

**SCHOOL IMPROVEMENT GRANT (SIG/COHORT 2)  
LEA AND SCHOOL APPLICATION FORMS**

**JERSEY CITY PUBLIC SCHOOLS  
346 Claremont Avenue  
JERSEY CITY, NJ  
07305**

**LEA APPLICATION  
17-2390**

**And  
SCHOOL APPLICATION  
THE LEADERSHIP ACADEMY AT ABRAHAM  
LINCOLN HIGH SCHOOL  
17-2390-050**

**Franklin Walker  
Interim Superintendent of Schools  
201-915-6020**

**May 24, 2012**

**LEA Section**

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**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
 NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

**SECTION I:**

12 SG01 H02  
 FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Year 2 of 3)  
 DIVISION: Student Services  
 OFFICE: Student Achievement and Accountability

**SECTION II:**

COUNTY: 17  
 LEA/OTHER: 2390  
 SCHOOL: 050

COUNTY NAME: Hudson

Jersey City Public Schools

APPLICANT AGENCY  
346 Claremont Avenue

AGENCY ADDRESS

Jersey City

New Jersey

07305

CITY

STATE

ZIP

(201) 413-6934 / (201) 915-6201

(201) 413-6935

AGENCY TELEPHONE NUMBER

AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Dr. Magda Savino, District Turnaround Leader

TELEPHONE NUMBER: (201) 915-6203 FAX#: (201) 915-9676 E-MAIL msavino@jcboe.org

BUSINESS MANAGER: Richard Rosenberg, Interim PHONE#: (201) 915-6314 E-MAIL rrosenberg@jcboe.org

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

YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: \$2,000,000

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: \$2,000,000

APPLICATION CERTIFICATION:

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

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



SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Interim Superintendent of Schools

TITLE

May 24, 2012

DATE

Franklin Walker

(Please print or type name)

**\*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

**SECTION III:**

SEND OR DELIVER APPLICATIONS TO:  
 BY:

APPLICATIONS MUST BE RECEIVED

NEW JERSEY DEPARTMENT OF EDUCATION  
 APPLICATION CONTROL CENTER  
 RIVER VIEW EXECUTIVE PLAZA  
 BLDG. 100, ROUTE 29 - PO Box 500  
 TRENTON, NJ 08625-0500

4:00 P.M., ON 05/24/2012

Form L-1

BOARD RESOLUTION TO APPLY

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FY

S	G	0	1
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NGO#

H	0	2
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WKL

The Jersey City Public Schools' Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant (SIG/Cohort 2) (Yr. 2 of 3)

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for the purposes described in the application, in the amount of,

\$2,000,000.00,

starting on 09/01/2012, and

ending on 08/31/2013.

The filing of this application was authorized at the Board meeting held on,

May 24, 2012

  
Secretary of the Board

May 24, 2012  
Date

**Form L-2**  
**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
- Has a current and complete registration in the Central Contractor Registry (CCR), located at [www.ccr.gov](http://www.ccr.gov), prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that is served with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds. NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements.
- Report to the NJDOE the school-level data required under section III of the final requirements.

Jersey City Public Schools  
LEA

Date

5/23/12

  
Signature: Chief School Administrator

Franklin Walker, Interim Superintendent of Schools  
Typed Name and Title

Form L-3

LEA Documentation of Federal Compliance  
(DUNS/CCR) Form

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

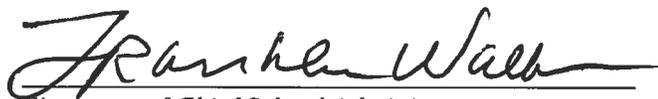
**Part I – Applicant Organization**

Organizational Name of Applicant Jersey City Public Schools  
Address 346 Claremont Avenue, Jersey City, NJ 07305  
DUNS number 077542942  
Expiration Date of CCR registration October 6, 2011  
Congressional District 9, 10, 13

**Part II – Primary Place of Performance under this award**

City Jersey City  
County Hudson

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

  
Signature of Chief School Administrator

5/23/12  
Date

**Franklin Walker. Interim Superintendent of Schools**  
Name and Title

**YEAR 2 PROJECT ABSTRACT**

LEA : Jersey City Public Schools

Name of School: Abraham Lincoln High School

<p><b>LEA Mission</b></p>	<p><i>The Jersey City Public Schools is committed to supporting all schools in providing a rigorous academic curriculum and supportive learning environment with high expectations for all students to achieve high academic standards and be prepared for post-secondary education and 21<sup>st</sup> century careers.</i></p>
<p><b>LEA Vision</b></p>	<p><i>The Jersey City Public Schools is a tapestry of nations that creates a platform for unique and innovative learning, where every student regardless ethnic, social or economic background will achieve the highest level of academic excellence through the richness of diversity, high expectations for all students, a rigorous academic curriculum, personalized learning, parent and community partnerships, and utilizing 21<sup>st</sup> century learning tools - all essential to transforming lives.</i></p>
<p><b>Project Implementation Summary</b></p>	<p>The LEA will continue to implement the <b>Turnaround Model</b> for implementation at Abraham Lincoln High School (Tier 2) based on a comprehensive Needs Assessment and identification of root causes for its continuing failure to achieve LEA and school outcomes for improved school effectiveness, student achievement, and graduation rates, which clearly indicated a critical need to take more extreme measures for school-wide reform. Implementation of the project over a three-year period will provide the opportunity to take the full range of actions required to achieve the needed school transformation and student achievement outcomes. The project will continue to include all SIG required and permissible activities and a range of research-based reform strategies that will support effective implementation, embedding, and sustainability during and following the three-year grant period. All reform strategies and project activities will continue to be aligned to identified school needs and the goals and success indicators for improvement of the school, student academic achievement, and graduation rates. A summary of major project activities follows:</p> <ol style="list-style-type: none"> <li>1. The LEA has hired a new school principal and provided sufficient operational flexibility for the Principal to implement a fully comprehensive approach to school-wide reform at the school level.</li> <li>2. The LEA and school will continue to use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, and will continue to screen all existing staff and rehire no more than 50%, and will continue to select new staff as needed</li> <li>3. The LEA and school will continue to implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school, including performance-based incentives and rewards.</li> <li>4. The LEA and school will continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</li> <li>5. The LEA will continue to adopt a new administrative and governance structure to obtain additional operational</li> </ol>

**YEAR 2 PROJECT ABSTRACT**

LEA : Jersey City Public Schools

Name of School: Abraham Lincoln High School

	<p>flexibility for the school in exchange for greater accountability for changes and improvements, and achievement of project goals and success indicators.</p> <p>6. The LEA and school will continue to establish structures, policies, procedures, and data systems to provide timely access to data and ensure that all staff routinely use data to: (a) identify, implement and continuously improve a research-based instructional program that is vertically aligned across grade levels, and with State academic standards; and (b) inform, differentiate, and continuously improve instruction in order to meet the academic needs of individual students.</p> <p>7. The LEA and school will continue to collaborate with local bargaining units and other stakeholders to establish schedules to add a minimum of 300 hours per year for increased learning time to provide academic interventions, support services, advanced learning opportunities and experiential learning activities for all students.</p> <p>8. The LEA and school will continue to provide appropriate social-emotional and community-oriented services and supports for students through implementation of a Personalized Student Support Services Model to provide coordinated support services and routine monitoring of student progress using student assessment data, and increased parent/family and community involvement and collaboration to support student learning.</p> <p>9. The LEA will continue to establish a Project Monitoring and Evaluation System, data systems, policies and procedures to support district and school staff in collecting formative and summative data to determine progress toward, and achievement of, the nine required SIG leading indicators, as measured against baseline data.</p> <p>10. The LEA and school will continue to implement a new school model for a themed “Leadership Academy” that is consistent with the school’s new vision and core academic mission, which emphasize: student leadership and high expectations for all students to successfully complete a rigorous curriculum and meet high academic standards for graduation and preparation for post-secondary education and 21<sup>st</sup> century careers.</p>
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**Form L-5**

**Date:** May 24, 2012

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**SCHOOLS TO BE SERVED**

LEA : Jersey City Public Schools

**SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I and Tier II school the LEA commits to renew. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II
1.	Martin Center for the Arts	17	2390	347	3407830	X	
2.	The Academy of the Arts at Henry Snyder High School	17	2390	050	3407830		X
3.	The Leadership Academy at Abraham Lincoln High School	17	2390	070	02776		X
4.							
5.							
6.							
7.							
8.							

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>			
<p><b>Activity #1 – Management of External Providers</b></p>			
Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers</p>	<p>The LEA will recruit external providers through advertisement and bid announcements per LEA policy. The Principal, District Turnaround Leader and District Turnaround Team will screen all external providers using established LEA criteria to evaluate providers and select only those providers considered to be of high quality. The Principal will select the external provider in consultation with the District Turnaround Leader, and final approval will be given by the Superintendent per LEA policy. The LEA will exhibit thoroughness in vetting the capacity, expertise, experience and track record of potential external providers before engaging in a contractual relationship. The LEA will ensure that hiring of external providers will occur in a timely fashion through management by the District Turnaround Leader, who will obtain Superintendent approval and facilitate the process with the Business Office and Legal Department.</p> <p>The following steps from the Center on</p>	<p>In Year 2, the LEA will continue to recruit external providers through advertisement and bid announcements per LEA policy. The Principal, District Turnaround Leader and District Turnaround Team will continue to screen all external providers using established LEA criteria to evaluate providers and select only those providers considered to be of high quality. The Principal will continue to select the external provider in consultation with the District Turnaround Leader, and final approval will be given by the Superintendent per LEA policy. The LEA will continue to exhibit thoroughness in vetting the capacity, expertise, experience and track record of potential external providers before engaging in a contractual relationship. The LEA will continue to ensure that hiring of external providers will occur in a timely fashion through management by the District Turnaround Leader, who will obtain Superintendent approval and facilitate the process with the Business Office and Legal Department.</p>	<p>September 2012- August 2013</p>

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

	<p>Innovation and Improvement (2009) provide the blueprint for the LEA in creating a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services:</p> <ol style="list-style-type: none"> <li>1. Identify unambiguous reasons for hiring an external partner;</li> <li>2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair (according to NJ regulations);</li> <li>3. Articulate specific goals of the relationship with the external provider, including measurable expectations and criteria for selection of external providers to meet these goals;</li> <li>4. Create conditions to attract multiple high quality external provider (e.g. extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes);</li> <li>5. Budget adequate funding to support relationship with external partner for duration of contract;</li> <li>6. Develop a rigorous process to select an external provider whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial</li> </ol>	<p>The following steps from the Center on Innovation and Improvement (2009) will continue to provide the blueprint for the LEA in creating a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services:</p> <ol style="list-style-type: none"> <li>1. Continue to identify unambiguous reasons for hiring an external partner;</li> <li>2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair (according to NJ regulations);</li> <li>3. Continue to articulate specific goals of the relationship with the external provider, including measurable expectations and criteria for selection of external providers to meet these goals;</li> <li>4. Continue to implement conditions that will attract multiple high quality external provider (e.g. extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes);</li> <li>5. Continue to budget adequate funding to support relationship with external partner for duration of contract;</li> <li>6. Continue to implement a rigorous process to select an external provider whose experience and qualifications match the specified goals (e.g., a written application, due diligence to</li> </ol>	
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**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

	<p>stability, an in-person interview with the external provider’s leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner);</p> <ol style="list-style-type: none"> <li>7. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth;</li> <li>8. Provide support as needed and appropriate but do not micro-manage external provider;</li> <li>9. Evaluate the external provider’s progress toward goals; and,</li> <li>10. Define consequences for failure (e.g. termination or modification of contract).</li> </ol>	<p>confirm track record of success and financial stability, an in-person interview with the external provider’s leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner);</p> <ol style="list-style-type: none"> <li>7. Continue to negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth;</li> <li>8. Continue to provide support as needed and appropriate but do not micro-manage external provider;</li> <li>9. Continue to evaluate the external provider’s progress toward goals; and,</li> <li>10. Continue to enforce consequences for failure (e.g. termination or modification of contract).</li> </ol>	
<p>Management of the contracts of external providers in a timely fashion</p>	<p>In Year 1, external provider contracts for the SIG project will be managed by the District Turnaround Leader who will direct and oversee monitoring and evaluation of their performance in accordance with their contracts. All negotiated contacts with external providers will articulate their roles, responsibilities, performance expectations, accountabilities, and consequences for failure to meet expectations. The LEA will swiftly move to correct any deficiencies and terminate contracts if necessary. The Principal will directly oversee and manage external</p>	<p>In Year 2, external provider contracts for the SIG project will continue to be managed by the District Turnaround Leader who will direct and oversee monitoring and evaluation of their performance in accordance with their contracts. All negotiated contacts with external providers will continue to articulate their roles, responsibilities, performance expectations, accountabilities, and consequences for failure to meet expectations. The LEA will continue to swiftly move to correct any deficiencies and terminate contracts if necessary. The Principal will continue to oversee and manage external</p>	<p>September 2012- August 2013</p>

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

	<p>providers at the school level, and will be the primary evaluator of their performance. The District Turnaround Leader and District Turnaround Team will support the Principal in the monitoring and evaluating process by conducting activities that collect quantitative and qualitative data to determine external providers' performance as required by their contracts. The Principal will select the external providers, and the Principal and District Turnaround Leader will consult with and make recommendations to the Superintendent who will have final approval for changes to, or termination of, contracts.</p>	<p>providers at the school level, and will be the primary evaluator of their performance. The District Turnaround Leader and District Turnaround Team will continue to support the Principal in the monitoring and evaluating process by conducting activities that collect quantitative and qualitative data to determine external providers' performance as required by their contracts. The Principal will continue to select the external providers, and the Principal and District Turnaround Leader will continue to consult with and make recommendations to the Superintendent who will have final approval for changes to, or termination of, contracts.</p>	
<p>The LEA plan to evaluate the quality of external providers</p>	<p>In Year 1, the LEA implemented the monitoring and evaluation plan and procedures, and strengthened the process by expanding collection and use of data related to the effectiveness and impact of external provider services on: implementation of Turnaround Model interventions and strategies; staff knowledge, skills, and practices; staff performance; improved school, classroom and instructional practices; and improved student performance.</p>	<p>In Year 2, the LEA will continue the monitoring and evaluation plan and procedures that were implemented in Year1, and will strengthen the process by expanding collection and use of data related to the effectiveness and impact of external provider services on: implementation of Turnaround Model interventions and strategies; staff knowledge, skills, and practices; staff performance; improved school, classroom and instructional practices; and improved student performance.</p>	<p>September 2012- August 2013</p>
<p><b>Activity 1: Barriers of Year 1 Implementation</b></p>	<p>There were no major barriers to efficiently and effectively implementing the LEA policies and procedures to recruit, select, manage, and evaluate external service providers.</p>		

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>			
<p><b>Activity #2 – Alignment of Resources</b></p>			
<p><b>Evidence of Implementation Sample Indicators</b></p>	<p><b>Year 1 Implementation Description</b></p>	<p><b>Year 2 Project Description</b></p>	<p><b>Year 2 Timeline</b></p>
<p>Align other resources with the interventions: The clear alignment of resources</p>	<p>The LEA is committed to providing full support for successful implementation of the Turnaround Model and all reform strategies, and achievement of project goals and success indicators. To ensure the necessary resources for successful initiation, implementation, integration, monitoring and evaluation, and sustainability of the Turnaround Model and all intervention strategies in the school, and to meet SIG targets, the LEA will: (1) direct allocations of SIG funds to support only project activities; and (2) align, reallocate, and coordinate allocation and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align funds from federal and State sources with SIG activities</p>	<p>In Year 2, the LEA will continue to provide full support for successful implementation of the Turnaround Model and all reform strategies, and achievement of project goals and success indicators. To ensure the necessary resources for successful initiation, implementation, integration, monitoring and evaluation, and sustainability of the Turnaround Model and all intervention strategies in the school, and to meet SIG targets, the LEA will continue to: (1) direct allocations of SIG funds to support only project activities; and (2) align, reallocate, and coordinate allocation and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align funds from federal and State sources with SIG activities</p>	<p>September 2012- August 2013</p>
<p>Alignment with the NJCCC</p>	<p>In Year 1, the LEA provided resources and support for additional and extensive curriculum review and development to ensure alignment of curricula for all subject areas with the NJCCCS, and to complete alignment with the Common Core Standards for Math in</p>	<p>In Year 2, the LEA will continue to provide resources and support for additional and extensive curriculum review and development to ensure alignment of curricula for all subject areas with the NJCCCS, and to complete alignment with the Common Core Standards</p>	<p>September 2012- August 2013</p>

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

	<p>grades 7-8 and all high school subject areas. All curriculum alignment activities were conducted by instructional staff under the supervision of district supervisory personnel assigned to each curriculum area.</p>	<p>for Math in grades 7-8 and all high school subject areas. All curriculum alignment activities will be conducted by instructional staff under the supervision of district supervisory personnel assigned to each curriculum area.</p>	
<p>Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources</p>	<p>For Year 1, the LEA: (1) directed allocations of SIG funds to support <u>only</u> SIG project activities; (2) aligned, reallocated, and coordinated allocations and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) aligned and coordinated funds from federal and State sources with SIG activities to support implementation and meet targets (see list below).</p> <p><b>1. Title I, Part A</b> (school-wide or targeted Assistance Programs) -- To provide support for implementing a research-based instructional program that is aligned vertically across grade levels, and with State academic standards.</p> <p><b>2. 1003(a) Statewide System of Support (SIA Part a funds)</b> – To assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the Turnaround Model.</p> <p><b>3. Title II, Part A</b> -- To recruit teaching staff with the skills and experience to operate effectively within the Turnaround Model.</p>	<p>For Year 2, the LEA will continue to: (1) direct allocations of SIG funds to support <u>only</u> SIG project activities; (2) align, reallocate, and coordinate allocations and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align and coordinate funds from federal and State sources with SIG activities to support implementation and meet targets (see list below).</p> <p><b>1. Title I, Part A</b> (school-wide or targeted Assistance Programs) -- To provide support for implementing a research-based instructional program that is aligned vertically across grade levels, and with State academic standards.</p> <p><b>2. 1003(a) Statewide System of Support (SIA Part a funds)</b> – To assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the Turnaround Model.</p> <p><b>3. Title II, Part A</b> -- To recruit teaching staff with the skills and experience to operate effectively within the Turnaround Model.</p>	<p>September 2012- August 2013</p>

**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

	<p>4. <b>Title II, Part D (Ed. Tech)</b> -- (a) To provide staff online job-embedded professional development; (b) Promote the continuous use of student data through electronic means.</p> <p>5. <b>IDEA</b> – To provide support to special education students, and to their teachers and parents/families.</p>	<p>4. <b>Title II, Part D (Ed. Tech)</b> -- (a) To provide staff online job-embedded professional development; (b) Promote the continuous use of student data through electronic means.</p> <p>5. <b>IDEA</b> – To provide support to special education students, and to their teachers and parents/families.</p>	
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<p><b>Activity 2: Barriers of Year 1 Implementation</b></p>	<p>In Year 1, the SIG grant was under the authority of the SIG Division (District Turnaround Leader and Principal), but the local school budget remained under the authority of the High School Division, which posed a barrier to efficiently and effectively coordinating all resources and providing full operational flexibility over the budget and resources by the Principal.</p>
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
<p>Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>	<p>The LEA was committed to improving conditions for school leadership practice to enable the principal and other school leaders to effectively focus on their primary role as instructional leaders --- the continuous improvement of teaching and student achievement. Organizational structure was the framework within which decisions were made and executed, lines of authority were defined, communication was channeled, and institutional intent was made graphic. Designing or changing organizational structures and operational procedures was required for persistently low-achieving schools in order to efficiently and effectively initiate and manage the interventions applied in the school. To this end, the LEA provided support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often impeded their ability to function effectively as: (1) instructional leaders who were able to focus their attention and efforts on continuous improvement of student achievement; and (2)</p>	<p>In Year 2, the LEA will continue to be committed to improving conditions for school leadership practice to enable the principal and other school leaders to effectively focus on their primary role as instructional leaders --- the continuous improvement of teaching and student achievement. Organizational structure is the framework within which decisions are made and executed, lines of authority are defined, communication is channeled, and institutional intent is made graphic. Designing or changing organizational structures and operational procedures is required for persistently low-achieving schools in order to efficiently and effectively initiate and manage the interventions applied in the school. To this end, the LEA will continue to provide support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often impede their ability to function effectively as: (1) instructional leaders who are able to focus their attention and efforts on continuous improvement of student achievement; and (2)</p>	<p>September 2012- August 2013</p>

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	<p>strategic managers who were able to be proactive rather than reactive and crisis-oriented in their approach to school organization and management, personal and staff productivity, and allocating resources focused on improving student achievement.</p> <p>Establishment of the new administrative and governance structure provided exclusive and direct support to the school for grant oversight and administration, project implementation, budget disbursement to schools, and budget reporting and monitoring, and performance measure tracking. These processes were facilitated by a streamlined reporting structure having the District Turnaround Leader reporting to the Superintendent, the Principal and District Turnaround Team reporting to the District Turnaround Leader, and a Business Office representative serving on the District Turnaround Team.</p> <p>The LEA developed and implemented strategies to streamline and realign their organizational structures, policies and procedures, and operational practices to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. To this end, the LEA: (1) reviewed district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools; (2) realigned governance and authority</p>	<p>strategic managers who are able to be proactive rather than reactive and crisis-oriented in their approach to school organization and management, personal and staff productivity, and allocating resources focused on improving student achievement.</p> <p>Establishment of the new administrative and governance structure provides exclusive and direct support to the school for grant oversight and administration, project implementation, budget disbursement to schools, and budget reporting and monitoring, and performance measure tracking. These processes will continue to be facilitated by a streamlined reporting structure having the District Turnaround Leader reporting to the Superintendent, and the Principal and District Turnaround Team reporting to the District Turnaround Leader.</p> <p>The LEA will continue to develop and implement strategies to streamline and realign their organizational structures, policies and procedures, and operational practices to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. To this end, the LEA will continue to: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools; (2) realign governance and authority structures as needed</p>	
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	<p>structures as needed by redefining roles, functions, responsibilities, and relationships to focus on supporting the teaching and learning process; (3) developed and implemented organizational models that effectively shifted authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; (4) redefined roles and responsibilities for key district-level staff and assigned them to the school to provide direct support and technical assistance to the school, thereby assisting school leaders with both non-instructional tasks and instructional tasks to support their ability to focus on the teaching and learning process; (5) implemented structures to support collaboration shared decision making at the school (i.e. standing committees for broad stakeholder involvement), and developed the school as a professional learning community; and (6) provided school leaders with mentoring/coaching as part of continuing professional development to support them in overcoming the challenges and obstacles that impede their effectiveness.</p> <p>The LEA and school, with staff input and involvement, developed and implemented “Staff Performance and Practices Rubrics” that defined high levels of implementation of leadership and instructional practices based on: the performance standards and</p>	<p>by redefining roles, functions, responsibilities, and relationships to focus on supporting the teaching and learning process; (3) develop and implement organizational models that will effectively shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; (4) redefine roles and responsibilities for key district-level staff and assign them to the school to provide direct support and technical assistance to the school, thereby assisting school leaders with both non-instructional tasks and instructional tasks to support their ability to focus on the teaching and learning process; (5) implement structures to support collaboration shared decision making at the school (i.e. standing committees for broad stakeholder involvement), and develop the school as a professional learning community; and (6) provide school leaders with mentoring/coaching as part of continuing professional development to support them in overcoming the challenges and obstacles that impede their effectiveness.</p> <p>The LEA and school will continue to, with staff input and involvement, develop and implement “Staff Performance and Practices Rubrics” that define high levels of implementation of leadership and instructional practices based on: the</p>	
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	<p>competencies for school leaders and staff; positive changes in professional and teaching practices that support student learning; and student growth and achievement outcomes. The LEA built upon and adapted existing staff performance rubrics (i.e. Danielson’s “Framework for Teaching”) to various staff roles as needed. Using the Staff Performance and Practices Rubrics, the LEA and school designed and implemented a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development and specialized support structures, and redesigned supervision and evaluation systems.</p> <p>The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements were embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators were formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walk-throughs, and conferences. Pre-post self-assessments and reflective journal components were built into the evaluation and professional development processes where</p>	<p>performance standards and competencies for school leaders and staff; positive changes in professional and teaching practices that support student learning; and student growth and achievement outcomes. The LEA will continue to build upon and adapt existing staff performance rubrics (i.e. Danielson’s “Framework for Teaching”) to various staff roles as needed. Using the Staff Performance and Practices Rubrics, the LEA and school will continue to design and implement a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development and specialized support structures, and redesigned supervision and evaluation systems.</p> <p>The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements will continue to be embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators will continue to formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walk-throughs, and conferences. Pre-post self-assessments and reflective journal components will continue</p>	
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	<p>staff could identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data was formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.</p>	<p>to be built into the evaluation and professional development processes where staff can identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data will continue to be formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.</p>	
<p>District level staff assignments to implement the interventions Involvement of LEA stakeholders in decision making</p>	<p>The LEA’s commitment and capacity are demonstrated by the district personnel that will be assigned to support, organize and manage implementation of project activities as appropriate to their roles and responsibilities. The LEA has developed a district organizational infrastructure that includes the SIG District Turnaround Leader and SIG District Turnaround Team and key district administrators and supervisors, which requires articulation and collaboration to support the project. The district organizational infrastructure is designed to support the District Turnaround Team, the Principal, and the school regarding: (1) effective development, implementation,</p>	<p>In Year 2, the LEA’s commitment and capacity will continue to be demonstrated by the district personnel that will be assigned to support, organize and manage implementation of project activities as appropriate to their roles and responsibilities. The LEA will continue to develop a district organizational infrastructure that includes the SIG District Turnaround Leader and SIG District Turnaround Team and key district administrators and supervisors, which requires articulation and collaboration to support the project. The district organizational infrastructure will continue to support the District Turnaround Team, the Principal, and the school regarding: (1) effective</p>	<p>September 2012- August 2013</p>

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	<p>coordination, monitoring, and evaluation of activities and achievement of project goals and success indicators within specified timelines; (2) areas where specific expertise and support is required; and (3) feedback related to management, coordination and continuous improvement of project strategies, programs and activities.</p>	<p>development, implementation, coordination, monitoring, and evaluation of activities and achievement of project goals and success indicators within specified timelines; (2) areas where specific expertise and support is required; and (3) feedback related to management, coordination and continuous improvement of project strategies, programs and activities.</p>	
<p>Process for making collaborative decisions</p>	<p>The LEA supported, reinforced, and expanded its collaborative efforts through the structures, policies, procedures and practices initiated. Roles, responsibilities, and accountabilities to encourage and participate in collaborative problem solving and decision making with key stakeholders were reinforced. District and school structures and processes regularly communicated with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process. The LEA expanded its collection and analysis of data (e.g. surveys, meetings, focus groups) to further broaden stakeholder involvement, input, and support for the project, and to reinforce data-driven decision-making..</p>	<p>In Year 2, the LEA will continue to support, reinforce, and expand its collaborative efforts through the structures, policies, procedures and practices initiated in Year 1. Roles, responsibilities, and accountabilities to encourage and participate in collaborative problem solving and decision making with key stakeholders will be reinforced. District and school structures and processes will be continued to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process. The LEA will continue to expand its collection and analysis of data (e.g. surveys, meetings, focus groups) to further broaden stakeholder involvement, input, and support for the project, and to reinforce data-driven decision-making.</p>	<p>September 2012- August 2013</p>
<p>Involvement of other critical stakeholders, such as the other State and local leaders (e.g., business, community, civil rights, and education association leaders); parent,</p>	<p>The LEA will establish collaborative processes through district and school level structures (i.e. the District Turnaround Team, School Improvement Team), policies and procedures to ensure stakeholder involvement, coordination of project</p>	<p>In Year 2, the LEA will continue to establish collaborative processes through district and school level structures (i.e. the District Turnaround Team, School Improvement Team), policies and procedures to ensure stakeholder involvement, coordination of</p>	<p>September 2012- August 2013</p>

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<p>student, and community organizations (<i>e.g.</i>, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education</p>	<p>implementation at district and school levels, and coherent and efficient management of the project at all levels. All district and school leaders in the project will have a specific role, responsibility, and accountability to encourage and participate in collaborative problem solving and decision making with key stakeholders to ensure that they continuously support school reforms. Leaders must develop structures and processes to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and involve them in the school reform process. Broad stakeholder involvement will provide essential input and support for the project through collaboration and consensus decision making, and advisement to the Principal who will have final approval as appropriate to the matter at hand.</p> <p>Stakeholders include local bargaining units, district and school staff, parents/families, and community members. Local bargaining units will be involved as it relates to possible changes in local bargaining agreements to implement project reforms. Collaboration with staff is integral to obtaining their understanding, “buy in”, and continuing support for reform strategies and changes in their practices. Parents and families are essential to supporting reform efforts in the school by advocating for their children and supporting learning at home. Community</p>	<p>project implementation at district and school levels, and coherent and efficient management of the project at all levels. All district and school leaders in the project will continue to have a specific role, responsibility, and accountability to encourage and participate in collaborative problem solving and decision making with key stakeholders to ensure that they continuously support school reforms. Leaders will continue to develop structures and processes to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and involve them in the school reform process. Broad stakeholder involvement will continue to provide essential input and support for the project through collaboration and consensus decision making, and advisement to the Principal who will have final approval as appropriate to the matter at hand.</p> <p>Stakeholders will continue to include local bargaining units, district and school staff, parents/families, and community members. Local bargaining units will continue to be involved as it relates to possible changes in local bargaining agreements to implement project reforms. Collaboration with staff will continue to be integral to obtaining their understanding, “buy in”, and continuing support for reform strategies and changes in their practices. Parents and families will continue to be essential to supporting reform</p>	
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	<p>members and organizations must be engaged as taxpayers and advocates for providing the resources necessary for continuing school reform, and to develop partnerships that provide services and experiences that support student learning.</p>	<p>efforts in the school by advocating for their children and supporting learning at home. Community members and organizations will continue to be engaged as taxpayers and advocates for providing the resources necessary for continuing school reform, and to develop partnerships that provide services and experiences that support student learning.</p>	
<p>LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools</p>	<p>The LEA initiated the “project management team” and project management procedures and strengthened management and coordination of all facets of the project by:</p> <ol style="list-style-type: none"> <li>1. Shifting authority for the local high school budget from the High school Division to the SIG Division under the authority of the District turnaround Leader to facilitate coordination of fiscal oversight and reporting for the district, and ensure alignment of SIG, local, federal and state funds and resources;</li> <li>2. Filling the vacancies for the two District Turnaround Supervisors (Student Support Services, and Supervisor for Curriculum and Instruction), which provided additional support for effective and efficient implementation of project activities, operations, coordination of project activities, and project management at district and school levels;</li> </ol> <p><b><u>Project Director</u></b> The District Turnaround Leader was employed full-time by the LEA reporting directly to the Superintendent, and</p>	<p>In Year 2, the LEA will continue the “project management team” and project management procedures initiated in Year 1, and will continue to strengthen management and coordination of all facets of the project by:</p> <ol style="list-style-type: none"> <li>1. Filling the vacancies for Supervisor of Technology which will provide additional support for effective and efficient implementation of project activities, operations, coordination of project activities, and project management at district and school levels;</li> </ol> <p><b><u>Project Director</u></b> The District Turnaround Leader will continue to be employed full-time by the LEA reporting directly to the Superintendent, and served as the Project Director (PD) responsible for: (1) providing leadership, direction, coordination, oversight, technical assistance for the project, and district-level grant and project management; (2) supervision and evaluation of the members of the District Turnaround Team who were directly responsible for implementation, coordination, monitoring and</p>	<p>September 2012- August 2013</p>

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	<p>served as the Project Director (PD) responsible for: (1) providing leadership, direction, coordination, oversight, technical assistance for the project, and district-level grant and project management; (2) supervision and evaluation of the Principal and members of the District Turnaround Team who were directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and Network Turnaround Officer (NTO) related to grant and project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines.</p> <p><b><u>School Project Manager</u></b> The Principal served as the <i>School Project Manager</i> reporting to the District Turnaround Leader, and was responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with key stakeholders; (2) school-level management, coordination,</p>	<p>evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and Network Turnaround Officer (NTO) related to grant and project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines.</p> <p><b><u>School Project Manager</u></b> The Principal will continue to served as the <i>School Project Manager</i> reporting to the District Turnaround Leader, and was responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with key stakeholders; (2) school-level management, coordination, monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation</p>	
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	<p>monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines.</p> <p><b><u>District Turnaround Supervisors</u></b> District Turnaround Supervisors were full-time district employees who reported to the District Turnaround Leader and are assigned to the school.</p> <p>Major project management responsibilities for each supervisor focused on specific project components and activities to which they were assigned, and included: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with the Principal and district and school staff; (2) conducting ongoing project monitoring and evaluation activities at district</p>	<p>activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines.</p> <p><b><u>District Turnaround Supervisors</u></b> District Turnaround Supervisors will continue to be full-time district employees who report to the District Turnaround Leader and are assigned to the school.</p> <p>Major project management responsibilities for each supervisor will continue to focus on specific project components and activities to which they are assigned, and include: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with the Principal and district and school staff; (2) conducting ongoing project monitoring and evaluation activities at district and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing</p>	
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	<p>and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.</p>	<p>required reports within specified timelines.</p>	
<p><b>Activity 3: Barriers of Year 1 Implementation</b></p>	<p>There were no major barriers to approving policies, procedures, and new structures because of LEA commitment and BOE support. However, transition and adjustment to changes, new roles and responsibilities, and procedures by staff took time, which was the primary barrier to full implementation of streamlined structures and procedures designed to provide sufficient autonomy for the District Turnaround Team and school, and operational flexibility for the principal. It was clear that it would take more time than anticipated for district and school staff to adjust to having lesser or greater authority and involvement in day-to-day decisions and activities. It was also evident that some were concerned about relinquishing authority and the impact it may have on their positions, and that many found comfort and security in the bureaucratic processes to which they had become accustomed.</p>		

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<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>			
<p><b>Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal</b></p>			
Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>The Internal District Team supports to the school</p>	<p>Hired the two District Turnaround Team Supervisors (Student Support Services Supervisor and Academic Supervisor) ; Further clarified and reinforced the roles, responsibilities, accountabilities, and authority in writing for the DTL, DTT, Principal, and district personnel who were designated to support the project (i.e. Business Office, Human Resources, Division Associate Superintendents) in writing and meetings by the Superintendent; Required a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the SIG Division by the DTL and principal; Shifted authority for local school budget and coordination of State and Federal funding (Title 1, etc.) to the SIG Division with district oversight provided by the DTL; Shifted authority for personnel decisions to the Principal in consultation with the District Turnaround Leader who must provide district oversight; Improved coordination between SIG</p>	<p>In Year 2, the LEA will continue to: Seek to hire the Supervisor of it was unable to hire in Year 1 due to lack of qualified applicants; Continue to clarify and reinforce the roles, responsibilities, accountabilities, and authority in writing for the DTL, DTT, Principal, and district personnel who are designated to support the project (i.e. Business Office, Human Resources, Division Associate Superintendents) in writing and meetings by the Superintendent; Continue to require a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the SIG Division by the DTL and principal; Continue to shift authority for local school budget and coordination of State and Federal funding (Title 1, etc.) to the SIG Division with district oversight provided by the DTL; Continue to shift authority for personnel decisions to the Principal in consultation with the District Turnaround Leader who must provide district oversight;</p>	<p>September 2012- August 2013</p>

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	<p>Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and SIG school regarding personnel decisions and budget allocations that will ensure timely hiring and continuity of high quality staff.</p>	<p>Continue to improve coordination between SIG Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and SIG school regarding personnel decisions and budget allocations that will ensure timely hiring and continuity of high quality staff.</p>	
<p>LEA-level activities designed to support implementation of the selected models</p>	<p>Shifted authority for local high school budget to the SIG Division with oversight and approvals provided by the DTL;                  Shifted authority for personnel decisions to the Principal in consultation with the DTL, and district oversight provided by the DTL;                  Improved coordination between the SIG Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and school regarding personnel decisions to ensure timely hiring and continuity of high quality staff;                  Further developed and implemented a “Performance-Based School Leader Evaluation System” requiring high performance standards and accountabilities for the Principal and other school leaders to achieve project goals and success indicators;                  Further developed and implemented a “Performance-Based Staff Evaluation Process (PBSE)” that linked evaluation to student achievement outcomes and guided professional development, targeted assistance for low-performing staff, and personnel decisions;</p>	<p>In Year 2, the LEA will continue to:                  Shift authority for local high school budget to the SIG Division with oversight and approvals provided by the DTL;                  Shift authority for personnel decisions to the Principal in consultation with the DTL, and district oversight provided by the DTL;                  Improve coordination between the SIG Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and school regarding personnel decisions to ensure timely hiring and continuity of high quality staff;                  Develop and implement a “Performance-Based School Leader Evaluation System” requiring high performance standards and accountabilities for the Principal and other school leaders to achieve project goals and success indicators;                  Develop and implement a “Performance-Based Staff Evaluation Process (PBSE)” that links evaluation to student achievement outcomes and guides professional development, targeted assistance for low-performing staff, and personnel decisions;</p>	<p>September 2012-                  August 2013</p>

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	<p>Further developed and implemented a “Performance-Based Incentives and Rewards Program” to recruit, hire and retain high-quality staff;                  Supported and required full implementation of a “Balanced Student Assessment System” that provides diagnostic data to routinely assess student learning and differentiate instruction, and a “Response to Intervention Program” that provided a system to diagnose and provide interventions for low-achieving and at-risk students;                  Supported development and full implementation of a “Personalized Student Learning Model”;                  Supported continued implementation of a minimum of 300 hours per year for increased learning time for all students;                  Supported and required full implementation of a “Personalized Student Support Services Model” and the “Advisory Program”;                  Continue support for implementation of special programs and activities at the school to improve student transition from middle school to high school, student retention, graduation, and preparation for post-secondary education and 21<sup>st</sup> century careers;                  Supported and required full implementation of the school’s “Family/Community Engagement Plan” to improve parent/family and community involvement and collaboration to support school reform and student learning.                  The LEA also supported:</p>	<p>Develop and implement a “Performance-Based Incentives and Rewards Program” to recruit, hire and retain high-quality staff;                  Support and require full implementation of a “Balanced Student Assessment System” that provides diagnostic data to routinely assess student learning and differentiate instruction, and a “Response to Intervention Program” that provides a system to diagnose and provide interventions for low-achieving and at-risk students;                  Support development and full implementation of a “Personalized Student Learning Model”;                  Support continued implementation of a minimum of 300 hours per year for increased learning time for all students;                  Support and require full implementation of a “Personalized Student Support Services Model” and the “Advisory Program”;                  Support for implementation of special programs and activities at the school to improve student transition from middle school to high school, student retention, graduation, and preparation for post-secondary education and 21<sup>st</sup> century careers;                  Support and require full implementation of the school’s “Family/Community Engagement Plan” to improve parent/family and community involvement and collaboration to support school reform and student learning.                  The LEA will also continue support for:                  a) The “Quality Teacher Pipeline”;                  b) Implementation of “Professional Learning</p>	
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	<ul style="list-style-type: none"> <li>a) The “Quality Teacher Pipeline”;</li> <li>b) Implementation of “Professional Learning Community (PLC) Model”;</li> <li>c) Data systems and use of data;</li> <li>d) Use of external service providers as appropriate;</li> <li>e) A rigorous standards-driven academic curriculum;</li> <li>f) Small Learning Communities for all grade levels in the school</li> </ul>	<ul style="list-style-type: none"> <li>c) Data systems and use of data;</li> <li>d) Use of external service providers as appropriate;</li> <li>e) A rigorous standards-driven academic curriculum;</li> <li>f) Small Learning Communities for all grade levels in the school</li> </ul>	
Development and use of data systems	The LEA provided training and access to the data systems available. In addition, the LEA provided training and access to a new Student Information System (Infinite Campus), which will be implemented in Year 2 and available to all schools. In addition, training was provided on the Scantron Achievement Series, NJSMART, and Data Warehouse (Academic Data Decision Support System)	In Year 2, the LEA will continue to provide additional training and access to the data systems available in Year 1. In addition, the LEA will continue to provide training and access to a new Student Information System (Infinite Campus), which was implemented in Year 2 and available to all schools. In addition, training will continue to be provided on the Scantron Achievement Series, NJSMART, and Data Warehouse.	September 2012-August 2013
The district’s system to conduct classroom walkthroughs	The LEA and school implemented school and classroom walkthroughs aligned with the CAPA domains and SIG activities and success indicators to monitor project implementation and instructional practices. Walkthroughs were conducted by the School Leadership Team, District Turnaround Team, and district supervisors. Data from the walkthroughs was collected and analyzed, written reports and feedback shared with staff as appropriate, and adjustments to project activities and processes were made as needed.	In Year 2, the LEA and school will continue implementation of school and classroom walkthroughs aligned with the CAPA domains and SIG activities and success indicators to monitor project implementation and instructional practices. Walkthroughs will continue to be conducted by the School Leadership Team, District Turnaround Team, and district supervisors. Data from the walkthroughs will continue to be collected and analyzed, written reports and feedback shared with staff as appropriate, and adjustments to project activities and processes will be made as needed.	September 2012-August 2013

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	<p>The LEA and school developed and implemented “Staff Performance and Practices Rubrics”, and designed and implemented a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development, targeted assistance and specialized support, and redesigned supervision and evaluation systems.</p> <p>The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements were embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators will formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walk-throughs, and conferences. Pre-post self-assessments and reflective journal components were built into the evaluation and professional development processes where staff identified current practices, self-monitored, reflected upon, and determined professional growth and changes/improvements in practice, discussed reflections and findings with supervisors and mentors, and used reflections and pre-post</p>	<p>In Year 2, the LEA and school will continue to develop and implement “Staff Performance and Practices Rubrics”, and design and implement a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development, targeted assistance and specialized support, and redesigned supervision and evaluation systems.</p> <p>The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements will continue to be embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators will continue to formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walk-throughs, and conferences. Pre-post self-assessments and reflective journal components will continue to be built into the evaluation and professional development processes where staff can identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and</p>	
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**LEA UPDATE OF COMMITMENT AND CAPACITY**

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	<p>self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data were formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.</p>	<p>mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data will continue to be formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.</p>	
<p>The district oversight responsibilities and role of CSA</p>	<p>The LEA strengthened the policies, structures, and procedures to ensure efficient and effective district oversight of the project. The District Turnaround Leader served as Project Director and had full authority over the SIG Division and responsibility for district oversight and management of the grant and project. The Principal served as School Project Manager and had full responsibility for oversight and management of the project at the school level. The DTL, Principal and District Turnaround Supervisors served as the “Project Management Team” to oversee, monitor, and assess project implementation, and to make recommendations for project adjustments as needed.</p> <p>The Superintendent’s role remained unchanged and continued to provide support for implementation of the project by: reducing bureaucratic layers and red tape;</p>	<p>In Year 2, the LEA will continue and strengthen the policies, structures, and procedures implemented in Year 1 to ensure efficient and effective district oversight of the project. The District Turnaround Leader will continue to serve as Project Director and have full authority over the SIG Division and responsibility for district oversight and management of the grant and project. The Principal will continue to serve as School Project Manager and have full responsibility for oversight and management of the project at the school level. The DTL, Principal and District Turnaround Supervisors will continue to serve as the “Project Management Team” to oversee, monitor, and assess project implementation, and to make recommendations for project adjustments as needed.</p> <p>The Superintendent’s role will remain unchanged for Year 2, and will continue to</p>	<p>September 2012- August 2013</p>

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	removing barriers; and facilitating decisions, approvals, and actions based on the school’s needs and recommendations of the Principal and DTL.	provide support for implementation of the project by: reducing bureaucratic layers and red tape; removing barriers; and facilitating decisions, approvals, and actions based on the school’s needs and recommendations of the Principal and DTL.	
Support of the Teacher’s Union	The LEA implemented an excellent working relationship with the Teacher’s Union and worked collaboratively with them to facilitate any changes in working conditions, personnel decisions, and compensation for instructional and non-instructional staff to support SIG project activities, such as: (a) additional compensation for instructional and non-instructional staff and teacher leaders to implement reform strategies in the school; and (b) appropriate incentives and rewards for staff (i.e. compensation, release time, awards and recognitions, new positions).	In Year 2, the LEA will continue its excellent working relationship with the Teacher’s Union and to working collaboratively with them to facilitate any changes in working conditions, personnel decisions, and compensation for instructional and non-instructional staff to support SIG project activities, such as: (a) additional compensation for instructional and non-instructional staff and teacher leaders to implement reform strategies in the school; and (b) appropriate incentives and rewards for staff (i.e. compensation, release time, awards and recognitions, new positions).	September 2012- August 2013
Support of School Board	The LEA was assured by the BOE that it would have full BOE support for implementation of SIG project activities as evidenced by BOE approval of the SIG renewal application.	The LEA is assured by the BOE that it will continue to have full BOE support for implementation of SIG project activities in Year 2, as evidenced by BOE approval of the SIG renewal application.	September 2012- August 2013
Evaluation of Principal and level of implementation	The LEA developed and implemented a “Performance-Based School Leader Evaluation” that was aligned with the knowledge, skills, and personal dispositions required by the New Jersey Professional Standards for School Leaders (NJPSSL)	In Year 2, the LEA will continue to develop and implement a “Performance-Based School Leader Evaluation” that builds upon the “School Leader Turnaround Competencies” established in Year 1, and is aligned with the knowledge, skills, and personal dispositions required by the New Jersey Professional Standards for School Leaders (NJPSSL)	September 2012- August 2013

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<b>Activity 4: Barriers of Year 1 Implementation:</b>	While the principal evaluation was implemented, the time line and student growth piece did not allow for multiple evaluations.
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<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>			
<p><b>Activity #5 - SIG Required LEA Commitment</b> - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:</p>			
Evidence of Implementation Sample Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>Selection of staff</p>	<p>The LEA provided operational flexibility to the Principal and school by streamlining and realigning organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA: (1) reviewed district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realigned district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shifted authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning; and (4) improved coordination for implementation of</p>	<p>In Year 2, the LEA will continue to provide extensive operational flexibility to the Principal and school by continuing to streamline and realign organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA will continue to: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realign district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and</p>	<p>September 2012- August 2013</p>

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	<p>project activities by improving coordination between the school and district units and staff..</p> <p>The LEA addressed coordination between the Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.</p>	<p>student learning; and (4) improve coordination for implementation of project activities by improving coordination between the school and district units and staff..</p> <p>In Year 2, the LEA will continue to specifically address coordination between the Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.</p>	
Scheduling	<p>The LEA supported the school and allocated resources to fully implement a schedule that included a minimum of 300 hours of extended learning time opportunities for all students, using extended day and extended year structures.</p>	<p>In Year 2, the LEA will continue to support the school and allocate resources to fully implement a schedule that includes a minimum of 300 hours of extended learning time opportunities for all students, using extended day and extended year structures.</p>	September 2012- August 2013
Budgeting	<p>The Principal had authority for the school’s budget and resource allocations. The District Turnaround Leader oversaw and managed the SIG budget, and responsibility for district oversight of the school budget was transferred from the High School Division to the SIG Division, and from the Associate Superintendent for High Schools to the District Turnaround Leader.</p>	<p>In Year 2, the Principal will continue to have authority for the school’s budget and resource allocations. The District Turnaround Leader will continue to oversee and manage the SIG budget, and responsibility for district oversight of the school budget will continue to be the responsibility of the SIG Division and the District Turnaround Leader.</p>	September 2012- August 2013
Greater accountability for results	<p>The LEA implemented : (1) a “Performance-Based School Leader Evaluation System (PBSE)” for the Principal and all other school leaders; (2) policies, procedures, systems, protocols, user manuals, and training that document and facilitate the school leader evaluation process; (3) a range of approaches to supervision and professional development that complement PBSE and support high</p>	<p>In Year 2, the LEA will continue to implement : (1) a “Performance-Based School Leader Evaluation System (PBSE)” for the Principal and all other school leaders; (2) policies, procedures, systems, protocols, user manuals, and training that document and facilitate the school leader evaluation process; (3) a range of approaches to supervision and professional development that complement</p>	September 2012- August 2013

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	expectations for school leader performance linked to specific measureable results (i.e. school walkthroughs; mentoring; peer coaching; portfolio assessment; peer assessment; reflective practice; peer support groups); and (4) multiple measures that link school leader performance to successful implementation of Turnaround interventions and achievement of school and student outcomes using data and evidence of progress toward and achievement of success indicators	PBSE and support high expectations for school leader performance linked to specific measureable results (i.e. school walkthroughs; mentoring; peer coaching; portfolio assessment; peer assessment; reflective practice; peer support groups); and (4) multiple measures that link school leader performance to successful implementation of Turnaround interventions and achievement of school and student outcomes using data and evidence of progress toward and achievement of success indicators.	
Selection of professional development services and providers	The LEA supported the Principal and school in the selection of professional development services and providers in accordance with established policies and procedures.	In Year 2, the LEA will continue to support the Principal and school in the selection of professional development services and providers in accordance with policies and procedures established in Year 1.	September 2012- August 2013
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	The LEA supported the school regarding bids and competitive contracting of external service providers in accordance with federal and state statutes and regulations, and established LEA policies and procedures.	In Year 2, the LEA will continue to support the school regarding bids and competitive contracting of external service providers in accordance with federal and state statutes and regulations, and LEA policies and procedures established in Year 2.	September 2012- August 2013

<b>Activity 5: Barriers of Year 1 Implementation</b>	In Year 1, the SIG grant was under the authority of the SIG Division (District Turnaround Leader and Principal), but the local school budget for Lincoln High School remained under the authority of the High School Division, which posed a barrier to coordinating resources and full operational flexibility over the budget and resources by the Principal.
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**LEA ACTIVITY PLAN**

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<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>								
<p><b>Activity 1: Management of External Providers</b></p>								
<p><b>SMART Goal:</b></p>			<p><b>During the 2012-2013 school year, the LEA will continue to demonstrate proficiency in the management of the grant which includes, but is not limited to: 1) 100% of all RFP’s are written, reviewed and approved by the Board of Education within an 8-12 week time frame; 2) 100% of all SIG related progress reports will be complete and submitted by the stated deadline; 3) 90% of all required SIG Staff and stakeholders will attend the 9 DEPAC and 9 Intra-District Committee meetings for input and discussion regarding the management of the grant.</b></p>					
<p><b>Measurable Effectiveness Data:</b></p>			<p><b>The LEA provides evidence of implementation of:</b>                      1. RFP contracts will contain required outcomes of the vendor. They will be reviewed by a committee of supervisors and principals. The performance of the vendor selected will be monitored by the SIG supervisors at the building level;                      2. The required SIG reports will continue to be submitted by the deadline;                      3. The management plan will show deadlines and persons responsible to support and implement the SIG grant.</p>					
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to recruit, screen and contract with high quality external provider(s) to support professional development for all staff and provide expertise for targeted technical assistance.	Dist. Turnaround Leader Principal	SIG Resources LEA Resources	<ul style="list-style-type: none"> <li>External provider contracts</li> <li>Professional dev. program descriptions</li> </ul>	X	X	X	X
2	Continue to facilitate advertisement and bid announcements, and timely hiring once selection of external providers is made	Dist. Turnaround Leader Director, HR Business Administrator	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Advertisement and bid announcements</li> </ul>	X	X	X	X
3	Ensure that the pool of contractors solicited is as expansive as possible with all responsible vendors permitted	Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>List of contractor pool</li> </ul>	X	X	X	X

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	to compete							
4	Draft all statements of work in clear and unambiguous terms (e.g. in RFP, final contracts) that emphasize the result and outcomes to be achieved.	Dist. Turnaround Leader Principal Business Administrator Dist. Legal Counsel	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Written statements of work</li> </ul>	X	X	X	X
5	Judge all proposals on the basis of predetermined, merit-based evaluative criteria, made known to vendors before proposals are submitted.	Principal Dist. Turnaround Leader Dist. Turnaround Supvs.	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Evaluative criteria for vendor selection</li> </ul>	X	X	X	X
6	Ensure that the selection process can withstand scrutiny under a protest challenge by awarding recommendations that are well-documented and retained, and using written award recommendations that (a) explain the factors that led to the award decision, (b) offer qualitative discussion of the leading competing proposals, and (c) describe the specific characteristics of the winning vendor’s proposal that resulted in its selection over the others.	Dist. Turnaround Leader Principal Dist. Legal Counsel	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Description of selection process</li> <li>Written award recommendations</li> </ul>	X	X	X	X
7	Ensure that the selection process can withstand scrutiny under a protest challenge by using a scoring process that is well-documented and retained, where every step is documented through: (a) scoring sheets; (b) a written record of what transpired during any permitted negotiations between vendors and procurement officials; (c) a written	Dist. Turnaround Leader Principal Dist. Legal Counsel	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Description of scoring process</li> <li>Written records for scoring, negotiations</li> <li>Written award recommendations</li> </ul>	X	X	X	X

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	comparative analysis of competing proposals,; and (d) a written award recommendation.							
8	Continue the policies, resources, staff, and management plan and procedures for efficient, effective and timely management and monitoring of external provider services and contracts, and make adjustments if needed	Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, management plan, and procedures</li> <li>• Monitoring reports</li> </ul>	X	X	X	X
9	Continue the monitoring and evaluation plan and procedures, and strengthen the process by expanding its collection and use of data related to the effectiveness and impact of external provider services on: implementation of Turnaround Model interventions and strategies; staff knowledge, skills, and practices; staff performance; improved school, classroom and instructional practices; and improved student performance	Dist. Turnaround Leader Principal Dist. Supv. (Assessment & Eval)	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written monitoring and evaluation plan</li> <li>• Data collection and analysis related to impact of services</li> </ul>	X	X	X	X

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<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>								
<p><b>Activity #2: Alignment of Resources</b></p>								
<p><b>SMART Goal:</b></p>			<p><b>By August 2012, the LEA will ensure 100% of the SIG budget for the 2012-2013 school year is financially and academically sound by: 1) analyzing 100% of the school level budgets to ensure all services and materials provided by SIG funds do not supplant; 2) the curriculum and instruction department will participate in a minimum of 5 SIG Collaborative Meetings to align educational programs with the New Jersey Core Curriculum Content Standards.</b></p>					
<p><b>Measurable Effectiveness Data:</b></p>			<p><b>The LEA provides evidence of:</b>                  1. Effective allocation and use of SIG funds to supplement activities in the SIG application not implemented at the district level;                  2. Clear alignment of all educational programs with the New Jersey Core Curriculum Content Standards (NJCCCS).</p>					
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to direct allocations of SIG funds to support <u>only</u> SIG project activities	Dist. Turnaround Leader Business Administrator	SIG Resources	<ul style="list-style-type: none"> <li>SIG budget reports</li> </ul>	X	X	X	X
2	Continue to align, reallocate, and coordinate allocations and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies)	Dist. Turnaround Leader Principal Business Administrator	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>SIG budget reports</li> <li>Local district and school budget reports</li> </ul>	X	X	X	X
3	Continue to align funds from federal and State sources with SIG	Dist. Turnaround Leader Business Administrator Assoc. Supt.	LEA Resources Federal and State Resources	<ul style="list-style-type: none"> <li>SIG budget reports</li> <li>Federal budget reports</li> <li>State budget reports</li> </ul>	X	X	X	X

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		(Programs & Services)						
4	District and school staff will continue to collaborate with each other and various stakeholders to ensure alignment, allocation and coordination of resources to support the project, and make adjustments as needed.	Dist. Turnaround Leader Principal	SIG Resources LEA Resources Federal and State Resources	<ul style="list-style-type: none"> <li>• SIG budget reports</li> <li>• Federal budget reports</li> <li>• State budget reports</li> </ul>	X	X	X	X
5	Continue to provide resources and support for additional and extensive curriculum review and development to ensure alignment of curricula for all subject areas with the NJCCCS under the supervision of district supervisory personnel assigned to each curriculum area.	Dist. Turnaround Leader Dist. Turnaround Supv. (Curr, Inst, Prof.Dev) Assoc. Supt. Curriculum	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• SIG budget reports</li> <li>• Local budget reports</li> </ul>	X	X	X	X
6	Continue to provide resources and support for additional and extensive curriculum review and development to ensure alignment with the Common Core Standards for Math in grades 7-8 and all high school subject areas under the supervision of district supervisory personnel assigned to each curriculum area.	Dist. Turnaround Leader Dist. Turnaround Supv. (Curr, Inst, Prof.Dev) Assoc. Supt. Curriculum	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• SIG budget reports</li> <li>• Local budget reports</li> </ul>	X	X	X	X
7	Continue to align and coordinate funds from federal and State sources with SIG activities to support implementation and meet targets, such as: Title I, Part A (school-wide or targeted Assistance Programs); 1003(a) Statewide System of Support (SIA Part a funds); Title II, Part A; Title II, Part D (Ed. Tech); Title III, Part A (LEP), IDEA)	Dist. Turnaround Leader Principal Business Admin. Assoc. Supt. (Programs & Services) Assoc. Supt C&I Dist. Dir. Ed. Tech	LEA Resources SIG Resources Federal and State Resources	<ul style="list-style-type: none"> <li>• SIG budget reports</li> <li>• Local budget reports</li> <li>• Federal budget reports</li> <li>• State budget reports</li> </ul>	X	X	X	X

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		Dist. Dir. Special Ed.						
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<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>								
<p><b>Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight</b></p>								
<p><b>SMART Goal:</b></p>		<p><b>During the 2012-2013 school year, the LEA will have 100% compliance of commitment and capacity in the management of the grant by:</b></p> <ol style="list-style-type: none"> <li><b>1. Fulfilling 100% of the district level staff positions.</b></li> <li><b>2. Increasing stakeholder participation by 10% at all district and parent meetings related to SIG.</b></li> <li><b>3. Having a minimum of 90% of SIG Staff Members participate in all scheduled collaborative decision-making meetings.</b></li> </ol>						
<p><b>Measurable Effectiveness Data:</b></p>		<p><b><u>The LEA will provide evidence of:</u></b></p> <ol style="list-style-type: none"> <li>1. Sufficient district level staff assignments and increased stakeholder involvement to support full implementation of all reform interventions;</li> <li>2. Implementation of approved policies and procedures that explicitly define roles and responsibilities of leaders and stakeholders in implementing and supporting the grant program and using the approved collaborative decision-making process;</li> <li>3. Increased involvement of district, school and community stakeholders in the collaborative decision making process to support the grant program at district and school levels;</li> <li>4. Involvement of other critical stakeholders, such as the other State and local leaders (<i>e.g.</i>, business, community, civil rights, and education association leaders); parent, student, and community organizations (<i>e.g.</i>, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education;</li> <li>5. The LEA’s comprehensive plan to ensure efficient and effective management of the grant program, organization of work to meet identified needs and deadlines, and operations and processes for areas such as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools.</li> </ol>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to streamline and realign district and school organizational	Superintendent Dist. Turnaround	LEA Resources SIG Resources	• Descriptions of district and school	X	X	X	X

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	structures, policies and procedures, and operational practices to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies that often impede school leaders' ability to function efficiently and effectively	Leader Principal		organization, policies and operational procedures				
2	Continue to provide additional district support for the principal and school through the District Turnaround Leader, District Turnaround Supervisors, and assignment of district personnel as needed	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Staff job descriptions and assignments	X	X	X	X
3	Assign a staff member from the Department of Human Resources as a liaison to the District Turnaround Team who will serve as the contact person for the Principal regarding any personnel decision	Superintendent	LEA Resources	• List of district staff assignments	X	X	X	X
4	Require and conduct regular monthly meetings for the SIG Division, which are chaired by the District Turnaround Leader and include the Principal, District Turnaround Team Supervisors, liaisons from other district units (i.e. Business Dept, HR), and others as appropriate	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Agenda and minutes of monthly meetings	X	X	X	X
5	Establish procedures whereby SIG schools are not required to attend other Division and District meetings unless there is a specific need to do so, which will require DTL approval	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
6	Establish procedures whereby SIG schools are not required to complete,	Superintendent Dist. Turnaround	LEA Resources SIG Resources	• Written procedures and notification to	X	X	X	X

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	submit, and implement other Division and District reports, projects, initiatives, etc. unless there is a specific need to do so, which will require DTL approval	Leader		staff by Superintendent				
7	Require formal executive coaching for the Principal, provided by the District Turnaround Leader as part of continuing professional development to support the Principal in maximizing operational flexibility and overcoming the challenges and obstacles that impede the Principal's efficiency and effectiveness.	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Principal's Professional Growth Plan</li> <li>Documentation of executive coaching activities</li> </ul>	X	X	X	X
8	Continue to maintain and expand the district infrastructure and staff needed to support the project and the school	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Description of district organization and staff assignments</li> </ul>	X	X	X	X
9	Continue to assign district personnel and allocate resources as needed to successfully implement all project activities	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>List of staff assignments</li> <li>SIG and local budget reports</li> </ul>	X	X	X	X
10	Continue to collaborate with key stakeholders in the decision-making process and implementation of interventions at school and district levels	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>List of key stakeholders</li> <li>Agenda and minutes of meetings</li> </ul>	X	X	X	X
11	Continue structures, policies, procedures, practices, and staff roles, responsibilities and accountabilities to support, reinforce, and expand collaborative problem solving and decision making with key stakeholders at school and district levels	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Written descriptions of structures, policies, procedures, practices, and staff roles, responsibilities and accountabilities</li> </ul>	X	X	X	X

LEA ACTIVITY PLAN

LEA : Jersey City Public Schools

12	Continue district and school structures and processes to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written descriptions of structures, processes, for communication and collaboration with key stakeholders</li> <li>• List of partnerships</li> </ul>	X	X	X	X
13	Expand collection and analysis of data (e.g. surveys, meetings, focus groups) to further broaden stakeholder involvement, input, and support for the project, and to reinforce data-driven decision-making	Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Description of data collection and analysis</li> </ul>	X	X	X	X
14	Continue and expand involvement of critical stakeholders (i.e. State and local leaders, parent, student, and community organizations, and higher education institutions) through continuation, expansion, allocation of resources, and support for : collaborative programs and structures; partnerships with non-profit and community-based organizations, and local higher education institutions; continuing outreach; implementation of collaborative school models (i.e. professional learning community)	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Lists of critical stakeholder involvement</li> </ul>	X	X	X	X
15	Continue the “project management team” and project management procedures, and identify areas to strengthen management and coordination	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Description of management procedures and activities conducted</li> <li>• List of improved areas for management and coordination</li> </ul>	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

16	Shift authority for the local high school budget from the High School Division to the SIG Division under the authority of the District Turnaround Leader to facilitate coordination of fiscal oversight and reporting for the district.	Superintendent	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>Written notification to staff by Superintendent</li> </ul>	X	X	X	X
17	Fill vacancies for District Turnaround Supervisors to provide additional support for effective and efficient implementation of project activities, operations, coordination of project activities, and project management at district and school levels;	Superintendent Dist. Turnaround Leader Dept. for HR	SIG Resources	<ul style="list-style-type: none"> <li>Documentation of staff hires</li> </ul>	X	X	X	X
18	Develop a user friendly "SIG Manual" for district and school staff, and other groups as needed, that explicitly describes the SIG Project at district and school levels, and requirements for the Turnaround Model, including: (a) its purpose, goals, targets and success indicators, reform strategies, project activities, and timelines; (b) roles, responsibilities, authority, and accountabilities of district and school staff assigned to the project; (c) project management, monitoring and evaluation; and (d) the process for stakeholder support and input and involvement in the collaborative decision-making process.	Dist. Turnaround Leader Dist Turnarounds Supvs. Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>SIG Manual(s)</li> </ul>	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>								
<p><b>Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal</b></p>								
<p><b>SMART Goal:</b></p>		<p><b>During the 2012-2013 school year, the LEA will implement 100% of the activities designed to support the Turnaround Model by: 1) utilizing data systems created in year 1 and 2 to increase all academic achievement by a minimum of 5% and improving school climate by receiving a minimum of 51% favorable outcomes on SIG Staff Surveys; 2) conducting a minimum of 8 (2 per marking period) classroom walkthroughs; 3) conduct an annual evaluation of the principal’s performance.</b></p>						
<p><b>Measurable Effectiveness Data:</b></p>		<p><b><u>The LEA will provide evidence of:</u></b>                      1.Full staffing of the Internal District Turnaround Team (DTT), policies and procedures, responsibilities and activities that support implementation of the Turnaround Model at the school;                      2. A range of LEA-level activities designed to support implementation of the Turnaround Model at the school;                      3. Development and implementation of data systems to support use of data at district and school levels for continuous improvement of the school, teaching and learning;                      4. Development and implementation of the district’s system to conduct school and classroom walkthroughs;                      5. Explicit policies and description of the role of the CSA, and CSA district oversight responsibilities;                      6. Support of the Teacher’s Union;                      7. Support of School Board;                      8. Evaluation of the Principal’s performance and success related to the level of Turnaround Model implementation and results based on progress toward student achievement outcomes.</p>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Hire District Turnaround Team Supervisor of Technology that the district was unable to hire in Year 1 due to lack of qualified applicants;	Superintendent Dist. Turnaround Leader Dept. for HR	SIG Resources	• Staff job descriptions and assignments	X	X	X	X
2	Clarify and reinforce in writing the roles, responsibilities, accountabilities, and authority in writing for the District	Superintendent	LEA Resources SIG Resources	• Written procedures and notification to staff by	X	X	X	X

LEA ACTIVITY PLAN

LEA : Jersey City Public Schools

	Turnaround Leader, District Turnaround Team, District Turnaround Supervisors, Principal, and district personnel who are designated to support the project (i.e. Business Office, Human Resources, Division Associate Superintendents)			Superintendent • Staff job descriptions				
3	Require and conduct a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the SIG Division by the DTL and principal	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Agenda and minutes of monthly meetings	X	X	X	X
4	Shift authority for local school budget and coordination of State and Federal funding (Title 1, etc.) to the SIG Division with district oversight provided by the DTL	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
5	Shift authority for personnel decisions to the Principal in consultation with the District Turnaround Leader who must provide district oversight	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
6	Improve coordination between SIG Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and SIG school regarding personnel decisions and budget allocations that will ensure timely hiring and continuity of high quality staff	Superintendent Dist. Turnaround Leader Dept. for HR Business Dept.	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
7	Clarify and reinforce in writing as policy that the SIG Division and SIG schools function with full authority and independently of the other Divisions regarding implementation of the SIG	Superintendent	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X

LEA ACTIVITY PLAN

LEA : Jersey City Public Schools

	project, and that all Divisions will cooperate with each other regarding district-wide activities as required							
8	Further develop and implement a “Performance-Based School Leader Evaluation System” requiring high performance standards and accountabilities for the Principal and other school leaders to achieve project goals and success indicators	Dist. Turnaround Leader Principal Dept. for HR	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of evaluation system</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
9	Further develop and implement a pilot “Performance-Based Staff Evaluation Process (PBSE)” for instructional staff that links evaluation to student achievement outcomes and guides professional development, targeted assistance for low-performing staff, and personnel decisions	Dist. Turnaround Leader Principal Dept. for HR	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of evaluation system</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
10	Further develop and implement a “Performance-Based Incentives and Rewards Program” to recruit, hire and retain high-quality staff	Dist. Turnaround Leader Principal Dept. for HR	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of incentives and rewards system</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
11	Require and support full implementation of a “Balanced Student Assessment System” that provides diagnostic data to routinely assess student learning and differentiate instruction	Superintendent Dist. Turnaround Leader Principal Turnaround Supvs (Assessment & Eval; Curr, Inst, PD)	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of assessment system</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
12	Require and support full implementation of a “Response to	Superintendent Dist. Turnaround	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures,</li> </ul>	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

	Intervention Program” that provides a system to diagnose and provide interventions for low-achieving and at-risk students	Leader Principal Turnaround Supv (Support Svcs)		description of RTI system • Documentation of implementation				
13	Require and support full implementation of a “Personalized Student Learning Model”	Superintendent Dist. Turnaround Leader Principal Turnaround Supv (Support Svcs)	LEA Resources SIG Resources	• Written policies, procedures, description of PSL model • Documentation of implementation	X	X	X	X
14	Require and support continued implementation of a minimum of 300 hours per year for increased learning time for all students	Superintendent Dist. Turnaround Leader Principal Turnaround Supv (Support Svcs)	LEA Resources SIG Resources	• Written policies, procedures, description of extended learning time • Documentation of implementation	X	X	X	X
15	Require and provide continued support for implementation of special programs and activities at the school to improve student transition from middle school to high school, student retention, graduation, and preparation for post-secondary education and 21 <sup>st</sup> century careers	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written policies, procedures, description of special programs • Documentation of implementation	X	X	X	X
16	Require and support full implementation of the school’s “Family/Community Engagement Plan” to improve parent/family and community involvement and collaboration to support school reform and student learning.	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written policies, procedures, description of family/community plan • Documentation of implementation	X	X	X	X
17	Continued support for the “Quality	Superintendent	LEA Resources	• Written policies,	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

	Teacher Pipeline” in partnership with local colleges.		SIG Resources	procedures, description of Quality Teacher Pipeline <ul style="list-style-type: none"> <li>• Documentation of implementation</li> </ul>				
18	Require and provide continued support for full implementation of “Professional Learning Community (PLC) Model” through intensive professional development designed to transform the school into a collaborative school culture focused on high expectations for results and student achievement	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of PLC Model</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
19	Continue support for use of external service providers to provide professional development and technical assistance as needed	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, list of external providers</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
20	Continue support for instructional staff to review, develop and implement a rigorous viable curriculum aligned vertically across all grade levels	Superintendent Dist. Turnaround Leader Principal Dist. Supvs (Curr. & Inst.)	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• List of curriculum areas reviewed and staff assigned</li> <li>• Documentation of alignment and implementation</li> </ul>	X	X	X	X
21	Continue support for Small Learning Communities (SLCs) for all students in all grade levels in the school assigned to interdisciplinary teams of teachers to support instruction and learning in core academic and the arts	Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description, policies for SLCs</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
22	Continue to provide training and access to existing data systems, and provide training and access to a new Student Information System (Infinite Campus),	Superintendent Principal Dir. Ed. Tech.	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of data system training and access to data systems</li> </ul>	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

	which will be available to all schools.			<ul style="list-style-type: none"> <li>• Documentation of implementation</li> </ul>				
23	Continue implementation of school and classroom walkthroughs aligned with the CAPA domains and SIG activities and success indicators to monitor project implementation and instructional practices.	Dist. Turnaround Leader Principal Dist. Turnaround Supvs.	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of policies, procedures, instruments for school and classroom walkthroughs</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
24	Continue to collect and analyze data from walkthroughs, prepare written reports, and share feedback with staff as appropriate, and make adjustments to project activities and processes as needed.	Dist. Turnaround Leader Principal Dist. Turnaround Supvs.	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of data collection and analysis from walkthroughs</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
25	Require and provide support for implementation of “Staff Performance and Practices Rubrics” and a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes	Superintendent Dist. Turnaround Leader Principal Turnaround Supvs.	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of policies, procedures for performance and practices rubrics</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
26	Continue and strengthen policies, structures, and procedures to ensure efficient and effective district oversight of the project	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of structures, policies, procedures for district project oversight</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
27	Continue the District Turnaround Leader as Project Director with full	Superintendent	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written description of Project Director</li> </ul>	X	X	X	X

LEA ACTIVITY PLAN

LEA : Jersey City Public Schools

	authority over the SIG Division and responsibility for district oversight and management of the grant and project.			authority and responsibility • Documentation of implementation				
28	Continue the Principal as School Project Manager with full responsibility for oversight and management of the project at the school level	Superintendent	LEA Resources SIG Resources	• Written description of School Project Manager authority and responsibility • Documentation of implementation	X	X	X	X
29	Continue the DTL, Principal and District Turnaround Supervisors as the “Project Management Team” to oversee, monitor, and assess project implementation, and to make recommendations for project adjustments as needed.	Superintendent	LEA Resources SIG Resources	• Written description of Project Management Team authority and responsibility • Documentation of implementation	X	X	X	X
30	Continue Superintendent’s role to provide support for implementation of the project by: reducing bureaucratic layers and red tape; removing barriers; and facilitating decisions, approvals, and actions based on the school’s needs and recommendations of the Principal and DTL	Superintendent	LEA Resources	• Documentation of Superintendent actions providing support for implementation of project activities	X	X	X	X
31	Continue collaboration with the Teacher’s Union to facilitate any changes in working conditions, personnel decisions, and compensation for instructional and non-instructional staff to support SIG project activities, such as additional compensation and appropriate incentives and rewards for staff	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Documentation of collaboration with the teacher’s union, and agreements regarding bargaining unit contracts	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

32	Continue involvement of the BOE as key stakeholders to ensure full BOE support for effective implementation of SIG project activities in Year 2	Superintendent	LEA Resources	<ul style="list-style-type: none"> <li>Documentation of BOE involvement and support, meetings, approvals (e.g. grant renewal, policies)</li> </ul>	X	X	X	X
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**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #5 - SIG Required LEA Commitment** - The requirements call for

<b>SMART Goal:</b>	<b>By September 2012, the LEA will implement 100% of policies and practices that provide greater school-level autonomy by: 1) providing the principal with 100% operational flexibility in the areas of budget, scheduling, staffing, selection of professional development services and providers; 2) informally monitoring principals on a quarterly basis and completing an annual formal observation consisting of 50% performance and 50% student achievement outcomes.</b>
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<b>Measurable Effectiveness Data:</b>	<p><b><u>The LEA will provide evidence of:</u></b></p> <ol style="list-style-type: none"> <li>1. Implementation of policies, procedures, and practices that provide greater school-level autonomy and extensive operational flexibility for the principal (i.e. scheduling, budgeting, staffing, selection of professional development services and providers in accordance with district policies and statutory regulations regarding competitive contracting);</li> <li>2. Principal authority over selection and assignment of staff, scheduling, budgeting and resource allocations, selection of professional development services and providers;</li> <li>3. Principal selection of professional development services and providers in accordance with district policies and statutory regulations regarding competitive contracting;</li> <li>4. Greater accountability for the principal for implementation of the grant program and for results through intensive monitoring, outcomes-based performance evaluations of the principal, and continuation or termination of the principal as appropriate.</li> </ol>
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Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to review and implement district policies and procedures to streamline and reduce overburdening reporting and other requirements for schools and school leaders	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies and streamlined operational and reporting procedures</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
2	Continue to realign district and school governance and authority structures as	Superintendent Dist. Turnaround	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written procedures and notification to</li> </ul>	X	X	X	X

LEA ACTIVITY PLAN

LEA : Jersey City Public Schools

	needed by redefining roles, functions, responsibilities, and relationships	Leader Principal		staff by Superintendent • Staff job descriptions				
3	Continue to shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning	Superintendent	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
4	Continue to improve coordination for implementation of project activities between the school and district units and staff	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
5	Improve coordination between the Principal and the Business and HR Departments to ensure authority of the principal for selection and timely hiring of staff.	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
6	Continue to support the school and allocate resources to fully implement a schedule that includes a minimum of 300 hours of extended learning time opportunities for all students, using extended day and extended year structures	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written policies, procedures, description of extended learning time • Documentation of implementation	X	X	X	X
7	Continue to have authority for the school's budget and resource allocations remain with the Principal, and management and oversight of the SIG budget remain with the District Turnaround Leader will continue to oversee and manage the SIG budget	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X

**LEA ACTIVITY PLAN**

LEA : Jersey City Public Schools

8	Transfer responsibility for district oversight of the school budget from the High School Division to the SIG Division, and from the Associate Superintendent for High Schools to the District Turnaround Leader.	Superintendent	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written procedures and notification to staff by Superintendent</li> </ul>	X	X	X	X
9	Require and provide support to implement a “Performance-Based School Leader Evaluation System (PBSE)” for the Principal and all other school leaders using multiple measures that link high expectations for school leader performance to specific measureable results (i.e. successful implementation of Turnaround interventions, achievement of school and student outcomes) using data and evidence of progress toward, and achievement of, success indicators.	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written policies, procedures, description of evaluation system</li> <li>• Documentation of implementation</li> </ul>	X	X	X	X
10	Continue support for the Principal and school in the selection of professional development services and providers in accordance with policies and procedures	Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written procedures and notification to staff by Superintendent</li> </ul>	X	X	X	X
11	Continue support for the school regarding bids and competitive contracting of external service providers in accordance with federal and state statutes and regulations, and LEA policies and procedures	Dist. Turnaround Leader Principal Business Dept. District Legal Counsel	LEA Resources SIG Resources	<ul style="list-style-type: none"> <li>• Written procedures and notification to staff by Superintendent</li> </ul>	X	X	X	X

### School Section

<b>School Section</b>	
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# Form S-1

## NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE \*\*COHORT 2 SCHOOL APPLICATION\*\*

<b>SECTION I:</b>						
NGO#: _____ - _____ - _____ Title: School Improvement Grant						
<b>SECTION II, PART A:</b> The Leadership Academy at Abraham Lincoln High School		Internal use only	_____ School Code	_____ Type	_____ Region	_____ Sequence
School Name 60 Crescent Avenue		Cheryle Richardson-Evans		201-915-6700		
School Address Jersey City, N.J. 07304		School Principal Name Dr. Magda Savino		Phone #		
School City, State, Zip 9-12		School Program Director Name				
Grade Span of School		201-915-6203		School Program Director Telephone		
		msavino@jcboe.org		School Program Director Fax/email		

Total amount of funds requested for school application: Year 3 \$2,000,000.00

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.

*Frankie Walker* 5/23/12  
Date

Certification of Chief School Administrator

### SECTION II Part B

The school application has been duly authorized by the governing body of the Jersey City school district (county code 17, District Code 2390, School Code 050).

*Frankie Walker* Interim Superintendent 5/23/12  
Date

Signature of Chief School Administrator Title

Business Manager: Richard Rosenberg Phone: 201-915-6275 Fax: 201-938-1142

*R. Rosenberg*

Form S-1

SCHOOL STATEMENT OF ASSURANCES

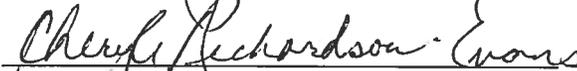
On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- 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.

Jersey City Public Schools  
Applicant LEA

  
Signature: Chief School Administrator

The Leadership Academy at Lincoln HS  
Applicant School

  
Signature: Principal

May 24, 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 The Leadership Academy at Abraham Lincoln High School  
Address 60 Crescent Avenue, Jersey City, NJ 07304  
DUNS number 077542942  
Expiration Date of CCR registration 10/06/2011  
Congressional District 9, 10, 13

#### Part II – Primary Place of Performance under this award

City Jersey City  
County Hudson County

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

  
Signature of Chief School Administrator

5/23/12  
Date

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

**COHORT 2 - YEAR 2 PROJECT ABSTRACT**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**COHORT 2 - YEAR 2 PROJECT ABSTRACT**

<p><b>Mission</b></p>	<p>The Leadership Academy at Abraham Lincoln High School; Where Quality Instruction is Paramount. Work Hard, Reach High.</p> <ul style="list-style-type: none"> <li>• Master a rigorous college preparatory curriculum and demonstrate mastery via a graduation exhibition and/or portfolio.</li> <li>• Take rigorous courses and earn 160 credits to graduate and receive a diploma, allowing them to be admitted to colleges and universities even if they are not planning to enter college immediately following high school. (An “honors diploma” will be awarded to students who take a 4-year Honors Level Curriculum.</li> <li>• Experience a supportive and personalized learning environment to meet the challenges of high school, through structured “leadership core teams” supported with the group and individual advisories and mentorships, ensuring every child is known well by at least one adult.</li> <li>• Participate in extensive leadership training and development to hone the skills needed to be successful in college, to lead their own lives, and to lead change in our community.</li> <li>• Demonstrate leadership through service to school and community.</li> </ul>
<p><b>Vision</b></p>	<p>Cultivating Leadership through Personal Ambition, Academic Excellence, and Community Allegiance.</p> <ul style="list-style-type: none"> <li>• <b>ACADEMIC LEADERS</b> are committed to excellence, possess strong content knowledge and are:             <ul style="list-style-type: none"> <li>○ Effective Communicators</li> <li>○ Logical and Analytical Thinkers</li> <li>○ Complex Problem-Solvers</li> <li>○ Collaborative Workers</li> <li>○ Producers of High-Quality Work</li> <li>○ Strategic and Capable Technology Users</li> </ul> </li> <li>• <b>PERSONAL LEADERS</b> who are confident, possess decision-making skills and are:             <ul style="list-style-type: none"> <li>○ Proactive and Committed to Excellence</li> <li>○ Responsible for What Matters Most to Them</li> <li>○ Self-Aware and Self-Directed</li> <li>○ Independent and Goal-Oriented</li> <li>○ Honest and Trustworthy</li> <li>○ Disciplined, Organized, and Structured</li> </ul> </li> <li>• <b>SOCIAL LEADERS</b> who are enthusiastic, possess strong ethical impetus and are:             <ul style="list-style-type: none"> <li>○ Visionary Global/Community Contributors</li> <li>○ Charismatic and Committed</li> <li>○ Generous with Time and Talent</li> <li>○ Risk-Takers</li> <li>○ Empathetic and Willing to share credit</li> <li>○ Tolerant, Compassionate, and Understanding of other Perspectives</li> </ul> </li> </ul>

**COHORT 2 - YEAR 2 PROJECT ABSTRACT**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

	<p>and Cultures</p>
<p><b>Project Implementation Summary</b></p>	<p>In 2011, the LEA selected the <b>Turnaround Model</b> for implementation at Abraham Lincoln High School (Tier 2) based on a comprehensive Needs Assessment and identification of root causes for its continuing failure to achieve Federal, State, and LEA outcomes for improved school effectiveness, student achievement, and graduation rates. All reform strategies and project activities were aligned with identified school needs and the goals and success indicators for improvement of school effectiveness, student academic achievement, and graduation rates. Based on project monitoring and evaluation data, obstacles to implementation in Year 1 have been identified and will be addressed in the Year 2 project activities. A summary of major project activities planned for implementation in Year 2 follows.</p> <ol style="list-style-type: none"> <li>1. Having replaced the Principal and Administrative team along with 50% of the instructional staff in 2011-12, the LEA and board will continue to grant the principal sufficient operational flexibility to fully implement and further expand operational flexibility and autonomy to support a comprehensive approach to school-wide reform at the school level. In exchange for increased autonomy, the principal will be held responsible for greater accountability for changes and improvements, and achievement of project goals and success indicators.</li> <li>2. The LEA and school will continue to link professional development to identified teacher needs, support low performing teachers, and guide personnel decisions for dismissal. The district will refine the implementation of the pilot teacher evaluation system that includes student achievement outcomes to measure teacher effectiveness. The system will provide each teacher with an effectiveness rating based on 50% teacher performance and 50% student achievement.</li> <li>3. The LEA and school will continue to implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school, including performance-based incentives and rewards.</li> <li>4. The LEA and school will continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff that is aligned with the school's comprehensive instructional program to ensure that all school staff is equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies. The school will ensure sufficient time is available to promote collaborative professional learning strategies among staff.</li> <li>5. The LEA will continue the District Turnaround Team (DTT) and administrative and governance structures to provide support and oversight for the school, and will hire additional staff for the DTT. The LEA and school will continue collaboration with local bargaining units and other stakeholders to support comprehensive reform strategies. The school administration will work collaboratively as a team sharing responsibility and soliciting input and insight from teacher leaders to transform the school environment and culture, academic support systems, are aligned to successful</li> </ol>

**COHORT 2 - YEAR 2 PROJECT ABSTRACT**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

	<p>achieve its goals of improving student achievement, graduation rates and ultimately, producing individuals who can succeed personally and academically in their future careers as leaders.</p> <p>6. The LEA and school will implement structures, policies, procedures, and data systems to provide timely access to data and ensure that all staff routinely use data to: (a) identify, implement, and continuously improve a research-based instructional program that is vertically aligned across grade/subject levels, and with State academic standards; and (b) inform, differentiate, and continuously improve instruction to meet the academic needs of individual students.</p> <p>7. The LEA and school will ensure the continuous use of multiple measures of data to 1) routinely monitor student progress using student assessment data; 2) ensure a minimum of 300 hours per year for increased learning time for all students; 3) offer the number of credits needed to graduate as a “completer” in their chosen Small Learning Community major for all students, and earn an honors diploma for four years of honors and advanced placement coursework for most students; 4) increase advanced learning opportunities and experiential learning activities for all students; and 5) utilize diagnostic and formative data systems to guide interventions and effective practices to set goals and meet multiple levels of performance including underachievement, at-risk behaviors, absenteeism, disciplinary incidents, and the particularized needs of special populations.</p> <p>8. The LEA and school will continue to implement strategies and programs to provide coordinated social-emotional and community-oriented services and supports for students through 1) a Personalized Student Support Services Model, 2) Increased parent/family and community involvement and collaboration to support student learning, and, 3) identify internal and community-based support services for students.</p> <p>9. The LEA and school will fully implement a Project Monitoring, Accountability, and Evaluation System, data systems, to monitor the SIG leading indicators of success as measured against baseline data.</p> <p>10. The LEA and school will fully implement themes in accordance with the “Leadership” model that is consistent with its new vision and core academic mission, which will focus on high expectations for all students to successfully complete a rigorous core academic curriculum with a specialization in leadership and meet high academic standards for graduation and preparation for post-secondary education and 21<sup>st</sup> century careers.</p> <p>For 2012-13, the LEA and school plan will be modified based on several strategic changes in the district. First, the district has a new leader who has proposed significant organizational changes that have impacted SIG. The LEA is using the lessons learned from SIG to leverage change in its organizational chart by connecting the district turn around support team to its school oversight structure, continuing the pilot of the new teacher evaluation system with training for all evaluators and teachers, and implementing a new</p>
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**COHORT 2 - YEAR 2 PROJECT ABSTRACT**

**LEA:** Jersey City Public Schools

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	<p>student information management system that can interface with its data warehouse and analyze formative and summative student achievement data to determine teacher effectiveness. The district is also proposing a new high school schedule with an eight (8) period day with a minimum of 120 credits for graduation beginning with the 2012-13 school year. The district’s move to the 8 period day and reduced graduation requirements is a dramatic shift away from the block schedule; it is in response to concerns about the state adoption of PAARC End of Course assessments in 2013-14. The impact of this new schedule has serious implications for the SIG Vision, Mission and Goals to increase rigor at Lincoln High School- The Leadership Academy. In its Turn Around application, the school proposed a rigorous course of study that would require the entering freshmen class to earn 160 credits to graduate and receive a diploma, allowing them to be admitted to colleges and universities even if they are not planning to enter college immediately following high school and an “honors diploma” awarded to students who take a 4-year Honors Level Curriculum. However, the return to an 8 period schedule will not provide sufficient time for students to earn 160 credits. Although the district is supporting the Lincoln requirements along with McNair and Infinity High Schools, the situation and circumstances of these schools are vastly different from Lincoln High School.</p> <p>In response, Lincoln High School Administrative Team is proposing an adaptation of the 160 graduation credits. As the team reflected on the implications, they developed a strong rationale for the change that would not compromise the intent to increase the quality and rigor it promised in the original proposal as well as the compelling reasons for the new schedule. First, the adapted plan would increase the importance of increased learning time for on-time completion of graduation requirements. However, the district has not considered the challenges that Lincoln faces with the proposed change. Currently, more than 43.7% of students flunk Algebra 1, the gatekeeper course to on-time graduation for which the root cause is poor elementary mathematics preparation. While this represents an improvement from 2011-12, where more than 70% flunked Algebra 1, the school faces the reality and need for doubling Algebra for almost all entering freshmen. Similarly, poor literacy preparation demands doubling of Language Arts Literacy for students also. Doubling reduces the available courses in one’s schedule and a longer time to complete the course of study. A block schedule with 8 courses annually addresses this issue. Completing only 7 courses a year, and only 5 in the freshmen year, means many students will not be able to graduate in 4 years. At McNair and Infinity High Schools, this challenge is addressed by an admissions test which eliminates students who do not meet their rigorous entrance requirements and admits students with strong preparation in Language Arts Literacy and Mathematics and, who thus, do not need doubling. In essence, this holds Lincoln to the same standard for graduation without the benefit of pre-</p>
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**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	
5/3/12 District Turnaround Team & NTO	Central Office- Tony Room	SIG Renewal Application	6	YES		YES	
5/7/12 District Turnaround Team & NTO	Central Office- Tony Room	SIG Renewal Application	5	YES		YES	
5/10/12 District Turnaround Team & NTO	Central Office- Tony Room	SIG renewal Application	6	YES		YES	
5/11/12 District Turnaround Team & NTO	Central Office- Tony Room	SIG renewal Application	5	YES		YES	
5/14/12 District Turnaround Team & NTO	Central Office- Tony Room	SIG renewal Application	5	YES		YES	

**STAKEHOLDER PARTICIPATION**

5/20/12 District Turnaround Team & NTO	Central Office – Room 810	SIG Renewal Application	5	YES		YES	

**List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)**

<p><b>Describe how stakeholders are involved in model implementation on an on-going basis.</b></p>	<p>All reports on the progress of SIG are reviewed and discussed with the Administrative Team at Abraham Lincoln High School.</p> <p>The management plan for the Teacher Evaluation Pilot Project is discussed and monitored at district DEPAC (District Evaluation Pilot Advisory Committee) meetings on a monthly basis. Minutes from the meetings are posted on the district’s website.</p> <p>The principal and selected teacher leaders provide feedback about issues and challenges to inform statewide implementation of an educator effectiveness evaluation system, by attending monthly EPAC (Evaluation Pilot Advisory Committee) meetings.</p> <p>School Improvement Grant (SIG) Status and Implementation activities and on-going data is discussed and monitored during Intra-District SIG monthly meetings.</p> <p>Specific components of the SIG Application are discussed with the Parent Council President on a bi-weekly basis, in addition to reviewing essential SIG activities at monthly Parent Council Meetings.</p>
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**STAKEHOLDER PARTICIPATION**

	<p>Student, Staff, and Parent on-line surveys, allow stakeholders to provide feedback on a number of key issues related to the school and School Improvement Grant.</p>
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**PROJECT UPDATE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Student Achievement Outcomes and Progress Toward Meeting Goals**

In Jersey City, we are using four grade points as the indicators for formative assessment: 1<sup>st</sup> and 2<sup>nd</sup> Quarterly Benchmarks and Mid-term and Final exams. The 1<sup>st</sup> quarter and final exam results will be used to determine the SGP for each course and teacher. The results from these assessments are incorporated into the students' grades [a percentage]; thus, we are able to make comparisons using the mid and final Grade Reports to track progress as well as individual scores by teacher and course.

We provide below an analysis of the quarterly reports from the 1<sup>st</sup> semester of 2011-12 in LAL and Math only as space is limited. Data are available for all subjects and teachers upon request. Our Mid-Year Review Power Point Presentation provides the details described below.

**Language Arts Literacy**

First Quarter Benchmark Assessments reveal a marked difference in results for honors and general courses in LAL. There is a difference of 15% between the groups with honors students scores higher than general classes on multiple-choice and open-ended and essay items. The results on writing items are below average, less than half of the students were proficient. These data reflect the similar results on grades for mid-term and final examinations. Less than half, between 40% - 45% of students are earning A and B grades. This measure rises slightly as students move to the junior and senior year which parallels the fact that students who have been less than successful are either repeaters or have dropped out, causing a slightly skewed population that have been more successful in coursework. Examination of the Pre-HSPA results, this pattern of success in LAL 76% proficient and of that 15% advanced proficient in LAL. Because of an aggressive effort to address the serious attendance data [2010-11 the attendance rate was 88% for students], the school initiated a new policy to increase absences and tardiness. Comparison of LAL grades from 2010-11 to 2011-12 showed only 3% of students failed LAL courses due to attendance compared to more than 10% in previous year. The "real" failure rate was 4% of students. By disaggregating the data, we are able to identify those students needing academic interventions and those needing interventions for reasons such as teen parent, caregivers for siblings, and other social factors impacting attendance.

**PROJECT UPDATE**

LEA: Jersey City Public Schools

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We also note that the district doubles LAL instruction for all freshmen and sophomores. Even students in honors courses take double English in their first 2 years of high school. This modification allows the time to ensure that students can make-up deficiencies in literacy and are stronger in this subject area.

**Mathematics**

Results in math courses are not as encouraging. The data show significant numbers of students failing interim assessments, as many as 60% and reflected in 1<sup>st</sup> semester grades and Pre-HSPA results. While Algebra I continues to be the gatekeeper course which large numbers of first-time freshmen fail more than 70%, and the large number of students are taking Algebra I multiple times and still failing. The failure rate for all math courses is 15%, when removing the attendance failures, it drops to 8%. The final exam failure rate in Math was 57% which impacts overall grades and the poor mathematics preparation students receive in elementary school. Pre-HSPA results in Mathematics show 82% of students failing with only 18% proficient and only 3% of the 18% advanced proficient. While the root causes for the deficiencies lie at the poor preparation in the elementary grades, the high schools contribute to this by not providing the time to close the gaps in scheduling and low levels of student engagement in courses, poor alignment of instruction to standards-based instructional practices, and disconnected pedagogical understanding of how to teach mathematics.

**Language Arts Literacy**

The resources of SIG have provided a digital Writing course as part of the grant. However, the program has just arrived in the school; thus, its impact will not be seen until next year. The Professional development provided on learning objectives, higher order questioning and multiple instructional strategies has been assessed through Walk Through data. The Learning Objectives focus is changing teacher behaviors in presenting the goal for the lesson and in students' ability to articulate what and why they are learning the topic. As professional development efforts through job-embedded supports continue, we expect to see more change in pedagogy and instructional strategies implemented in the classroom. Also, laptop distribution will allow students access to digital curricula in class and at home. In addition, all freshmen students who were weak in writing on the first benchmark assessment were placed in Creative writing for ELT.

**PROJECT UPDATE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Mathematics**

The instructional changes in math have been substantial. First, the district developed an Algebra I Math Lab course for freshmen. Through SIG funds we are supplementing this with the digital course called Carnegie Learning- Cognitive Tutor. It will provide a diagnostic assessment of weaknesses and prescribed lessons to provide the necessary background and foundational skills for students. By adding the additional year-long course, students will receive increased time in math to close the gaps in knowledge. Also, laptop distribution will allow students access to digital curricula in class and at home. It is too early to report results at this time as students are enrolled in the course for only 1 month. We expect to see its impact in the mid-year and final assessment data. In addition, all juniors who scored below 200 on the Pre-HSPA were placed in a statistics course for ELT and those students scoring above 200 on the Pre-HSPA were placed in an advanced math course for ELT.

As indicated above, Jersey City is using four grade points as the indicators for formative assessment: 1<sup>st</sup> and 2<sup>nd</sup> Quarterly Benchmarks and Mid-term and Final exams. The 1<sup>st</sup> quarter and final exam results will be used to determine the SGP for each course and teacher. The results from these assessments are incorporated into the students' grades [a percentage]; thus, we are able to make comparisons using the mid and final Grade Reports to track progress as well as individual scores by teacher and course. In addition, at Lincoln school, 85% of Students with Disabilities are placed in Inclusion classes, only 15% are in self-contained classes.

**Language Arts Literacy**

Data from achievement profiles showing NJ ASK and historical data from HSPA for Special Education show somewhat stronger performance in reading areas than writing. Reading cluster scores show they are 7% below the JPM in reading and 15% below the JPM in writing. Benchmark assessments support this pattern.

As indicated above, SIG resources have provided a supplemental writing program that arrived in the school within the past week. Therefore, we are not able to assess its impact yet as it is not operational yet. It is our expectation that we will be able to assess its efficacy by the end of the year with 3 months use.

**PROJECT UPDATE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

The major changes this year to date, have been expectations for special needs teachers for service to the population within inclusion classes and self-contained classes.

Walk Through and Teacher Evaluation data will show these teachers are performing below the levels of proficiency of their content specialist peers.

**Adherence to the Timelines in the Year 1 Activity Plan.**

Adherence to project activity timelines is reported by our adherence to our goals:

The LEA and school made a conscientious effort to implement all required activities and thus meet all timelines in the Project Activity Plan for Year 1. With the exception of establishing the Community Leadership Advisory Committee, all proposed activities were implemented with a reasonable degree of fidelity. The school faithfully monitored implementation of professional development with regular use of the Walk-Through Protocols accompanied with presentations to the faculty. With the full complement of SIG supervisory staff, the components of the student, family and community supports systems were implemented and assessed by the NJ PIRC Family Friendly Walk-Through Protocol. The school was advised during the mid-year SIG team visit, to focus on the quality of implementation rather than the quantity of programs so that reforms are deeply embedded into practice and routines.

**Goal 1 – Given support from the LEA, the principal will have sufficient operational flexibility to manage the staffing, calendar, timelines, and budget to implement school-wide reform strategies to improve student achievement outcomes in all content areas by 5% based on pre/post assessment data on common assessments, and the high school graduation rate by 3% (using the new formula for calculating graduation rates) based on 2012 data.**

**Goal 2 – All content teachers will be proficient in using Scantron Achievement System to collect, analyze, and access the district-generated assessments for their students.**

**Beginning in September 2012, all teachers will participate on data study teams to collaborate on the analyses of common assessments results so that by June 2013, 50% of teachers will be proficient in using data to drive instruction by mid-year; and all teachers will use data lenses, such as item analyses, to design coherent instruction that meets students needs.**

**PROJECT UPDATE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Goal 3- By June 2013, a 10% reduction of at-risk students exited from the current list by using multiple measures to identify at-risk students, the LEA and school will implement systems, structures and practices that promote the continuous use of student data to inform and differentiate instruction, and systematically guide academic interventions, in order to meet the academic needs of individual students.**

**How the SIG school was treated differently than other schools in the district**

The district recognized and responded to the need to treat these schools differently by creating a District Turnaround Team empowered to ensure the school's success. The on-site district team is solely dedicated to the oversight, management, support, monitoring and evaluation and implementation of the turnaround model. It addressed the unique conditions of the school by customizing its support. The district turnaround director reports directly to the superintendent and regularly shares progress with school board members. The current support system uses a ratio of one Supervisor to 15 schools. The SIG ratio is one Supervisor to one school. This is the only school in the district where leadership and academics consistently and solidly interconnect to help students achieve a high level of success in all of the content areas; Language Arts Literacy, Mathematics, Science, Social Studies, Health, Physical Education, and Career/Family Sciences.

The district selected Focal Point as the Principal Evaluation Tool. Focal Point consultants assisted in the development of the pilot tool and indicators were customized based on New Jersey and Jersey City's capacity to implement them. The purpose of the work was to prepare principals to provide more meaningful feedback to teachers to improve the quality of instruction. The goal was to certify the principals on this topic so a mid-year and end of the year review was provided to each principal. Although the review was confidential, each principal now has a baseline indication of her skill in giving instructional feedback. The Principal Evaluation Tool is as a formative evaluation tool for the 2011-12 school year, with feedback and a "rating" given for the months of February through June 2012. It is expected that in Year 2, School-based SIG administrators will receive feedback on the new Principal Evaluation Tool- informal [2 times/year] and formal [mid-year and end of year] feedback on performance tool components.

The LEA also adopted the Danielson Framework for Teaching as its teacher evaluation tool to meet the requirements of the Excellent Educators for New Jersey [EE4NJ] commitment. This allowed the district to pilot its implementation and to use the lessons learned as

**PROJECT UPDATE**

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it prepares to roll out the new state requirements in 2013. The LEA supported the implementation through Saturday training sessions for school-based administrators and teachers. The lessons learned included 1) documenting how professional development is linked to teacher practices and ensuring that professional development is aligned to improving teacher practice; 2) linking staff performance and student achievement outcomes, and, 3) suspending the amount and timelines for completing the teacher evaluation process by starting in January 2012 and reducing the number of observations to 40 per administrator compared to 65 for other principals in the district.

The school will continue to document how professional development is improving teacher practices and student learning with the utilization of the Teacher Effectiveness System for observing and conferring with teachers. The teacher evaluation system, based on the Charlotte Danielson Framework for Teaching Model, is embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and Administrators will formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walk-throughs, and conferences. Pre-post self-assessments and reflective journal components have been built into the evaluation and professional development processes where staff can identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning.

The LEA will conduct three days of training for new administrators and supervisors and new teachers, in order to continue the successful implementation of a performance-based staff evaluation system, that links staff performance to student achievement outcomes, and informs professional development planning and personnel decisions for each staff through routine monitoring of results. The LEA and school will continue to implement a teacher evaluation system indexed to student achievement and will provide each teacher a student achievement effectiveness rating.

In Year 2, School-based SIG administrators will receive feedback on the new Principal Evaluation Tool- informal [2 times per year] and formal [mid-year and end of year] feedback on performance tool components.

**PROJECT UPDATE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Describe the Needs Assessment Process that will be done in Year 2**

The needs assessment includes a comprehensive examination of assessment and contextual data from which the school will design its action steps in year 2. Building on the previous historical quantitative and qualitative data, the school will use the information to respond to the root causes, successes and challenges that remain. These data sources provided the instructional and operational foundation for systematic, sustained change over time.

Assessment data, described above, revealed the need for continuing academic interventions. Contextual data consisting of customized surveys reflecting feedback from parents, students, teachers and community, is guided by the needs assessment process. To ensure all stakeholders are abreast of implementation outcomes, status reports are provided to the school board, superintendent and district personnel and community who interface with the school.

The assigned Network Turnaround Officer and District Turnaround Team collaborate in developing the process, analyzing the data and using it to guide decision making.

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>1- The LEA posted, interviewed, and selected a new principal as the turn-around leader with the skills, competencies and knowledge to lead the school change;                      2-The LEA &amp; Board of Education approved additional changes to district and school-level governance and administrative structures, policies, and procedures to provide the Principal with extensive operational flexibility and autonomy over staffing, resource allocations, budget, time/calendars, and distributed teacher leadership models to implement the reform strategies in a comprehensive approach to improve student achievement outcomes.                      3-The Principal, with LEA support, will implement <b>research-based</b> “distributed leadership” strategies that promote distributed leadership in a “Teacher Leadership Model;</p>	<p>The LEA &amp; Board of Education will approve district and school-level governance to provide the principal with operational flexibility and autonomy to implement SIG and student achievement outcomes for the 2012-13 school year.</p> <p>LEA will assess the principal’s competencies, skills, and behaviors that improve student achievement and demonstrate instructional leadership, promote positive school climate and culture, and increase parent involvement. Using the newly adopted Focal Point Principal Evaluation Tool, the principal will have at least 2 informal feedback sessions and a mid-year and annual evaluation.</p>	<p>Board resolution approved in Aug-Sept. 2012</p> <p>Principal flexibility exercised during 2012-13 SY</p>

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

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<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<p>The Principal demonstrates the requisite competencies (knowledge, skills, behaviors, and practices) to: (a) effectively use and apply operational flexibility to management practices and instructional leadership strategies; (b) successfully implement the Turnaround Model and reform strategies; and (c) substantially improve student achievement outcomes.</p>	<p>The Principal will continue to demonstrate key turnaround competencies to drive instructional improvement. Principal works to build instructional capacity of staff to sustain change at the school level. The principal works to increase rigor and “cognitive demand” in all classes.</p>	<p>Principal Evaluation Tool feedback mid-year and end of year</p>
<p>3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.</p>	<p>LEA and Board resolution assuring autonomy and flexibility to implement programs and strategies necessary to improve instruction;</p>	<p>Principal will exercise autonomy and discretion to implement Extended Learning Time, intervention programs, and professional development training at the school level.</p>	<p>Action Plan for programs and strategies developed – summer 2012; Implementation during 2012-13 SY</p>
<p>4. The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>LEA has ECLIPSE program to prepare new leaders. New Leaders in SIG schools were selected from the ECLIPSE cohort. The LEA has required all newly appointed SIG supervisory staff to participate in the 2011-12 cohort.</p>	<p>LEA will continue to prepare new leaders with the competencies required to transform schools; the LEA will appoint school leaders from the cohorts who participated in ECLIPSE training.</p>	<p>Vacancies posted, candidates interviewed and selected during summer 2012;</p>

**TURNAROUND PROJECT DESCRIPTION**

**LEA:** Jersey City Public Schools

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<p>5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>Positions for Teacher Leaders were posted, candidates interviewed and selected; specialized leadership training for Teacher Leaders builds their capacity to share authority and assist in guiding the learning agenda.</p>	<p>Teacher Leaders will provide turn-key professional development on instructional practices, lead grade and content level teams, model instructional strategies, ensure implementation of intervention strategies that are part of the learning agenda;</p>	<p>Teacher Leaders-training during 2012; Teacher Leaders – guided leadership of school-based teams – 2012-13</p>
<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>		

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

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**Turnaround SIG Required Activity – 2:** Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff. The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.</p>	<p>Implementation of Teacher Evaluation Pilot and Tool: Danielson’s Framework for Teaching introduced to all staff in summer 2011 and including 3 days of implementation training for evaluators and teachers during the fall – November- December 2011; implementation of the tool for observing teacher performance practices began in January 2012;</p> <p>LEA tracked performance indicator data to assess percent of teachers performing on 4 levels of effectiveness – results were analyzed and showed 12% of teachers were unsatisfactory compared to less than 6% prior to SIG; also, the weakest domain ratings were in the areas of Questioning and Discussion</p>	<p>LEA will continue to implement the Teacher Evaluation pilot in 2012-13, maintaining the DEPAC and web-page information for transparency to stakeholders;</p> <p>LEA will provide training for new staff- evaluators and teachers in the performance tool;</p> <p>LEA will establish committees to study teacher evaluation issues: special education, student SGP, instrument adaptations, other issues related to establishing protocols for implementation;</p> <p>LEA will establish committees to study principal evaluation issues and extend pilot use of new instrument;</p>	<p>District-sponsored Danielson training for evaluators – August 2012</p> <p>Danielson training for new teachers – September 2012</p> <p>Principals begin Observations – September 2012 through – May 2013</p> <p>On-going PD for teachers – September 2012</p>

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	<p>Techniques, Student Engagement, and Designing Learning Outcomes. Based on these data, PD should focus on these topics in the future. Comparison of periodic pre- and post-assessments of student achievement results will inform 50% of teachers' summative evaluation. Data from the post-assessments are not available at this time.</p> <p>LEA developed/designed an evaluation protocol that includes 50% student achievement and 50% teacher practice as its evaluation system. The district included a portfolio system to document teachers' professionalism.</p> <p>LEA adopted Mike Miles' system for Principal Evaluation including principal performance measures and student achievement; monthly training on instructional feedback to enhance principal's ability to provide feedback to teachers</p>	<p>LEA will develop protocols for Teacher evaluation adopted by BOE;</p> <p>LEA will examine data on teacher observation/evaluation system for continuous improvement by providing professional development that links to the data;</p> <p>LEA will develop protocols for Principal evaluation adopted by BOE;</p> <p>The LEA will use the Principal Evaluation Tool for all SIG school-based administrators.</p>	<p>Twice yearly Inter-rater reliability spot checks for principals - October 2012- and February 2013</p> <p>Completion of Summative Evaluations with student achievement SGP – May/June 2013;</p> <p>Initiate use of Principal Evaluation Tool in 2012-13 for all school-based administrators in SIG schools</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and</p>	<p>Professional Learning Communities instituted study of components of Danielson tool in Domains 2 &amp; 3 as the teacher evaluation pilot launched;</p> <p>District-sponsored training with Focal</p>	<p>Continuing professional development for teachers on Domains and components of Danielson tool with teachers and evaluators;</p> <p>Contract with providers for PD on best</p>	<p>Continuing for 2012-13 SY</p> <p>RFP – approved by BOE</p>

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<p>personnel decisions.</p>	<p>Point provider on instructional feedback for principals;</p> <p>Use of Walk Through data to inform SIG goals and PD efforts throughout the school year; this gave us the focus on Learning Objectives and DOLs.</p> <p>Identification of teacher strengths and challenges assisted in referrals to district's support plan for improvement</p>	<p>practices in student engagement and questioning and discussion techniques;</p> <p>Continuing professional development for principal on instructional feedback and curriculum alignment;</p> <p>School-based SIG administrators will receive feedback on the new Principal Evaluation Tool- informal [2 times/year] and formal [mid-year and end of year] feedback on performance tool components.</p>	<p>Teacher Leaders – guide PLC studies and PD focus</p> <p>Principals provide effective feedback on instructional rubric</p> <p>School-based administrators will receive feedback on use of Principal Tool 4 times/year</p>
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>PD introduction to teachers on the new Danielson Instrument was completed in January 2012; protocols for conducting evaluations were established;</p> <p>SEA provided initial training at which the district SIG and selected content supervisors participated, except principals; LEA provided the school leader training and supplemented that training with Focal Point training for principals on Instructional Feedback;</p>	<p>LEA training for principals in summer 2012; training for principal on instructional feedback that will be on-going during the 2012-13 SY;</p> <p>Inter-rater reliability training to ensure accurate ratings of all components and domains;</p> <p>LEA will provide a procedural handbook with protocols for the Evaluation Process;</p>	<p>Principal evaluator training – August 2012;</p> <p>Principal training on instructional feedback – on-going for 2012-13</p> <p>Evaluation Procedural Manual – September 2012</p>
<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>LEA established the DEPAC committee which reviewed the evaluation system implementation throughout the school year; the LEA reviewed data from schools' observation data for strengths and needs for professional development;</p>	<p>LEA will revise tools for observation data collection, procedures/protocols and professional development support systems in its Evaluation Handbook;</p> <p>LEA will collect and analyze multiple</p>	<p>Evaluation Procedure Handbook distributed - August 2012;</p>

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	<p>LEA designed the evaluation tools and protocols that were used by schools to record observations as well as summative ratings; the LEA included 50% for teacher performance and 50% for student achievement – SGP. The LEA developed a system to assess student achievement growth using Scantron Achievement series.</p>	<p>sources of data from observations and summative evaluations, Walk Throughs, surveys to gather information for continuous improvement of the evaluation process;</p>	<p>Walk Through data analyses;</p> <p>Observation Data analyses;</p>
<p>5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.</p>	<p>LEA is utilizing its current system – Scantron Achievement series – to collect data and has expanded it to provide assessments for non-tested grades and subjects. The LEA is calculating SGP using the districts common assessments;</p> <p>The Danielson Instrument selected by the district includes reflection on teacher practices and observation data.</p>	<p>LEA will refine assessments for all subjects, grades, and courses by continuing to use Scantron Achievement Series as its data collection resource;</p> <p>Training for school and district staff to maintain and support Scantron’s infrastructure, development of assessment items and their alignment to Common Core State Standards, analyses of the data for formative and summative purposes</p>	<p>Training for Scantron Achievement Series – Aug. – Nov. 2012;</p> <p>Use of system – on-going monitoring</p>
<p>6. The LEA monitors the evaluation process and reviews results.</p>	<p>LEA established the DEPAC committee which meets monthly to review the process and results from teacher evaluation process. Most recent review of data from all 3 schools shows strengths and challenges, Professional development trends, and feedback on the Observation Tool as well as challenges in student achievement SGP calculations.</p>	<p>LEA will continue DEPAC committee to oversee the Staff Evaluation systems for teachers and principals that is being piloted as part of SIG and Race-to-the-Top initiatives;</p> <p>Use web-based tools to gather and analyze data from evaluations for the purpose of tracking results and identifying resources to support participants. Analyses of data will be shared at the DEPAC meeting for</p>	<p>Staff Evaluation implementation – continuing throughout 2012-2013</p>

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	Principal evaluation instrument designed to be used as a pilot instrument for 2011-12; using Focal Point instrument which has been adapted for Jersey City use.	review and discussion.	
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<b>Barriers of Year 2 Implementation</b>	<ul style="list-style-type: none"> <li>➤ Timelines for implementing the number of components [assessments for all courses and subjects and grade levels] that must be designed, field tested, and implemented within one school year are insufficient to complete the task to the level of quality, accuracy, and reliability required.</li> <li>➤ Difficulty contracting with Danielson Group limited support by district supervisors and delayed full implementation of required number of observations;</li> <li>➤ The amount of time from Preparation, Observation, to Conferencing of teachers is extensive given the number of staff and the SEA EPAC recommendations for 2 informal observations and 3 formal for tenured and 5 for non-tenured staff.</li> </ul>
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<b>Turnaround SIG Required Activity – 3:</b> Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.			
<b>Evidence of Implementation Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	<p>The LEA established a mini-grant program with an application rubric that measures demonstrated increased student achievement- SGP, and exemplary best teaching practices;</p> <p>Mini-grant applications, customized based on criteria for Lincoln HS, were distributed to all staff for transparency and fairness; staff may also request release time for presenting at professional conferences, inter/intra-district and school visitations and/or conducting action research, publishing scholarly articles, mentoring and coaching, scholarships for advanced professional/graduate studies [through district bargaining agreement] and National Board for Professional Teaching Standards (NBPTS) Certification.</p>	<p>LEA will continue mini-grants to teachers in recognition for increased student achievement – SGP and exemplary best practices;</p> <p>Mini-grants will be distributed to as many staff who qualify based on the rubric and available funds in SIG budget.</p> <p>Staff will be informed of options for the use of incentives to attend professional conferences, advanced graduate study or National Board for Professional Teaching Standards certification.</p>	<p>Will be awarded at the end of the year-2013</p> <p>Will be awarded on 2012-2013 metrics</p>
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers’ unions, and	<p>LEA has included incentives in its MOU with the JCEA and BOE;</p> <p>LEA provides incentives for principals</p>	<p>LEA will continue to provide incentives through mini-grants</p> <p>LEA will continue to provide incentives</p>	<p>Will be awarded at the end of the year-2013</p>

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other relevant stakeholders.	based on personal, faculty and student attendance, improved parent involvement, and improved performance on honor roll, and community and corporate partnerships.	for principals based on personal, faculty and student attendance, improved parent involvement, and improved performance on honor roll, and community and corporate partnerships.	Will be Award on 2012-2013 metrics
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	LEA Teacher Evaluation Handbook includes support systems and procedures for performance-based dismissals for non-tenured and tenured staff. Procedure for dismissals follow supports such Teacher Academy and Teacher Support Institute.	LEA will distribute the Evaluation Handbook with the support system and procedures during the August Leadership Symposium when new initiatives are presented and training occurs.  HR will provide updates on support and dismissals for performance.	On-going for 2012-2013
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	The LEA privileged the SIG schools by filling vacancies in these schools first. Principals were able to interview perspective teachers for all disciplines and each new teacher presented a model lesson for the superintendent; As vacancies occurred during the school year, principals interviewed candidates and most vacancies were posted, interviewed, and filled within 2-3 weeks.	LEA will continue the practice of filling vacancies in its high needs schools first during the summer and within 2- 3 weeks during the school year so that students always have a highly effective and qualified teacher as soon as possible;	On-going for 2012-2013
5. LEA and school provide targeted assistance to underperforming teachers.	LEA provides a Teacher Academy and Teacher Support Institute for underperforming teachers	LEA provides a Teacher Academy and Teacher Support Institute for underperforming teachers; The school provides mentoring, modeling, coaching, and professional development support throughout the school year	On-going for 2012-2013

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<b>Barriers of Year 2 Implementation</b>	None
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<b>Turnaround SIG Required Activity – 4:</b> Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			
<b>Evidence of Implementation Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>The LEA and school provided differentiated and job-embedded PD for individual teachers including coaching, mentoring, and external providers who worked as coaches during the school year. In addition, teacher leaders modeled strategies and provided professional development based on data from Walk Throughs and Teacher Observation data.</p> <p>The LEA selected Cambridge Education as the primary provider of PD for the school. Additional PD providers included Standards Solutions and Total Training Solutions.</p> <p>In addition, teachers new to the profession non-tenured teachers were assigned mentors who worked with them throughout the year.</p>	<p>The LEA and school will continue to provide differentiated PD for individual teachers including coaching, mentoring, and external providers who worked as coaches during the school year. In addition, teacher leaders modeled strategies and provided professional development based on data from Walk Throughs and Teacher Observation data.</p> <p>The school will play an integral part in selection of PD providers who will focus on identified goals based on teacher evaluation data.</p> <p>New and continuing non-tenured teachers will have a mentor assigned for the 2012-13 school year.</p>	<p>On-going 2012-2013</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>The LEA and school has provided professional development to ensure that teachers develop the competencies needed to apply evidence and standards-based practices in the classroom through</p>	<p>The LEA and school has provided internal and external professional development to ensure that teacher develop the competencies needed to apply evidence and standards-based</p>	<p>On-going 2012-13</p>

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	the use of external providers and PLCs. External Providers included Standards Solutions, Cambridge Education Services, Total Training Solutions, and the support of SIG and district supervisors.	practices in the classroom through the use of external providers and PLCs. District and SIG supervisors will continue to support teachers.	
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	The school defined levels of implementation of practices by analyzing data from interim and benchmark measures of student achievement, Walk Throughs, and Teacher Observations as well as perceptual, contextual and demographic data.	The school will continue to define levels of practice and analyze multiple data measures to monitor changes in teacher practice and student outcomes throughout the school year.	On-going 2012-13
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Teachers were organized into PLCs based on content, grade levels, and small learning communities. The focus this year was student engagement and meaningful feedback as measured by Walk Throughs. This was changed to add learning objectives and DOLs when data indicated the need.	The school will continue to organize teacher into PLCs. The focus will be student engagement and questioning and discussion techniques as data from Walk Throughs and Teacher Observations indicated. The school will maintain the changes in teacher practices in learning objectives and DOLs to build on PD from 2011-12.	On-going 2012-13
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.	The LEA has a rigorous system for evaluating PD providers that begins with the RFP contract which spell out explicit expectations and outcomes from proposal development, review and rating by the review committee, approval of contract by BOE, to monitoring of services delivered at the school, and payment verification by the principal.	The LEA will continue its rigorous system for delineating, preparing, approving, monitoring and evaluating the services rendered.  The school provides on-site monitoring of the services delivered through evaluation, surveys, informal and formal feedback from teachers on the quality of the services.	On-going 2012-2013

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	<p>The school monitors the performance of external providers through logs and attendance sheets which are signed daily, evaluations and surveys of teachers, and monitoring of implementation of PD through Walk Throughs and Teacher Observations. Payment to providers occurs upon approval by the principal for services rendered.</p>		
<p><b>Barriers of Year 2 Implementation</b></p>	<p>Need for full days for additional district professional development rather than half days.</p>		

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LEA: Jersey City Public Schools

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**Turnaround SIG Required Activity – 5:** Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.</p>	<p>The LEA created the District Turn Around Team [DTT] with the DTL who reports directly to the Superintendent and directs and manages the project at the district level, directly supervises the school Principal, and supports and monitors implementation of the Turnaround Model and reform strategies at the school level. DTT structure includes an Academic Supervisor for each SIG School, a part time Student Support Services Supervisor, part time Evaluation and Assessment Supervisor. The LEA was unable to fill the positions of Art supervisor and Technology Supervisor. The school provided laptop computers to freshmen that support the school’s heavily digitized curricula in core subject areas.</p>	<p>The LEA will continue the governance structure which supports the school improvement; the DTT with the DTD and the supervisory staff will continue to support the school program with academics, data, student support services, and technology infusion. In addition to the arts, the school will continue to provide individual computers on-loan to all students in keeping with its digitized curricula in multiple content areas.</p>	<p>On-going 2012-13</p>
<p>2. The LEA allocates resources to support the turnaround office or team.</p>	<p>The LEA provided a district budget for the district turnaround director [DTD] to support the schools.</p>	<p>The LEA will continue to support the turnaround schools with district resources.</p>	<p>On-going 2012-2013</p>
<p>3. LEA policies and operating procedures are reviewed and recommendations made for</p>	<p>The LEA and BOE granted operational flexibility and autonomy to SIG schools to address policies and procedures that</p>	<p>The LEA and BOE will continue to grant flexibility and autonomy to the SIG school to creatively address</p>	<p>On-going 2012-13</p>

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changes if barriers to reform are identified.	present barriers to reform.	barriers to achieving their goal to improve student achievement.	
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.	The LEA closely screens and selects external professional development providers and monitors performance according to deliverables.	The LEA will continue to closely screen, select, and monitor external professional development providers and ensure the delivery of services.	On-going 2012-2013
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	The LEA has developed and implemented a clearly articulated plan to sustain reform beyond the funding period, including integration of policies, procedures and structures into the existing district system and alignment of SIG resources with district resources and other funding sources (i.e. Title I) to support and sustain interventions. The LEA has embedded the lessons learned in SIG so that they can be applied to other schools in the district.	The LEA will use the lessons learned from SIG to sustain reform beyond the funding period, this includes integrating content supervisory staff in the schools, giving access to its data warehouse, replicating best practices across schools, and including other staff in initiatives where possible.	On-going 2012-2013
6. The LEA and school align SIG resources with other resources to sustain interventions.	The LEA and school align the district and Title I budgets to SIG to supplement available resources and sustain interventions.	The LEA and school will align the district, Title I and SIG budgets to ensure that all available resources are used effectively and interventions are sustained.	On-going 2012-2013

<b>Barriers of Year 2 Implementation</b>	None
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**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

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**Turnaround SIG Required Activity – 6:** Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>The LEA has implemented data systems: 1) to facilitate collection, interpretation; 2) use of data to drive instructional change by forming data teams to study and analyze data; 3) aligning and utilizing NJ SMART and the district’s data warehouse; 4) administer and collect data from district interim benchmark and formative assessments as well as mid-term and final examinations, and 5) created school-based data WIKIs and Dropbox files for storage and access by teachers and administrators to the data in user friendly formats;</p> <p>The LEA resources from these sources have been used to disaggregated statewide assessment data, create individual student profiles; create at-risk student lists, develop school performance profiles, and disaggregated classroom formative and summative achievement data, and correlate the data to contextual data such as Walk Through analyses, Teacher Observations, and school processes.</p>	<p>The LEA will continue best practices to facilitate the collection, interpretation and dissemination of data to all staff for the purpose of driving instructional change.</p> <p>Based on survey data, the school recognizes that many staff are not proficient in data use. Therefore, for 2012-13, the 5 goals delineated in the implementation description for 2011-12 will continue until all staff is proficient. This includes continuing the bi-weekly Teacher Leader meetings, Data Team training, and activities that support increased teacher and administrator facility in data use.</p> <p>The emphasis for 2012-13 is using data effectively at the classroom level and using data efficiently at the administrative level.</p>	<p>On-going 2012-2013</p>

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	<p>The LEA also created pre-post assessments for all content and grade levels, especially those that are non-tested, to measure student growth percentiles [SGP] as part of the Teacher Evaluation Pilot system;</p> <p>The LEA created these systems to provide a comprehensive multi-tiered data system for teachers and principals to monitor student performance and design instruction at the classroom level.</p>		
<p>2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.</p>	<p>The LEA and school provided timely access to data for classroom teacher and administrators use for monitoring student achievement.</p> <p>For the Teacher Evaluation Pilot, preparations for use of Scantron required extensive training for all content supervisors as well as school based staff.</p>	<p>The LEA will continue to ensure timely access to all data for staff use and update its data systems for optimal use.</p> <p>The LEA will work with the district’s business technology dept. to facilitate periodic interface for demographic data for uploads by sub-groups and rosters.</p>	<p>On-going 2012-2013</p>
<p>3. LEA and school ensure that instruction is aligned with standards and benchmarks.</p>	<p>The school has not begun the work in this area.</p>	<p>The LEA will begin the work to align the written, taught, and assessed curriculum to Common Core State Standards.</p>	<p>On-going 2012-2013</p>
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA and school have dedicated structured time for school-based PD and staff collaboration on data interpretation; Each school has a data team which meets bi-weekly, common data analyses activities sharpen staff understanding of</p>	<p>The LEA and school will continue to provide structured time for school-based PD and staff collaboration for data collaboration and interpretation on a daily basis.</p>	<p>On-going 2012-13</p>

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	<p>data; The LEA and school schedule frequent opportunities for sharing of data from multiple sources to enable the staff to see its usefulness and application in a wide range of situations. Daily time for collaboration is built into the school schedule.</p>		
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The LEA and school use data as a tool for decision-making, adjusting goals where data from Walk Throughs, achievement results, and other sources dictate change in practices or demand new action steps; the school team – teacher leaders and administrators – meet regularly to review and analyze data for continuous school improvement.</p>	<p>The LEA and school will continue to use data as a tool for decision-making, adjusting goals where data from Walk Throughs, achievement results, and other sources dictate change in practices or demand new action steps; the school team – teacher leaders and administrators – meet regularly to review and analyze data for continuous school improvement.</p>	<p>On-going 2012-2013</p>
<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>		

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**Turnaround SIG Required Activity – 7:** Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The SEA and LEA provide access to timely data to schools through formative, interim, classroom and summative assessments.</p>	<p>The LEA and school implemented a Personalized Education Plan for each student that included specific data systems, formative, interim, and diagnostic programs, and summative assessments that promoted the collaborative and continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>This included outreach to NJ Career Advisory Navigator for a system to track student achievement, aptitude, and progress in career choices as they move toward graduation;</p> <p>The school created an at-risk list filtered for attributes that signal behaviors that require intervention. In response, RTI programs were developed to address needs and monitor student progress;</p>	<p>The LEA and school will continue the best practices initiated during the 2011-12 school year so that their long range impact can be measured. These practices will be enhanced with PD for teachers, and more rigorous monitoring of results for continuous improvement and informed responses to the efficacy of reforms.</p> <p>Addressing the needs of students who at-risk will be accomplished by providing academic interventions not only at the classroom level but also through extended learning time. Using the diagnostic data from DORA and the math diagnostic data, we will target these students for support and monitor their progress through the use of case managers and teachers reports.</p>	<p>On-going 2012-2013</p>

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LEA: Jersey City Public Schools

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	<p>The school selected and implemented curricula initiatives infusing technology to motivate and engage students. All 9<sup>th</sup> grade students receive laptops to facilitate learning beyond the school days and digital curricula.</p> <p>The program design for Lincoln is delineated below:</p> <ol style="list-style-type: none"> <li>1) All freshmen were enrolled in LAL I and Algebra I for the entire year as part of ELT plan. This occurs by scheduling the literacy and math for the entire school year.</li> <li>2) All sophomores were enrolled in LAL II for the entire year as part of the ELT plan.</li> <li>3) The school established a 5<sup>th</sup> block of courses from which students selected elective and required courses as its ELT plan. Seniors were given the option of participating in ELT, especially if they needed courses to graduate or to opt out of ELT if all requirements for graduation were met. More than 80% of students remain for ELT.</li> </ol>		
<p>2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA provided access to the district's data warehouse so that an individual academic student profile was created for each student. It interfaces with NJ SMART for this purpose.</p>	<p>The next level of data collaboration includes infusing its use into all aspects of school functions and ensuring that every teacher is at the proficient level in its use.</p>	<p>On-going 2012-13</p>

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LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

	<p>The school established a Data Team that meets bi-weekly to collaborate on data interpretation and analysis. The Team has learned to use multiple data measures such as contextual, perceptual, assessment, and demographic – to inform decisions and plan instruction. The members of the Team turnkey at content and grade level meetings and in their PLCs. In addition, Data Analysis was given PD time to present data to the full faculty such as the Data Carousel activities. Data from Walk Throughs, grades, benchmark assessments, and surveys are regularly shared with staff for trend analysis and projections.</p> <p>Data also have played a special role in the teacher evaluation system pilot. Pre-assessments were accompanied with multiple interim benchmark assessments that teachers have used to target instruction and track progress throughout the year. Teachers were able to track individual student growth during the school year at regular intervals.</p>	<p>The school will build on the work of 2011-12 to continue their understanding of multiple data measures and their appropriate use, interpretation of types of data, and trend analysis.</p> <p>More emphasis will be placed on monitoring individual and class progress indicators as well as grade level and course progress.</p>	
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**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<p>3. The LEA has established annual goals for student achievement.</p>	<p>The LEA established annual goals for student achievement based on the AYP calculator.  <b>Lincoln’s minimum annual proficiency goals were -</b></p> <table border="1" data-bbox="642 610 1064 824"> <tr> <td>2011</td> <td>LAL</td> <td>Math</td> </tr> <tr> <td>Total</td> <td>55%</td> <td>34.3</td> </tr> <tr> <td>African American</td> <td>55.4%</td> <td>29.9</td> </tr> <tr> <td>Econ</td> <td>55%</td> <td>34.2</td> </tr> </table>	2011	LAL	Math	Total	55%	34.3	African American	55.4%	29.9	Econ	55%	34.2	<p>The LEA in conjunction with the school will use multiple sources to establish annual achievement goals for the school using the AYP calculator information as a “minimum goal” and the multiple sources to establish a “stretch goal”.  <b>Lincoln’s minimum annual proficiency goals will be -</b></p> <table border="1" data-bbox="1146 748 1568 963"> <tr> <td>2012</td> <td>LAL</td> <td>Math</td> </tr> <tr> <td>Total</td> <td>65%</td> <td>44.3</td> </tr> <tr> <td>African American</td> <td>55.4%</td> <td>44.9</td> </tr> <tr> <td>Econ</td> <td>55%</td> <td>44.2</td> </tr> </table> <p>*subject to change upon release of 2012 HSPA results</p>	2012	LAL	Math	Total	65%	44.3	African American	55.4%	44.9	Econ	55%	44.2	<p>September-October 2012</p>
2011	LAL	Math																									
Total	55%	34.3																									
African American	55.4%	29.9																									
Econ	55%	34.2																									
2012	LAL	Math																									
Total	65%	44.3																									
African American	55.4%	44.9																									
Econ	55%	44.2																									
<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>	<p>The LEA and school used Scantron Achievement series to provide interim benchmark assessments for on-going real time data on student achievement for all state-tested and non-tested content areas. In addition, the LEA provided DORA, an on-line literacy diagnostic assessment to provide a more in-depth profile of each students’ literacy strengths. In math, the benchmark assessments and built in pre-</p>	<p>The LEA and school will continue to use the same diagnostic programs for 2012-13 to set annual student learning goals. Because of the on-going assessments that include periodic benchmark data as well as classroom observation data and student work samples, the school will have immediate feedback on its progress in reaching the goals set. Effective practice will continue to be assessed through Walk Throughs and</p>	<p>On-going 2012-13</p>																								

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

	<p>tests that accompany the digital programs provide the diagnostic data needed to establish annual goals. Similar data were used to assess effective instructional practices for teachers. The school conducted Administrative Walk Throughs assessing practices in 5 key areas: Learning Objectives, Student Engagement, Wall Walks, Effective Communication, and Student Interviews. The information collected was used to inform professional development goals and emphasis throughout the year.</p>	<p>individual teacher observations. Based on the analyses of 2011-12 data, the school expects to focus on Questioning and Discussion Techniques and Student Engagement, particularly multiple response strategies as its goal for increasing proficiency in effective teaching practices.</p>	
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The LEA and school demonstrated the use of data to guide instructional change throughout their practices and instructional interventions for students. Using the data WIKI and dropbox, assessment data in four key areas were available: perceptual, demographic, process and assessment charts contained invaluable information on longitudinal achievement and other factors such as sub-group performance and teacher performance. Through the Data Team, use of data has become the basis for decision-making.</p>	<p>The LEA and school will continue to support the use of data to guide instructional change, and school processes. The school-based data teams will continue to refine their work and ensure that all teachers are able to analysis data. The LEA will use lessons learned to disseminate this best practice in all district schools by making its data warehouse available to create student achievement profiles for use by teachers and benchmark achievement series data to improve outcomes for students.</p>	<p>On-going 2012-13</p>
<p>6. The LEA and school share student progress data with parents and students.</p>	<p>The LEA and school utilize three parent-teacher-student conference days to share student progress data with</p>	<p>The LEA has released its calendar for 2012-13 and will continue the practice of conference days to provide the</p>	<p>November 2012, February 2013 April/May 2013;</p>

**TURNAROUND PROJECT DESCRIPTION**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

	<p>families. Most teachers use en-grade, an on-line grading system that gives parents access to students' grades real time. In addition, progress reports are mailed to parents to share student progress approximately every 4- 6 weeks and more frequently in block schools at the high school level. While attendance at the conferences is low, efforts to increase parent attendance through varying the time of day for conferences.</p>	<p>opportunity to share student progress with parents and students. The new SIS management system, Infinite Campus, will provide a data portal for parents to have the opportunity to continue to view their child's grades as they are posted. The practices of mailing progress reports every 4- 6 weeks and meeting with parents face-to-face will continue.</p>	<p>and on-going throughout the school year</p>
<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>		

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Turnaround SIG Required Activity – 8:** Establish schedules and implement strategies that provide increased learning time for all students.  
 “Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
<p>1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.</p>	<p>The LEA and school used evidence from the federal What Works Clearinghouse to research successful Increased Learning Time initiatives. Based on the research, Lincoln designed its Extended Learning Time [ELT] by adding a 5<sup>th</sup> block of elective courses. This was an example of the exercise of principal autonomy. Because the school requires 160 graduation credits, students were motivated to participate. Also, students who were upperclassmen needing additional graduation credits and students who wanted the opportunity to take electives outside of their Small Learning Community major, were given a chance to explore areas of interest not otherwise available. The participation rate was also bolstered by student survey results that indicated their preference for extending</p>	<p>The LEA and school will continue to extend class periods for all students by 40 minutes daily with 5 minutes added to every class period 4 days per week, and continue up to 50 hours on Saturdays, and offer an additional 1.5 hours 4 days per week for all students in the arts. The 5<sup>th</sup> day each week will be used for professional development time for teachers. The interventions for students will be tailored to the individualized needs of students based on diagnostic assessments and pre- and post assessments in LAL and Mathematics. Data from assessments will not only inform instruction but also inform the ability to target skill development as data reveal as necessary.</p>	<p>On-going 2012-13</p>

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

	<p>the school year rather than attending school in the summer. Thus, participation in ELT was at the 90% rate with only seniors meeting graduation requirements and students with work [job hours that could not be changed] commitments were excused.</p>	<p>The principal plans to continue ELT in the same manner for the upcoming year.</p>	
<p>2. The LEA and school identify community needs and partnership opportunities.</p>	<p>The school established a Parent Resource Center this year to provide an area for parent learning and support. School participated recently in the PIRC Family Friendly Walk was rated Family Friendly. As a result of recommendations, the school developed an Action Plan.</p> <p>Student Community Service included Breast Cancer – Pink Day, Angel Toy Drive, Diabetes Walk, Thanksgiving Can Drive, Winter Coat Drive.</p> <p>Community Organizations included Block Association’s Beautification Project,</p> <p>SLC Partnerships: Cosmetology SLC – SPA Day for district central office, weekly Leola Dixon Clinic [offers beauty services to the community]; Culinary SLC – provides catering for variety of community events; ROTC SLC – Color Guard presents arms at variety of community events including local government;</p>	<p>The school will offer a variety of family workshops based on parent surveys; workshops will provide information beneficial and supportive of families;</p> <p>The Parent Resource Center will be used to offer parent learning on technology with students and faculty as presenters;</p> <p>Implement Family Friendly School Action Plan;</p> <p>Establish a Student Government system of student representation that promotes leadership principles;</p> <p>Maintain current community relationships and seek additional partners whose mission support leadership theme;</p> <p>Maintain and refine current SLC Partnerships;</p>	<p>On-going 2012-13</p>

**TURNAROUND PROJECT DESCRIPTION**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

	<p>Legal &amp; Public Safety SLC – Law Day with government professional groups as guests who participated in study of legal and public safety careers;</p> <p>Local business support – PNC &amp; Provident Banks- donation to Girls Basketball team</p>	<p>Maintain student community service activities and increase level of participation throughout student body;</p>	
<p>3. The LEA allocates funding for extended learning programs.</p>	<p>The LEA used SIG resources to fund extended learning. A negotiated MOU provided teachers with 1/10<sup>th</sup> of their salary as compensation. Both the district and school used Title I funds to promote monthly family learning projects throughout the school year.</p>	<p>The LEA will renew its MOU with the JCEA to provide remuneration for teachers as negotiated and approved by the superintendent. Utilizing funds from SIG, funds will be used to support the ILT and other family learning projects in 2012-13.</p>	<p>On-going 2012-13</p>
<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>The LEA encouraged the principal’s outreach to community to sustain partnerships such the Law and Public Safety Day;</p>	<p>The school will establish the Community Leadership Advisory Council.</p>	<p>On-going 2012-13</p>
<p>5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.</p>	<p>The LEA and school offered 5 credit courses aligned to graduation requirements using district curricula;</p>	<p>The LEA and school will ensure professional development opportunities for all ELT programs;</p>	<p>On-going 2012-13</p>
<p>6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.</p>	<p>The LEA and school assessed student learning by using quarterly assessments and mid-term and final exam data to guide instructional changes.</p>	<p>The school will continue to use diagnostic and interim benchmark assessment data to guide instructional outcomes.</p>	<p>On-going 2012-13</p>

Date: May 24, 2012

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<b>Barriers of Year 2 Implementation</b>	None
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**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<b>Turnaround SIG Required Activity – 9:</b> Provide appropriate social-emotional and community-oriented services and supports for students.			
<b>Evidence of Implementation Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	<p>The LEA and school made the central vision, core beliefs, and motto that promoted the leadership theme.</p> <p>As part of Nine for Nine, students explored leadership themes each day through the life of a famous person.</p> <p>The ROTC SLC used leadership as its unifying theme throughout the school year. The principal considered the ROTC leadership curriculum as a model for the whole school.</p>	<p>The LEA and school will ensure the efficacy of the academic program by integrating the school’s mission, vision and core values as a unifying theme for all school actions.</p> <p>The school will select and implement a Leadership Curriculum.</p> <p>The school will continue to market its mission, vision and core beliefs by participating in numerous community service projects and leadership events.</p>	On-going 2012-13
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; develops joint financing of facilities and programs with community and local government).	<p>With the hiring of a SIG Student Support Services Supervisor, the school was able to initiate and nurture partnerships that support its SLCs, strengthen partnerships with community organizations, and identify community and state agencies [NJ CAN] and corporate supporters as well as strengthen the parent organization to support the school’s mission.</p>	<p>The LEA and school administrators will continue and sustain the partnerships established by utilizing the continuation of the school’s mission and core values.</p>	On-going 2012-13

**TURNAROUND PROJECT DESCRIPTION**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>The school involved a broad representation of parents through its Parent Council; school participated in PIRC Family Friendly Walk Through by inviting a variety of stakeholders to serve as team members.</p>	<p>The school will establish its Community Leadership Advisory Council for 2012-13 who will be advocates for the school's mission and vision.</p>	<p>On-going 2012-13</p>
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>Although the school did not focus on this goal during this first year, guidance staff organized an week-long information session with representatives from community agencies.</p>	<p>The school will provide professional development for school staff on how to work effectively with community and parents.</p>	<p>On-going 2012-13</p>
<p>5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.</p>	<p>The LEA and school provided regular and frequent status reports to the greater school community on the school's successes and activities.</p> <p>The school solicited input from the community through use of on-line surveys.</p> <p>This included reports to the BOE, superintendent, Parent Council.</p>	<p>The LEA and school will ensure the school communities are informed by providing frequent status reports to all community school groups.</p> <p>The school will also continue to participate in community service projects, solicit input from the community through surveys.</p>	<p>On-going 2012-13</p>

<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>
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**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Turnaround SIG Required Activity – 10:** Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>The school tracks all 9 leading indicators as required for SIG. The indicators show increased 1) academic progress [using scattergrams to plot growth on HSPA]; 2) increased attendance of students [3% to date during 2011-12 SY] and staff attendance. In addition there has been a marked reduction in discipline incidents [650 in 2010-11 and 214 to date for 2011-12], and, 3) an increase in [73,955 2010-11 to 81,235 in 2011-12]school minutes], and teacher effectiveness as measured by the new teacher evaluation system.</p>	<p>While state data are not yet available, the interim benchmark assessments and pre- and post- assessment quarterly benchmark assessment results show increases in skills and knowledge in LAL and Math which will continue during 2012-13.</p> <p>The school will increase the number of honors and AP classes offered to students.</p> <p>Data points on the leading indicators will be used to sustain the changes in achievement and support continued focus on academics.</p>	<p>On-going 2012-13</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The school used its WIKI and Dropbox Data systems to track students’ progress in real time. These data informed immediately responses and interventions as assessment data indicated strengths and challenges to be</p>	<p>The school will continue to teach all staff to use data to an optimal level of expertise. The Data Team will continue to demonstrate higher levels of analyses of information at the classroom level and sub-group level to more effectively meet</p>	<p>On-going 2012-13</p>

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

	<p>addressed and sustained. Much of the information has concentrated on grade level and content level information.</p>	<p>the needs of individual students. All teachers will use the new SIS data system for grades and assessment data which will automate more of the data information immediately for staff, student and parent use. The school will promote use of the data portal for parents as a goal for 2012-13.</p>	
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<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>
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**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<p><b>Turnaround SIG Permissible Activity – 11:</b> A turnaround model may also implement other strategies.</p> <p>The strategies include:</p> <ul style="list-style-type: none"> <li>(i) Any of the required and permissible activities under the transformation model;</li> <li>(ii) A new school model (e.g., themed, dual language academy).</li> <li>(iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or</li> <li>(iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).</li> </ul>			
<p><b>Evidence of Implementation Indicators</b></p>	<p><b>Year 1 Implementation Description</b></p>	<p><b>Year 2 Project Description</b></p>	<p><b>Year 2 Timeline</b></p>

**TURNAROUND PROJECT DESCRIPTION**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<p>A new school theme: Leadership</p>	<p>The school focused for year 1 was to establish a vision, core beliefs, and motto for the leadership academy.</p> <p>The school field tested leadership themes during the summer with the incoming freshmen class and explored the possibility of using the ROTC leadership curriculum.</p>	<p>The school will work on infusing of leadership throughout the curricula through the implementation of cross curricula thematic units of study.</p> <p>The school will work to foster an increase in the number of students who achieve honor roll and perfect attendance status throughout the school year.</p> <p>The school will establish a representative Student Government System that includes a peer mediation program to hold students personally accountable for behavior and character development.</p> <p>The school will continue foster relationships with community stakeholders by giving students an shadow experience of a community leader.</p>	<p>On-going 2012-13</p>
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<p><b>Barriers of Year 2 Implementation</b></p>	<p>None</p>
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**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Year 2 Targets: Student Achievement Outcomes**

**LHS Student Report Card Results 2010-11**

**District Assessment Results—Midterm Exams**

2010-11 Midterm Grades	Total	Percent
A	539	12.44%
B	795	18.34%
C	849	19.59%
D	405	
F	1746	<b>49.63%</b>
Total:	4334	100.00%

**LHS Student Report Card Results 2011-12**

**District Assessment Results—Midterm Exams (MP1-3)**

2011-12 Midterm Grades	Total	Percent
A	643	14.21%
B	913	20.17%
C	799	17.65%
D	370	
F	1801	<b>47.96%</b>
Total:	4526	100.00%

**LHS Student Report Card Results 2010-11**

**District Assessment Results—Final Exams**

2010-11 Final Exam Grades	Total	Percent
A	566	12.67%
B	887	19.86%
C	920	20.60%
D	469	
F	1624	<b>46.86%</b>
Total:	4466	100.00%

**LHS Student Report Card Results 2011-12**

**District Assessment Results—Final Exams (MP1-3 only)**

2011-12 Final Exam Grades	Total	Percent
A	141	8.47%
B	298	17.91%
C	360	21.63%
D	130	
F	735	<b>51.95%</b>
Total:	1664	100.00%

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**LHS District Assessment Targets: 2012-13 School Year**

**District Assessment Results—Midterm Exams  
(Based on results of 2011-12 Marking Period 1-3)**

- Reduce Partially Proficient Rate by 15%

Midterm Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	8.2%	48.0%	40.8%
F	39.8%		

**District Assessment Results—Final Exams  
(Based on results of 2011-12 Marking Period 1-3)**

- Reduce Partially Proficient Rate by 15%

Final Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	7.8%	52.0%	44.2%
F	44.2%		

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**LHS District Assessment Targets (Language Arts Literacy and Mathematics): 2012-13 School Year**

**LHS 2010-11 District Assessment Results:  
Language Arts Literacy (LAL) Midterm Exams (MP1-3)**

LAL MP1-4 Midterm Exams	Total	Percent
A	98	10.38%
B	183	19.39%
C	200	21.19%
D	90	<b>49.04%</b>
F	373	

LAL MP1-4 Final Exams	Total	Percent
A	105	10.73%
B	190	19.41%
C	205	20.94%
D	101	<b>48.93%</b>
F	378	

**LHS 2010-11 District Assessment Results:  
Mathematics**

Mathematics MP1-4 Midterm Exams	Total	Percent
A	34	3.40%
B	78	7.79%
C	139	13.89%
D	97	<b>74.92%</b>
F	653	

Mathematics MP1-4 Final Exams	Total	Percent
A	54	5.38%
B	135	13.46%
C	211	21.04%
D	142	<b>60.12%</b>
F	461	

**ANNUAL STUDENT TARGETS**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

F	378	
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**LHS 2011-12 District Assessment Results: Language Arts Literacy (LAL)**

LAL MP1-3 Midterm Exams	Total	Percent
A	98	10.38%
B	183	19.39%
C	200	21.19%
D	90	<b>49.04%</b>
F	373	

LAL MP1-3 Final Exams	Total	Percent
A	105	10.73%
B	190	19.41%
C	205	20.94%
D	101	<b>48.93%</b>

**LHS 2011-12 District Assessment Results: Mathematics**

Mathematics MP1-3 Midterm Exams	Total	Percent
A	34	3.40%
B	78	7.79%
C	139	13.89%
D	97	<b>74.92%</b>
F	653	

Mathematics MP1-3 Final Exams	Total	Percent
A	54	5.38%
B	135	13.46%
C	211	21.04%
D	142	<b>60.12%</b>
F	461	

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**LHS District Assessment Targets: 2012-13 School Year**

**Language Arts Literacy Midterm Exams**  
(Based on results of 2011-12 Marking Period 1-3)

- Reduce Partially Proficient Rate by 15%

Midterm Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	6.4%	56.8%	48.3%
F	50.4%		

**Mathematics Midterm Exams**  
(Based on results of 2011-12 Marking Period 1-3)

- Reduce Partially Proficient Rate by 10%

Midterm Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	9.3%	70.0%	63.0%
F	60.7%		

**Language Arts Literacy Final Exams**  
(Based on results of 2011-12 Marking Period 1-3)

- Reduce Partially Proficient Rate by 15%

Final Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	5.0%	53.3%	45.3%
F	48.3%		

**Mathematics Final Exams**  
(Based on results of 2011-12 Marking Period 1-3)

- Reduce Partially Proficient Rate by 10%

Final Exam Grades	2011-12 Percent	2011-12 % Partially Proficient	2012-13 Target
D	11.8%	67.5%	60.8%
F	55.7%		

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Year 2 Targets: Graduation Rates**

Graduation Rate—Class of 2007 through Class of 2011

Student Outcome/Academic Outcome Data	2009-2010 Report Card Data	
Graduation rate	<b>Year</b>	<b>School</b>
	<b>Class of 2013 (2012-13) Target</b>	<b>58.4%</b>
	Class of 2012 (2011-12)	TBD
	Class of 2011 (2010-11)	55.4%*
	Class of 2010 (2009-10)	70.4%
	Class of 2009 (2008-09)	73.6%
	Class of 2008 (2007-08)	68.9%

\* Based on the adjusted 4-Year Graduation Cohort measurement.

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School**Year 2 Targets—At-Risk Lists  
Current 2011-12 At-Risk Summary**

Student Characteristics	Total Students		LAL: Partially Proficient		Math: Partially Proficient		Retention: Overage for Grade		Attendance: Less than 75% in Attendance		At Risk in Any Area	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
<b>Total Students</b>	794	100.00%	117	14.7%	166	20.9%	138	17.4%	59	7.4%	340	42.8%
<b>School</b>												
Lincoln H.S.	794	100.0%	117	14.7%	166	20.9%	138	17.4%	59	7.4%	340	42.8%
<b>Grade Level</b>												
Grade 9	304	38.3%	91	29.9%	108	35.5%	74	24.3%	33	10.9%	202	66.4%
Grade 10	211	26.6%					38	18.0%	15	7.1%	48	22.7%
Grade 11	138	17.4%					9	6.5%	7	5.1%	13	9.4%
Grade 12	141	17.8%	26	18.4%	58	41.1%	17	12.1%	4	2.8%	77	54.6%
<b>Gender</b>												
Female	420	52.9%	54	12.9%	87	20.7%	61	14.5%	22	5.2%	162	38.6%
Male	374	47.1%	63	16.8%	79	21.1%	77	20.6%	37	9.9%	178	47.6%
<b>Race/Ethnicity</b>												
American Indian or Alaskan Native	2	0.3%										
Asian	16	2.0%	1	6.3%	1	6.3%	2	12.5%	2	12.5%	5	31.3%
Black	610	76.8%	99	16.2%	140	23.0%	103	16.9%	46	7.5%	268	43.9%
Hispanic	145	18.3%	13	9.0%	19	13.1%	30	20.7%	9	6.2%	57	39.3%
White	21	2.6%	4	19.0%	6	28.6%	3	14.3%	2	9.5%	10	47.6%
<b>Lunch Status</b>												
Free Lunch	515	64.9%	94	18.3%	125	24.3%	87	16.9%	38	7.4%	235	45.6%
Reduced Rate Lunch	27	3.4%	1	3.7%	4	14.8%	8	29.6%			12	44.4%
Not Enrolled	252	31.7%	22	8.7%	37	14.7%	43	17.1%	21	8.3%	93	36.9%
<b>Special Education</b>												
Special Education	224	28.2%	49	21.9%	51	22.8%	61	27.2%	22	9.8%	122	54.5%
Not Special Education	570	71.8%	68	11.9%	115	20.2%	77	13.5%	37	6.5%	218	38.2%

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School

Student Characteristics	Total Students		LAL: Partially Proficient		Math: Partially Proficient		Retention: Overage for Grade		Attendance: Less than 75% in Attendance		At Risk in Any Area	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
<b>Limited English Proficient</b>												
Not LEP	794	100.0%	117	14.7%	166	20.9%	138	17.4%	59	7.4%	340	42.8%
<b>Time in District</b>												
In District Less than One Year	35	4.4%	5	14.3%	4	11.4%	7	20.0%	3	8.6%	15	42.9%
In District 1-2 Years	61	7.7%	11	18.0%	14	23.0%	7	11.5%	5	8.2%	22	36.1%
In District 3 or More Years	698	87.9%	101	14.5%	148	21.2%	124	17.8%	51	7.3%	303	43.4%
<b>Students Retained Last Year</b>												
Retained Last Year	199	25.1%	8	4.0%	7	3.5%	91	45.7%	29	14.6%	114	57.3%
Not Retained Last Year	595	74.9%	109	18.3%	159	26.7%	47	7.9%	30	5.0%	226	38.0%
<b>NJ ASK Student Growth: LAL 2010-2011</b>												
High Growth	34	27.6%	13	38.2%	21	61.8%	1	2.9%	2	5.9%	24	70.6%
Typical Growth	42	34.1%	22	52.4%	27	64.3%	2	4.8%	4	9.5%	29	69.0%
Low Growth	47	38.2%	36	76.6%	39	83.0%			3	6.4%	43	91.5%
<b>NJ ASK Student Growth: Math 2010-2011</b>												
High Growth	38	30.9%	22	57.9%	20	52.6%	1	2.6%	2	5.3%	26	68.4%
Typical Growth	44	35.8%	24	54.5%	30	68.2%	2	4.5%	2	4.5%	32	72.7%
Low Growth	41	33.3%	25	61.0%	37	90.2%			5	12.2%	38	92.7%
<b>Number of Days Absent</b>												
No Days Absent	284	35.8%	31	10.9%	58	20.4%	18	6.3%			78	27.5%
1 - 5 Days Absent	436	54.9%	78	17.9%	97	22.2%	95	21.8%	1	0.2%	194	44.5%
6 -10 Days Absent	42	5.3%	5	11.9%	6	14.3%	13	31.0%	26	61.9%	36	85.7%
11 -15 Days Absent	18	2.3%	3	16.7%	4	22.2%	5	27.8%	18	100.0%	18	100.0%
Greater than 15 Days Absent	14	1.8%			1	7.1%	7	50.0%	14	100.0%	14	100.0%

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**2012-13 Targets**

**Lincoln High School**

Student Characteristics	2011-12 At Risk in Any Area		2012-13 At Risk in Any Area Target
	# of Students	% of Total	% of Total
<b>Total Students</b>	340	42.8%	38.5%

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School**Year 2 Targets: HSPA Proficiency Targets by Subgroup**

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
		2010 Results	2011 Results	2012 Target	2013 Target		2010 Results	2011 Results	2012 Target	2013 Target
For Each Grade Span <b>(High School – First-time 11<sup>th</sup> grade test-takers)</b>	State Assessment					State Assessment				
Total Students	HSPA	50.0%	67.3%	70.6%	<b>73.5%</b>	HSPA	27.0%	31.8%	38.6%	<b>44.7%</b>
Students with Disabilities	HSPA	7.1%	20.8%	28.7%	<b>35.8%</b>	HSPA	0.0%	4.2%	13.78%	<b>22.4%</b>
Limited English Proficient Students	HSPA	N/A	N/A	N/A	N/A	HSPA	N/A	N/A	N/A	N/A
White (> 10 Students)	HSPA	50.0%	100%	100%	100.0%	HSPA	25.0%	50.0%	55.0%	59.5%
African-American	HSPA	50.4%	64.9%	68.4%	<b>71.6%</b>	HSPA	22.1%	27.3%	34.6%	<b>41.1%</b>
Pacific-Islander (> 10 Students)	HSPA	50.0%	0%	92.0%	100.0%	HSPA	25.0%	50.0%	55.0%	59.5%
Asian (> 10 Students)	HSPA	33.3%	N/A	92.0%	100.0%	HSPA	33.3%	N/A	86.0%	100.0%
American Indian/Native American (> 10 Students)	HSPA	100.0%	N/A	92.0%	100.0%	HSPA	100.0%	N/A	100.0%	100.0%
Hispanic	HSPA	47.8%	69.6%	72.6%	<b>75.3%</b>	HSPA	47.8%	43.4%	49.1%	<b>54.2%</b>
Others	HSPA	N/A	N/A	N/A	N/A	HSPA	N/A	N/A	N/A	100.0%
Economically Disadvantaged	HSPA	50.0%	70.6%	73.5%	<b>76.2%</b>	HSPA	26.9%	30.9%	37.8%	<b>44.0%</b>

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Year 2 Targets--Student in Advanced Coursework**

**LHS AP Five-Year Summary Report**

<b>Lincoln High School (310615)</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Total AP Students	38	42	39	28	22
Number of Exams	41	59	53	41	23
AP Students with Scores 3+	1	5	6	2	2
<b>% of Total AP Students with Scores 3+</b>	2.6	11.9	15.4	7.1	9.1

**2011 Lincoln High School AP Results by Course**

**Total Students: 22**

**School Totals by Score**

<b>Score</b>	<b>Studio Art Drawing</b>	<b>English Language Comp</b>	<b>English Lit Comp</b>	<b>US History</b>	<b>Total Exams</b>	<b>% of Total Exams</b>
<b>5</b>						
<b>4</b>						
<b>3</b>		<b>2</b>			<b>2</b>	<b>8.7</b>
<b>2</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>11</b>	<b>47.8</b>
<b>1</b>		<b>2</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>43.5</b>
<b>Total</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>4</b>	<b>23</b>	<b>100.0</b>

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Year 2 Targets--Student in Advanced Coursework**

<b>Lincoln High School (310615)</b>	
Total AP Students Target: <b>44</b>	
<b>School Totals for this View</b>	<b>Total Exams</b>
Number of Exams	<b>46</b>
<b>Subject Totals</b>	<b>Total Exams Target</b>
Studio Art: Drawing Portfolio	2
English Literature and Composition	32
United States History	8
TBD	
TBD	

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

**Year 2 Targets—Family Friendly Walkthrough**

The New Jersey State Parent Information and Resource Center  
Lincoln High School Family Friendly Walkthrough Summary

**Total Family Friendly Walkthrough Score: 55.6**

Scoring Guide for Overall Walkthrough	0-19	Not Family Friendly Yet
	20-39	Slightly Family Friendly
	40-59	Family Friendly!
	60-81	Five Star Family Friendly School

**Scoring Categories**

- **School Environment: 18.9**  
Scoring Guide: 0-6 = Not Family Friendly Yet 7-13 = Slightly Family Friendly 14-20 = Family Friendly 21-27 = Five Star Family Friendly!
- **Policies and Practices to Engage parents: 15.9**  
Scoring Guide: 0-6 = Not Family Friendly Yet 7-13 = Slightly Family Friendly 14-20 = Family Friendly 21-27 = Five Star Family Friendly!
- **Home-School Communication: 20.9**  
Scoring Guide: 0-6 = Not Family Friendly Yet 7-13 = Slightly Family Friendly 14-20 = Family Friendly 21-27 = Five Star Family Friendly!

**Year 3 Target: 60.4**

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School**Analysis of Year 1 Outcomes**

*Provide an analysis of the achievement of the Year 1 outcomes using the best available data specifically the multiple measure outcomes and how these outcomes compare with the Year 1 goals. Examples of other measures include district or teacher developed tests, end of unit tests, student work, portfolios, and surveys. Use realistic and achievable targets for each grade or grade span. Provide Year 2 and Year 3 goals.*

*The grant requires that schools project targets for student groups. Specific annual targets must be identified for each subgroup in the school using the annual goals for each school for student achievement on the state's assessments in both reading/language arts and mathematics. Since the 2012 state assessment results are not yet available, these results will be collected during the summer of 2012.*

In Jersey City, we are using four grade points as the indicators for formative assessment: 1<sup>st</sup> and 2<sup>nd</sup> Quarterly Benchmarks and Mid-term and Final exams. The 1<sup>st</sup> quarter and final exam results will be used to determine the SGP for each course and teacher. The results from these assessments are incorporated into the students' grades [a percentage]; thus, we are able to make comparisons using the mid and final Grade Reports to track progress as well as individual scores by teacher and course.

We provide below an analysis of the quarterly reports from the 1<sup>st</sup> semester of 2011-12 in LAL and Math only as space is limited. Data are available for all subjects and teachers upon request. Our Mid-Year Review Power Point Presentation provides the details described below.

**LAL**

First Quarter Benchmark Assessments reveal a marked difference in results for honors and general courses in LAL. There is a difference of 15% between the groups with honors students scores higher than general classes on multiple-choice and open-ended and essay items. The results on writing items are below average, less than half of the students were proficient. These data reflect the similar results on grades for mid-term and final examinations. Less than half, between 40% - 45% of students are earning A and B grades. This measure rises slightly as students move to the junior and senior year which parallels the fact that students who have been less than successful are either repeaters or have dropped out, causing a slightly skewed population that have been more successful in coursework. Examination of the Pre-HSPA results, this pattern of success in LAL 76% proficient and of that 15% advanced proficient in LAL. Because of an aggressive effort to address the serious attendance data [2010-11 the attendance rate was 88% for students], the school initiated a new policy to increase absences and tardiness. Comparison of LAL grades from 2010-11 to 2011-12 showed only 3% of students failed LAL courses due to attendance compared to more than 10% in previous year. The

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School

“real” failure rate was 4% of students. By disaggregating the data, we are able to identify those students needing academic interventions and those needing interventions for reasons such as teen parent, caregivers for siblings, and other social factors impacting attendance.

We also note that the district doubles LAL instruction for all freshmen and sophomores. Even students in honors courses take double English in their first 2 years of high school. This modification allows the time to ensure that students can make-up deficiencies in literacy and are stronger in this subject area.

**Mathematics**

Results in math courses are not as encouraging. The data show significant numbers of students failing interim assessments, as many as 60% and reflected in 1<sup>st</sup> semester grades and Pre-HSPA results. While Algebra I continues to be the gatekeeper course which large numbers of first-time freshmen fail more than 70%, and the large number of students are taking Algebra I multiple times and still failing. The failure rate for all math courses is 15%, when removing the attendance failures, it drops to 8%. The final exam failure rate in Math was 57% which impacts overall grades and the poor mathematics preparation students receive in elementary school. Pre-HSPA results in Mathematics show 82% of students failing with only 18% proficient and only 3% of the 18% advanced proficient.

While the root causes for the deficiencies lie at the poor preparation in the elementary grades, the high schools contribute to this by not providing the time to close the gaps in scheduling and low levels of student engagement in courses, poor alignment of instruction to standards-based instructional practices, and disconnected pedagogical understanding of how to teach mathematics.

**Instructional Changes****LAL**

The resources of SIG have provided a digital Writing course as part of the grant. However, the program has just arrived in the school; thus, its impact will not be seen until next year. The Professional development provided on learning objectives, higher order questioning and multiple instructional strategies has been assessed through Walk Through data. The Learning Objectives focus is changing teacher behaviors in presenting the goal for the lesson and in students’ ability to articulate what and why they are learning the topic. As professional development efforts through job-embedded supports continue, we expect to see more change in pedagogy and instructional strategies implemented in the classroom. Also, laptop distribution will allow students access to digital curricula in class and at home. In addition, all freshmen students who were weak in writing on the first benchmark assessment were

**ANNUAL STUDENT TARGETS**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School

placed in Creative writing for ELT.

**Math**

The instructional changes in math have been substantial. First, the district developed an Algebra I Math Lab course for freshmen. Through SIG funds we are supplementing this with the digital course called Carnegie Learning- Cognitive Tutor. It will provide a diagnostic assessment of weaknesses and prescribed lessons to provide the necessary background and foundational skills for students. By adding the additional year-long course, students will receive increased time in math to close the gaps in knowledge. Also, laptop distribution will allow students access to digital curricula in class and at home. It is too early to report results at this time as students are enrolled in the course for only 1 month. We expect to see its impact in the mid-year and final assessment data. In addition, all juniors who scored below 200 on the Pre-HSPA were placed in a statistics course for ELT and those students scoring above 200 on the Pre-HSPA were placed in an advanced math course for ELT.

As indicated above, Jersey City is using four grade points as the indicators for formative assessment: 1<sup>st</sup> and 2<sup>nd</sup> Quarterly Benchmarks and Mid-term and Final exams. The 1<sup>st</sup> quarter and final exam results will be used to determine the SGP for each course and teacher. The results from these assessments are incorporated into the students' grades [a percentage]; thus, we are able to make comparisons using the mid and final Grade Reports to track progress as well as individual scores by teacher and course. In addition, at Lincoln school, 85% of Students with Disabilities are placed in Inclusion classes, only 15% are in self-contained classes.

**Math Changes**

Data from students' Achievement Profiles showing NJ ASK and historical HSPA data for Special Education raise the level of concern for instructional programs for students with disabilities. We note that the majority of the Special Ed. students are in inclusive settings giving them access to math specialists and thus the general education curriculum. By giving students access to the general education curriculum, they have access to content specialists in Mathematics and LAL rather than generalists. This at least addresses one of the root causes for their poor performance. Also, students will benefit from the additional year of Algebra I, especially the Carnegie Learning Cognitive Tutor program which provides a diagnostic assessment and supplies lessons for weak areas of preparation. We note that special needs students' scores reveal overall needs in math for all cluster areas. Interim benchmark and mid-term and final exam results also support the poor performance of special needs students in mathematics.

**ANNUAL STUDENT TARGETS**

LEA: Jersey City Public Schools

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**LAL Changes**

Data from achievement profiles showing NJ ASK and historical data from HSPA for Special Education show somewhat stronger performance in reading areas than writing. Reading cluster scores show they are 7% below the JPM in reading and 15% below the JPM in writing. Benchmark assessments support this pattern.

As indicated above, SIG resources have provided a supplemental writing program that arrived in the school within the past week. Therefore, we are not able to assess its impact yet as it is not operational yet. It is our expectation that we will be able to assess its efficacy by the end of the year with 3 months use.

The major changes this year to date, have been expectations for special needs teachers for service to the population within inclusion classes and self-contained classes.

Walk Through and Teacher Evaluation data will show these teachers are performing below the levels of proficiency of their content specialist peers.

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<b>SIG Required Activity – 1 Turnaround</b>		Grant the principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.						
<b>SMART Goal:</b>		Given support from the LEA, the principal will have sufficient operational flexibility to manage the staffing, calendar, timelines, and budget to implement school-wide reform strategies to improve student achievement outcomes in all content areas by 5% based on pre/post assessment data on common assessments, and the high school graduation rate by 3% [using the new formula for calculating graduation rates] based on 2012 data.  By June 2013, full implementation of the teacher evaluation model, Danielson’s Frameworks for Teaching, will show 75% inter-rater reliability scores among administrators- principals, and supervisors- on the first formal evaluation, and 85% on the second formal evaluation; and, tenured teachers will receive, at least 2 formal and 2 informal evaluations, and a minimum of three formal evaluations and 2 informal for non-tenured teachers during the school year.						
<b>Measurable Effectiveness Data:</b>		1. Walk Through data; Teacher Evaluation Data as recorded on web-based tool; summative teacher ratings from 2011-12 and 2012-13; 2. interim assessment results						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1.	The principal and leadership team will lead LHS in a collaboratively. The principal will continue to serve as the “instructional leader” and will promote and reinforce the school’s vision on a consistent basis.	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principals</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>Revised Job Description</li> </ul>	X	X	X	X
2.	Re-submit Board Resolution to assure the principal extensive operational flexibility.	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Superintendent</li> <li>Board of Education</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>Approved BOE Resolution</li> <li>Policies and procedures approved by the Superintendent regarding Principal responsibilities, reporting to the DTL and authorization of operational flexibility.</li> </ul>	X			

**PROJECT ACTIVITY PLAN - TURNAROUND**

**LEA:** Jersey City Public Schools

**Name of School:** The Leadership Academy at Abraham Lincoln High School

3.	The principal as the instructional leader will be given flexibility to create a schedule that is efficient and effective for the students and the school.	<ul style="list-style-type: none"> <li>Principal</li> <li>Scheduling vice principal</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>Policies and procedures approved by the Superintendent regarding Principal responsibilities, reporting to the DTL and authorization of operational flexibility.</li> </ul>	X			
4.	Principal and leadership team of administrators attend NJDOE Summer Leadership Academy in August 2012 and NJDOE SIG 2 Cohort Monthly Principals' Training/Development Sessions. (1.1, 1.2)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Sig Supervisors</li> <li>Principal</li> <li>Vice Principals</li> <li>District Administrators</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>Approved Principal's "Professional Growth Plan"(PGP) and other school administrators and supervisors assigned to the project.</li> </ul>				
5.	Provide executive coaching to the principal from the District NTO. (1.1, 1.2, 1.3)	<ul style="list-style-type: none"> <li>NJDOE "Network Turnaround Officer (NTO)" District NTO</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>NJDOE "Network Turnaround Officer (NTO)" District NTO</li> </ul>	X	X	X	X
6.	Principal will develop a Professional Growth Plan reflective of the mission/vision of the SIG grant in consultation with District NTO. (1.1, 1.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>District NTO</li> <li>Superintendent</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Resources</li> </ul>	Documentation related to coaching log	X	X	X	X
7.	The principal and leadership team will lead collaboratively and continue to embed collaborative processes throughout the school for staff, parents, and community; the principal serves as the "instructional principal/leader" and will promote and reinforce the school's vision and objectives consistently throughout the year.	<ul style="list-style-type: none"> <li>Vice Principals</li> <li>District Turnaround Leader</li> <li>NJDOE "Network Turnaround Officer (NTO)"</li> </ul>	LEA Resources	<ul style="list-style-type: none"> <li>Staff surveys, daily bulletin, posting objectives in classrooms and hallways</li> <li>Walkthroughs</li> <li>Staff Identification Labels</li> </ul>	X	X	X	X

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Jersey City Public Schools

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8.	The principal and leadership team will calibrate teacher observation ratings to ensure validity of ratings; the Administrative team will analyze the data for trends, challenges, and needs for staff.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• District Turnaround Leader</li> <li>• District Turnaround Team</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Staff surveys, daily bulletin, posting objectives in classrooms and hallways</li> <li>• Walkthroughs</li> </ul>	X	X	X	X
9.	Continue professional development for the principal, vice principals, and SIG supervisors as it pertains to calibration on: a) identifying effective instructional objectives and demonstrations of student learning; and b) delivering instructional feedback. (1.1)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• District Turnaround Leader</li> <li>• District Turnaround Team</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of training</li> <li>• Walkthroughs</li> </ul>	X	X	X	X
10.	The LEA will continue to implement the “Eclipse Program” in the district for current and aspiring administrators. (1.4)	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Administrative Staff</li> <li>• Human Resources Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to developing a program,</li> <li>• Meeting minutes, memos</li> </ul>	X	X	X	X
11.	Continue a “School Leadership Team” (SLT) consisting of the principal, vice principals, teacher leaders, and other staff representatives as appropriate, and family/community members (1.5)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals –</li> <li>• District Turnaround Leader</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG resources for teacher leader stipends</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	X	X	X	X
12.	Continue to identify and use competencies and behaviors as criteria to select “Teacher Leaders” that are consistent with the NJ Professional Standards for School Leaders and the vision, mission and core beliefs of the SIG school. Re-post and re-hire for teacher leader positions, as needed. (1.5)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals –</li> <li>• District Turnaround Leader</li> <li>• District Turnaround Team</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings/Agendas</li> <li>• Attendance Forms</li> <li>• Training Materials</li> </ul>	X	X	X	X

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13.	Continue the implementation of a “Teacher Leadership Model”, in order to effectively serve as instructional leaders for school reform and continuous improvement, effective teaching, and student achievement. (1.5)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• District Turnaround Leader</li> <li>• District Turnaround Team</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings/Agendas</li> <li>• Attendance Forms</li> <li>• Training Materials</li> </ul>	X	X	X	X
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<b>SIG Required Activity – 2 Turnaround</b>		Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.						
<b>SMART Goal:</b>		By June 2013, full implementation of the teacher evaluation model, Danielson’s Frameworks for Teaching, will show 75% inter-rater reliability scores among administrators- principals, and supervisors- on the first formal evaluation, and 85% on the second formal evaluation; and, tenured teachers will receive, at least 2 formal and 2 informal evaluations, and a minimum of three formal evaluations and 2 informal for non-tenured teachers during the school year. Given that fifty percent (50%) of teachers’ evaluation will include student assessment growth outcomes, as measured by school, district and state assessments and 50% teacher performance, there will be an increase of 15% of teachers receiving a rating of proficient in Domain 3 (Instruction).						
<b>Measurable Effectiveness Data:</b>		<ol style="list-style-type: none"> <li>1. Comparison of evaluation ratings will show at least 50% inter-rater reliability by the end of November 2012; and 65% reliability by January 2013, and 85% inter-rater reliability by – June 2013.</li> <li>2. Compare walk through, spot observations and formal observation data with the expectation that there will be a correlation between changes in learning objectives, student engagement, questioning techniques, and student interview data as a result of PD and monitoring of implementation of PD strategies.</li> <li>3. As a result of focused PD on these topics, student engagement and questioning and discussion techniques will show an increase of 25% of total staff that are proficient on these components.</li> </ol>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	To continue to utilize the web-based tool that were purchased for storage and analysis of teacher observation data. (2.1)	<ul style="list-style-type: none"> <li>Principals</li> <li>Vice Principals</li> <li>SIG Supervisors</li> <li>District Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>TeachScape</li> </ul>	<ul style="list-style-type: none"> <li>RFP Selection Process forms</li> <li>Board Resolution</li> <li>Administrative Reports from TeachScape</li> </ul>	X	X	X	X
2	Train new administrators and new teachers on Framework for Teaching and Learning. (2.1,2.2)	<ul style="list-style-type: none"> <li>NJDOE</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>PD Consultants</li> <li>Principals</li> <li>Training Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agenda</li> <li>Meeting attendance</li> <li>Meeting Minutes</li> </ul>	X	X	X	X

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3	Continue to implement teacher text-based study of Danielson’s Framework for Teaching and Learning emphasizing Domain 3, which primarily focuses on student engagement. (2.1,2.2, 2.3)	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Teacher Leaders</li> <li>• SIG Academic Supervisors</li> <li>• SIG Evaluation/Assessment Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Text</li> <li>• SIG Academic Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Meetings</li> </ul>	X	X	X	X
4	Continue to review/ develop /modify common assessments to measure student growth in content areas that do not have a current school or district assessment and performance assessment in content areas where there is no assessment currently, such physical education. (2.3)	<ul style="list-style-type: none"> <li>• Associate Superintendent of Instruction</li> <li>• District Supervisors</li> <li>• SIG Supervisor Evaluation/Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• District Curriculum and assessments</li> <li>• SIG Evaluation/Ass. Supervisor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Results of Assessment</li> <li>• Data System</li> </ul>	X	X	X	X
5	Develop a system for support staff who are not classroom teachers to measure how their work impacts student growth and achievement- such as attendance, grade failures, progress monitoring, behavior, and discipline, intervention strategies, at- risk lists. (2.3)	<ul style="list-style-type: none"> <li>• Support Staff</li> <li>• Teacher Leaders</li> <li>• Supervisor SIG Academic</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• District curriculum and assessments;</li> <li>• SIG Evaluation/Assessment Supervisor</li> <li>• Teachers</li> <li>• Student Contextual and Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment</li> <li>• At-risk Interventions</li> </ul>	X	X	X	X
6	Continue to implement policies, procedures, and instruments that support rigorous, transparent and equitable evaluation systems for administrative staff that take into account data on student growth. (2.2)	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Administrators</li> <li>• District Turnaround Leader</li> <li>• JCASA (Administrators’ Association)</li> </ul>	Policies, procedures and instruments related to staff performance evaluation are developed in consultation with stakeholders and are LEA approved, as indicated by document reviews and school audit checklists.	<ul style="list-style-type: none"> <li>• Revised policies</li> </ul>	X	X	X	X

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7	The screening process to hire new staff as needed, will require an interview for all applicants based on competencies for screening and selection, the presentation of a “professional portfolio”, and Performance Task Presentations that may include an oral, written, academic, leadership and technological component to be prepared in advance of the interview and presented to the committee. Applicants may also be asked to conduct a “demonstration lesson” to a class of students or to the committee as deemed appropriate to the selection process. (2.2)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• Human Resources Dept.</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Interview list</li> <li>• Selection List</li> <li>• Action Forms for Superintendent’s Approval</li> </ul>	X	X	X	X
8	Continue to implement Administrative and supervisory staff from the school and District Turnaround Team and supervision, including walk-throughs and pre-/post-conferences. (2.2)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• Vice Principals –</li> <li>• District Turnaround Team</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	Documentation related to classroom observations and walk-throughs	X	X	X	X
9	Administrative and supervisory staff, will continue to engage in intensive classroom observations and monitoring of instruction; district supervisors and District Turnaround Team will serve as multiple evaluators who will be assigned a number of staff evaluations (40 formal – at least 2	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• Assist Principals</li> <li>• SIG Supervisors</li> <li>• District Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	Documentation related to staff evaluations (i.e. staff evaluation reports by multiple evaluators)	X	X	X	X

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	informal/teacher, and 20 walk-throughs) to complete as designated primary evaluators (principal) and contributing evaluators (supervisors). (2.2)							
10	Continue to utilize performance based staff evaluations policies and systems that facilitate identification and removal of staff, who, after ample opportunities have been provided to improve their performance and impact on student academic achievement, have not done so. (2.2)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Superintendent</li> <li>• Principal</li> <li>• Assist Principals</li> <li>• SIG Supervisors</li> <li>• District Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	Implementation of district approved staff performance evaluation process for all instructional staff, as indicated by school and audit checklists. Continual monitoring through routine staff observations and evaluation reports.				

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<b>SIG Required Activity – 3 Turnaround</b>		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.						
<b>SMART Goal:</b>		By September 2012, the LEA and school will ensure that all instructional vacancies are filled with personnel who possess the skills necessary to meet the needs of the students in a turnaround school; and given the mini-grant application rubric, the principal and grant selection committee will utilize rubric criteria to award incentive grants to 15% who meet or exceed the criteria. (Number of teachers awarded incentives will be determined by the budget).						
<b>Measurable Effectiveness Data:</b>		1. Hiring of new teachers 2. Increase in student achievement/growth will reflect in the number of teachers receiving mini grants						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA will continue to use an incentive based program such as the mini grants that are designed to award and retain instructional staff whose students have increased their achievement scores. (3.1, 3.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principals</li> <li>SIG Supervisors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Mini Grant Applications</li> <li>HSPA Scores</li> <li>District Common Assessments</li> </ul>	X	X	X	X
2	Provide incentives, rewards, and diversified opportunities for teachers to serve as teacher leaders, such as: Incentives and rewards could include: <ul style="list-style-type: none"> <li>Pursuing National Board Certification;</li> <li>Tuition Payment for Pursuing Dual Certification for Existing Staff Members (Reading Specialist, etc.);</li> <li>Payment for Pursuing specialized Technology and other certifications;</li> <li>Attending Leadership Training Conferences/Workshops, Opportunities, etc.;</li> </ul>	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Administrative Team</li> <li>SIG Team</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to develop incentives and rewards for teacher leaders.</li> </ul>	X	X	X	X

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	Etc. (3.3)							
3	Provide opportunities, incentives, and rewards for administrative and instructional staff that are consistent with their professional development goals. (3.3)	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• ASA</li> <li>• SIG Turnaround Team</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide special opportunities, incentives and rewards for administrative and instructional staff that align with PGP Plans.</li> </ul>	X	X	X	X
4	Continue to collaborate with local bargaining units to develop policies and procedures that facilitate personnel decisions using the LEA's approved evaluation system. (3.1)	<ul style="list-style-type: none"> <li>• JCEA</li> <li>• Superintendent</li> <li>• District Turnaround Leader</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to meetings to develop policies to facilitate personnel decisions.</li> </ul>	X	X	X	X
5	Review and revise current policies and procedures to ensure that hiring procedures, incentives, and budget timelines and allocations will support recruitment and hiring of highly qualified teachers. (3.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	Documentation of meetings to review and revise policies for recruitment and hiring of HQ staff.	X	X	X	X
6	Continue to provide the structures, training, time, support and compensation to provide intensive teacher mentoring and peer coaching for new and veteran teachers as needed. (3.2)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	Documentation related to the mentoring schedules developed between the mentor and mentee.				

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<b>SIG Required Activity – 4 Turnaround</b>		Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
<b>SMART Goal:</b>		By June 2012, 25% of teachers will demonstrate the ability to ask questions that tap higher order thinking skills through a variety of questioning and discussion techniques; 33% will implement at least 3 out of 6 multiple response strategies; and 50% of teachers will be able to execute three part learning objectives and DOL’s based on evidence from Walk Throughs, and informal evaluations [spot observations], and formal observations.						
<b>Measurable Effectiveness Data:</b>		<p>1. After providing PD on questioning strategies, at least 25% of teachers will demonstrate the ability to ask higher order questions and will be proficient enough to provide demonstration lessons for their colleagues within 2 months; by February, 10% of total faculty will demonstrate proficiency in questioning and higher order thinking skills and by June, 15% will be proficient in this skill.</p> <p>2. Fifty (50%) of teachers will demonstrate skill in writing the 3 part learning objective with condition, behavior, and criteria for achieving the objective; and, 25% of total staff will be able to articulate the DOL by November 2012; by February 2013, 35% will be able to articulate the DOL and by June, 50% will be able to articulate the DOL.</p>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to provide professional development on the three part objective, higher order thinking skill questioning techniques, and multiple response strategies. (4.1)	<ul style="list-style-type: none"> <li>SIG Academic Supervisor</li> <li>District Turnaround Leader</li> <li>Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>Title I Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of Professional Development</li> <li>Walk Through Data</li> </ul>	X	X	X	X
2	Department Coordinators and Teacher Leaders will continue to turnkey effective and best practices to their colleagues. (4.1, 4.2)	<ul style="list-style-type: none"> <li>SIG Academic Supervisor</li> <li>District Turnaround Leader</li> <li>Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>Title I Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of Professional Development</li> <li>Walk Through Data</li> </ul>	X	X	X	X

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3	Teacher leaders and Departmental Coordinators will continue to use SLC meetings and departmental meetings time to for horizontal and vertical integration showing pacing of the curriculum. (4.1,4.2)	<ul style="list-style-type: none"> <li>• SIG Academic Supervisor</li> <li>• Teacher Leaders</li> <li>• Department Coordinators</li> <li>• Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> <li>• Title I Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation such as minutes from the meetings, attendance, and agendas</li> <li>• Culminating events spotlighting each SLC</li> </ul>				
4	Develop and implement a school Professional Development Plan that provides all staff with ongoing, high quality standards based professional development that is aligned with the school’s comprehensive instructional program, the development of Professional Learning Communities (PLC’s) and Turnaround Model. (4.1, 4.2, 4.3, 4.4)	<ul style="list-style-type: none"> <li>• District Turnaround Team</li> <li>• SIG Supervisors</li> <li>• Principal</li> <li>• Staff Members-LHS</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds for professional development provider</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to the development and implementation of the school’s “Professional Development”.</li> <li>• Copies and analysis of results of Instructional staff members, “Pre/Self Professional Development Assessment Surveys”</li> </ul>	X	X	X	X
5	Support teachers and other school staff in building and refining skills and knowledge required to lead and manage change. (4.1, 4.2, 4.3, 4.4)	<ul style="list-style-type: none"> <li>• District Turnaround Team</li> <li>• SIG Supervisors</li> <li>• Principal</li> <li>• Staff Members</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds for professional development and service provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to additional professional development and support for staff.</li> </ul>	X	X	X	X
6	In consultation with key stakeholders, develop and implement policies to	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to policy</li> </ul>	X	X	X	X

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	identify and reward school leaders and teachers and other staff who met performance standards and the benchmarks established for project goals, objectives, and increased student academic achievement and graduation rates. (4.1, 4.2, 4.3, 4.4)	Dept.		approvals by Superintendent				
7	Explore creative ways for teachers to engage in activities associated with their professional growth and continue to encourage teachers to turnkey professional development to their colleagues,	<ul style="list-style-type: none"> <li>District Turnaround Team</li> <li>Principal</li> <li>Vice Principals</li> <li>SIG Supervisors</li> <li>Staff Members</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Funds for professional development and service provider</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to additional professional development and support staff</li> </ul>	X	X	X	X
8	Provide additional supports and professional development to administrators and instructional staff in order to implement effective strategies to support students with disabilities in the least restrictive environment. (4.1, 4.2, 4.3, 4.4)	<ul style="list-style-type: none"> <li>District Turnaround Team</li> <li>SIG Supervisor-Curriculum/Instruction/ PD</li> <li>District Special Education Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Funds for professional development and service provider</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to additional professional development and support administrators and staff working with students with disabilities</li> </ul>	X	X	X	X

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<b>SIG Required Activity – 5 Turnaround</b>		Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.						
<b>SMART Goal:</b>		The LEA will continue to support the District Turnaround Team consisting of District Turnaround Director, SIG Academic Supervisors, SIG Evaluation/Assessment Supervisor, Student Support Services Supervisors; the LEA will fill the current vacancy for the Technology Supervisor position. The DTT will ensure the implementation of all eleven required SIG activities, so that the district maintains proficiency ratings for on-site visits. The DTT will ensure that the management, operational flexibility and resources necessary for implementation of required SIG goals meet all required deadlines.						
<b>Measurable Effectiveness Data:</b>		<ol style="list-style-type: none"> <li>1. The LEA will continue the established policies and operating procedures to increase operational flexibility for the District Turnaround Leader and the school principal/instructional leader, and to efficiently address any identified barriers to reform.</li> <li>2. The school will continue to adhere to the process that carefully screens, selects, and monitors external partners based on specific criteria closely aligned to meeting school needs, and established “community- based advisory councils” as structures to establish and sustain community partnerships that support school reform and student achievement.</li> <li>3. The LEA will fill the current vacancy for the Technology Supervisor for the school.</li> </ol>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue collaboration with District Turnaround Team (DTT). (5.2)	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Turnaround Leader</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG funds to hire Supervisors for Curriculum/ Instruction/PD, SIG Supervisor for Special Student Populations/Instruction/P LP’s, SIG Supervisor for Assessment and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to Superintendent approval for establishment of a District Turnaround Team (DTT)</li> <li>• Postings for SIG Supervisors</li> <li>• Action forms hiring SIG Supervisors for</li> </ul>	X	X	X	X
2	Continue implementation of policies and procedures to provide District Turnaround Leader and Principal with	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	Documentation related to policies approved by the Superintendent	X	X	X	X

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	extensive operational flexibility. (5.3)			regarding DTL responsibilities, reporting to the Superintendent, and authorization for operational flexibility				
3	District Turnaround Leader, Principal and members of the District Turnaround Team attend the NJDOE Leadership Academy –August 2012	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Principal</li> <li>• District Turnaround Leader</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Academy attendance records</li> </ul>	X			
4	The School Leadership Team of teachers, students, parents and community members will be chaired and facilitated by the principal to develop shared governance and decision-making structures. (5.1, 5.5)	<ul style="list-style-type: none"> <li>• Dist. Turnaround Leader</li> <li>• Assist Principals</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Academy attendance records</li> <li>• Meeting Agendas</li> <li>• Meeting Minutes</li> </ul>	X	X	X	X
5	Continue to implement policies, procedures, and instruments to ensure proper oversight, management, support, monitoring, and evaluation of the project over the three-year period in accordance with the <i>Project Management and Accountability Plan</i> . (5.1, 5.3)	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Turnaround Leader</li> <li>• Dist. Turnaround Team</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to establishment of a Community Leadership Advisory Council, i.e. list of participants</li> </ul>	X	X	X	X
6	Maintain communications with the State’s Network Turnaround Officer (NTO). (5.1) (5.5)	<ul style="list-style-type: none"> <li>• Dist. Turnaround Leader</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to NTO communications, meetings, and plans</li> </ul>	X	X	X	X
7	The Principal and school will effectively use the operational flexibility and autonomy provided to select and implement strategies to support the SIG project in	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Turnaround Leader</li> <li>• Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to policies approved by the Superintendent regarding DTL</li> </ul>	X	X	X	X

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	consultation with the District Turnaround Leader. (5.3)	<ul style="list-style-type: none"> <li>SIG Team</li> </ul>		responsibilities, reporting to the Superintendent, and authorization for operational flexibility				
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**PROJECT ACTIVITY PLAN - TURNAROUND**

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<b>SIG Required Activity – 6 Turnaround</b>		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.						
<b>SMART Goal:</b>		Beginning September 2012, all teachers will participate on data study teams to collaborate on the analyses of district-generated assessment results so that by June 2013, 50% teachers will be proficient in using data to drive instruction by mid-year, and all teachers will use data lenses, such as item analyses, to design coherent instruction that meets student needs.						
<b>Measurable Effectiveness Data:</b>		<p>1. The results of the data survey will indicate an increase of 25% of teachers over the baseline who are utilizing multiple evaluations and assessment practices by November 2012; an additional 50% by January 2013 and the remaining teachers by June 2013.</p> <p>2 Using the 2011-2012 baseline data from Domains 1F and 4B, there will be an increase of 33% of teachers by mid-year using multiple evaluation and assessment practices to inform the instructional program as measured by results of the teacher formative evaluations by mid-year and the remaining teachers by June 2013.</p> <p>3. The LEA and school dedicates structured time for professional development and collaboration of administrative and instructional staff in “District Data Teams” and “School Data Teams” to analyze and interpret data, and plan for continuous improvement.</p>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to provide resources and technologies to support data use. (6.1, 6.3)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>SIG supervisor for assessment/evaluation</li> <li>Principal</li> <li>Vice Principals</li> <li>District Director of Education Technologies</li> </ul>	<ul style="list-style-type: none"> <li>LEA Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to resources/ technologies purchased and allocated (i.e. Purchase orders, school audits)</li> </ul>	X	X	X	X
2	Continue to implement data systems to collect, analyze, and monitor student learning, demographic data, etc. (6.1, 6.3)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>SIG Supervisor of</li> </ul>	<ul style="list-style-type: none"> <li>SIA part A pre-implementation funds</li> <li>SIG funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to training, curriculum,</li> </ul>	X	X	X	X

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		<ul style="list-style-type: none"> <li>Assessment/Evaluation</li> <li>Principal</li> <li>Vice Principals</li> </ul>		<ul style="list-style-type: none"> <li>scheduled participants.</li> </ul>				
3	Continue to provide professional learning opportunities for staff and administrators to collect, interpret, and use data systems efficiently. (6.3)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>SIG supervisor for assessment/evaluation</li> <li>Principal</li> <li>Vice Principals</li> <li>Data Team</li> </ul>	<ul style="list-style-type: none"> <li>SIA part A pre-implementation funds</li> <li>SIG funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to training, curriculum, scheduled participants.</li> </ul>	X	X	X	X
4	Train newly hired teacher leaders, department coordinators, and classroom teachers from each content area/department on Achievement Series for use as part of the data system. (6.3)	<ul style="list-style-type: none"> <li>SIG supervisor for assessment/evaluation</li> <li>District supervisors</li> <li>Principal</li> <li>Vice Principals</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to training, curriculum, scheduled participants</li> </ul>	X	X	X	X
5	Re-establish a School Data Team that meets regularly to examine, analyze and interpret student data.	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principals</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LEA resources</li> </ul>	<ul style="list-style-type: none"> <li>List of Data Team members</li> </ul>	X	X	X	X
6	Implement procedures and a schedule with periods of time for instructional and support staff to meet to discuss student data. (6.3)	<ul style="list-style-type: none"> <li>Principal</li> <li>District Turnaround Leader</li> <li>Vice Principals</li> </ul>	<ul style="list-style-type: none"> <li>SIG funds</li> </ul>	<ul style="list-style-type: none"> <li>School schedule.</li> <li>Meeting minutes.</li> </ul>	X	X	X	X
7	Continue to implement routine data collection methods. (6.1)	<ul style="list-style-type: none"> <li>Principal</li> <li>District Turnaround Leader</li> <li>Vice Principals</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to procedures for data collection.</li> </ul>	X	X	X	X
8	Train teacher leaders and representatives from each content area/ department on Achievement Series for use as part of the	<ul style="list-style-type: none"> <li>Principal</li> <li>SIG Supervisor for</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to training, curriculum, and</li> </ul>	X	X	X	X

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	data system. (6.4)	Assessment/ Evaluation • Vice Principals		scheduled participants.				
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<p><b>SIG Required Activity – 7 Turnaround</b></p>	<p>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>
<p><b>SMART Goal:</b></p>	<p>By June 2013, using the LEA and school data systems to promote continuous use of student data to inform and differentiate instruction, there will be a 10% reduction of at-risk students exited from the current list by using multiple measures to identify at-risk students; and, the appropriate staff will monitor the results and impact of academic interventions identified meet the academic needs of individual students monthly with the Lincoln administrative team to assess the success of interventions. Success will be determined by exceeding the 10% reduction of the number of students on the At-Risk list, reduction in individual student absences by 5% and reduction in discipline incidents [by individual students] by 10%.</p>
<p><b>Measurable Effectiveness Data:</b></p>	<ol style="list-style-type: none"> <li>1. The LEA and school established annual goals for student achievement and required Personalized Learning Plans for each student.</li> <li>2. The LEA and school implemented systems, structures, diagnostic programs, and practices that promote the collaborative continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</li> <li>3. The LEA and school implemented a “Personalized Student Learning Model” that places the students at the center of their learning based upon their individual needs and goals.</li> <li>4. The LEA and school implemented a school-wide “Response to Intervention (RTI) System” designed to systematically assess individual student learning needs; determine annual goals for student learning and effective practices; and provide a range of structures, supports and interventions to students in order to meet their individual needs and levels of performance (e.g. underachieving, at-risk behaviors, high absenteeism, disciplinary referrals, special needs).</li> </ol>

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Monitor annual student learning goals for each subgroup of students at the school and classroom levels. (7.1, 7.2,7.3)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• SIG Supervisor</li> <li>• Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to scheduled meetings to establish learning goals.</li> </ul>	X	X	X	X
2	Continue to provide access to timely data. (7.2)	<ul style="list-style-type: none"> <li>• District Turnaround</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation</li> </ul>	X	X	X	X

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		<ul style="list-style-type: none"> <li>Leader</li> <li>SIG Supervisor-Data</li> <li>SIG Supervisor Student Support Services</li> <li>Principal</li> </ul>		related to scheduled meetings to review data.				
3	Continue to implement a “Response to Intervention (RTI) Model” for improving student achievement and graduation rates. (7.4)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>SIG Supervisor Student Support Services</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to scheduled meetings to develop and implement RIT Model for all students in grades 9-12 ; RTI monitoring reports.</li> </ul>	X	X	X	X
4	Continue to implement the RTI “Problem Solving Team” meetings and activities on an on-going basis (PST). (7.3, 7.4)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Principal</li> <li>SIG Team</li> <li>Teachers</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Documentation related to RTI assignments, RTI monitoring reports</li> </ul>	X	X	X	X
5	Continue to implement assessment in RTI for three different purposes: (1) screening to determine if a student is making progress academically and behaviorally; (2) diagnostics to determine what a student can and cannot do; (3) monitor progress to determine if the intervention is producing the desire effects. (7.4)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>SIG supervisor-Student Support Services</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> </ul>	RTI monitoring reports, Data from quarterly assessments and district benchmark assessments, Report Card Grades	X	X	X	X
6	Instructional staff routinely monitors student performance and changes or adjusts RTI interventions as required. (7.4)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Principal</li> <li>SIG supervisor-</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Student academic progress reports based on student assessment data related to RTI</li> </ul>	X	X	X	X

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		Student Support Services <ul style="list-style-type: none"> <li>• CCT</li> <li>• Teachers</li> </ul>						
7	Continue to provide appropriate community oriented services and supports for students in each RTI Tier. (7.4)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SIG supervisor-Student Support Services</li> <li>• Teacher Leader-Family &amp; Community Engagement</li> <li>• SIG Team</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student Tier assignments and support services provided, RTI monitoring reports.</li> </ul>	X	X	X	X

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<b>SIG Required Activity – 8 Turnaround</b>		Establish schedules and implement strategies that provide increased learning time for all students.						
<b>SMART Goal:</b>		* Because of participation in increased academic learning time for all students an additional 40 minutes during the school day, , student achievement will show an increase of 15% on benchmark assessments in English/LAL and 10% in Mathematics and across all content areas in grades 9-12 [continue doubling LAL and Math for all freshmen and doubling LAL or sophomores] by June 2013; and monitoring will include attendance in ILT classes quarterly. *contingent on the block schedule for 2012-13						
<b>Measurable Effectiveness Data:</b>		The school will implement a system to assess progress of Increased Learning Time opportunities using data from school-based assessments through: 1. Quarterly monitoring of student achievement common assessments results in LAL which will increase by 15% and in Math by 10% of students mastery each cluster/standards area; 2. Monitor infusion of literacy and math strategies across all content areas by collecting samples of writing across other content areas monthly and conducting departmental sessions to score and analyze sample student essays for rubric use and meaningful feedback to document an increase of 10% of average ratings. 3. Use data from Walk Through and informal classroom visits to monitor the implementation of cross curriculum literacy strategies learned in Professional Development noting an increase of at least 10% in use of PD strategies; 4. Data from student interviews [including a question that asks whether feedback helps the student improve his/her writing], shows an increase of at least 30% by November and 50% February, and 70% by April and 90% by June 2013 as evidenced collected from student interviews on Walk Throughs and informal classroom visits.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to provide PD on cross curriculum strategies in Literacy and Math and implement National Common Core Standards.	<ul style="list-style-type: none"> <li>SIG Supervisors</li> <li>District Supervisors</li> <li>Principal &amp; Vice Principals</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>National Common Core Standards</li> <li>Cross Curricular Literacy Text-based Structures</li> </ul>	<ul style="list-style-type: none"> <li>Walk Through Data</li> <li>Formal and Informal Observations</li> </ul>	X	X	X	X
2	Continue to require classroom teachers to adhere to Walk Through Protocol	<ul style="list-style-type: none"> <li>SIG</li> </ul>	<ul style="list-style-type: none"> <li>Walk Through</li> </ul>	<ul style="list-style-type: none"> <li>Walk Through Data</li> </ul>	X	X	X	X

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	indicators designing engaging relevant and engaging student work and designing lessons to maximize learning time (8.2,8.3)	<ul style="list-style-type: none"> <li>Supervisors</li> <li>District Supervisors</li> <li>Principal &amp; Vice Principals</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Protocol</li> <li>PLC text studies on Student Engagement</li> <li>Meaningful Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Formal and Informal Observations</li> </ul>				
3	Continue to conduct Walk Through Protocols on a regular basis. (8.2,8.3)	<ul style="list-style-type: none"> <li>SIG Supervisors</li> <li>District Supervisors</li> <li>Principal &amp; Vice Principals</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Walk Through Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Walk Through Data</li> <li>Formal and Informal Observations</li> </ul>	X	X	X	X
4	Continue to require all teachers to post a clearly defined objective and in lesson plan book. (8.2)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principals &amp; Vice Principals</li> <li>SIG Supervisors</li> <li>District Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Books</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan feedback forms</li> </ul>	X	X	X	X
5	Continue to implement an extended day/week/year and structure the school schedule to provide additional learning time for instruction, advanced classes, internships and other experiential learning activities, advisory periods, support services and professional development. (8.1)	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principals</li> <li>Guidance Counselors</li> <li>SIG Team</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Resources – Title 1</li> </ul>	<ul style="list-style-type: none"> <li>School Calendar</li> <li>Master Schedule</li> <li>Student Schedules X</li> <li>Professional Development Schedule</li> </ul>	X	X	X	X

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6	The school will continue to form partnerships with the community and organizations through community service ‘arts’ opportunities during extended learning. (8.1)	<ul style="list-style-type: none"> <li>Principal</li> <li>Assist Principals</li> <li>Teacher advisors</li> <li>SIG Supervisors</li> <li>External Providers</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Agendas/Minutes</li> <li>Sign-in Sheets</li> </ul>	X	X	X	X
7	Continue to allocate resources for extended learning programs, school and curriculum supervisors, administrative and support services, instructional and non-instructional staff, instructional materials, facilities, technologies, etc. (8.1)	<ul style="list-style-type: none"> <li>Budget Officer</li> <li>District Turnaround Leaders</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Agendas/Minutes</li> <li>Sign-in Sheets</li> </ul>	X	X	X	X
8	Continue to provide all necessary resources to support the coordination, monitoring, implementation, and effectiveness of extended learning programs (high school and curriculum supervisors, administrative and support services, instructional and non-instructional staff, instructional materials, facilities, technologies, etc.) (8.1)	<ul style="list-style-type: none"> <li>Budget Officer</li> <li>District Turnaround Leader</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Sheets</li> <li>Agendas/Minutes</li> <li>Extended Learning Program descriptions</li> </ul>	X	X	X	X
9	Continue to provide professional development as needed to ensure that all extended learning is aligned with the school’s academic standards, curriculum, instructional practices, support services and leadership theme. (8.1)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Principal</li> <li>SIG Supervisors</li> <li>District Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Plans</li> <li>Attendance</li> </ul>	X	X	X	X
10	Continue to use data sources to guide program and instructional changes and to assess the progress of extended learning programs. (8.2)	<ul style="list-style-type: none"> <li>District Turnaround Leader</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Base-line student data</li> <li>Attendance</li> <li>Assessment data</li> </ul>	X	X	X	X
11	Continue to appoint an “Extended Learning program” Teacher Leaders to	<ul style="list-style-type: none"> <li>District Turnaround</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Reports</li> </ul>	X	X	X	X

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	monitor the progress of the extended learning program. (8.1)	<ul style="list-style-type: none"> <li>Leader</li> <li>• Principal</li> </ul>		<ul style="list-style-type: none"> <li>• Attendance</li> </ul>				
12	Establish a school-based family resource center with research and resources to encourage and support families in becoming advocates for their child's education and life-long learning (9.2, 9.3)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Turnaround Leader</li> <li>• Teacher Leader for Family/Community Engagement</li> <li>• Vice Principals</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Family Resource Center</li> <li>• Sign-in sheets</li> <li>• Schedule of activities/classes</li> </ul>	X	X	X	X

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<b>SIG Required Activity – 9 Turnaround</b>		Provide appropriate social-emotional and community-oriented services and supports for students.						
<b>SMART Goal:</b>		<b>By June 2013, the LEA and school will implement the recommendations in the action plan of the NJ PIRC Friendly Family Walkthrough resulting in an increase of 5-8 points on the overall evaluation.</b>						
<b>Measurable Effectiveness Data:</b>		1. Meeting the requirements and recommendations of NJPIRC with an improved rating for Abraham Lincoln High School Leadership that deems the school as a Five Star Friendly School. 2.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to use multiple methods to communicate with parents/ guardians.	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• District Turnaround Leader</li> <li>• Principal</li> <li>• Vice Principals</li> <li>• SIG Supervisors</li> <li>• Staff Members</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Council Meetings</li> <li>• Blackboard Connect</li> <li>• Special Reports</li> <li>• Open House Logs</li> </ul>	X	X	X	X
2	Continue to display student work and accomplishments throughout the building.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• SIG Supervisors</li> <li>• Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student work on display with grading rubrics</li> <li>• Academic and sports trophies/ awards on display.</li> <li>• Honor and Merit Roll Displays</li> </ul>	X	X	X	X
3	Designate a parent parking space for the parents.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation pertaining to designating a parking space for parents and/or community.</li> </ul>	X	X		
4	Establish a Community Leadership Advisory Council (CLAC) to support	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Plan</li> </ul>	X	X	X	X

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	and sustain community relationships.	<ul style="list-style-type: none"> <li>Turnaround Leader</li> <li>Vice Principals</li> </ul>						
5	Develop partnerships with parents, parent organizations, faith- based and community based organizations, health clinics and state and local agencies to support students and families. (9.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>District Turnaround Leader</li> <li>Vice Principals</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>Board Resolutions</li> <li>Agendas/Minutes</li> <li>Attendance Sheets</li> </ul>	X	X	X	X
6	Professional development for staff and training for parents/ families and community members on cultural values and practices common to the school's population. (9.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>Turnaround Leader</li> <li>Teacher Leader for Family/Community</li> <li>Professional Development Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Advisor Logs</li> <li>Guidance Counselor logs</li> <li>Progress Reports</li> <li>Blackboard Connect logs</li> <li>Parent/Guardian Letters</li> </ul>	X	X	X	X
7	The school will provide training and activities to families to enable them to support students' education at home. (9.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>Turnaround Leader</li> <li>Teacher Leader for Family/Community</li> <li>Professional Development Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> <li>SIG Resources</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contract</li> <li>Documentation of activities and training</li> <li>Sign- in Sheets</li> </ul>	X	X	X	X
8	Continue to empower the Parents Council of Abraham Lincoln High School to provide the students and families with more activities at school. (9.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher Leader for Family/Community Engagement</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of activities</li> <li>Sign- in sheets</li> </ul>	X	X	X	X
9	Purchase a welcome banner for the parents as stated in NJPIRC Friendly Family Walk-Through. (9.2)	<ul style="list-style-type: none"> <li>Principal</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	X	X		

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<b>SIG Required Activity – 10 Turnaround</b>		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
<b>SMART Goal:</b>		<b>By June 2013, the school will 1) increase the graduation rate by 3%; 2) reduce the discipline incidents by 5%; 3) increase the number and percentage of students enrolled and completing honors and AP course work by 50% and increase the number of AP courses offered by 2.</b>						
<b>Measurable Effectiveness Data:</b>		1. The number of students enrolled in Advanced Placement courses and registered to take AP Exam. 2. An increase in the graduation rate in all the subgroups						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The opportunity for teachers to create syllabi for various AP courses and take AP training.	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principals</li> <li>SIG Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Completed Syllabi approved by the College.</li> <li>Certifications for teachers</li> <li>Master Schedule</li> </ul>	X	X	X	X
2	Schedule “Honors” level courses for each core academic course and identify students to participate in those courses. Any student may take Honors courses, based on collaboration of the Leadership Core Advisor and /or parent.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>District Turnaround Leader</li> <li>Principal- LHS</li> <li>Staff members</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Resources</li> </ul>	<ul style="list-style-type: none"> <li>Master Schedule</li> <li>Student Schedules</li> <li>Student Report Cards</li> </ul>	X	X	X	X
3	Students who previously have not been enrolled in Honors courses are identified, through a careful examination of data, including attendance and GPA, and placed into Honors level courses beginning in Grade 9. (9.1)	<ul style="list-style-type: none"> <li>Superintendent</li> <li>District Turnaround Leader</li> <li>Principal- LHS</li> <li>Staff Members</li> <li>Students</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>SIG Funds</li> <li>LEA Funds</li> </ul>	<ul style="list-style-type: none"> <li>Student Schedules</li> <li>Student Transcripts</li> <li>Graduation Rates</li> <li>Honors Diploma Recipients</li> <li>Promotion Rates</li> <li>Student PLP’s</li> <li>Student EPP’s</li> </ul>	X	X	X	X

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

<b>SIG Permissible Activity – 11 Turnaround</b>		A new school model (e.g. themed, dual language academy)						
<b>SMART Goal #11:</b>		<b>The school will continue its vision and mission of and a “themed academy model” for the “visual and performing arts”. 100% of students attending Abraham Lincoln High School Leadership Academy will participate in one of five Small Learning Communities offered or the Leadership Program.</b>						
<b>Measurable Effectiveness Data:</b>		1. The school has been fully restructured as a “themed academy model” that is consistent with its new vision and mission, a redesigned rigorous academic program, and student services supporting leadership development and academic achievement for all students.						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1.	Continue to the Themed Academy Model that focuses on “leadership development” as the overarching theme for its redesign as a “Leadership Academy”. (11.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• SIG Supervisor – Curriculum/Inst./PD</li> <li>• Principal</li> <li>• Teacher Leaders</li> <li>• School Staff Members</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Leadership Curriculum</li> <li>• Integration of Student Leadership Development across the curriculum an extracurricular activities</li> <li>• Implementation of Leadership Core Team</li> <li>• Implementation of Leadership Curriculum course for all students.</li> </ul>	X	X	X	X
2.	Continue to use baseline data to determine progress made each year in closing the achievement gap between identified needs and intended outcomes compared to quarterly and annual benchmarks for success indicators. (11.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• SIG Team</li> <li>• District Turnaround Leader</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation related to schedule meetings to review and analyze multiple sources of data</li> </ul>	X	X	X	X

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

		<ul style="list-style-type: none"> <li>• Vice Principals</li> <li>• SIG Supervisors</li> <li>• Teacher Leaders</li> <li>• Data Team</li> <li>• School Staff</li> <li>• Arts Partnerships</li> <li>• Curriculum and Instruction Dept. Supervisors</li> </ul>						
3.	Provide all necessary resources to support the coordination, monitoring, implementation, and effectiveness of a themed “Academy Model” for the Leadership Academy. (11.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• SIG Team</li> <li>• Principal</li> <li>• Teacher Leaders</li> <li>• Teachers</li> <li>• SLC Partnerships</li> <li>• Curriculum and Instruction Dept. Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Program materials and resources</li> </ul>	X	X	X	X
4.	Continue to implement the school’s themed academy model for Leadership Academy that encourages students to become academic, personal, and community leaders. (11.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• SIG Team</li> <li>• Principal</li> <li>• Teacher Leaders</li> <li>• Teachers</li> <li>• SLC Partnerships</li> <li>• Curriculum and Instruction Dept. Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Program materials and resources</li> </ul>	X	X	X	X

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School

5.	Continue to promote the school's vision to provide all students with the requisite knowledge, skills, and experiences to be self-sufficient empowered life-long learners. (11.1)	<ul style="list-style-type: none"> <li>• District Turnaround Leader</li> <li>• SIG Team</li> <li>• Principal</li> <li>• Teach Leader for Career- Themed Programs</li> <li>• Curriculum and Instruction Dept. Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Resources</li> <li>• SIG Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Post vision of the school in the classrooms and hallways</li> <li>• Leadership Academy elements will be enforced by all teachers in all classes</li> </ul>	X	X	X	X
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**Form S-9**

Date: May 24, 2012

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**BUDGET AMOUNT AND NARRATIVE**

LEA: Jersey City Public Schools

Name of School: The Leadership Academy at Abraham Lincoln High School  
**BUDGET NARRATIVE**

School Name:	Year 2		
	Approved in Original 2010-2011 Application	2012-2013 Requested	Estimated Amount To Be Carried Over from 2010-2011
LEA (5% administrative)			
School	2,000,000,000	2,000,000,000	
<b>Final 2011-2012 Budget Request</b>			
<b>Year 3 Estimate</b>			

**BUDGET NARRATIVE**

**Year 2 Budget Narrative including the estimated carryover**

The Jersey City Public Schools is submitting a School Improvement Grant Renewal Application with the corresponding budget requests for The Leadership Academy at Abraham Lincoln High School, which is eligible for the SIG-Cohort 2 funding as a TIER 2 school for the September 2012- August 2013 grant period. Project goals, reform strategies and activities are consistent with required and permissible SIG activities for the Turnaround Model. This model was selected based on the needs and root causes identified by a comprehensive School Needs Assessment. The proposed project budget for the SIG grant is directly tied to the project goals, reform strategies, activities and indicators of success for desired outcomes which are delineated in the project activity plan.

The proposed budget provides total budget amounts for salaries, fringe benefits, supplies, purchased professional/educational services, equipment and other travel and services detailed below.

**BUDGET AMOUNT AND NARRATIVE**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School**Account 100-100**

**Description:** Funding allocation for the 100-100 account is inclusive of the following salaries/stipends: Teacher, Teacher Assistant, Para-professionals for the extended learning time, stipends for teacher leaders, stipends for peer coaching for new staff and professional development for staff members.

**Justification:** To effectively implement the goals and activities outlined in the School Improvement Grant at The Leadership Academy at Abraham Lincoln High School salary/stipend funding has been allocated to complete the required extended learning time component of 300 hours for teachers, teacher assistants and para-professionals. Extended learning time is directly linked to our SMART Goal 8 in which student achievement will increase by 15 % on benchmark assessments in LAL and 10% in Math as a result of providing additional instruction time for our students.

To sustain and strengthen school leadership, improve student achievement and provide peer support for our new teachers, stipend funding has been allocated for Teacher Leaders, Teacher Leader Training Peer Mentor to facilitate and support the school wide reform strategies and differentiated instruction strategies as outlined in SMART Goal 1, 4 and 7.

To achieve the expectation of consistent and effective teacher instruction, funding has been allocated to provide our teachers with on-going job embedded professional development that is aligned with the school's comprehensive instructional program as outlined in SMART Goal 4

**Total Amount Allocated:** \$889,094.00

**Account 200-200**

**Description:** Benefits

**Total Amount Allocated:** \$248,057.00

**Account 200-100**

**Description:** Funding allocation for the 200-100 account is inclusive of the following salaries/stipends: (1/3 salary) SIG Project Director, (1 Full-Time) SIG Academic Supervisor, (1/3 salary) SIG Assessment/Evaluation Supervisor, (1 Full Time) Student Support Supervisor, (1/3 salary) SIG Technology Supervisor, (1/3 salary) SIG Teacher Liaison and stipends for Administrators/Supervisors for extended learning time and professional development opportunities.

**Justification:** To effectively implement the goals and activities outlined in the School Improvement Grant at The Leadership Academy at Abraham Lincoln High School salary/stipend funding has been allocated for SIG Supervisory staff to support and sustain changes and improvements through leadership development and shared authority as outlined in SMART Goal 1.

To continue to support teachers and students effectively, stipends have been allocated for SIG Supervisors, building level administration, custodians and security to participate in high quality, job embedded professional development that is aligned with the school's comprehensive instructional program to successfully implement school reform as outlined in SMART Goal 4 and 8.

**Total Amount Allocated:** \$314,491.00

**BUDGET AMOUNT AND NARRATIVE**LEA: Jersey City Public SchoolsName of School: The Leadership Academy at Abraham Lincoln High School**Account 200-300****Description:** Contract with various service providers for professional development to support and sustain SIG purchased materials.**Justification:** Contracting with support and professional development providers is essential for providing teachers with the capabilities to facilitate effective teaching and learning to successfully implement school reform strategies as outlined in SMART GOALS 1, 4 and 8.**Total Amount Allocated:** \$68,000.00**Account 100-600****Description:** All materials purchased in the 100-600 account are supplemental to the districts contribution to our students learning and success. Items included in this account are: laptop computers, printers and ink, supplemental software and college preparation courses.**Justification:** In an effort to differentiate instruction and support the individual academic needs of our students, materials such as laptop computers, printers and supplemental software will be purchased to achieve our goal of having a 10% reduction of our at-risk population by implementing systems, structures and practices that promote the continuous use of differentiated instruction. In addition, the purchase of these materials will enhance the presentation of instruction and boost benchmark assessments in Language Arts and Math, as outlined in Goal 7 and 8.**Total Amount Allocated:** \$195,500.00**Account 200-600****Description:** Funding for materials purchased in the 200-600 account include smart response system, materials/workshops for the parent resource center, materials for leadership room and the purchase of professional books for staff members.**Justification:** The purchase of smart response systems will allow for staff to effectively use multiple evaluation and assessment practices and data to inform the instructional program and modify academic needs as outlined in SMART Goal 7 and 8. To enhance instructional practices professional books from the Danielson Group will be distributed to staff for self assessment and professional growth.

Budget allocation for the parent resource center will allow for our parent teacher community partnership to continue to grow by utilizing funds to implement the action plan developed with the assistance of NJPIRC from the Family Friendly Walk Through, as outlined in SMART Goal 9.

Budget allocation has been allocated for a newly established student leadership room. Purchasing chairs and tables for the student leadership room will allow for students to host meetings, trainings and conferences to develop the mission and vision of the themed leadership academy model, as outlined in SMART Goal 11.

**Total Amount Allocated:** \$111,035**Account 100-500****Description:** Funding has been allocated for student leadership training, Carnegie Learning and refreshments for parent workshops.**Justification:** A student leadership retreat has been included to build leadership skills and develop the leadership mission and vision at The

**BUDGET AMOUNT AND NARRATIVE****LEA:** Jersey City Public Schools**Name of School:** The Leadership Academy at Abraham Lincoln High School

Leadership Academy at Abraham Lincoln High School. Skills learned on the retreat will be applied in student leadership roles for the 2012-2013 school year as outlined in SMART Goal 11.

Funding has been allocated to renew the 1 year subscription for Carnegie Learning to provide supplemental support and differentiated instruction opportunities in the areas of Algebra 1, Algebra 2 and Geometry to boost achievement, as outlined in SMART Goal 8.

Funding has also been allocated to provide refreshments for our parents while hosting workshops in the parent resource center, outlined in SMART Goal 9.

**Total Amount Allocated:** \$48,000.00

**Account 100-800**

**Description:** Funding has been allocated for admission fees.

**Justification:** A budget for admission fees will allow for students to have the opportunity to expand their knowledge and enthusiasm for leadership as outlined in SMART Goal 11.

Incentive gift cards will be purchased to motivate and reward students for obtaining specific achievement levels as outlined in SMART Goal 8.

**Total Amount Allocated:** \$79,520.00

**Account 200-580**

**Description:** Funding has been allocated to provide transportation and travel reimbursement for various SIG related activities.

**Justification:** To attend the various planned activities, bus transportation and travel reimbursement will be provided for students and chaperones as outlined in SMART Goal 11.

**Total Amount Allocated:** \$18,803.00

**Account 200-800**

**Description:** Funding has been allocated for staff mini-grants staff attendance incentives, banners for the gymnasium and student court fees.

**Justification:** In an effort to retain quality staff members, min grant funding (based on student achievement) and perfect attendance incentives will be available for all staff members, as outlined in SMART Goal 1.

Funding has been allocated to enhance the gymnasium by purchasing banners to highlight the accomplishments of The Leadership Academy at Abraham Lincoln High School, as outlined in SMART Goal 2 and 11.

Funding has also been allocated to enhance the Leadership theme and Law Small Learning Community by providing training on how to organize Student Court. Staff will initially guide and direct students on the process with the goal of students having the ability to oversee and execute the process independently, which enhances the actions outlined in SMART Goal 11.

**Total Amount Allocated:** \$27,500.00

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

Date: May 24, 2012  
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**NGO TITLE: School Improvement Grant**

**SCHOOL NAME: The Leadership Academy at Abraham Lincoln High**

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION  For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total  For <b>part-time</b> positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	<b>Stipends for All Teachers</b> for Extended Day/Extended Year Class	Extended Year X 1/10 <sup>th</sup> of the teacher's salary as per contractual agreement Salary to range from \$5,000 - \$12,000	750,000
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	<b>Stipends for All Teacher Assistants</b> for Extended Day/Extended Year Classes and Activities	1 Teacher Assistant X \$40 hr. X as per contractual agreement 3 Teacher Assistants X \$40 hr. X 174 school days = \$21,000	20,880
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	<b>Stipends for All Paraprofessionals</b> for Extended Day/Extended Year Classes and Activities	1 Paraprofessional X \$14 hr. X as per contractual agreement 4 Paraprofessional X \$14 hr. X 174 school days = \$7,308	9,744
Goal 4 Obj. 4.1, 4.2, 4.3, 4.4 Act 6,7	100-100	<b>Stipends for Instructional Staff Members</b> to participate in professional development opportunities such as: Data, Instructional Strategies, PLCs, Teacher Evaluation Training, Exemplar Development, Curriculum Mapping, Common Assessments and Leadership Training.	Not to exceed 50 hours per instructional staff member for school year 2012-2013.	30,000

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

Date: May 24, 2012  
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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION  For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total  For <b>part-time</b> positions: rate (\$) per hour x number of hours  per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 1 Obj. 1.5 Act. 2,3,10,12,13 Goal 8 Act. 6,8,11	100-100	<b>Stipends for 9 Teacher Leaders</b> for additional assigned leadership duties as part of School Leadership Team (150 hours max. Sept. 2012 – August 2013)	1 Teacher X \$42 hr. X 150 hrs. max = \$6,300 9 Teachers X \$42 hr. X 150 hrs. max = \$56,700	56,700
Goal 1 Obj. 1.5 Act. 2,3,10,12,13 Goal 8 Act. 6,8,11	100-100	<b>Stipends for 9 Teacher Leaders</b> Teacher Leader Training 5 days – up to 25 hrs. per teacher Sept. 2012 – Jan. 2013	1 Teacher X \$42 hr. X 5 hrs. X 5 days = 25 hours 9 Teachers X \$42 hr. X 5 hrs. X 5 days = \$9,450	9,450
Goal 3 Obj. 3.2 Act.6	100-100	<b>Stipends for Instructional Staff Members</b> Mentoring and peer coaching of new and veteran staff for continuous enhancement of professional competencies.	1 teacher mentor X \$500 stipend per year = \$500 20 teacher mentors X \$500 stipend/per year = \$10,000	10,000
Goal 3 Obj. 3.1 Act. 5	100-100	<b>Stipend for Instructional Liaison</b> for Extended Day/Extended Year Classes and Activities	(1/3) liaison X \$40 per hr. X 174 days = \$2320	2,320
Goal 1 Obj. 1.1 Act. 1	200-100	SIG Project Director/Turnaround Leader	1 SIG Project Director/Turnaround Leader Annual Salary (\$152,960) x 1/3% time = \$50,987	50,987
Goal 1 Obj. 1.1 Act. 1	200-100	SIG Academic Supervisor	1 SIG Academic Supervisor Annual Salary (\$85,075) x 100% time = \$85,075	85,075
Goal 1 Obj. 1.1 Act. 1	200-100	SIG Supervisor- Assessment/Evaluation	1 SIG Supervisor-Assessment/Evaluation Annual Salary (\$90,584) x 1/3% time = \$30,195	30,195
Goal 1 Obj. 1.1 Act. 1	200-100	SIG Supervisor- Personalized Student Support Services(RTI)	1 Supervisor- Student Support Services (RTI) Annual Salary (\$85,075) x 100% time = \$85,075	85,075
Goal 1 Obj.1.1 Act 1	200-100	SIG Supervisor – Technology	1 SIG Supervisor – Technology- Annual Salary (\$83,000) x 1/3% of Time = \$27,667	27,667

**S-10****BUDGET DETAIL FORM A***Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*Date: May 24, 2012Page 180 of 194

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION  For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total  For <b>part-time</b> positions: rate (\$) per hour x number of hours  per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 1 Obj. 1. 1 Act 1	200-100	SIG Teacher Liaison	1 SIG Teacher Liaison – (\$106,477) x 1/3% of Time will be assisting the SIG District Turnaround Team at LHS , SHS, and Martin Center implementing SIG Grant Requirements	35,492

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

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**NGO TITLE: School Improvement Grant**  
**SCHOOL NAME: The Leadership Academy at Abraham Lincoln High**

**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 10.0%	PERS -----%	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
SIG Project Director/ Turnaround Leader	50,987	3,900	5,099					267		17.65%	9,266
SIG Academic Supervisor	85,075	6,508	8,508					19,869		41.0%	34,885
SIG Supervisor-Assessment/Evaluation	30,195	2,310	3,020					6,880		40.4%	12,210
SIG Supervisor-Student Support Services (RTI)	85,075	3,692	8,508					9,935		26.0%	22,135
SIG Supervisor-Technology	27,667	2,117	2,766					5,506		37.5%	10,389
SIG Instructional Liaison	35,492	2,715	3,550					5,834		34.1%	12,099
Stipends for 9 Teacher Leaders for Additional Assigned Leadership Duties as part of School Leadership	56,700	4,366								7.65%	4,366

S-11

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

Date: May 24, 2012  
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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 10.0% -----%	PERS -----%	WRKR'S COMP -----%	UNEMPLY. -----%	DISABIL. -----%	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Team (SLT) (150 hours max. Sept. 2012 –August 2013)											
Stipends for 9 Teacher Leaders to attend Teacher Leader Training for 5 days	9,450	722								7.65%	722
Stipends for Administrators/ Supervisors for Extended Learning Program	50,000	2,295								7.65%	3,825
Stipends for all instructional staff members for extended day/week/year classes and activities	750,000	57,375	75,000							17.65%	132,375
Stipend for Instructional Liaison Extended day activities	2,320	177								7.65%	177
Stipends for Instructional Staff Members for Mentoring and Peer Coaching of New and Veteran Staff for	5,000	383								7.65%	383

S-11

**BUDGET DETAIL FORM B**

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

Date: May 24, 2012  
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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 10.0% -----%	PERS -----%	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Continuous Enhancement of Professional Competencies											
Stipends for Administrators/ Supervisors to participate in Professional Development Opportunities such as: Data, Instructional Strategies, PLC's, Exemplar Development, Curriculum Mapping, Teacher Evaluation Training and Leadership Training	10,000	765								7.65%	765
Stipends for Instructional Staff Members to participate in professional development opportunities such as: Data, Instructional Strategies, PLCs,	30,000	2,295								7.65%	2,295

**S-11**

**BUDGET DETAIL FORM B**

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

Date: <u>May 24, 2012</u> Page <b>184</b> of <b>194</b>
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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 10.0% -----%	PERS -----%	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teacher Evaluation Training, Exemplar Development, Curriculum Mapping, Common Assessments, and Leadership Training.											
Stipends for All Paraprofessionals for Extended Day/Extended Year Classes and Activities	7,310	559								7.65%	559
Stipends for All Teacher Assistants for Extended Day/Extended Year Classes and Activities	21,000	1,606								7.65%	1,606

**BUDGET DETAIL FORM C**

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

Date: May 24, 2012  
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**NGO TITLE: School Improvement Grant**

**SCHOOL NAME: The Leadership Academy at Abraham Lincoln High**

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 8 Obj. 8.1, 8.2, 8.3 Act. 1,2,3,5	200-300	<b>Contract with Service Provider</b> <ul style="list-style-type: none"> <li>To train/coach administrators and instructional staff members in designing and implementing multiple assessment strategies and collecting and analyzing student data to adjust instructional practices in Language Arts and Math</li> </ul>	\$1500/day	40 days	\$60,000
Goal 8 Obj. 8.1, 8.2, 8.3 Act. 1,2,3,5	200-300	<b>Contract with Service Provider</b> <ul style="list-style-type: none"> <li>To maintain and service Smart Board.</li> </ul>	\$4,000 flat fee	Year	\$4,000
Goal 8 Obj. 8.1, 8.2, 8.3 Act. 1,2,3,5	200-300	<b>Contract with Service Provider</b> <ul style="list-style-type: none"> <li>To maintain and service Promethean</li> </ul>	\$4,000 flat fee	Year	\$4,000

**S-13**  
**BUDGET DETAIL FORM D**  
*Supplies and Materials*  
*Function & Object Codes 100-600 and 200-600*

Date: May 24, 2012  
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**NGO TITLE: School Improvement Grant**  
**SCHOOL NAME: The Leadership Academy at Abraham Lincoln High**

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>Note book Computers</b> <ul style="list-style-type: none"> <li>• Purchased for students entering 9<sup>th</sup> grade</li> <li>Estimated 200 students</li> </ul>	\$750	200	\$150,000
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>Touch Screen Slate Tablet</b> <ul style="list-style-type: none"> <li>• To enhance the ability to differentiate instruction, specifically in the Math and Language Art Department</li> </ul>	\$400	25	\$10,000
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>Apple IPAD</b> <ul style="list-style-type: none"> <li>• Purchased for student use to enhance and differentiate instruction.</li> </ul>	\$500	5	\$2,500
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>Flip Camera</b> <ul style="list-style-type: none"> <li>• Purchased for student use to enhance and differentiate instruction.</li> </ul>	\$100	25	\$2,500
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>HP All in One Printer</b> <ul style="list-style-type: none"> <li>• To enhance students ability to print and create projects for classroom assignments.</li> </ul>	\$90	70	\$6,300
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>HP All in One Printer - Ink</b> <ul style="list-style-type: none"> <li>• To enhance students ability to print and create projects for classroom assignments.</li> </ul>	\$30	140	\$4,200

**S-13**  
**BUDGET DETAIL FORM D**  
*Supplies and Materials*  
*Function & Object Codes 100-600 and 200-600*

Date: May 24, 2012  
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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>SAT Prep and College Admissions Consulting</b> <ul style="list-style-type: none"> <li>• Purchase SAT (Math and LAL) preparation course for 50 college bound students to attend.</li> </ul>	\$400	50	\$20,000
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	100-600	<b>Carnegie Learning</b> <ul style="list-style-type: none"> <li>• Provide Carnegie Learning PD Adaptive Math Phase 2 onsite in-classroom support sessions for teachers and students for remediation and enrichment with customization of the district's curriculum</li> </ul>	\$2,000	2	\$4,000
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Smart Response System (24 Remotes, 1 receiver and software application)</b> <ul style="list-style-type: none"> <li>• Purchase for student interactive response opportunity in classrooms and for data collection related to student performance.</li> </ul>	\$1,536	15	\$20,340
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Active Expression Response System</b> <ul style="list-style-type: none"> <li>• Purchase for student interactive response opportunity in classrooms and for data collection related to student performance.</li> </ul>	\$2,199	5	\$10,995
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Brother All in One Printer/Scanner</b> <ul style="list-style-type: none"> <li>• To allow for teachers to electronically design scannable assessment materials.</li> </ul>	\$450	80	\$36,000
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Brother All in One Printer/Scanner - Ink</b> <ul style="list-style-type: none"> <li>• To allow for teachers to electronically design scannable assessment materials.</li> </ul>	\$85	320	\$27,200

**S-13**  
**BUDGET DETAIL FORM D**  
*Supplies and Materials*  
*Function & Object Codes 100-600 and 200-600*

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Leadership Room – Computer Tables</b> <ul style="list-style-type: none"> <li>• To enhance Leadership Room (located inside library) to allow for students to access computers and host leadership training sessions.</li> </ul>	\$550	4	\$2,200
Goal 6 Obj. 6.1, 6.3 Act. 1,2,3	200-600	<b>Leadership Room – Computer Chairs</b> <ul style="list-style-type: none"> <li>• To enhance Leadership Room (located inside library) to allow for students to access computers and host leadership training sessions.</li> </ul>	\$150	12	\$1,800
Goal 6 and 9 Obj. 6.1, 6.3 Act. 1,2,3 Obj. 9.2 Act. 6	200-600	<b>Materials/Resources for Parent Resource Center</b> <ul style="list-style-type: none"> <li>• Purchase materials and resources relevant to needs of the parent resource center for workshops and for growing the parent/school partnership.</li> <li>• 10 workshops X \$500.00 = \$5,000.00</li> </ul>	\$5,000	10	\$5,000
Goal 2 Obj.2.1,2.2,2.3 Act. 3	200-600	<b>Implementing the Framework and Enhancing Professional Practice</b> <ul style="list-style-type: none"> <li>• Purchase the book, <i>Implementing the Framework and Enhancing Professional Practice</i> by Charlotte Danielson for staff to have a reference tool for improving their professional practice.</li> </ul>	\$75	100	\$7,500



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

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

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME: The Leadership Academy at Abraham Lincoln High</b>	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 9 Obj. 9.2 Act. 1,5,7	100-500	<b>Refreshments for Parent Resource Workshops</b> <ul style="list-style-type: none"> <li>Provide refreshments for parents attending workshops hosted by the Parent’s Council in the Parent Resource Center.</li> <li>10 workshops X \$300.00 = \$3,000.00</li> </ul>	\$3,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-500	<b>Student Leadership Training</b> <ul style="list-style-type: none"> <li>Student Leadership Retreat to accommodate up to 25 students for ongoing leadership training and retreat to continue to effectively implement the leadership theme at the Leadership Academy at Abraham Lincoln High of Leadership.</li> </ul>	\$20,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-500	<b>Web-Based Site License Carnegie Learning</b> <ul style="list-style-type: none"> <li>1 year, web based site license</li> <li>Curriculum bridge to Algebra 1, Algebra 2 and Geometry</li> </ul>	\$25,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-800	<b>Admission Fees</b> <ul style="list-style-type: none"> <li>Admission fees for all Cosmetology SLC students to attend two leadership building activity trips during the 2012-2013 school year.</li> <li>150 students X \$50.00 ticket price = \$7,500 x (2) trips = \$15,000</li> <li>10 chaperones X \$50.00 ticket price = \$500 x (2) trips = \$1,000</li> </ul>	\$16,000

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**BUDGET DETAIL FORM F**

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*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*

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 11 Obj. 11.1 Act. 3,4,5	100-800	<b>Admission Fees</b> <ul style="list-style-type: none"> <li>• Admission fees for all Culinary SLC students to attend two leadership building activity trips during the 2012-2013 school year.</li> <li>• 150 students X \$50.00 ticket price = \$7,500 = \$7,500 x (2) trips = \$15,000</li> <li>• 10 chaperones X \$50.00 ticket price = \$500 = \$500 x (2) trips = \$1,000</li> </ul>	\$16,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-800	<b>Admission Fees</b> <ul style="list-style-type: none"> <li>• Admission fees for all JROTC SLC students to attend two leadership building activity trips during the 2012-2013 school year.</li> <li>• 150 students X \$50.00 ticket price = \$7,500 = \$7,500 x (2) trips = \$15,000</li> <li>• 10 chaperones X \$50.00 ticket price = \$500 = \$500 x (2) trips = \$1,000</li> </ul>	\$16,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-800	<b>Admission Fees</b> <ul style="list-style-type: none"> <li>• Admission fees for all Education SLC students to attend a leadership building activity trip during the 2012-2013 school year.</li> <li>• 150 students X \$50.00 ticket price = \$7,500</li> <li>• 10 chaperones X \$50.00 ticket price = \$500</li> </ul>	\$8,000
Goal 11 Obj. 11.1 Act. 3,4,5	100-800	<b>Admission Fees</b> <ul style="list-style-type: none"> <li>• Admission fees for all Legal SLC students to attend two leadership building activity trips during the 2012-2013 school year.</li> <li>• 150 students X \$50.00 ticket price = \$7,500 = \$7,500 x (2) trips = \$15,000</li> <li>• 10 chaperones X \$50.00 ticket price = \$500 = \$500 x (2) trips = \$1,000</li> </ul>	\$16,000

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**BUDGET DETAIL FORM F**

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*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*

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 11 Obj. 11.1 Act. 2,3,4,5	100-800	<b>Gift Card Incentives</b> <ul style="list-style-type: none"> <li>• Gift Card Incentives (valued at \$10.00 each) to reward students who meet specific criteria goals on a quarterly basis. Ex: Each student with perfect attendance for Marking Period 1 would receive a \$10.00 gift card.</li> <li>• 502 students X \$10.00 = \$5,020</li> </ul>	\$5,020
Goal 6 Obj. 6.1,6.3 Act. 1,2,3	100-800	<b>Education Applications for Touch Screen Slate Computers</b> <ul style="list-style-type: none"> <li>• 10 applications per slate x 25 slates = 250 applications</li> <li>• 250 x \$10.00 = \$2,500</li> </ul>	\$2,500
Goal 11 Obj. 11.1 Act. 3,4,5	200-580	<b>Bus Transportation</b> <ul style="list-style-type: none"> <li>• Bus transportation for all SLC students to attend leadership related activity during the 2012-2013 school year.</li> <li>• 38 buses @ up to \$350.00 per bus</li> </ul>	\$13,300
Goal 1 Obj. 1..1, 1.2 Act. 4	200-580	<b>Travel Reimbursement (for Administrators and Instructional Staff Members)</b> <ul style="list-style-type: none"> <li>• In accordance with NJDOE Travel Regulations reimbursement provided for travel to SIG Leadership Training Sessions and Professional Development Workshops.</li> <li>• # of miles X .31 cents per mile + applicable tolls = \$5,503</li> </ul>	\$5,503
Goal 3 Obj. 3.1,3.2,3.3 Act. 1,2,3	200-800	<b>Incentive Program (Mini-Grants)</b> <ul style="list-style-type: none"> <li>• To retain staff by awarding funds for professional growth and instructional enhancement based on student achievement.</li> <li>• 20 teachers X \$1000 = \$20,000</li> </ul>	\$20,000
Goal 11 Obj. 11.1 Act. 1,2,3,4	200-800	<b>Banners – Gym</b> <ul style="list-style-type: none"> <li>• To enhance the aesthetics of the gymnasium, displaying the accomplishments of the students at The Leadership Academy at Abraham Lincoln High.</li> </ul>	\$5,000

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

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*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*

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 11 Obj. 11.1 Act. 1,2,3,4,5	200-800	<p><b>Student Court</b></p> <ul style="list-style-type: none"> <li>• To provide applicable training to host student court sessions in an effort to enhance the leadership theme and the Law SLC</li> </ul>	\$2,500

Form S-16

NJ DEPARTMENT OF EDUCATION

**APPLICATION FOR FUNDS - BUDGET SUMMARY**

LEA Name: Jersey City Public Schools

School Name: The Leadership Academy at Abraham Lincoln High School County/LEA/School Code: 17 / 2390 / 53

NGO Title: School Improvement Grant (Cohort 2 – Year 2) NGO#: 12-SG05-H03

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
<b>INSTRUCTION</b>						
Personal Services - Salaries	100-100			725,728		725,728
Purchased Professional & Technical Services	100-300			1,000		1,000
Other Purchased Services	100-500			64,700		64,700
Supplies and Materials	100-600			237,784		237,784
Other Objects	100-800			49,170		49,170
<b>SUBTOTAL - INSTRUCTION</b>				1,078,382		1,078,382
<b>SUPPORT SERVICES</b>						
Personal Services - Salaries	200-100			420,306		420,306
Personal Services – Employee Benefits	200-200			225,776		225,776
Purchased Professional & Technical Services	200-300			107,500		107,500
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			13,300		13,300
Travel	200-580			5,503		5,503
Supplies and Materials	200-600			103,985		103,985
Other Objects	200-800			15,000		15,000
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>				891,370		891,370
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>						
<b>TOTAL COST</b>				1,969,752		1,969,752

Richard Rosenberg  
Business Administrator/Chief Fiscal Officer

12/13/12  
Date