

Lead Turnaround Partner and Outside Providers

The Memorandum of Understanding between BRICK and Newark Public Schools is unique. The intent of the MOU is to create a collaboration between BRICK and NPS to allow BRICK the maximum freedom and autonomy permissible by law, NPS policies, and applicable collective bargaining agreements, along with strong and clear accountability, in order to best serve the students and communities of NPS and to develop new best practices than can be implemented in other areas of NPS. The MOU is intended to set out the framework for this collaborative effort. The parties recognize that this collaboration and MOU will evolve, be subject to amendment in writing and shall be implemented in a manner to allow the greatest likelihood of success over time. Thus, BRICK is the lead transformation partner for Avon Dayton Street School under this SIG application.

In addition, BRICK will work in partnership with Dayton Street School and Newark Public Schools to identify additional outside providers, based on student need.

External providers will be brought in to work on the following tasks:

- Creation and implementation of job embedded Professional Development
- Establishment of transparent systems of procedures and protocols for evaluating staff

Extended Learning Time

An extension of the learning time as indicated below:

- Extending the school day by 96 minutes for 180 days
- Creating a two-week Summer Enrichment Academy = 50 hours
- Providing each child at least two extended learning opportunities (“Saturday educational excursions”) = 12 hours
- One extended day per month (3 hours) for professional development for staff members. = 27 hours

The following additional measures will be initiated:

- Global and aligned curriculum (International Baccalaureate)
- Distributive leadership
- Job-embedded individualized professional development
- Infusion of technology to enhance instruction
- Increased student engagement
- School embedded social services and
- Robust data system.

All of the initiatives described above are interconnected and interdependent. Once all of these are implemented with precision, the RTI program will flourish and the educational opportunities and life possibilities for our students will be changed. In pursuit of school improvement, the BRICK model recognizes that it must engage the community in partnership to transform the school. Thus, NPS and BRICK plan to offer quality early childhood education, invest in school-embedded health services, and structure non-school hours into more productive learning activities for members of the community. The LEA, in partnership with BRICK, is aware that one of the essentials to school transformation, as pointed out by Tony Wagner, is creating multiple partnerships between and among teachers, students, parents, community organizations, and community members.

In addition to adopting the BRICK Model, the administrators at Dayton will continue to implement the following programs and initiatives:

School and Parent Engagement

	<p>Advisory groups will be implemented for students in grades 6 to 8 to encourage positive behavior among all students. A cadre of middle school students will serve as leaders to promote school-wide anti-violence and anti-drug campaigns, and to provide peer leadership and mediation.</p> <p>Dayton Street School will also continue to increase parent engagement through the use of parent forums, newsletters and enhanced computer classes. Parents will be trained upon the implementation of the parent component of Power School.</p> <p>Incentives will be given to parents for continuous involvement and strategies will be put in place to develop a functioning Parent Teacher Organization.</p>
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Form S-4

Date: May 7, 2012

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
04/04/2012	Dayton St School	SIG Renewal Grant	10	Yes		Yes	
04/11/2012	Dayton St School	SIG Budget	10	Yes		Yes	
04/18/2012	Dayton St School	Summary & Feedback	10	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.	Seton Hall University and Rutgers University–Newark have provided support to the school through job-embedded professional development.
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- Serve a healthy breakfast, lunch and dinner/snack (as appropriate to school programming)
- Offer evening and weekend opportunities for families to increase family involvement and/or take classes to bolster adult skills in literacy, math and English Language
- Launch mentoring programs
- Be eligible for pilots to build school-wide culture and/or address social-emotional needs of individual students
- **21st Century Learning environments**
 - Will infuse the school with technology, adding greater internet access and wireless capabilities
 - Increased access to computers with software aimed at reading and math acceleration and individualized learning
 - Access to emerging technology pilots that can accelerate student learning and family access
 - Safe, clean and updated facilities
- **More time on task** – All renew schools will explore ways to extend the school day and/or year in ways that make the biggest difference for students

Form S-6

Use only one model template for each school

Date: May 7, 2012

TRANSFORMATION PROJECT DESCRIPTION

LEA : Newark Public Schools

Name of School: Dayton Street Elementary

<p>SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.</p>			
<p>Implementation Guidance Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<ul style="list-style-type: none"> • Continue to implement year 1 activities • Visit other successful transformation schools • Participate in administrator dialogue with other SIG schools 	<p>The LEA will utilize school-based research including:</p> <ul style="list-style-type: none"> • NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds, New Leaders for New Schools, 2010 • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation, 2009 • Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System, Southern Regional Education Board, 2007 • A Framework for the Assessment of 	<p>September 2012- June 2013</p>

		<p>Learning-Centered Leadership, Vanderbilt University, 2007</p> <ul style="list-style-type: none"> • New Jersey Department of Education Standards for School Leaders. <p>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</p>	
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	A turnaround Principal was hired using transformation leader competencies.	Dayton's current principal will continue as in the BRICK, Dayton Street School partnership. In appointing the current principal the LEA ensured that she had the necessary competencies to serve as a transformation leader.	September 2012-June 2013
3. The LEA establishes a pipeline of potential turnaround leaders.	The Office of Innovation and Change will be implementing support for new and potential school turnaround leaders	<p>The LEA acknowledges that creating a sense of ongoing development and career advancement is an important method for Principals to use to retain their best teachers. This aspect of the school's culture will also help to attract new teachers and build internal and external pipelines of potential leadership team members. These pipelines are enhanced by professional development activities targeted to leadership capacity building, in addition to professional development that all teachers receive.</p> <p>In addition, the LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular the LEA will actively promote and develop</p> <ul style="list-style-type: none"> • Higher education pathways among staff • Professional Learning Communities within and across turnaround schools; • Peer Assistance models and teacher internships. 	September 2012-June 2013
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide	<ul style="list-style-type: none"> • Summer Institutes • PD360 • Treatment Provider Staff Development • Grade/House Meetings 	The BRICK framework fosters an environment where everyone is a leader. Dayton will form a School Governance Council to ensure that entire school	September 2012-June 2013

<p>opportunities for sharing authority to guide the learning agenda.</p>	<ul style="list-style-type: none"> • Curriculum Spec. Support • Spot Observations • Formal Observations • Weekly Admin. Meetings to discuss bldg. concerns • Admin. Facilitation of Staff Development and Training 	<p>community is committed to and responsible for the planning, implementation and monitoring of the educational plan, school budget and operations. Membership will consist of the principal and at least one stakeholder from each constituency: BRICK, NTU, instructional staff, non-instructional staff, parents, students (6-8), and other members of the immediate community.</p> <p>There will be an Instructional Cabinet that will consist of the Instructional Leader, Vice Principals, Grade Level Leaders, master teachers and Interventionist. The Instructional Cabinet will meet bi-weekly to discuss teacher progress, student progress, intervention planning, and resource allocation for Tier II and Tier III interventions and tracking. Outcomes of these meetings will be fed back to the entire community.</p> <p>The Executive Director and Founder of BRICK works alongside the Principal providing strategic leadership and direction to the school. This includes developing and promoting staff institutional capacity and providing opportunities for teacher leaders to share the authority for guiding the learning agenda.</p> <p>Within grades K-5 the school has established Grade Level Leaders (GLL) to:</p> <ul style="list-style-type: none"> • Serve as lead facilitator at common planning times and other grade level meetings • Meet with Vertical Team (other GLLs) to establish transparency and coherence among grade levels • Act as ambassador for grade level; 	
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		<ul style="list-style-type: none"> • Meet regularly with leadership team to share information regarding grade level and gather new information to pass on to team • Coordinate paperwork for GLT (data, assessments, etc.) • Gather instructional resources for GLT based on discussions, observations and data <p>In grades 6-8 the school has established a Department Team Structure with the four Department Leaders: Language Arts, Mathematics, Science and Humanities serving as the Instructional Leaders.</p>	
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Barriers of Year 2 Implementation	The newness of the school’s administration negatively impacted the school’s ability to make timely decisions.
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Transformation SIG Required Activity – 2

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	Continue to implement year 1 strategies until a negotiated document is developed	NPS is developing a new teacher practice framework, taking what it has learned from educators through the pilot activities and focus groups, it has hosted throughout the district to inform the development of a new observation rubric that is aligned to instruction towards the Common Core. Starting in June 2012, the district will engage in a series of design sessions, working with NPS leadership and experts on the Common Core.	September 2012- June 2013
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	Continue to implement Year 1 strategies and allow the results to inform instruction and Professional Development	LEA will use a range of tools including: <ul style="list-style-type: none"> • The ISLLC, 2008 Educational Leadership Policy Standards • NPS’ newly developed teacher practice framework • Effective Classroom Observation (ECO) • Peer Assistance and Reviewers (PAR) • IMPACT - District of Columbia Public Schools • Master teachers <ul style="list-style-type: none"> • Student classroom surveys, Teacher Surveys and Parent surveys. 	September 2012- June 2013
3. The SEA and LEA document and provide training regarding the evaluation process.	Agendas and minutes from training sessions.	LEA will provide professional development in the following areas: <ul style="list-style-type: none"> • Pre-and post-conferencing • Effective classroom observation • Scrutiny of student’s work • Providing constructive feedback, based on strengths and areas for development 	September 2012- June 2013

<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<ul style="list-style-type: none"> • Spot Observation Feedback • Formal Evaluation Reflection Sheets 	<ul style="list-style-type: none"> • Review of the evaluation cycle in a school • On-site visits by LEA personnel and external education experts to shadow the evaluation process in a school. 	<p>September 2012- June 2013</p>
<p>5. The LEA monitors the evaluation process and reviews results.</p>	<p>Continue Year 1 Implementation</p>	<ul style="list-style-type: none"> • On site visits • Desktop analysis of the evaluation rating, including inter-reviewer reliability • Student data analysis to match student growth against teacher evaluation ratings • Stakeholder surveys • A meta-analysis of findings • Report and recommendations for modifications and changes to the evaluation process 	<p>September 2012- June 2013</p>

<p>Barriers of Year 2 Implementation</p>	<p>Decision-making was delayed for teachers' and principal evaluation reform given the newness of the administration.</p>
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Transformation SIG Required Activity – 3			
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	<ul style="list-style-type: none"> • Continue Mini Grants • Encourage National Board Certification 	Use tiered, key performance objectives	September 2012- June 2013
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	There is an intention to implement a model evaluation tool in a SIG school. This will also offer consideration for incentives.	<ul style="list-style-type: none"> • In discussion with the Newark Teachers Union, incentives will be developed to recruit and retain teachers • Already in place is a union negotiated rate for teachers and other staff participating in the extended learning hours for programs • Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASA) • National Board Certification for teachers • Graduate level university coursework at the expense of the district • Designated Parking spaces • Certificates • Recognition at staff and community meetings, during assemblies and morning announcements • Whole school incentives for meeting student achievement targets • Individual incentives for grade level teams and/or curriculum area teams meeting student achievement targets • Whole school incentives for meeting professional practice targets; • Individual incentives for grade level teams and/or curriculum area teams meeting 	September 2012- June 2013

		<p>professional practice targets</p> <ul style="list-style-type: none"> • Incentives will be used to help acclimate teachers to the school’s BRICK model, and to achieve buy-in and cooperation among staff • 	
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Same as Year 1	<ul style="list-style-type: none"> • Provide greater flexibility and support for leaders in transformation schools including negotiating expedited processes for performance-based dismissals • Enable greater flexibility over class sizes and classroom assignments; Prioritizing recruitment, hiring, and placement; and assembling teams to assist principals with dismissal procedures. 	September 2012- June 2013
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Same as Year 1	<p>Interview protocol to be used with all prospective candidates. The protocol includes a 30-45 minute telephone interview, a 30-45 minute video-taped lesson and a 60-70 minute in-person interview.</p> <p>Best practice hiring procedures will include:</p> <ul style="list-style-type: none"> • Internal transfer Job Fair • Administrative recommendations • Recruitment from outside the district • College recruitment • Student teacher partnerships • Utilize hiring committee to participate in a 3-day rigorous application and screening process <p>Partnership with Teach For America Plans for future partnership with at least two other local university programs that will supply a pipeline of qualified individuals</p>	September 2012- June 2013
5. LEAs and schools provide targeted assistance to underperforming teachers.	Same as Year 1	Implement an early warning system to provide underperforming teachers timely, targeted support. Access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers	September 2012- June 2013

Barriers of Year 2 Implementation	The school's new administration inherited a previously hired staff; as a result, there was often a lack of cooperation and buy-in regarding the new administration vision and approach.
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Transformation SIG Required Activity – 4			
Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	<ul style="list-style-type: none"> • Job-embedded training will continue with individual coaching sessions in place (Seton Hall) • Institutes have been developed in the summer, fall and spring to support the implementation of school identified strategies. • PD 360 • Classroom visitations • Administrator benchmark meetings 	<ul style="list-style-type: none"> • A three-week summer teacher institute to prepare for the school year. At the institute teachers will: <ul style="list-style-type: none"> • Be trained on school wide data systems • Map power standards • Trained on the school wide discipline policy • Trained on the school RTI model • Time to plan unit plans • Create in-house benchmarks • Time to develop their classroom spaces and other areas of the school • 1.5 hours (90 minutes) per week for Grade Level Team collaborative planning time • All teachers have one 45-minute period a week designated as preparation periods to: provide PD without interfering with the classroom schedule; prepare for future lessons or units; evaluate student work; observe colleagues to develop personal teaching practice; meeting with coaches and administrators to reflect on teaching practice. 	September 2012- June 2013
2. 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 implement Year 1 plan with increased classroom visits and reflection sessions with the teacher/curriculum specialist and administrators 	Teachers are trained to utilize a disciplined Instructional Cycle that consists of planning, implementing and reflecting. Planning starts by identifying what essential skills and knowledge students must master. Teachers	September 2012- June 2013

	<ul style="list-style-type: none"> Coaching sessions will provide differentiation and performance level as needed 	<p>determine appropriate assessments and the most effective method of instruction to ensure student mastery. During implementation, teachers commit to following established plans and collecting both formative and summative data from students.</p> <p>Teachers reflect on the effectiveness of the instruction based on both formative and summative assessment data and adjust future planning, including personal professional development.</p>	
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<ul style="list-style-type: none"> Increase the use of Spot Check Observations with specific feedback. Continue to analyze student work and teacher assessments to measure rigor and content appropriate activities. 	<p>The LEA, BRICK and the school will monitor and evaluate the levels of implementation of practices based on a range of measures including:</p> <ul style="list-style-type: none"> Effective Classroom Observation Scrutiny of student work Teacher progress tracker (TAL) Overall school and class data Videotaped lessons Peer assessment and review <p>The level of implementation will be measured against a range of consistent standards including:</p> <ul style="list-style-type: none"> The Framework for Teaching Teaching As Leadership Framework Ongoing data analysis In August 2012, a Summer Academy for Principals was held to focus on: <ul style="list-style-type: none"> --leadership --common core standards --data usage and analysis 	<p>September 2012- June 2013</p>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>Increase the monitoring of Professional Learning Communities and allow teacher additional choice in areas they wish to pursue.</p>	<p>Commit to providing 3 hours (180 minutes) per week to Grade Level Team collaborative planning time, which operate as professional learning communities. The planning time can be used as follows:</p>	<p>September 2012- June 2013</p>

		<ul style="list-style-type: none"> • Planning future transdisciplinary units (International Baccalaureate Units) • Planning units outside the Program of Inquiry • Assessing student work • Inputting and analyzing student data • Observing teachers on different grade levels • Engaging in professional development and sharing good teaching practices <p>The following people, depending on the area of focus, could facilitate common planning time:</p> <ul style="list-style-type: none"> • Grade level teachers • Grade Level Leaders • Department leaders • Administrators • Outside professional development organization 	
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p>	<p>Our treatment provider will continue to provide services to Dayton Street School. An analysis of service and adjustment to plan has been developed and is ready for implementation.</p>	<p>The LEA will issue a series of RFPs specifically linked to the SIG funds. Professional Development providers will be able to:</p> <ul style="list-style-type: none"> • Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement • Recommend which programs are to be continued and eliminated • Provide a coaching model to help teachers enhance their instruction • Advance math teachers' content and instruction knowledge of mathematics • Increase the capacity of all staff members to use technology to improve instruction • Provide comprehensive, coherent, manageable and integrated instructional and support programs • Promote student motivation for learning • Provide formative and ongoing reports on 	<p>September 2012- June 2013</p>

		<p>program effectiveness</p> <p>PD providers will align their work with the schools' priorities by meeting with staff and administrators</p>	
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<p>Barriers of Year 2 Implementation</p>	<p>Delay of grant awards caused a delay in services by external providers.</p>
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

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

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
As a result of professional development and intensive coaching, a system is put in place to measure change.	Same as Year 1 implementation.	Continue	September 2012- June 2013
Mini Grant Awards	Continue Year 1 Implementations	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	District procurement limitations on desired mini-grant awards.
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Transformation SIG Required Activity – 5

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	The district is working to implement a program that will meet the needs of the school with regard to staffing etc.	Continue	September 2012- June 2013
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	Steps have been put in place to transfer teachers who were not high quality and obtain the results necessary for improvement.	Continue	September 2012- June 2013
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	Increase the opportunities for administrators to participate in leadership activities on a regular basis.	Continue	September 2012- June 2013
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The building Principal will have autonomy over the programmatic issues of the school.	Continue	September 2012- June 2013
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The program will continue with added emphasis on the essentials of instructional frameworks	Continue	September 2012- June 2013
6. The LEA includes non-monetary incentives for performance.	Continue the implementation of Mini Grants for teachers and staff members who have demonstrated distinguished characteristics in student improvement	Continue	September 2012- June 2013

Barriers of Year 2 Implementation	District budget constraints did not allow principals to transfer staff immediately.
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Transformation SIG Required Activity – 6			
Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	Continue to analyze student work and the formative assessment data that is obtained by the district and state assessments. Increase the use of Admin/Teacher Monthly Benchmark assessment meetings	Use PowerSchool and SchoolNet to utilize statistical data and analyze trends in student achievement as well as with various other data components	September 2012- June 2013
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	Spot Observation and Formal Observations must be kept in a timely manner.	With the introduction of system wide processes including PowerSchool, SchoolNet and benchmark exams the school will have access to timely data including disaggregated statewide assessment scores, school performance and aggregated classroom level data. Qualitative data from multiple classroom observations by the principal, school administrators, peer-reviewers and external partners will also be collated.	September 2012- June 2013
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The administrator will continue to meet to analyze student work on class, district and state assessments.	In the summer prior to year one of the grant, teachers will attend a two and half week summer institute where they will work within grade levels to select power standards and develop a curriculum map for the school. Grade level teams will map out, month by month, what they will be teaching. After grade teams map their standards, grade team leaders will meet vertically to create an overall school curriculum map. It will contain performance indicators, essential questions, skills, assessments, specialized vocabulary and materials to be used. Throughout the year during Grade Level Team	September 2012- June 2013

		meetings, teachers will input data and discuss results. The Grade Level Leader has the responsibility to compile data from all classes into a comprehensive “Mastery Tracker” so the Grade Level Team can identify trends across the grade levels. The collected data is then used to determine which objectives require re-teaching or remediation and for what individual or groups of students.	
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Continue to provide opportunities for teachers and administrators to meet to analyze student work and data.	<p>One instructional cabinet meeting will be devoted to the overall data map of the school. Grade level teams will sit down with an administrator or coach and review the data, plan and modify current lessons and unit plans</p> <p>In the summer institute all staff members will receive training in data-informed instruction:</p> <ul style="list-style-type: none"> • Goals of data informed instruction • The development of uniform school protocol for data analysis, reflection and maintenance • Data analysis including individual student and cohort tracking • Summative assessment and state test review • Quarterly formative assessment review <p>Grade level teams in K-5 and the department team in 6-8 review all available qualitative and quantitative data on a regular basis</p>	September 2012- June 2013
5. LEA and school demonstrate use of data (formative assessment) to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	Continue to analyze student work and data on a regular basis.	Use SchoolNet to track interim assessment data. To gauge student mastery, school uses diagnostics, interim assessments, final exams, summative unit assessments, formative assessments, performance assessments, NJPASS and NJASK Assessment data are used to place students in RTI tier system	September 2012- June 2013

Barriers of Year 2 Implementation	Change in district leadership impacted timely decision-making on instruction matters.
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

An LEA may also implement comprehensive instructional reform strategies, such as--

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline

Barriers of Year 2 Implementation	
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Transformation SIG Required Activity – 7a			
Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	Increase the extended learning time from the beginning of the school year and run to the end of the year.	<p>Increase learning time for teachers and students to a minimum of 288 hours. After the first year time will be adjusted based from all stakeholders</p> <p>LEA and BRICK will partner with NJPAC to provide dance, music and visual art classes to students</p> <p>Students will have at least 4 Saturday Excursions throughout the year</p> <p>5-week summer program for students with BELL (Building Educated Leaders for Life)</p> <p>After school enrichment program with targeted instruction for tier-2 students</p>	September 2012- June 2013
2. The LEA identifies community needs and partnership opportunities.	Continue Year 1 implementation	<p>Development of Parent University program to ensure parent/family engagement</p> <p>Issuance of a RFP for family-centered program provider</p>	September 2012- June 2013
3. The LEA allocates funding for extended-learning programs.	Continue to implement Year 1 implementation.	<p>The LEA has agreed to allocate funds for extended learning hours. This will include stipends for staff.</p> <p>The LEA will also continue to support the breakfast and nutritional snacks program for extended learning hours.</p> <p>The LEA will provide a targeted after school program that the school will gear towards</p>	September 2012- June 2013

		<p>students who are in tier 2. In the after school program, students will attend a three-day program where they will receive targeted interventions in the subjects where they have been identified as needing additional help</p> <p>The LEA will provide resources to support a summer program for students at Dayton</p> <p>The LEA, Dayton and BRICK will seek outside funding, or payment in kind, from philanthropic organizations and local businesses to provide assistance with community and families</p>	
4. The LEA supports school leadership in developing and sustaining community partnerships.	Propose the hiring of a Community/Relations Specialist	BRICK manages – on behalf of the school – all school partnerships including parent-community relationships	September 2012- June 2013
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	Continue implementation of Year 1	LEA and BRICK will provide ongoing PD for staff which will ensure that the extended learning program is aligned with the school curriculum. All extended learning programs will meet with a representative from the school administration once a month to make sure the program is aligned with the school curriculum and mission	September 2012- June 2013
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	Continue implementation of Year 1	District Data Analysis Aggregation Specialist will track data trends of specific extended learning programs and initiatives and student progress	September 2012- June 2013

Barriers of Year 2 Implementation	Communication with parents was challenging.
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Transformation SIG Required Activity – 7b			
Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	<ul style="list-style-type: none"> • Student Leadership Training Cadre of students trained to promote school wide anti-violence and anti-drug campaigns and provide leadership. • NJPAC Integration of Arts in support of student engagement 	Teachers will work collaboratively to create comprehensive, rigorous long term plans, unit plans, and lesson plans using Wiggins and McTigue’s <i>Understanding By Design</i> method of backwards planning.	September 2012- June 2013
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	Continue to expand the duties of the Parent Liaison into that of a community resource person.	Continue	September 2012- June 2013
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	Continue Year 1 implementation	The school will develop a Community Partnership Committee involving students, parents, staff, and other stakeholders to develop and review services to be offered at the school site. The committee will meet at least every other month to discuss matters that pertain to the school	September 2012- June 2013
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Continue Year 1 implementation	The school will provide a range of PD, facilitated by external partners with experience and expertise in community-based learning, and will include community partner organizations working alongside	September 2012- June 2013

		teachers on educational programming and curricular integration	
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	Continue Year 1 implementation	<p>Community leaders will be actively encouraged to visit the school and be guest leaders both at staff PD and community events.</p> <p>The school will establish a Community Partnership Committee which will report back to all stakeholders.</p> <p>In addition, the school will encourage and seek individuals and organizations that will contribute curriculum enhancing programs</p>	September 2012- June 2013

Barriers of Year 2 Implementation	Challenges with parent and family engagement
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Transformation SIG Required Activity - 8			
Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The region has called for a one on one meeting with the building principal to discuss staffing prior to September	Each building principal has been given autonomy of staffing, budget, and the school day (extended learning time)	September 2012- June 2013
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	Create a group of school turnaround agents to discuss issues on a regular basis. District to hire SIG Master Teacher who will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement. A SIG Accountant who will assist in the identification and management of resources for SIG schools.	Continue	September 2012- June 2013
3. The LEA has established annual goals for student achievement.	Benchmarks have been established for implementation	Continue	September 2012- June 2013
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	Continue Year 1 implementation	Continue	September 2012- June 2013
5. The LEA and school share student progress data with parents and students.	Continue Year 1 implementation	Continue	September 2012- June 2013
Barriers of Year 2 Implementation	The Newark Public Schools district procurement system is being analyzed and revamped for greater efficiency.		

Transformation SIG Required Activity – 9			
Establish a system to collect data for the required leading indicators for schools receiving SIG funds.			
The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA’s evaluation system, and (9) teacher attendance rate.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	Continue year 1 implementation	<p>The school and its external lead partner will produce quarterly reports on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development.</p> <p>The school will also report the results of</p> <ul style="list-style-type: none"> • Diagnostic assessments given in August • K-5 benchmark exams in math, writing and reading given three times throughout the year • 6-8 benchmark exams in math, social studies, science, writing and reading given three times throughout the year • Summative assessments for math, ELA, social studies and science given in June 	September 2012- June 2013
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	Continue year 1 implementation	PowerSchool STEP Tracker SAM SchoolNet	September 2012- June 2013
Barriers of Year 2 Implementation	The Newark Public Schools district does not have a data warehouse, which makes securing and managing school data very difficult.		

Form S-7

Date: May 7, 2012

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Dayton Street Elementary

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target		Other Measure	2010 Base line	2011 Target	2011 Out come	2012 Target
For Each Grade Span: <u>3-5</u>	Other Measure											
Total Students	NJASK	20.3%	28.3%	11.3%	42.6%	57.0%	NJASK	46.4%	51.7%	34.8%	57.1%	67.8%
Students with Disabilities	NJASK	18.8%	26.9%	0.0%	41.5%	56.1%	NJASK	50.0%	55.0%	36.4%	60.0%	70.0%
Limited English Proficient Students	NJASK						NJASK					
White	NJASK						NJASK					
African-American	NJASK	16.9%	25.3%	10.3%	40.2%	55.2%	NJASK	47.5%	52.7%	32.8%	58.0%	68.5%
Asian/Pacific Islander	NJASK						NJASK					
American Indian/Native American	NJASK						NJASK					
Hispanic	NJASK	40.0%	46.0%	20.0%	56.8%	67.6%	NJASK	40.0%	46.0%	50.0%	52.0%	64.0%
Others	NJASK						NJASK					
Economically Disadvantaged	NJASK	20.9%	28.8%	10.9%	43.0%	57.3%	NJASK	46.3%	51.6%	37.5%	57.0%	67.8%

Analysis of Year 2 Outcomes
Dayton missed targets for all subgroups in Language Arts and Math for this grade span.

Form S-7

Date: May 7, 2012

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Dayton Street Elementary

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target		Other Measure	2010 Base line	2011 Target	2011 Out come	2012 Target
For Each Grade Span: <u>6-8</u>	Other Measure											
Total Students	NJASK	25.3%	32.8%	28.6%	42.9%	57.1%	NJASK	23.1%	30.8%	24.7%	39.7%	54.8%
Students with Disabilities	NJASK	4.3%	13.9%	11.1%	28.9%	46.7%	NJASK	17.4%	25.7%	7.4%	25.9%	44.4%
Limited English Proficient Students	NJASK						NJASK					
White	NJASK						NJASK					
African-American	NJASK	19.4%	27.5%	26.9%	41.5%	56.1%	NJASK	18.2%	26.4%	25.4%	40.3%	55.2%
Asian/Pacific Islander	NJASK						NJASK					
American Indian/Native American	NJASK						NJASK					
Hispanic	NJASK	54.5%	59.1%	40.0%	52.0%	64.0%	NJASK	45.5%	50.9%	20.0%	36.0%	52.0%
Others	NJASK						NJASK					
Economically Disadvantaged	NJASK	26.0%	33.4%	26.5%	41.2%	55.9%	NJASK	23.7%	31.3%	22.1%	37.6%	53.2%

Analysis of Year 2 Outcomes

Dayton missed targets for all subgroups in Language Arts and Math for this grade span.

Form S-8

ACTIVITY PLAN

Use one model template for each school.

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

SIG Required Activity – 2 Transformation		Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.						
SMART Goal:		By September, 2012, a school-wide evaluation system will be used to monitor and collect data on student growth by each teacher.						
Indicators of Success:		1. An increase of teachers who are rated as basic to proficient, and proficient to distinguished by at least 10%. 2. An increase in student performance on each class assessment with at least 75% of students improving over previous years' scores.						
SBR Practice to Address Goal:		<i>Achievement through teaching Excellence: NPS Educational Leadership Policy Standards, ISSLC Accomplish Principal Standards , National Board The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson Measures of Effective Teaching (MET) Project</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Teacher incentives will be in place to measure student growth and teacher performance. Incentives will also be used to ensure teacher buy-in on BRICK model	Administrator/ Teacher BRICK	Job embedded training and coaching.	PD hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Increase the use of spot observations by school administrators to four times a year	Administrators BRICK	Spot Observation Form	Teacher File	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provide teachers with comprehensive feedback on a regular basis through informal and formal observations	Administrators BRICK	Spot Observation Forms	Teacher File	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Classroom Visitation model identified classes	Administration/Teachers BRICK	Visit forms	Teacher File, Visit requests			<input type="checkbox"/>	<input type="checkbox"/>
5	Development of formative assessments	Teacher BRICK	Assessment Feedback	forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Development of assessments to determine student growth and achievement that align with “Renew School” focus	Administration BRICK			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 3 Transformation		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:		By September 2012, teachers will be awarded incentives based on student and teachers’ measurable contributions to students’ academic success.						
Indicators of Success:		1. Students scoring proficient or higher will increase by 20% on assessments 2. Teachers will design comprehensive lessons that address the higher order thinking skills by at least 20%						
SBR Practice to Address Goal:		<i>Achievement through teaching Excellence: NPS Educational Leadership Policy Standards, ISSLC Accomplish Principal Standards , National Board The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Determine appropriate incentives and rewards for school leaders, teachers, and other staff who improve student achievement and further school goals.	Administrative Team Teacher Leaders BRICK	Professional learning activities	Meeting minutes, agendas, sign-in sheets Written school-wide incentive plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Develop school-wide staff incentive program with staff person appointed to oversee the program	Administrative Team Teacher Leaders BRICK	Professional learning activities	Meeting minutes, agenda, sign-in sheets Written school-wide staff incentive plan	<input type="checkbox"/>	<input type="checkbox"/>		
3	Disseminate rewards plan with staff	Administrative Team and Teacher Leaders	Professional learning activities	Meeting minutes, agendas, sign-in sheets Written school-wide staff incentive plan	<input type="checkbox"/>			
4	Give monthly and quarterly staff incentives	Administrative Team and Teacher Leaders	Professional Learning activities	Meeting minutes, agendas, sign-in sheets Written school-wide staff incentive plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 4 Transformation		Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
SMART Goal:		By June 30, 2013, 90% of the instructional staff will increase their knowledge, demonstrate skill and increase use of the following effective practices: student engagement, demonstrations of learning (DOLs) and integration of technology through the use of interactive white boards.						
Indicators of Success:		1. Classroom observations indicate an increase in the quality of teaching and students are more engaged in learning. 2. Teachers’ formative assessments have positive impact on planning and learning for individual students. 3. Increase in student satisfaction survey results following embedded PD. 4. The rate of behavioral referrals declines 5. Technology-based supports and interventions are seen as integral elements during all classroom observations						
SBR Practice to Address Goal:		<i>Micro-Society</i> <i>Parent University</i> <i>School Net</i>						
		<i>Power School</i> <i>The Art and Science of Teaching, Robert J. Marzano</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Develop a comprehensive plan and regular schedule of differentiated/school-focused PD based on survey of teachers’ needs and classroom observations	Instructional Leaders Grade Level Leaders Department leaders Master Teacher for Math Master Teacher for Literacy	Master Teachers	School PD plan PD program PD Evaluations	<input type="checkbox"/>		<input type="checkbox"/>	
2	LEA provides PD that equips teachers with competencies needed to apply evidence and standards based practices effectively	LEA BRICK	PD Provider	School PD plan PD program PD Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provide Summer Teacher Institute to prepare for the school year. Teachers will be trained on school-wide data systems, map power standards, and create in-house benchmark exams	LEA Master Teacher for Math Master Teacher for Literacy BRICK	Supplemental Pay	PD Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Enhance the role and function of the grade-level meetings (K-5) and department meetings (6-8) to further promote data-driven instruction	Grade Level Leaders BRICK Department Leaders	Master Teachers PD Provider	Terms of reference for Grade level and Department meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Provide opportunities for regular peer observations based on evaluation of skills	Instructional Leader Assistant Principal	Master Teachers	Peer review schedule Observations forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	by administrators and scrutiny of data	Reading and Math Master Teachers						
6	On-going staff development on formative assessment (Assessment for Learning) and differentiated instruction	BRICK Reading and Math Master Teachers	PD Provider SIG LEA Consultant Data	PD program PD Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Relevant and ongoing staff development for all staff in reading and writing in all subject areas aligned to language arts	Academic Interventionists Administration BRICK PD Provider	PD Provider	PD program PD Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Staff development on Literacy across the curriculum strategies for all staff	Academic Interventionists BRICK PD Provider	PD Provider	PD program PD Evaluations				
9	Review samples of student work to provide teachers with feedback to improve the quality of instruction	Academic Interventionists Grade level leaders Department leaders	Master Teachers	PD program PD Evaluations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Use and integrate technology-based supports and interventions as part of the instructional program	Teacher Technology Coordinator Teachers BRICK	Master Teachers READ 180 libraries READ 180 books Self-Paced learning Computers	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	On-going staff development on newly implemented curriculum	BRICK PD Provider Academic Interventionists	PD Provider	PD program PD Evaluations Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Provide training for administration on the teacher effectiveness rubric	BRICK Administration	PD Provider	PD program PD Evaluations	<input type="checkbox"/>			
13	Create a schedule that will give teachers 90 minutes for Grade-Level Team collaboration and one 45-minute planning period.	Administration Academic Interventionists	Extended Learning Time	Master Schedule	<input type="checkbox"/>			
14	Select an outside PD providers and vet applications against agreed criteria.	SIG Office BRICK Administration District SIG Grant Program Fiscal and Administrative Specialist	PD Provider External Lead Partner	Selection process Contract	<input type="checkbox"/>			

SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
SMART Goal:	100% of the new staff recruited will be HQT with experience or demonstrated expertise in an urban setting. HQT staff members 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:	1, 100% of all recruits are HQT 2.All recruits, including beginning teachers, have experience and capacity in working in urban setting 3. All HQT are retained, except for any who retire, or gain promotion or leadership position 4. All eligible staff who are not meeting the needs of the students are transferred out
SBR Practice to Address Goal:	<i>The Art and Science of Teaching</i> , Robert J. Marzano <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2007), Charlotte Danielson International

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Develop hiring procedures and budget lines to support recruitment and hiring of high quality teachers	Superintendent BRICK Administration NTU CASA	SIG Project Director	Recruitment policy and procedures	<input type="checkbox"/>			
2	Establish positions which enable the school to transform the faculty structure	SIG Office BRICK Administration	SIG Project Director	Faculty structure	<input type="checkbox"/>			
3	Implement a valid, fair, and transparent method for deciding on performance expectations	Executive Director BRICK Administration NTU and CASA	SIG Project Director	Performance Management	<input type="checkbox"/>	<input type="checkbox"/>		
4	Develop a performance-related incentive scale that includes student achievement and classroom related measures	SIG Office BRICK Administration NTU and CASA	SIG Project Director Staff Incentives	Performance Management	<input type="checkbox"/>	<input type="checkbox"/>		
5	Develop a valid, transparent method for deciding whether criteria for performance-based incentives have been met	Superintendent SIG Office BRICK Administration NTU and CASA	SIG Project Director	Performance Management	<input type="checkbox"/>	<input type="checkbox"/>		
6	SEA, LEA, and BRICK develop a performance-based incentive system in partnership with Newark Teachers Union	Superintendent BRICK Administration	SIG Project Director	Performance-based incentives	<input type="checkbox"/>	<input type="checkbox"/>		

	and other relevant stakeholders	NTU CASA						
7	LEA and school provide targeted assistance to under-performing teachers	Superintendent BRICK Principal	SIG Project Director	LEA HR policy School HR Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Develop and implement policies and procedures for performance-based dismissals	Superintendent BRICK Principal NTU CASA	SIG Project Director	LEA HR policy School HR Policy	<input type="checkbox"/>	<input type="checkbox"/>		
9	Follow BRICK protocols for choosing and appointing new staff members	Superintendent BRICK Administration NTU CASA	SIG Project Director	BRICK evaluation rubric	<input type="checkbox"/>			
10	Follow principles of “Renew School” to determine the effectiveness of school leader and teachers	Administration BRICK			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 6 Teacher Effectiveness Transformation		Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in or order to meet the academic needs of individual students. NJASK aligned formative assessments for English and math. NJ DOE year-end course exam-aligned formatives for history and science courses, Study Island and Expert 21 literacy data.						
SMART Goal:		From September 1, 2012 to June 30, 2013, 100% of teachers will use data so they can explain expectations and assessment criteria and provide feedback that is timely, specific and constructive.						
Indicators of Success:		<ol style="list-style-type: none"> 1. 100% of instructional programs are research-based and aligned with state academic standards. 2. The school has well-developed pacing guides which ensure alignment across grade levels. 3. Classroom observations and scrutiny of student work clearly demonstrate that staff is using data to inform and differentiate instruction in order to meet the academic needs of 100% of students. 						
SBR Practice to Address Goal:		<i>The Art and Science of Teaching</i> , Robert J. Marzano <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2007), Charlotte Danielson <i>Beyond the Numbers: Making Data Work for Teachers & School Leaders</i> , Stephen White						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Conduct informal observations on a periodic basis to ensure program alignment and provide timely and specific feedback.	District Leaders Administration Instructional Coaches Teacher/Leaders	Curriculum Maps Grade/Content Meeting times PLC – Teacher Effectiveness	Agendas/Sign in Sheets Rubrics Learning Walk Analysis	<input type="checkbox"/>			
2	Provide professional development on the use of district curriculum maps and calendars	District Leaders Administration Treatment Providers Instructional Coaches Teacher/Leaders Teachers	Curriculum Maps Grade/Content Meeting PLC Coaching/Mentoring Sessions Teacher Release Time	Agendas/Sign in Sheets Rubrics Learning/Spot Observation Walkthrough Analysis PLC Minutes Coaching Reflection Sheets Review of Lesson Plans	<input type="checkbox"/>			
3	Instructional staff will register and use PD360	Administrator Instructional Coaches Technology Teacher Teachers	Grade/Content Meeting Times Reflection Coaching Sessions	Agendas/Sign in Sheets Rubrics Learning/Spot Observation Walkthrough Analysis PLC Minutes Coaching Reflection Sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

				Review of Lesson Plans				
4	Common / Formative Assessments will be developed throughout all grade levels and content areas.	Administration Treatment Providers Coaches Teacher Leaders Teachers	PLC Grade/Content Meetings Coaching Mentoring Sessions	Agendas/Sign in Sheets Rubrics Learning/Spot Observation Walkthrough Analysis PLC Minutes Coaching Reflection Sheets Review of Lesson Plans	<input type="checkbox"/>			

SIG Required Activity – 7a Transformation		Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:		By September 2012, Dayton will increase learning time by a minimum of 96 minutes per day for 180 days for all students in order to increase their mastery of state academic standards.						
Indicators of Success:		1.All students are provided with a minimum of 288 hours per school year 2.The established schedule and programs are well-designed and meaningfully expand student learning time						
SBR Practice to Address Goal:		<i>MA Expanded Learning Time Schools Showing Promising Results, 2011MA2020</i> <i>Time for a change:</i> Farbman, D., & Kaplan, C. (2005). <i>On the clock: Rethinking the way schools use time</i> Silva, E. (2007).						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Review and revise the existing school schedule to maximize learning time	BRICK Principal Grade Leaders Department Leaders BRICK	External Lead Partner	School schedule	<input type="checkbox"/>			
2	Consult with all stakeholders on the options for extending learning time, in a neighborhood which is relatively unsafe after 4:00pm	BRICK Principal	External Lead Partner	Stakeholder meeting sign in sheets Minutes of meeting	<input type="checkbox"/>			
3	Extend the length of the school day for all students in a way which gains support from all stakeholders	BRICK Principal	External Lead Partner	Revised school schedule	<input type="checkbox"/>			
4	Arrange for buses for Saturday Excursions	BRICK Clerks	Buses Admission Fees Supplemental Pay	Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Select Saturday Extended Learning trips	Administration Teachers Clerks School Operations Manager	Buses Admission Fees Supplemental Pay	Admission Receipts Trip paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Take students on Saturday Extended Learning trips	BRICK Teachers Clerks	Buses Admission Fees Supplemental Pay	Sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Create schedule for summer teacher institute	Administration Outside PD provider BRICK	Supplemental Pay	PD Evaluations Schedule	<input type="checkbox"/>			
8	Notify targeted students who will be attending the BELL summer program	Administration		BELL schedule Parent Letters	<input type="checkbox"/>			

9	Provide after school program targeted for tier 2 students and offered to tier 3 students	Administration Master Teachers (ELA & Math)	Academic Interventionists Supplemental Pay	After school program Evaluation reports Student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SIG Required Activity – 7b Climate and Culture Transformation		Create a community-oriented school where stakeholders are designed to support classroom instruction and increase student achievement.						
SMART Goal:		The school will increase by 10% the range of opportunities provided for family and community engagement by the end of the fourth quarter. This will increase their knowledge about demonstrations of learning.						
Indicators of Success:		<ol style="list-style-type: none"> 1. 25% improvement in the perception of the school community from the fall to spring as determined by administration of a developed perception survey measuring the climate and culture of Dayton Street School. 2. 25% decrease in the submission of student referrals for disciplinary/social infractions throughout the school. 3. 25% increase in active participation of parents in all school related activities. 						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Development and distribution of school climate/culture survey	Administration Full School Community Service Director Treatment Provider Coaches PLC Committee BRICK	Visionary Comm. Meetings School Leadership Comm. Parent/School Community Comm.	Survey Analysis of Survey Agendas Sign In Sheets	<input type="checkbox"/>			
2	Integration of the Full School Community Service Provider	Full School Service Director Administration Treatment Provider PLC School Climate Comm. Boys and Girls Club BRICK	Full School Community Plan Calendar of Events	Full School Service Calendar Agendas Sign in Sheets Stakeholder Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Analysis of Affective Culture Survey/Disciplinary Infraction Results	School Administration Full School Service Director Guidance Counselor/Social Worker BRICK	Guidance/Social Worker Support Data Analysis Full School Service Provider	Survey Results Guidance/Social Worker Logs Administrative Analysis	<input type="checkbox"/>			
4	Implementation of Parental Involvement Log	School Administration Parent Liaison/Coordinator	Parent Involvement Activity Log Parent Involvement Goals	Parent Attendance Sheets Sign in Sheets Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Full School Service Director BRICK		Parent Involvement Calendar				
5	Implement multiple community building activities for students, staff and families, which is in line with “Renew School” principles	Administration BRICK Parent Liaison/Coordinator			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 8 Transformation		Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).						
SMART Goal:		The school will gain sufficient operational flexibility to allow it to fully implement the agreed-upon comprehensive transformation approach by the end of the first quarter.						
Indicators of Success:		1. The LEA delegates enhanced operational flexibility to the school in the areas of staffing, calendar/time, and budgeting. 2. The school selects external consultants. 3. The LEA, the school, and the external consultants work collaboratively to improve student achievement outcomes by 20% quarterly.						
SBR Practice to Address Goal:		<i>Exploring the pathway to rapid district improvement Lane, B. (2009). Lincoln, IL: School boards: Focus on school performance, not money and patronage Hill, P.T. (2003).</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA and the school work in partnership to develop LEA systems and processes	SIG Project Director Principal	NPS Policies and Procedures	LEA systems and processes	<input type="checkbox"/>			
2	The LEA delegates operational flexibility to the school	SIG Project Director	NPS Policies and Procedures	MOU/ SLA	<input type="checkbox"/>			
3	The LEA system for anticipating and addressing school staffing, instructional, and operational needs operate in an effective manner	SIG Project Director SIG Master Teacher	NPS Policies and Procedures	LEA HR procedures LEA budget timelines Stakeholder surveys	<input type="checkbox"/>			
4	The school has sufficient autonomy to develop its own instructional program, provided that it meets or exceeds all mandatory state standards	Principal HR	MOU	Letter of Appointment	<input type="checkbox"/>			
5	The LEA establishes a pipeline of potential transformation leaders	SIG Project Director Principal	Turnaround Competencies	MOU/ SLA	<input type="checkbox"/>			
6	LEA actively encourages the development of a collaborative school leadership team	SIG Project Director Principal External Consultants NPS Staff Development Chief Academic Officer		PD Program PD Evaluation	<input type="checkbox"/>			

7	The school develops a collaborative School Leadership Team with shared responsibility for developing and guiding the school's learning agenda	SIG Project Director		NJ Educator Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Establish PLCs for leaders across the SIG schools	SIG Project Director NTU and CASA		SLT Structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Establish annual goals for student achievement	Principal		Peer assistance models Teacher feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Ensure school and grade-level goals are shared with all staff	SIG Project Director		School Targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Establish multiple assessment measures to gauge mastery of grade-level material	SIG Project Director External Consultants	Assessments	Disaggregated targets	<input type="checkbox"/>			
12	Hold initial parent meetings to ensure they are aware of student progress data, and student targets	Principal School Leadership Team		Student portfolios	<input type="checkbox"/>			
13	Hold quarterly meeting to ensure all parents are informed of school progress	Principal		Mentor Schedule Student surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		On a quarterly basis the LEA and the school will produce a report on all nine leading indicators.						
Indicators of Success:		1. A data collection system is established which covers all nine leading indicators 2. The data can be easily transferred between the school and the LEA 3. The data collection system generate the data in a format which facilitates the production of reports						
SBR Practice to Address Goal:		<i>Exploring the pathway to rapid district improvement Lane, B. (2009). Lincoln, IL: School boards: Focus on school performance, not money and patronage Hill, P.T. (2003).</i>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The school identifies interim success criteria for the nine indicators	SIG Office Principal BRICK	SIG Projector Director SIG Data Analysis Aggregation Specialist SIG Administrative Consultant External Lead Partner	Quarterly Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The LEA has established processes and procedures to collect and analyze data at various key points during the year.	SIG Office BRICK	SIG Projector Director SIG Data Analysis Aggregation Specialist SIG Administrative Consultant External Lead Partner	LEA data policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The school and its LTP will produce quarterly reports on progress against all nine leading indicators and the respective success criteria	BRICK Principal	SIG Projector Director SIG Data Analysis Aggregation Specialist SIG Administrative Consultant External Lead Partner	Quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	These reports highlight key successes and areas for development	SIG Office BRICK Principal	SIG Projector Director SIG Data Analysis Aggregation Specialist SIG Administrative Consultant External Lead Partner	Quarterly reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form S-9

Date: _____

BUDGET AMOUNT AND NARRATIVE

LEA : Newark Public Schools Name of School: Dayton Street Elementary 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)	\$69,029	\$56,221	\$0
School	\$1,633,541	\$1,592,100	\$0
Final 2011-2012 Budget Request	\$1,702,570	\$1,648,321	\$0
Year 3 Estimate		\$1,648,321	

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: 5/2/2012

NGO TITLE: School Improvement Grant

School Name: Dayton Street

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	
7a.1.2, 7a.2.2	100-100	Extended Learning Time (ELT) - Teachers	\$50/hr x 296 hours (1.6 hrs/day x 180 days for all students + 1.6 hrs/day x 5 days additional for targeted students) x 40 certified teachers = \$592,000	\$592,000
7a.1.2, 7a.2.2	100-100	Extended Learning Time - Teacher aides	\$20/hr x 1.6 hrs/day x 180 days x 10 aides = \$57,600	\$57,600
7a.1.2, 7a.2.2	100-100	Substitutes for teacher for ELT	\$26/hr x 1.6 hrs/day x 180 days x 2 teachers = \$14,976	\$14,976
4.1.3, 4.1.6, 4.1.11	100-100	Supplemental Pay Summer Enrichment Academy (August 2013)	\$50/hr x 5 hrs/day x 10 days x 30 certified teachers = \$75,000	\$75,000
4.1.3, 4.1.6, 4.1.11	100-100	Supplemental Pay Summer Enrichment Academy (August 2013)	\$20/hr x 5 hrs/day x 10 days x 10 teacher aides = \$10,000	\$10,000
			Total 100-100	\$749,576
4.1.3, 4.1.6, 4.1.11	200-100	Supplemental Pay for Leadership Team for 3 day planning and PD Institute in July 2013	CASA Negotiated Rate: Principal: \$71.58/hr x 6hrs/day x 3 days = \$1,288; Vice Principal: \$66.95/hr x 6hrs/day x 3 days x 2 VP = \$2,410; Master Teacher: \$38/hr x 6hrs/day x 3 days x 2 MT = \$1,368. Total : \$5,066	\$5,066

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

Date: 5/2/2012

NGO TITLE: School Improvement Grant
School Name: Dayton Street

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

SUBGRANTEE:

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PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.1.3, 4.1.6, 4.1.11	200-100	Supplemental Pay Summer Enrichment Academy (Aug 2013) Nurse, Guidance Couns., Social Worker, Tech Coord.	\$50/hr x 5 hrs/day x 10 days x 4 staff = \$10,000	\$10,000
7a.1.2, 7a.2.2	200-100	Supplemental pay for ELT - Non-instructional staff (Saturdays Jan-Jun 2013)	CASA Negotiated Rate: Principal: \$71.58/hr x 6hrs/day x 20 Saturdays = \$8,590; Vice Principal: \$66.95/hr x 6hrs/day x 20 Saturdays = \$8,034	\$16,624
7a.1.2, 7a.2.2	200-100	Extended Learning Time (non-instruc)	\$33/hr x 1.6 hrs/day x 180 days x 1 clerk = \$9,504	\$9,504
7a.1.2, 7a.2.2	200-100	Extended Learning Time-Security	Security Guards: \$37/hr x 1.6 hrs/day x 180 days x 1 guard = \$10,656; Per Diem Guard: \$14/hr x 1.6 hrs/day x 180 days x 1 guard = \$4,032	\$14,688
7a.1.2, 7a.2.2	200-100	Extended Learning Time (non-instruc) Nurse, SW, Tech Coord, Child Study Team, and Scheduling.	\$50/hr x 1.6 hrs/day x 180 days x 5 staff = \$72,000	\$72,000
2.2.2, 2.2.3, 2.2.4, 2.2.5	200-100	Supplemental pay for principal to attend NJDOE Leadership Institute.	\$71.58/hr x 40 hrs/week x 1 principal = \$2,863	\$2,863

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

Date: 5/2/2012

NGO TITLE: School Improvement Grant
School Name: Dayton Street

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	
4.1.4, 4.1.5	200-100	Master Teacher Math	\$70,000 x 100% = \$70,000	\$70,000
4.1.4, 4.1.5	200-100	Master Teacher Literacy	\$70,000 x 100% = \$70,000	\$70,000
8.1.1, 8.3.1	200-100	SIG Project Director	Split \$120,000/6 SIG schools = \$20,000	\$20,000
8.1.1, 8.3.1	200-100	SIG Accountant/Gladys Anikwe	\$70,000 x 100% /6 schools = \$11,667	\$11,667
8.1.1, 8.3.1	200-100	SIG Master Teacher (10 months)	\$55,000 x 100% /6 schools = \$9,167	\$9,167
8.1.1, 8.3.1	200-100	Supplemental pay, SIG Master Teacher (July and Aug, 2013)	\$37/hr x 6 hours/day x 5 days x 8 weeks = \$8,800/6 SIG schools	\$1,480
			Total 200-100	\$313,059
			Total 100-100 and 200-100	\$1,062,635

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

Date: 5/2/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/>	Check box if this is a subgrantee form and identify subgrantee below.
School Name: Dayton Street	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 7.67% _____%	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)
Instruct.(Summer Enrich)	75,000	5,738		-	1,043	-				9.04%	\$6,780
Instruct.(Summer Enrich)	10,000	765		-	139	-				9.04%	\$904
Non-Instruct. (Summer Enrich)	10,000	765		-	139	-				9.04%	\$904
Subs (ELT)	14,976	1,146		-	208	-				9.04%	\$1,354
Leadership Inst	5,066	388		-	70	-				9.04%	\$458
Extended Learning	592,000	45,288		-	8,229	-				9.04%	\$53,517
Extended Learning	57,600	4,406		-	801	-				9.04%	\$5,207
Extended Learning	16,624	1,272		-	231	-				9.04%	\$1,503
ELT clerk	9,504	727		-	132	-				9.04%	859
ELT Security	14,688	1,124		-	204	-				9.04%	1,328

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

Date: 5/2/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify subgrantee below.</u>
School Name: Dayton Street	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 7.67% _____%	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 non-inst	72,000	5,508			1,001					9.04%	\$6,509
Leadership Inst	2,863	219			40					9.04%	\$259
Master Teacher Math	70,000	5,355	5,369		973			8,525	3,166	33.41%	23,388
Master Teacher Literacy	70,000	5,355	5,369		973			8,525	3,166	33.41%	23,388
SIG Project Director	20,000	1,530		1,000	278	-		1,421	528	23.78%	4,757
SIG Accountant	11,667	893		583	162			1,421	528	30.74%	3,587
SIG Master Teacher	9,167	701	703		127			1,421	528	37.97%	3,480
SIG Master Tchr (Suppl)	1,480	113			21					9.04%	134
TOTAL	1,062,635	81,292	11,441	1,583	14,771	-	-	21,313	7,915	13.02%	138,314

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:5/2/2012

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

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

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			<i>Rate</i>	<i>x</i>	<i>Time</i>
7b.2.1, 7b.2.2, 7b.2.3, 7b.2.4	100-300	Parental Involvement: Honorarium for Speakers	\$500 Flat Fee	8	\$4,000
7b.2.2	100-300	NJPAC Integration of Arts in support of student engagement	\$250/day	100	\$25,000
7b.1.3, 7b.2.3	100-300	Student Leadership Training Cadre of students trained to promote school wide anti-violence and anti-drug campaigns and provide student leadership.	\$2,000/day max.	12	\$24,000
		Total 100-300			\$53,000
4.1.1, 4.1.14, 4.2.2, 4.3.3, 4.2.3	200-300	Job Embedded Professional Development - LL Teach Inc.	\$2,500.00	10	\$25,000
4.1.2, 4.1.14	200-300	Job Embedded Professional Development - Seton Hall University	\$1,000.00	50	\$50,000
4.1.1, 4.1.2, 4.1.14, 4.3.3	200-300	Job-Embedded Professional Development for Mathematics Instruction	\$2,500.00	10	\$25,000
6.3.1, 6.3.2, 6.3.4	200-300	External Provider: Set-aside amount to individually or collectively secure and external vendor to assist Dayton teachers and administrators with an enhanced incorporation of student achievement to instructional and administrative staff evaluation.	\$2,000.00	5	\$10,000
		Total 200-300			\$110,000

S-13

BUDGET DETAIL FORM D

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

Date:5/2/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify Subgrantee below.</u>
School Name: Dayton Street	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>
7a.1.1, 7a.2.2	100-600	Supplemental Supplies and Materials required for Extended Learning Day and most specifically for development and Implementation of Enrichment Periods	\$25,492.00	1	\$25,492
4.5.10, 7a.2.2, 7a.2.4	100-600	SMART Response System with 24 student remotes	\$1,215.00	10	\$12,150
7a.1.2, 7a.2.2, 7a.2.4	100-600	Supplies and Materials for an External Classroom to enrich the school environment and provide an environment in which students challenge themselves socially, emotionally, mentally, and physically.	\$16,262.00	1	\$16,262
		Total 100-600			\$53,904
4.5.10, 6, 7a.2.2, 7a.2.4	200-600	Parental Involvement: Take away materials such as for Family Literacy and Financial Literacy	\$2,000.00	1	\$2,000
4.5.10, 6, 7a.2.2, 7a.2.4	200-600	Parental Involvement: Refreshments at efficiency limits for breakfasts, lunch, dinners for weekend and evening activities = \$3,500	\$3,500.00	1	\$3,500
		Total 200-600			\$5,500

S-14
BUDGET DETAIL FORM E

Equipment
Function & Object Codes 400-731 and 400-732

Date: 5/2/2012

NGO TITLE: School Improvement Grant	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify Subgrantee below.</u>
School Name: Dayton Street	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>
4.5.10, 7a.1.2, 7a.2.2	400-731	SMART Boards with speakers to increase learning time and rigor	\$2,431	10	\$24,306
4.5.10	400-731	Wireless Installation to make school building wireless.	\$57,403	1	\$57,403
4.5.10	400-731	Upgrade sound and light system of auditorium to support NJPAC arts integration, student poetry slams, student theatrical performances, and student musicals.	\$20,000	1	\$20,000
		Total 400-731			\$20,000

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Date:5/2/2012

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant	<input type="checkbox"/> Check box if this is a subgrantee form and identify Subgrantee below.
School Name: Dayton Street	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
7a.1.5, 7a.1.6	100-800	Admission fees for students and teachers to Saturday educational excursions 650 students x 4 Excursions x \$10.25 per excursion	\$26,650
		Total 100-800	\$26,650
4.1.3, 4.1.6, 4.1.11	200-500	Professional Library for School Staff: PD Resource: continued learning and professional growth. Resource used for common planning time and teacher development	\$15,000
7a.1.5, 7a.1.6, 7a.1.7	200-500	Transportation for Saturday Extended Learning Excursions. (Money allocated for buses for Saturday Excursions, above the normal NPS allocated amount for buses. Each student will receive at least four Saturday excursions - 15 buses x 4 trips x \$480 per bus)	\$28,800
		Total 200-500	\$43,800
3.1.1, 3.1.3, 3.1.4, 3.2.4	200-580	Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x \$.31 per mile = \$620. Toll= \$12 per day x 20 days = \$240.	\$860
		Total 200-580	\$860
3.1.1, 3.1.3, 3.1.4, 3.2.4	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

S-15

Date:5/2/2012

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify Subgrantee below.</u>
School Name: Dayton Street	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
	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 (\$1,000 for supplies), Multi-teacher/content area groups (\$1,500 for supplies) or school-wide Department level concepts (\$2,000 for supplies) for instructional supplies. To ensure objectivity, assigned NTO will steer review committee.	\$20,000
	200-800	Travel for Professional Conferences which will be used as a reward and incentive program for teachers based on improvements of school formative assessments.	\$1,949
3.1.1, 3.1.3, 3.1.4, 3.2.4	200-500	Travel, room, and board for staff incentives for teachers with demonstrated gains in student achievement. Incentives to include, but not limited to, National Board Certification and other professional development workshops.	\$24,000
		Total 200-800	\$51,949

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

LEA Name: **Newark Public Schools**

School Name: **Dayton Street**

County/LEA/School Code: **13/3570 / 370**

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			749,576		
Purchased Prof. & Tech Svcs.	100-300			53,000		
Other Purchased Services	100-500					
Supplies and Materials	100-600			53,904		
Other Objects	100-800			26,650		
SUBTOTAL - INSTRUCTION				883,130		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			313,059		
Personal Svcs - Emp. Benefits	200-200			138,314		
Purchased Prof. & Tech Svcs.	200-300			110,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500			43,800		
Travel	200-580			860		
Supplies and Materials	200-600			5,500		
Other Objects	200-800			51,949		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				663,482		
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			101,709		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				101,709		
TOTAL COSTS				1,648,321		

Business Administrator/Chief Fiscal Officer

Date