

**SCHOOL IMPROVEMENT GRANT (SIG/COHORT 1)
LEA AND SCHOOL APPLICATION FORMS**

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

**LEA APPLICATION
17-2390**

**And
SCHOOL APPLICATION
FRED W. MARTIN CENTER FOR THE ARTS
17-2390-347**

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

May 10, 2012

APPENDIX B –REPORTING METRICS

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	TURNROUND
AYP status	34 of 40 indicators
Which AYP targets the school met and missed	The Participation Rate indicator was met in all areas except Language Arts--Students w/disabilities. Safe Harbor was met in Language Arts for the following subgroup: Hispanic. Safe Harbor was met in Math for the following areas: Total Population, African American, Hispanic and Economically Disadvantaged. The only subgroup missed for Math was Students w/Disabilities.
School improvement status	Year 1
Number of minutes within the school year	<u>7 hrs 30</u> Minutes
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	<p><u>Grade 6:</u> Language Arts: 78.2% Partially Proficient, 21.8% Proficient,0% Advanced Math: 56.4% Partially Proficient, 42.3% Proficient, 1.3% Advanced</p> <p><u>Grade 7:</u> Language Arts:77.8% Partially Proficient, 22.2% Proficient, 0% Advanced Math: 82.6% Partially Proficient,16.5% Proficient, 0.9% Advanced</p> <p><u>Grade 8</u> Language Arts: 61.1% Partially Proficient, 36.8% Proficient, 2.1% Advanced Math: 69.8% Partially Proficient, 29.2% Proficient,1.0 % Advanced</p>
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	<p><u>Grade 6:</u> Language Arts: Total Students: 96.7% Special Education: 84.0% LEP: 100% White: 100% African American: 97.5%</p>

Metric	2010-2011 Data
School Data	
	<p>Asian: 80% Pacific Islander: 100% Hispanic: 95.8% Economically Disadvantaged: 96.4%</p> <p>Math: Total Students: 98.0% Special Education: 88.0% LEP: 100% White: 100% African American: 99.2% Asian: 80% Pacific Islander: 100% Hispanic: 95.8% Economically Disadvantaged: 97.9%</p> <p>Grade 7: Language Arts: Total Students: 96.4% Special Education: 84.6% African American: 97.9% Pacific Islander: 0% Hispanic: 92.8% Economically Disadvantaged: 97.0%</p> <p>Math: Total Students: 97.3% Special Education: 88.5% African American: 97.9% Pacific Islander: 0% Hispanic: 100% Economically Disadvantaged: 97.0%</p> <p>Grade 8: Language Arts: Total Students: 94.0% Special Education: 77.8% White: 100% African American: 94.4% Asian: 100% Hispanic: 87.5%</p>

Metric	2010-2011 Data
School Data	
	<p>Economically Disadvantaged: 93.3%</p> <p>Math: Total Students: 95.0% Special Education: 81.5% White: 100% African American: 94.3% Asian: 100% Hispanic: 100% Economically Disadvantaged: 94.4%</p>
<p>Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup</p>	<p>Grade 6: Language Arts: Total Students: 185.6 Special Education: 166.8 LEP: 184.3 White: 198.0 African American: 183.7 Asian: 190.8 Pacific Islander: 187.0 Hispanic: 193.4 Economically Disadvantaged: 185.0</p> <p>Math: Total Students: 193.9 Special Education: 197.2 LEP: 189.1 White: 187.0 African American: 191.7 Asian: 199.0 Pacific Islander: 220.0 Hispanic: 204.1 Economically Disadvantaged: 203.3</p> <p>Grade 7: Language Arts: Total Students: 176.2 Special Education: 151.8 African American: 173.1 Hispanic: 199.1 Economically Disadvantaged: 175.8</p> <p>Math:</p>

Metric	2010-2011 Data
School Data	
	<p>Total Students: 172.7 Special Education: 159.7 African American: 170.7 Hispanic: 186.8 Economically Disadvantaged: 172.3</p> <p>Grade 8: Language Arts: Total Students: 195.0 Special Education: 174.3 White: 186.3 African American: 193.1 Asian: 209.0 Hispanic: 219.9 Economically Disadvantaged: 194.3</p> <p>Math: Total Students: 180.6 Special Education: 146.9 White: 155.7 African American: 179.6 Asian: 200.0 Hispanic: 197.6 Economically Disadvantaged: 179.9</p>
Percentage of limited English proficient students who attain English language proficiency	N/A
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	92.1%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	Suspensions: 389

Metric	2010-2011 Data					
School Data						
	Detentions: 237 In-School suspensions:111					
Truants	23					
Talent						
Distribution of teachers by performance level on LEA's teacher evaluation system	Domain Ratings	Satisfactory	Needs Improvement	Unsatisfactory	Total	
	Domain 1- Preparation & Planning	59	12	2	73	
	Domain 2- Assessment	61	10	2	73	
	Domain 3- Instruction	56	17	0	73	
	Domain 4- Classroom Environment	63	9	1	73	
	Total number of staff evaluated				73	
	Overall rating of unsatisfactory	-	-	2	2	

LEA Section

LEA Section
L-1: Cover Page & Board Resolution
L-2: Statement of Assurances
L-3: Documentation of Federal Compliance (DUNS/CCR) Form
L-4: Year 3 Project Abstract
L5: Schools to Be Served
L-6: LEA Commitment and Capacity Update
L-7: LEA Activity Plan

NEW JERSEY DEPARTMENT OF EDUCATION
NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

12-SG05-H03
FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Cohort 1 - Year 3 of 3)
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY : 17
LEA/OTHER: 2390
SCHOOL: 347

COUNTY NAME: Hudson

APPLICANT AGENCY
Jersey City Public Schools

AGENCY ADDRESS
346 Claremont Avenue Jersey City, NJ 07305
STREET CITY STATE ZIP

(201) 915-6000 (201) 915-
AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Dr. Magda Savino
TELEPHONE NUMBER: (201) 915-6204 FAX#: (201) 915-6275 E-MAIL: msavino@jcboe.org

BUSINESS MANAGER: Dr. Emery Konic PHONE#: (201) 915-6275 E-MAIL: ekonic@jcboe.org

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

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
Franklin Walker
(Please print or type name)

Interim Superintendent of Schools
TITLE

May 10, 2012
DATE

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

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 05/10/2012

Form L-1

BOARD RESOLUTION TO APPLY

1	2	S	G	0	5	H	0	3
FY		NGO#				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

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

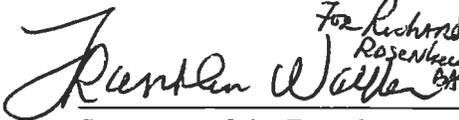
\$2,000,000

starting on 9/01/2012, and

ending on 8/31/2013.

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

April 25, 2012

*For Richard
Rosenkrantz*


Secretary of the Board

Date 20

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, 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 serves 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


Signature: *Chief School Administrator*

May 10, 2012

Date

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 Fred W. Martin Center for the Arts
Address 59 Wilkinson Avenue, Jersey City, NJ 07305
DUNS number 077542912
Expiration Date of CCR registration October 6, 2012
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, and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

Date

Franklin Walker, Interim Superintendent of Schools
Name and Title

YEAR 3 PROJECT ABSTRACT

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<p>LEA Mission</p>	<p>The LEA revisited and revised its mission and vision statements during Years 1 and 2 of the project as follows: <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 21st century careers.”</i></p>
<p>LEA Vision</p>	<p>The LEA revisited and revised its mission and vision statements during Years 1 & 2 of the project as follows: <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 21st century learning tools ----- all essential to transforming lives.”</i></p>
<p>Project Implementation Summary</p>	<p>In 2010, the LEA selected the Turnaround Model for implementation at the Fred W. Martin Center for the Arts based on a comprehensive Needs Assessment and identification of root causes for its continuing failure to achieve federal, State and LEA and 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 Year 2 project monitoring and evaluation, barriers to implementation were identified and addressed in Year 2 and will continue to be implemented in Year 3. A summary of major project activities planned for implementation in Year 3 follows.</p> <ol style="list-style-type: none"> 1. The LEA will continue to expand the operational flexibility for the Principal to support efficient implementation of a fully comprehensive approach to school-wide reform at the school level in exchange for greater accountability for changes and improvements, and achievement of project goals and success indicators. 2. The LEA and school will refine the Teacher and Principal Educator Effectiveness Model for piloted in Year 2. The continued implementation of Charlotte Danielson’s Framework for Teaching will measure the effectiveness of staff working within the turnaround environment to meet the needs of students, provide support for low-performing teachers, and guide personnel decisions for dismissals. 3. The LEA and school will continue to implement strategies to recruit, place, and retain high quality staff with the skills necessary to meet the needs of the students in a turnaround school, including performance-based incentives and rewards. 4. The LEA and school will continue to provide ongoing, standards-based, job-embedded, differentiated professional

YEAR 3 PROJECT ABSTRACT

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

	<p>development (PD) to all staff that is aligned with the school’s comprehensive instructional program to ensure that all school staff are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies.</p> <p>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 remaining vacancies for the DTT.</p> <p>6. The LEA and school will continue to 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 levels, and with State academic standards; and (b) inform, differentiate, and continuously improve instruction to meet the academic needs of individual students. Analysis of data from the above sources will be the primary focus for teachers to design and plan effective instruction.</p> <p>7. The LEA and school will continue collaboration with local bargaining units and other stakeholders to fully implement 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 refine and implement strategies and programs to provide coordinated social-emotional and community-oriented services and supports for students through a Personalized Student Support Services Model 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 and school will continue to fully implement 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 SIG success indicators as measured against baseline data.</p> <p>10. The LEA and school has fully implement themed “Center for the Arts” school 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 and specializations in the visual and performing arts, and meet high academic standards for graduation and preparation for post-secondary education and 21st century careers.</p>
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Form L-5

Date: May 10, 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

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools

<p>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.</p>			
<p>Activity #1 – Management of External Providers</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers</p>	<p>In Year 2, the LEA will 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 in accordance with policies and procedures established in Year 1. The LEA will further enhance the process by specifically focusing on strengthening the following practices:</p> <ol style="list-style-type: none"> 1. Facilitating advertisement and bid announcements, and timely hiring once selection of external providers is made. 2. Ensuring that the pool of contractors solicited is as expansive as possible with all responsible vendors permitted to compete. 3. Drafting all statements of work in clear and unambiguous terms (e.g. in RFP, final contracts) that emphasize the result and outcomes to be achieved. 4. Judging all proposals on the basis of predetermined, merit-based evaluative criteria, 	<p>In Year 3, the LEA will 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 in accordance with policies and procedures established in Year 1. The LEA will further enhance the process by specifically focusing on strengthening the following practices:</p> <ol style="list-style-type: none"> 1. Facilitating advertisement and bid announcements, and timely hiring once selection of external providers is made. 2. Ensuring that the pool of contractors solicited is as expansive as possible with all responsible vendors permitted to compete. 3. Drafting all statements of work in clear and unambiguous terms (e.g. in RFP, final contracts) that emphasize the result and outcomes to be achieved. 4. Judging all proposals on the basis of predetermined, merit-based evaluative criteria, 	<p>September 2012- August 2013</p>

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools

	<p>made known to vendors before proposals are submitted.</p> <p>5. Ensuring 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 comparative analysis of competing proposals,; and (d) a written award recommendation.</p> <p>6. Ensuring 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.</p>	<p>made known to vendors before proposals are submitted.</p> <p>5. Ensuring 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 comparative analysis of competing proposals,; and (d) a written award recommendation.</p> <p>6. Ensuring 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.</p>	
<p>Management of the contracts of external providers in a timely fashion</p>	<p>In Year 2, the LEA will continue the policies, resources, staff, and management plan and procedures that were implemented in Year 1 for efficient, effective and timely oversight, management and monitoring of external provider services and contracts. Adjustments will be made in Year 2 if necessary, as determined by project monitoring and evaluation.</p>	<p>In Year 3, the LEA will continue the policies, resources, staff, and management plan and procedures that were implemented in Year 1 for efficient, effective and timely oversight, management and monitoring of external provider services and contracts. Adjustments will be made in Year 3 if necessary, as determined by project monitoring and evaluation.</p>	<p>September 2012- August 2013</p>

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools

<p>The LEA plan to evaluate the quality of external providers</p>	<p>In Year 2, the LEA will continue the monitoring and evaluation plan and procedures that were implemented in Year 1, 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>In Year 3, the LEA will continue the monitoring and evaluation plan and procedures that were implemented in Year 2, 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>
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<p>Activity 1: Barriers of Year 2 Implementation</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>
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LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools

<p>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.</p>			
<p>Activity #2 – Alignment of Resources</p>			
<p>Evidence of Implementation Sample Indicators</p>	<p>Year 2 Implementation Description</p>	<p>Year 3 Project Description</p>	<p>Year 3 Timeline</p>
<p>Align other resources with the interventions: The clear alignment of resources</p>	<p>In Year 2, the LEA continued 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 funds from federal and State sources with SIG.</p> <p>In Year2, per LEA policies and procedures, district and school staff continued 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.</p>	<p>In Year 3, 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 funds from federal and State sources with SIG.</p> <p>In Year 3, per LEA policies and procedures, 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.</p>	<p>September 2012- August 2013</p>
<p>Alignment with the NJCCC</p>	<p>In Year 2, the LEA continued 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 for Math in grades 6-8 and all high school subject</p>	<p>In Year 3, 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 for Math in grades 6-8 and all high school subject</p>	<p>September 2012- August 2013</p>

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools

	<p>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>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 2, the LEA continued 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>1. Title I, Part A (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>2. 1003(a) Statewide System of Support (SIA Part a funds) – 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>3. Title II, Part A -- To recruit teaching staff with the skills and experience to operate effectively within the Turnaround Model.</p> <p>4. Title II, Part D (Ed. Tech) -- (a) To provide staff online job-embedded professional development; (b) Promote the continuous use of student data through electronic means.</p> <p>5. IDEA – To provide support to special</p>	<p>For Year 3, 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>1. Title I, Part A (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>2. 1003(a) Statewide System of Support (SIA Part a funds) – 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>3. Title II, Part A -- To recruit teaching staff with the skills and experience to operate effectively within the Turnaround Model.</p> <p>4. Title II, Part D (Ed. Tech) -- (a) To provide staff online job-embedded professional development; (b) Promote the continuous use of student data through electronic means.</p> <p>5. IDEA – To provide support to special</p>	<p>September 2012- August 2013</p>

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	education students, and to their teachers and parents/families.	education students, and to their teachers and parents/families.	
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Activity 2: Barriers of Year 2 Implementation	1. In Year 2, 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. This was not a barrier for Martin Center where the budget was placed under the complete authority of the District Turnaround Leader and Principal.
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<p>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.</p>			
<p>Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight</p>			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p> <p>Practices and policies that will enable the leadership of the school to implement the interventions</p>	<p><u>In Year 2, the LEA continued to:</u> implement strategies to streamline and realign district and school organizational 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; and (2) provide additional district support for the principal and school through the District Turnaround Leader, District Turnaround Supervisors, and assignment of district personnel as needed.</p> <p><u>In Year 2, the LEA also:</u></p> <ol style="list-style-type: none"> 1. Assigned 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 decisions; 2. Required 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 office, Human Resources), and others as appropriate; 3. Required SIG schools to attend other Division and 	<p><u>In Year 3, the LEA will continue to:</u> implement strategies to streamline and realign district and school organizational 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; and (2) provide additional district support for the principal and school through the District Turnaround Leader, District Turnaround Supervisors, and assignment of district personnel as needed.</p> <p><u>In Year 3, the LEA will also:</u></p> <ol style="list-style-type: none"> 1. 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 decisions; 2. Require 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 	<p>September 2012- August 2013</p>

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	<p>District meetings unless there is a specific need to do so, which will require DTL approval; 4. Required SIG schools to complete, 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; 5. Required formal mentoring/executive coaching for the Principal, which will be 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 their efficiency and effectiveness.</p>	<p>(i.e. Business office, Human Resources), and others as appropriate; 3. Require SIG schools to attend other Division and District meetings unless there is a specific need to do so, which will require DTL approval; 4. Require SIG schools to complete, 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; 5. Require formal mentoring/executive coaching for the Principal, which will be 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 their efficiency and effectiveness.</p>	
<p>District level staff assignments to implement the interventions Involvement of LEA stakeholders in decision making</p>	<p>In Year 2, the LEA continued to maintain and expand the district infrastructure needed to support the project and the school; assign district personnel and allocate resources as needed to successfully implement all project activities; and collaborate with key stakeholders in the decision-making process and implementation of interventions</p>	<p>In Year 3, the LEA will continue to maintain and expand the district infrastructure needed to support the project and the school; assign district personnel and allocate resources as needed to successfully implement all project activities; and collaborate with key stakeholders in the decision-making process and implementation of interventions.</p>	<p>September 2012- August 2013</p>
<p>Process for making collaborative decisions</p>	<p>In Year 2, the LEA continued 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</p>	<p>In Year 3, 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</p>	<p>September 2012- August 2013</p>

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	<p>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 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>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 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>Involvement of other critical stakeholders, such as the other State and local leaders (e.g., business, community, civil rights, and education association leaders); parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education</p>	<p>In Year 2, the LEA continued and expanded involvement of critical stakeholders (i.e. State and local leaders, parent, student, and community organizations, and institutions of higher education) 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).</p>	<p>In Year 3, the LEA will continue and expand involvement of critical stakeholders (i.e. State and local leaders, parent, student, and community organizations, and institutions of higher education) 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).</p>	<p>September 2012- August 2013</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,</p>	<p>In Year 2, the LEA continued the “project management team” and project management procedures initiated in Year 1, and will strengthen management and coordination of all facets of the project by:</p>	<p>In Year 3, the LEA will continue the “project management team” and project management procedures initiated in Year 1, and will strengthen management and coordination of all facets of the project by:</p>	<p>September 2012- August 2013</p>

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<p>performance measure tracking and reporting, and fund disbursement to schools</p>	<p>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;</p> <p>2. Filling the vacancies for the two District Turnaround Supervisors (Student Support Services, and Supervisor for the Arts), 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;</p> <p>3. Developing 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.</p> <p>4. Implementing a formal electronic “SIG project question and answer system” for staff to ask questions and receive quick responses, which should help reinforce understanding of the project, and the actions needed to facilitate implementation of project</p>	<p>1. Filling the vacancies for the three District Turnaround Supervisor (Student Support Services, Supervisor of Technology Supervisor of Arts Infusion), 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;</p> <p>2. Developing 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.</p> <p><i>Project Director</i> 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</p>	
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	<p>activities.</p> <p><u>Project Director</u> The District Turnaround Leader was 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 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><u>School Project Manager</u> 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,</p>	<p>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><u>School Project Manager</u> 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,</p>	
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	<p>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 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><u>District Turnaround Supervisors</u> 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 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</p>	<p>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><u>District Turnaround Supervisors</u> 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</p>	
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	<p>staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.</p> <p>In Year 2, two Academic Supervisors, and two Supervisors of Student Support Services were hired. Vacancies still exist for the Supervisor of Technology and Supervisor of Art/Infusion. The other two positions were unable to be filled due to lack of qualified candidates (Technology and Supervisor for the Arts).</p>	<p>and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.</p> <p>In Year 3, the LEA will focus on replacing the District Turnaround Supervisor for Student Support Services and filling the vacancy for Supervisor of Technology.</p>	
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<p>Activity 3: Barriers of Year 2 Implementation</p>	<ol style="list-style-type: none"> 1. 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. 2. The LEA was unable to fill two vacancies for District Turnaround Supervisors (Supervisor of Technology and Supervisor for the Arts) due to lack of qualified applicants, which delayed implementation of a number of project activities. 3. School leaders will continue to have increased authority and extensive operational flexibility and will continue to become comfortable with exercising greater autonomy and authority for decision-making without having to go through the usual bureaucratic layers, forms, and approvals. Support for the Principal will continue to be provided in Year 3 through executive coaching by the District Turnaround Leader.
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<p>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.</p>			
<p>Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal</p>			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year3 Timeline
The Internal District Team supports to the school	<p><u>Year 2, the LEA :</u></p> <ol style="list-style-type: none"> 1. Hired the four District Turnaround Team Supervisors (2 Student Support Services Supervisors, and 2 Academic Supervisors) ; 2. 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; 3. Required a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the SIG Division by the DTL and principal; 4. 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; 	<p><u>In Year 3, the LEA will continue to:</u></p> <ol style="list-style-type: none"> 1. Hire the remaining supervisor of District Turnaround Team Supervisors (Supervisor of Technology) it was unable to hire in Year 2 due to lack of qualified applicants; 2. 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; 3. 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; 4. 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; 	September 2012- August 2013

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	<p>5. Shifted authority for personnel decisions to the Principal in consultation with the District Turnaround Leader who must provide district oversight;</p> <p>6. Improved 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>5. Continue to shift authority for personnel decisions to the Principal in consultation with the District Turnaround Leader who must provide district oversight;</p> <p>6. 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><u>In Year 2, the LEA :</u></p> <p>1. Shifted authority for local high school budget to the SIG Division with oversight and approvals provided by the DTL;</p> <p>2. Clarified and reinforced in writing as policy from the Superintendent that the SIG Division and SIG schools function with full authority and independently of the other Divisions regarding implementation of the SIG project, and that all Divisions would cooperate with each other regarding district-wide activities as required</p> <p>3. Shifted authority for personnel decisions to the Principal in consultation with the DTL, and district oversight provided by the DTL;</p> <p>4. 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</p>	<p><u>In Year 3, the LEA will continue to:</u></p> <p>1. Shift authority for local high school budget to the SIG Division with oversight and approvals provided by the DTL;</p> <p>2. Clarify and reinforce in writing as policy from the Superintendent that the SIG Division and SIG schools function with full authority and independently of the other Divisions regarding implementation of the SIG project, and that all Divisions will cooperate with each other regarding district-wide activities as required</p> <p>3. Shift authority for personnel decisions to the Principal in consultation with the DTL, and district oversight provided by the DTL;</p> <p>4. 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;</p>	<p>September 2012- August 2013</p>

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	<p>staff;</p> <p>5. 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;</p> <p>6. 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>7. Further developed and implemented a “Performance-Based Incentives and Rewards Program” to recruit, hire and retain high-quality staff;</p> <p>8. 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;</p> <p>9. Supported development and full implementation of a “Personalized Student Learning Model”;</p> <p>10. Supported continued implementation of a</p>	<p>5. 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;</p> <p>6. 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>7. Continue to implement a “Performance-Based Incentives and Rewards Program” to recruit, hire and retain high-quality staff;</p> <p>8. Continue 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;</p> <p>9. Support and implement a “Personalized Student Learning Model” for at-risk students.;</p> <p>10. Support the implementation of the additional 300 hours for increased learning time for all students;</p> <p>11. Support and require full implementation of a</p>	
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	<p>minimum of 300 hours per year for increased learning time for all students;</p> <p>11. Supported and required full implementation of a “Personalized Student Support Services Model” and the “Advisory Program”;</p> <p>12. 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 21st century careers;</p> <p>13. 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.</p> <p>14. <u>The LEA also continued support for:</u></p> <ul style="list-style-type: none"> a) The “Quality Teacher Pipeline”; b) Implementation of “Professional Learning Community (PLC) Model”; c) Data systems and use of data; d) Use of external service providers as appropriate; e) The themed “Academy for the Arts” model at Henry Snyder High School; f) The themed “Center for the Arts” model at MS 41. g) A rigorous standards-driven academic curriculum; h) Small Learning Communities for all grade 	<p>“Personalized Student Support Services Model” and the “Advisory Program”;</p> <p>12. 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 21st century careers;</p> <p>13. 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.</p> <p>14. <u>The LEA will also continue support for:</u></p> <ul style="list-style-type: none"> i) The “Quality Teacher Pipeline”; j) Implementation of “Professional Learning Community (PLC) Model”; k) Data systems and use of data; l) Use of external service providers as appropriate; m) The themed “Center for the Arts” model at Henry Snyder High School; n) The themed “Center for the Arts” model at MS 41. o) A rigorous standards-driven academic curriculum; p) Small Learning Communities for all grade levels in the school 	
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	levels in the school		
Development and use of data systems	In Year 2, the LEA continued to provide additional training and access to the data systems available in Year 1. In addition, the LEA will provide training and access to a new Student Information System (Infinite Campus), which will be implemented in Year 2 and available to all schools. Data warehouse (Academic Data Decision Support System)	In Year 3, the LEA will continue to provide additional training and access to the data systems available in Year 2(Scantron Achievement Series, NJSMART, and Data Warehouse); provide training and support for a smooth and seamless transition to the Student Information System (Infinite Campus), and.	September 2012- August 2013
The district’s system to conduct classroom walkthroughs	<p>In Year 2, the LEA and school continued 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 continued to be conducted by the School Leadership Team, District Turnaround Team, and district supervisors. Data from the walkthroughs continued 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.</p> <p>In Year 2, 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</p>	<p>In Year 3, 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.</p> <p>In Year 3, 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</p>	September 2012- August 2013

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	<p>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 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>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 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>	
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<p>The district oversight responsibilities and role of CSA</p>	<p>In Year 2, the LEA continued and strengthened the policies, structures, and procedures implemented in Year 1 to ensure efficient and effective district oversight of the project. The District Turnaround Leader continued 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 continued to serve 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 continued 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 remained unchanged for Year 2, and continued 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.</p>	<p>In Year 3, the LEA will continue and strengthen the policies, structures, and procedures implemented in Year 2 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 3, and will continue 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.</p>	<p>September 2012- August 2013</p>
<p>Support of the Teacher’s Union</p>	<p>In Year 2, the LEA intends to continue its excellent working relationship with the Teacher’s Union and 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</p>	<p>In Year 3, the LEA intends to continue its excellent working relationship with the Teacher’s Union and 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</p>	<p>September 2012- August 2013</p>

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	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 (classroom mini grants national board certification, gift cards i.e. compensation, release time, awards and recognitions, new positions).	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 classroom mini-grants, gift cards (i.e. compensation, release time, awards and recognitions, new positions).	
Support of School Board	The LEA was assured by the BOE that it would 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.	The LEA is assured by the BOE that it will continue to have full BOE support for implementation of SIG project activities in Year 3, as evidenced by BOE approval of the SIG renewal application.	September 2012- August 2013
Evaluation of Principal and level of implementation	In Year 2, the LEA developed and implemented a “Performance-Based School Leader Evaluation” that built upon the “School Leader Turnaround Competencies” established in Year 1, and was aligned with the knowledge, skills, and personal dispositions required by the New Jersey Professional Standards for School Leaders (NJPSSL)	In Year 3, 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 2, 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

Activity 4: Barriers of Year 2 Implementation:	1. While the principal evaluation was implemented, the time line and student growth piece did not allow for multiple evaluations.
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<p>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.</p>			
<p>Activity #5 - SIG Required LEA Commitment - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:</p>			
<p>Evidence of Implementation Sample Indicators</p>	<p>Year 2 Implementation Description</p>	<p>Year 3 Project Description</p>	<p>Year 3 Timeline</p>
<p>Selection of staff</p>	<p>In Year 2, the LEA provided 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 continued 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 student learning; and (4) improve coordination for implementation of project activities by</p>	<p>In Year 3, 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 student learning; and (4) improve coordination for implementation of project activities by</p>	<p>September 2012- August 2013</p>

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	<p>improving coordination between the school and district units and staff..</p> <p>In Year 2, the LEA specifically 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>improving coordination between the school and district units and staff..</p> <p>In Year 3, 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>In Year 2, the LEA continued to support the school and allocate 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 3, 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>In Year 2, the Principal continued to have authority for the school’s budget and resource allocations. The District Turnaround Leader continued to oversee and manage the SIG budget, and responsibility for district oversight of the school budget will be 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 3, 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 be transferred from the High School Division to the SIG Division, and from the Associate Superintendent for High Schools to the District Turnaround Leader.</p>	September 2012- August 2013
Greater accountability for result	<p>In Year 2, 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 expectations for school leader performance</p>	<p>In Year 3, 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 PBSE and support high expectations for school leader</p>	September 2012- August 2013 Focal Point

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	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	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	In Year 2, the LEA continued to support the Principal and school in the selection of professional development services and providers in accordance with policies and procedures established in Year s 1.and 2	In Year 3, 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.	In Year 2, the LEA continued 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 Years 1.and 2.	In Year 3, 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..	September 2012- August 2013

Activity 5: Barriers of Year 2 Implementation	1. 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 Snyder 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. The LEA will shift authority for the local school grant to the SIG Division in Year 2 to support greater operational flexibility regarding budget and resource allocations. This was not a barrier for Martin Center for the Arts, where school budget authority and oversight was moved from the Elementary Division to the SIG Division.
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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 1: Management of External Providers									
SMART Goal:			During the 2012-2013 school year, the LEA will 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 18 DEPAC and Intra-District Committee meetings for input and discussion regarding the management of the grant.						
Indicators of Success:			The LEA provides evidence of implementation of: 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 are submitted by the deadline; 3. The management plan will show deadlines and persons responsible to support and implement the SIG grant.						
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"> External provider contracts Professional dev. program descriptions 	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"> Advertisement and bid announcements 	X	X	X	X
3	Ensure that the pool of contractors solicited is as expansive as possible with all responsible vendors permitted to		Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> List of contractor pool 	X	X	X	X

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	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"> Written statements of work 	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"> Evaluative criteria for vendor selection 	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"> Description of selection process Written award recommendations 	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	Dist. Turnaround Leader Principal Dist. Legal Counsel	LEA Resources SIG Resources	<ul style="list-style-type: none"> Description of scoring process Written records for scoring, negotiations Written award recommendations 	X	X	X	X

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	negotiations between vendors and procurement officials; (c) a written 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"> • Written policies, management plan, and procedures • Monitoring reports 	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"> • Written monitoring and evaluation plan • Data collection and analysis related to impact of services 	X	X	X	X

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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 #2: Alignment of Resources								
SMART Goal:			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.					
Indicators of Success:			The LEA provides evidence of: 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).					
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	• SIG budget reports	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	• SIG budget reports • Local district and school budget reports	X	X	X	X
3	Continue to align funds from federal and State sources with SIG	Dist. Turnaround Leader Business Administrator	LEA Resources Federal and State Resources	• SIG budget reports • Federal budget reports • State budget reports	X	X	X	X

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		Assoc. Supt. (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"> • SIG budget reports • Federal budget reports • State budget reports 	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"> • SIG budget reports • Local budget reports 	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"> • SIG budget reports • Local budget reports 	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	Dist. Turnaround Leader Principal Business Admin. Assoc. Supt. (Programs & Services) Assoc. Supt C&I	LEA Resources SIG Resources Federal and State Resources	<ul style="list-style-type: none"> • SIG budget reports • Local budget reports • Federal budget reports • State budget reports 	X	X	X	X

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	A; Title II, Part D (Ed. Tech); Title III, Part A (LEP), IDEA)	Dist. Dir. Ed. Tech Dist. Dir. Special Ed.						
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<p>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.</p>

Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight	
SMART Goal:	<p>During the 2012-2013 school year, the LEA will have 100% compliance of commitment and capacity in the management of the grant by:</p> <ol style="list-style-type: none"> 1. Fulfilling 100% of the district level staff positions. 2. Increasing stakeholder participation by 10% at all district and parent meetings related to SIG. 3. Having a minimum of 90% of SIG Staff Members participate in all scheduled collaborative decision-making meetings.

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Indicators of Success:		The LEA will provide evidence of:						
		<ol style="list-style-type: none"> 1. Sufficient district level staff assignments and increased stakeholder involvement to support full implementation of all reform interventions; 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; 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; 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; 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. 						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Continue to streamline and realign district and school organizational 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	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Descriptions of district and school organization, policies and operational procedures 	X	X	X	X
2	Continue to provide additional district support for the principal and school	Superintendent Dist. Turnaround	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Staff job descriptions and assignments 	X	X	X	X

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	through the District Turnaround Leader, District Turnaround Supervisors, and assignment of district personnel as needed	Leader						
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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Written procedures and notification to staff by Superintendent 	X	X	X	X
6	Establish procedures whereby SIG schools are not required to complete, 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	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> Written procedures and notification to staff by Superintendent 	X	X	X	X
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	Superintendent Dist. Turnaround Leader	LEA Resources SIG Resources	<ul style="list-style-type: none"> Principal's Professional Growth Plan Documentation of executive coaching 	X	X	X	X

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	flexibility and overcoming the challenges and obstacles that impede the Principal's efficiency and effectiveness.			activities				
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"> Description of district organization and staff assignments 	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"> List of staff assignments SIG and local budget reports 	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"> List of key stakeholders Agenda and minutes of meetings 	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"> Written descriptions of structures, policies, procedures, practices, and staff roles, responsibilities and accountabilities 	X	X	X	X
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"> Written descriptions of structures, processes, for communication and collaboration with key stakeholders List of partnerships 	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	Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> Description of data collection and analysis 	X	X	X	X

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	reinforce data-driven decision-making							
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"> • Lists of critical stakeholder involvement 	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"> • Description of management procedures and activities conducted • List of improved areas for management and coordination 	X	X	X	X
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"> • Written notification to staff by Superintendent 	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	Superintendent Dist. Turnaround Leader Dept. for HR	SIG Resources	<ul style="list-style-type: none"> • Documentation of staff hires 	X	X	X	X

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	project management at district and school levels;							
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	• SIG Manual(s)	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public Schools

School: Fred W. Martin Center for the Arts

<p>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.</p>	
<p>Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal</p>	
<p>SMART Goal:</p>	<p>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.</p>
<p>Indicators of Success:</p>	<p><u>The LEA will provide evidence of:</u></p> <ol style="list-style-type: none"> 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.

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

SBR Practice to Address Goal:		<ol style="list-style-type: none"> 1. School Leader Competencies (Transformational and Instructional Leadership, Fullan, 2001); NJPSSL 2. Operational flexibility (Turning Around Chronically Low Performing Schools, IES, 2008) 3. Capacity Building and Shared Authority: Turnaround Specialist Pipeline (O'Day, Goertz and Floden, 1995; Leach, 2008) 4. Distributed Leadership (Spillane, Halverson and Diamond, 2004; IES, 2008; IES, 2009) 5. Teacher Leadership (Hall and Simeral, 2008; Gehrke, 2004) 6. Professional Learning Community (DuFour, 2004) 7. Classroom Walkthroughs (Downey, Wteffy, English, et. al., 2004) 8. Balanced Assessment (Assessment Training Institute, 2003) 9. Data Analysis for School Improvement Lashway, 2002; Clements, 2000; Jandris, 2001; American Assn. of School Administrators, 2002; Bernhardt, 2004) 						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Hire District Turnaround Team Supervisors 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	<ul style="list-style-type: none"> • 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 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	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Written procedures and notification to staff by Superintendent • Staff job descriptions 	X	X	X	X
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	<ul style="list-style-type: none"> • Agenda and minutes of monthly meetings 	X	X	X	X
4	Shift authority for local school budget and coordination of State and Federal funding	Superintendent Dist. Turnaround	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Written procedures and notification to staff by 	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	(Title 1, etc.) to the SIG Division with district oversight provided by the DTL	Leader		Superintendent				
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 project, and that all Divisions will cooperate with each other regarding district-wide activities as required	Superintendent	LEA Resources SIG Resources	• Written procedures and notification to staff by Superintendent	X	X	X	X
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	• Written policies, procedures, description of evaluation system • Documentation of implementation	X	X	X	X
9	Further develop and implement a pilot “Performance-Based Staff Evaluation	Dist. Turnaround Leader	LEA Resources SIG Resources	• Written policies, procedures, description	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	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	Principal Dept. for HR		of evaluation system • Documentation of implementation				
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	• Written policies, procedures, description of incentives and rewards system • Documentation of implementation	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	• Written policies, procedures, description of assessment system • Documentation of implementation	X	X	X	X
12	Require and support full implementation of a “Response to Intervention Program” that provides a system to diagnose and provide interventions for low-achieving and at-risk students	Superintendent Dist. Turnaround Leader Principal Turnaround Supv (Support Svcs)	LEA Resources SIG Resources	• Written policies, procedures, description of RTI system • Documentation of implementation	X	X	X	X
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	Superintendent	LEA Resources	• Written policies,	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	implementation of a minimum of 300 hours per year for increased learning time for all students	Dist. Turnaround Leader Principal Turnaround Supv (Support Svcs)	SIG Resources	procedures, description of extended learning time • Documentation of implementation				
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 st 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 Teacher Pipeline" in partnership with local colleges.	Superintendent	LEA Resources SIG Resources	• Written policies, procedures, description of Quality Teacher Pipeline • Documentation of implementation	X	X	X	X
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	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	• Written policies, procedures, description of PLC Model • Documentation of implementation	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	and student achievement							
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"> • Written policies, procedures, list of external providers • Documentation of implementation 	X	X	X	X
20	Continue support for the themed “Academy for the Arts” model at Henry Snyder High School	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Written description, curriculum for SHS “Academy for the Arts” • Documentation of implementation 	X	X	X	X
21	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"> • List of curriculum areas reviewed and staff assigned • Documentation of alignment and implementation 	X	X	X	X
22	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"> • Written description, policies for SLCs • Documentation of implementation 	X	X	X	X
23	Continue to provide training and access to existing data systems, and provide training and access to a new Student Information System (Infinite Campus), which will be available to all schools.	Superintendent Principal Dir. Ed. Tech.	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Written description of data system training and access to data systems • Documentation of implementation 	X	X	X	X
24	Continue implementation of school and classroom walkthroughs aligned with the CAPA domains and SIG activities and	Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> • Written description of policies, procedures, instruments for school 	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	success indicators to monitor project implementation and instructional practices.	Dist. Turnaround Supvs.		and classroom walkthroughs • Documentation of implementation				
25	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	• Written description of data collection and analysis from walkthroughs • Documentation of implementation	X	X	X	X
26	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	• Written description of policies, procedures for performance and practices rubrics • Documentation of implementation	X	X	X	X
27	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	• Written description of structures, policies, procedures for district project oversight • Documentation of implementation	X	X	X	X
28	Continue the District Turnaround Leader as Project Director with full authority over the SIG Division and responsibility for district oversight and management of the grant and project.	Superintendent	LEA Resources SIG Resources	• Written description of Project Director authority and responsibility • Documentation of implementation	X	X	X	X
29	Continue the Principal as School Project Manager with full responsibility for	Superintendent	LEA Resources SIG Resources	• Written description of School Project	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

	oversight and management of the project at the school level			<ul style="list-style-type: none"> Manager authority and responsibility • Documentation of implementation 				
30	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	<ul style="list-style-type: none"> • Written description of Project Management Team authority and responsibility • Documentation of implementation 	X	X	X	X
31	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	<ul style="list-style-type: none"> • Documentation of Superintendent actions providing support for implementation of project activities 	X	X	X	X
32	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	<ul style="list-style-type: none"> • Documentation of collaboration with the teacher’s union, and agreements regarding bargaining unit contracts 	X	X	X	X
33	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"> • Documentation of BOE involvement and support, meetings, approvals (e.g. grant renewal, policies) 	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public Schools

School: Fred W. Martin Center for the Arts

<p>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.</p>	
<p>Activity #5 - SIG Required LEA Commitment - The requirements call for</p>	
<p>SMART Goal:</p>	<p>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.</p>
<p>Indicators of Success:</p>	<p>The LEA will provide evidence of:</p> <ol style="list-style-type: none"> 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); 2. Principal authority over selection and assignment of staff, scheduling, budgeting and resource allocations, selection of professional development services and providers; 3. Principal selection of professional development services and providers in accordance with district policies and statutory regulations regarding competitive contracting; 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.

Date: May 7, 2012

LEA: Jersey City Public Schools

School: Fred W. Martin Center for the Arts

SBR Practice to Address Goal:		1. School Leader Competencies (Transformational and Instructional Leadership, Fullan, 2001); (NJPSSL) 2. Operational flexibility (Turning Around Chronically Low Performing Schools, IES, 2008) 3. Capacity Building and Shared Authority: Turnaround Specialist Pipeline (O’Day, Goertz and Floden, 1995; Leach, 2008 ;) 4. Distributed Leadership (Spillane, Halverson and Diamond, 2004; IES, 2008; IES, 2009) 5. Teacher Leadership (Hall and Simeral, 2008; Gehrke, 2004) 6. Professional Learning Community (DuFour, 2004)						
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"> Written policies and streamlined operational and reporting procedures Documentation of implementation 	X	X	X	X
2	Continue to realign district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> Written procedures and notification to staff by Superintendent Staff job descriptions 	X	X	X	X
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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Written procedures and notification to staff by Superintendent 	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public SchoolsSchool: Fred W. Martin Center for the Arts

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Written procedures and notification to staff by Superintendent 	X	X	X	X
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"> Written procedures and notification to staff by Superintendent 	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	Superintendent Dist. Turnaround Leader Principal	LEA Resources SIG Resources	<ul style="list-style-type: none"> Written policies, procedures, description of evaluation system Documentation of implementation 	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public Schools

School: Fred W. Martin Center for the Arts

	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.							
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	• Written procedures and notification to staff by Superintendent	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	• Written procedures and notification to staff by Superintendent	X	X	X	X

Date: May 7, 2012

LEA: Jersey City Public Schools

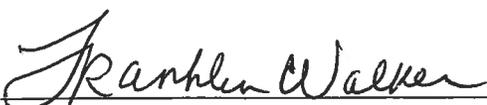
School: Fred W. Martin Center for the Arts

School Section

School Section
S-1: Cover Page and Statement of Assurances
S-2: Documentation of Federal Compliance (DUNS/CCR) Form
S-3: Year 3 Project Abstract
S-6: Stakeholder Participation
S-5: Project Update
S-6: Project Description
S-7: Annual Student Targets
S-8: Year 3 Project Activity Plan
S-9 Budget Amounts and Narrative
S-10: Budget Form A: Personal Services
S-11: Budget Form B: Personal Services – Employee Benefits
S-12: Budget Form C: Purchased Professional and Technical Services
S-13: Budget Form D: Supplies and Materials
S-14: Budget Form E: Equipment
S-15: Budget Form F: Other Costs
S-16: Year 3 Budget Summary

Form S-1

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

SECTION I:				
NGO#: <u>12 -SG05-HO3</u> Title: School Improvement Grant				
SECTION II, PART A: Fred W. Martin Center for the Arts	Internal use only	School Code	Type	Region Sequence
School Name 59 Wilkinson Avenue	Glenda Jennings		201-915-6590	
School Address Jersey City, New Jersey 07305	School Principal Name		Phone #	
School City, State, Zip 6-8	Dr. Magda Savino, Turnaround Director			
Grade Span of School	School Program Director Name			
	201-915-6204			
	School Program Director Telephone			
	201-915-6796 msavino@jcboe.org			
	School Program Director Fax/email			
Total amount of funds requested for school application: Year 3 \$2,000,000				
Duration of the Year 3 project: 9/1/12 to 8/31/13				
To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.				
_____			_May 10, 2012_	
Certification of Chief School Administrator			Date	
SECTION II Part B				
The school application has been duly authorized by the governing body of the _____ school district (county code 17, District Code 2390, School Code 347).				
		<u>Interim Superintendent of Schools</u>		<u>May 10, 2012</u>
Signature of Chief School Administrator		Title		Date
Business Manager: _____		Phone: <u>201-915- 6274</u>		
Fax: _____				

Form S-1

SCHOOL STATEMENT OF ASSURANCES

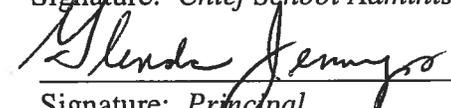
On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- 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

Fred W. Martin Center for the Arts
Applicant School


Signature: Principal

May 10, 2012
Date

Form S-2

LEA Documentation of Federal Compliance
(DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant Fred W. Martin Center for the Arts
Address 59 Wilkinson Avenue, Jersey City, NJ 07305
DUNS number 077542942
Expiration Date of CCR registration 10/6/2012
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, and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

May 10, 2012
Date

Franklin Walker, Interim Superintendent of Schools
Name and Title

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<p>Mission</p>	<p>Fred W. Martin Center for the Arts, where the ARTS, ACADEMICS, and DIGITAL TECHNOLOGIES are interconnected in all of the content areas, will provide a repertoire of opportunities for intensive enrichment and acceleration in the arts and academics at the sixth, seventh, and eighth grade</p>
<p>Vision</p>	<p>Graduates of Fred W. Martin Center for the Arts, will be prepared academically, artistically, and socially for successful transition into high school, possessing a strong self-assessment of skills that enable them to plan and complete their future educational goals</p>
<p>Project Implementation Summary</p>	<p>In 2010, the LEA selected the Turnaround Model for implementation at Fred W. Martin Center for the Arts (Tier 2) based on a comprehensive Needs Assessment and identification of root causes for its continuing failure to achieve AYP 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.</p> <p>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 includes 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.</p> <p>All reform strategies and project activities are aligned with 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"> 1. Fred W. Martin Center for the Arts will continue to fully implement the themed “Academy for the Arts” 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 core academic curriculum and leading to readiness for high school. 2. The school principal will continue to implement reform strategies designed to build; 1) school leadership; 2) instructional capacity to support and sustain changes and improvements through leadership development; 3) distributed leadership, and greater accountability for student success; 4) cultural transformation, and continuing professional development and collaboration. 3. The staff, through the implementation of a more rigorous evaluation system linked to student achievement outcomes, will improve instruction and student performance. 4. Fred W. Martin Center for the Arts, in collaboration with the LEA, will continue to implement strategies that are designed to recruit, place, and retain staff with the skills

COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

	<p>necessary to meet the needs of the students in a turnaround school, including performance-based incentives and rewards.</p> <p>5. Fred W. Martin Center for the Arts, in collaboration with the LEA, will continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff to ensure that they are equipped to facilitate effective teaching and learning. The professional development program will provide a range of learning experiences, including collaboration to share research-based best practices, job-embedded action research projects, designing professional learning communities, and access to web-based communication and resources..</p> <p>6. Fred W. Martin Center for the Arts will continue to implement a new vision and mission based on high expectations for all students, and approved rigorous academic standards and specific benchmarks to measure student achievement, and established collaborative teams to use student assessment data to redesign the instructional program, curriculum, extended learning time, and student support and community services to align with the standards and benchmarks.</p> <p>7. After piloting a model for intervention services through the Collaborative Consultation Teacher, the school has implemented a “Personalized Student Learning Model” that puts the students at the center of their learning based upon their individual needs and goals by using data to develop a Personalized Learning Plan for each student. It includes a “Response to Intervention (RTI) System” designed to systematically assess annual goals for student learning and effective practices, 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) will be implemented.</p> <p>8. Learning time for all students at Fred W. Martin Center for the Arts is increased by a minimum of 300 hours to provide academic interventions, support services, advanced learning opportunities and experiential learning activities. Fred W. Martin Center for the Arts will continue to develop partnerships within the community by establishing a Community Arts Advisory Council (CAAC) and a Community Based Services Committee (CBSC) and forge partnerships with arts organizations to arts experiences for all students.</p> <p>9. Fred W. Martin Center for the Arts has established Leadership Core Teams designed to support the academic, social and emotional growth of students. Each advisor within the Leadership Core Team will be assigned to a small group of students and serve as advocate for the student, liaison to the family, and be responsible for delivering the leadership curriculum.</p> <p>10. The school will continue to implement strategies and programs to provide coordinated social-emotional and community-oriented services for students through (1) a Personalized Student Support Services Model (2) routine monitoring of student progress using student assessment data (3) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (4) student attendance rate, (5) discipline incidents, (6) increased parent/family and community involvement and collaboration to support student learning, (7) distribution</p>
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Form S-3

Date: May 10, 2012

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COHORT 1 - YEAR 3 PROJECT ABSTRACT

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

	of teachers by performance level on an LEA's evaluation system, and (8) teacher attendance rate.
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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.

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
3/6/12	Central Office	SIG Implementation Roles of SIG Supervisors ELT Planning for 2012-13	18	YES		YES	
4/2/12	Fred W. Martin Center for the Arts	Revising SMART Goals for SIG Renewal Application	5	YES		YES	
4/26/12	Fred W. Martin Center for the Arts	Reviewing Budget Proposal/SIG Renewal Application	6	YES		YES	
4/29/12	Central Office- Tony Room	SIG Renewal Application	6	YES		YES	
4/30/12	Central Office- Tony Room	SIG Renewal Application	5	YES		YES	
5/1/12	Fred W. Martin Center for the Arts	Finalize Parent and Student surveys for posting on website and distribution to parents	6	YES		YES	
5/2/12	Fred W. Martin Center for the Arts	Review of SIG Renewal Application	7	YES		YES	
5/4/12	Fred W. Martin Center for the Arts	Review of SIG Renewal Application & Budget		YES		YES	
5/7/12	Fred W. Martin Center for the Arts	Review of SIG Renewal Application	5	YES		YES	
5/8/12	Central Office – Business Office	Review Year 3 Budget and account object codes	2				

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).

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Addendum showing revisions is as follows:

**The Arts: Affect and Effect at the
Fred W. Martin Center for the Arts**

The Arts can make a critical difference in “developing student capacity for critical thinking, creativity, imagination, and innovation”, *Arts Education Effect*, quote by Sandra Ruppert, Director of the Arts Education Partnership. Based on the policy paper, *Champions of Change: The Impact of the Arts on Learning*, research studies cited in this report demonstrated that arts education develops skills and capacities that closely align with those believed necessary for success in the 21st century. These essential skills include “critical thinking, problem solving, creativity, communication, and collaboration”, which are key to the intellectual and professional challenges that students will face as adults in an increasingly highly technological and global society. Arts play a critical role in enabling students to succeed in school, life and careers. The Arts can also be a powerful force in turning around low performing schools. In September 2010, the former PS # 41 Middle School in Jersey City, one of the lowest performing schools in the state of New Jersey was re-organized as the Fred W. Martin Center for the Arts. The “Turn Around” changes in this urban middle school have been nothing short of dramatic [no pun intended]. It is the intention of the Jersey City Public Schools to extend the opportunity to participate in the successful arts experiences established at the Fred W. Martin Center for the Arts during the past two years as a federally funded School Improvement Grant [SIG] school. These experiences include dance, instrumental music, vocal music, musical and dramatic theater arts, visual arts, and graphic print arts. These opportunities, now available to the middle grades 6- 8 through open enrollment, will be offered to students in grades PK – 6 in the immediate attendance area in the West End community. The genesis of the opportunity arises from the need to address a number of community concerns including 1) return all district schools to PK – 8 community schools; 2) issues of safety and the distance students living in the neighborhood surrounding the former PS # 41 must travel to attend

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other district schools; 3) the need to utilize the available space in the building; and, 4) most importantly, to provide a quality arts education experience with the cultural, social, self-regulating, cognitive and educational advantages of an enriching integrated arts focused school. In addition, the district is re-organizing its elementary schools to a PK-8 organizational pattern, a trend in many urban areas across the nation. While the Fred W. Martin Center is in its infancy, in less than two years the school has used operational and managerial autonomy to replace fifty percent [50%] of the staff, extended its school day by more than 300 hours, supported the faculty with job-embedded professional development centered on research-based best practices to improve instructional outcomes. Under new principal leadership, the district has invested resources to paint and renovate the facility with a Black Box Theater, modern Dance Studio, musical composition laboratory, instrumental and choral music programs, state-of-the-art MAC Graphic Print computer laboratory, opened the Parent Resource Center, and harnessed the resources of the SIG grant to fund SMART Boards with response systems as well as laptop computers to every student. In addition, the school has integrated the arts through its rewarding partnership with New Jersey Performing Arts Center's outstanding artist-in-residency program.

This is the environment, *Fred W. Martin Center for the Arts*, to which the community residents will return. The district assures the community of its continued strong support for the program. It is committed to five principles:

- Access to a quality arts education during and beyond the school day for all students
- 100% level of participation in the arts experience for all students attending the school
- Using the arts and digital access to develop communication, collaboration, and critical thinking skills
- Provide arts learning and enrichment through outreach to the larger arts community
- Ensure that student achievement is paramount.

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**FRED W. MARTIN CENTER FOR THE ARTS
ENROLLMENT CURRENT SY 2011-12 AND PROJECTIONS FOR 2012-13**

Enrollment Data	2011-12 Enrollment	Explanation	2012- 13 Enrollment
Enrollment	238	Parents given choice to return	440 projected
Grade Levels	Grades 6 - 8		PK - 8
Special Education Enrollment Type & Number of classes & enrollment	-Type: Autistic (1), Transitional LD (3) -Self-contained – 4 classes -Inclusion – Gr. 6 - 1 teacher Gr. 7 - 2 teacher Gr. 8 - 2 teacher -Resource Room – grades 7 & 8 – 1 teacher	<u>LEA will continue current model & add additional students in 2012-13- unable to provide the number at this time-</u> -Type: Autistic (1), Transitional LD (3) -Self-contained – 4 classes -Inclusion – Gr. 6 – 1 teacher Gr. 7 - 2 teacher Gr. 8 - 2 teacher -Resource Room – grades 7 & 8 – 1 teacher	Current population will continue with 48 = 10% of population – unable to provide the number of special needs classes at this time. *percent may change with the addition of classes in grades PK-6
Number of teachers	Grade 6- 8:	Teachers	Students- estimated
Homeroms	18	PK - 4 teachers	60

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Special subjects	10	Kdg. -1	20
Special Education	10	Gr. 1 -1	20
teachers		Gr. 2 -1	20
Guidance Counselors	2	Gr. 3 -1	20
Librarian	1	Gr. 4 -1	20
		Gr. 5 -1	20
		Gr. 6 -4	95
		Gr. 7 -2	55
		Gr. 8 -4	101
		Sp .Ed. – 10 *	Sp. Ed. *
		Special Subjects – 10	48 students = 10%
		Librarian - 1	*unable to provide a count
		World Language - 2	at this time
		Guidance Counselors -2	
Total –	Total 41	Homeroom Total = 45	Total = 431*
	13:1 student to homeroom teacher ratio –	22:1 student to home room teacher ratio	*estimated
	18 homerooms	20 homerooms	

Narrative description of student achievement outcomes and progress toward meeting goals

Progress Monitoring Results

In Jersey City, we are administering 6 Formative assessments in LAL. These include 3 administrations of the 1) SRI – beginning, middle, and end of year, and 2) 4 Quarterly Assessments. In addition, DORA, the on-line reading assessment provides the teacher with diagnostic literacy data to focus instruction on vocabulary and comprehension skills in the fall. In October, students, who scored between 190-205 in LAL, were

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pulled for small group instruction during the second half of the period (45 minutes) 2x a week for enrichment with the Literacy Extension Teacher. The extension teachers also pushed-in for guided reading and small group instruction. The information below includes all students.

LAL

Grade 6

The SRI First Quarter Proficiency Summary evaluation shows that 41% of students are proficient and advanced proficient, 35% are basic and 24% are below basic with most reading at lexile levels between 800 – 1050. Comparison to 1st [60.6%] and 2nd [47%] Quarter Interim results show a decrease of 13% on Assessments. The 2nd Quarter results correlate closely to the results obtained on the SRI. Progress in the 3rd Quarter indicates some growth in text structures skills of making inference [45% to 62%, determining word definitions determining story structure [64% to 66%], and resolution of plot [53% to 58%]. However, there was limited growth in specific word choice and tone [61% to 56%]. The data indicate significant change in Recognize and correct inappropriate shifts in pronoun number and person [42% to 74%] and recognizing and using conventional language to improve their writing [45% - 90%]. Based on these data, we determined that the interventions described above with small group instruction centered around skills, was making an impact on students' gains and progress.

Grade 7

The SRI First Quarter Proficiency Summary evaluation shows that 34% of students are proficient, 31% are basic and 33% are below basic. The 1st and 2nd Quarter Formative results for this grade show no change in grade 7 results –from 45% on both the 1st and 2nd quarter. These results show that more students were proficient on the district Scantron assessment – 45% - in comparison to the SRI results. Lexile levels show that most grade 7 students are reading below grade level – 1000-1050 range.

Progress in the 3rd Quarter indicates growth in text structures of making inferences [45% to 53%], central idea and summarizing skills [48% to 55%], context clues rose [41% to 56%] and understanding the author's point of view also increased [37% to 60%]. Students are still struggling with identifying themes or big ideas from text [60% - 43%], tracing an argument [45%] and compare and contrasting characters and concepts [35%].

Grade 8

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At this grade level, the SRI results show 11% were advanced proficient, 26% were proficient, 40% were basic, and 23% were below basic. The SRI show, combined, 35% were proficient and advanced proficient. The results of the 1st and 2nd Quarter Formative results were 51.5% proficient [1st] and 63.2% [2nd] an increase of 12%. We note that Lexile levels ranged between 1050 –1150.

Results from the 3rd Quarter indicate significant drops in all areas as well as wide fluctuations in results. We acknowledge that the benchmark assessments do not assess the same skills for each administration and that students are expected to handle increasingly more challenging tasks.

In identifying central themes or big ideas scores dropped significantly [Q1 50% to Q2 83% to Q3 23%].

In delineating evidence to support an argument students also dropped from 58% to 36%. For interpreting meaning and tone, students dropped from 56% to 51%, the least amount of change among the standards. Using inference skills to define words showed a fluctuations again [28% to 70% to 46%].

LAL Instructional Changes:

We have great concerns about the literacy data. The discrepancies between the SRI results and Quarterly Benchmark Assessments show a lack of instructional alignment to the standards. This is supported by Walk Through and Teacher Evaluation data. While there is a focus on text – based structures in the PD, it is not producing results. The Saturday MCATS are designed to provide more individualization for students based on the data from the assessments. We have also conducted 2 mock NJASK assessments with similar results in the mid-thirty percent range. We know the root cause is the quality of the instruction and feel that the Teacher Evaluation data can help us identify and target staff who are weak in literacy instruction.

After an analysis of the 2nd Benchmark Assessment, it was determined that the students were lacking in the skills specific to NJ ASK. Our LAL teacher found that the curriculum currently in place did not fully address targeted skills and that the text passages were too short, resulting in students’ lack of reading stamina. It was then decided that in order to sustain the students’ reading endurance, the SIG Academic Supervisor, extension teacher and district language arts supervisor developed a unit plan for the third marking period to address these skills. In preparation for NJASK, we also provided additional support for all students, 45 minutes, taken from Science and Social Studies block, which was devoted to math and LAL instruction.

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After the analysis of the 3rd Quarter Benchmark Assessment results, we found it difficult to generalize from previous assessments as the assessment measured different skills at a higher level of difficulty. Students did not transfer or apply knowledge base to the new expectations. There was more emphasis on content rather than literary topics. It also showed that we needed to concentrate more on content area topics for student reading. The Martin team intends to continue to use the strategies they instituted this year so that they persist in their approach to making progress so that we give the strategies time to work. Also, given that so many students come to us 2- 3 years below grade level, we recognize we are “catching up” while we “keep up” which poses a challenge for the instructional staff.

Mathematics

In math, formative assessment includes 4 quarterly benchmark assessments and the math curriculum’s built in unit assessments. The school also has a math extension teacher who supplements math instruction to students 2x per week for enrichment and small group instruction.

Grade 6

We also compared the formative assessments embedded in the Math series and the data showed an increase in the number of students mastering objectives 1- 7, from 8 students to 35 on the 2nd benchmark assessment and a reduction of 36% of students who have not mastered the skills when compared to 1st quarter. We also examined unit test scores and found that 47% passed the unit assessments on the first quarter and 69% passed the unit assessment on the 2nd benchmark assessment. The strengths of the second year of the digital math program are the number of students showing mastery of assessed objectives. In comparison to the 6th grade last year, the majority of students have mastered 8 – 23 objectives taught at a level above 70%. On the district Scantron Achievement Series, grade 6 results show an increase of 22% from 52% to 74% from 1st to 2nd Quarter results.

Grade 7

At this grade level, we compare the 1st and 2nd Quarter Benchmark results on the Scantron Series. The results show a decrease in grade 7 of 26%, from 62% to 36 % from the 1st to the 2nd Quarterly assessment. It is important to note, however, that each assessment does not test the same skills. The benchmark assesses the skills taught during that quarter. As the curriculum advances in expectations and difficulty, the need for math specialists in middle grades becomes evident. Students are struggling with higher order math skills in ratio/percent/decimals, vectors, and equivalents/estimation.

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The 3rd Quarter Benchmark assessment tested content covered during the past 9 weeks and that poses a problem for comparison to the 1st and 2nd Quarter results. This quarter taught more geometric concepts and proportionality & probability, ratios, fractions and decimals, and creating graphs based on simple equations. The graphing of simple equations was our highest tested area [75%]. Polygons [9%] and proportion and probability were our lowest [11%] performance areas. This is consistent with the areas where students continue to struggle as we identified above.

Grade 8

A comparison of 1st and 2nd Quarter Benchmark results shows a decrease in grade 8 of 14% from 54% to 37%. Since each quarter assesses different skills, it is difficult to extrapolate a trend based on these results. Students continue to struggle with higher order math skills in ratio/percent/decimals, vectors, and equivalents/estimation, and algebraic patterns.

The results of the 3rd Quarter Benchmark assessments show a similar pattern of performance as grade 7 and as students have performed to date. While students are showing better results in geometric concepts, it is still a challenge area. Measuring angles [65%] appears to be improving; however, transformation results show a little more than a third of students are mastering concepts [angles 41% and transformations 42%]. Students are performing poorly on measuring surface area and volume [10%], plotting graphs [21%] equations [32%] and linear equations [34%]. These data demonstrate students' poor preparation for Algebra I in grade 9. The need for teachers at the middle grade level who are mathematics majors is a root cause.

Math Instructional Changes

After an analysis of the 2nd marking period formative data, the math extension teacher along with the external provider contracted by the school to support teachers in math, developed a plan to address student needs in math. This plan is in place and includes one-on-one intensive instruction for students still struggling in math. On the days the consultant is in the school, both he and extension teacher work together to provide 45 minutes of instruction to these students. On the other two days, the math extension teacher works with the students. In preparation for NJASK, 45 minutes is taken from the science and social students block to provide additional support for all students.

Language Arts Literacy

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Inclusion Population

Our grade 6 population of students with disabilities in this grade is very small, only 6 students. Inclusion data show for 1st quarter benchmark assessments were 68.23% and 2nd quarter 55.7% proficient. Grade 7 students were significantly lower where there are 4 students in inclusion settings. Their 1st quarter results show 39.2% and 2nd quarter were 32.3% proficient. In grade 8, students' results showed 1st quarter at 40.9% and 2nd quarter 47.4% proficient. There are 6 students in inclusive settings.

Self –Contained

Data for the self-contained LAL classes show lower results in LAL. There are no grade 6 students in self-contained classes. At grade 7, students [there are 13 students] scored 35.5% on the 1st quarter and 33.9% on the 2nd quarter formative assessments. In grade 8, where there are 9 students, 1st quarter scores were 31.5% and 2nd quarter results were 25.2%. Although these scores are well below expectations, they represent an increase from the 2010-11 school year, when many of the special needs students did not participate in the assessment cycle.

We also have one Autistic class with 7 students participates in the APA assessment. Data for LAL and Math are not available for this group of students at this time.

Instructional Changes

Designing a program for students with disabilities was a top priority for the 2011-12 school year. It was decided that the school would use the A+ Program as a form of intervention to support our special education population and supplement the curriculum in both the self-contained and inclusion classrooms as well as an enrichment and support program for our general education students. A+ is an individualized on-line literacy and math program with supplemental lessons. Based on the results of the 1st and 2nd quarterly assessment, student in LAL are scheduled for the A+ program daily. The implementation of A+ provided students with a customized program based on the results from their adaptive assessments. In addition, these same students attend morning tutoring daily from 7:30 AM until 8AM.

Mathematics

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Inclusion Population

At 6th grade, although there are six (6) students, we have results from four (4) students because two (2) students were absent. The average of the 2nd Quarter passing score (75.7%) for these students shows they performed higher than the general education population. At grade 7, there are four (4) students. The inclusion results dropped from 1st quarter, 49.4% to 2nd quarter, 30.2%. This parallels the drop for all students in grade 7. Again, we note that the assessment does not test the same skills; the interim benchmark assessment tests the skills taught during that quarter. In grade 8, where there are 6 students, we note an increase from 1st quarter, 43.7%, to 2nd quarter, 50%. These results do not parallel the general population which decreased by 14%.

Self-Contained

Grade 7 students showed a slight increase unlike the inclusion and general education students whose results show a significant decrease at this grade level. For 1st Quarter, grade 7 students scored 15.5% which increased to 17.1% for the 2nd Quarter. The results for grade 8, though, are not as encouraging. The 1st quarter results showed 18.3% of students were proficient which dropped to 4.4% on the 2nd Quarter.

Instructional Changes

The instructional changes for Math are similar to the LAL. The Math extension teachers designed the interventions for special needs students. They are also using A+ to supplement their math instruction. Based on the results of the 1st and 2nd quarterly assessment, student in LAL are scheduled for the A+ program daily. The program provides individualized lessons for each student.

Adherence to the timelines in the Year 2 Activity Plan.

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

Goal 1 – to improve school leadership and governance required LEA support for a school wide reform, school restructuring and educational design and the restructuring of school leadership design and governance. All timelines were met. Under the same goal, the objective for implementing school cultural transformation required the school to build leadership capacity through a distributed leadership and teacher leader model. All timelines were met.

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Goal 2 – to improve student achievement required LEA support to restructure the school through broad changes in instructional staff establishing the school as a city-wide school of choice with a concentration in the Arts and to implement small learning communities. All timelines were met in this category. Given the design of a school schedule and newly adopted curriculum, the recommendation to loop core academic teachers was not implemented in year two. Under the same goal the school was required to implement; (1) a data driven research based core academic program (2) high standards performance supported with job-embedded professional development. All indicators and timelines were met with the exceptions of incentives and awards. Continuing with goal two, resources and technologies to support the use of data in addition to ongoing data use training were met and timelines complete. In addition, staff was supported by the DTL< SIG Supervisors and external service providers. WE have hired a Supervisor of Student Support Services and have implemented a Response to Intervention who meets regularly with our I & RS team. Diagnostic screening, intervention services and progress monitoring for Tier 2 and Tier 3 are provided by the Creative Consultation Teachers, Math and Literacy coach, and SIG Academic Supervisor. This model will provide the foundation for the Personalized Learning Plans in Year 2. Indicators in this area are deferred to year 3. students throughout the school year.

Under the same goal the school was required to implement; (1) a data driven research based academic program (2) high standards performance supported with job-embedded professional development. All indicators and timelines were met.. Continuing with goal two, resources and technologies to support the use of data in addition to ongoing data use training were met and timelines complete. In addition, staff were supported by the District turnaround leader, SIG supervisors and external service providers.

With the hiring of the Supervisor of Student Support Services, we implemented a pilot Response to intervention with our Creative Consultation Teacher. The CCT provided diagnostic screening, intervention services and progress monitoring for Tier 2 and 3 students throughout the school year. Based on the pilot outcomes, the results from this differentiated instructional model will be replicated in year two. This model will provide the foundation for the Personalized Learning Plans in year 2. Indicators in this area are deferred to year 2.

Goal 3 – to improve the school learning environment required the LEA to implement interventions and strategies to improve school culture and climate and support student social emotional growth. The school implemented Professional Learning Communities by content and grade level and also formed a Data Steering Committee. All indicators and timelines were met.

As indicated above, we have deferred implementation of student support services including Personalized Learning Plans to year two. Family and community engagement to support student learning has been met through the teacher leader the SIG Supervisor of Professional Development activities. All indicators and timelines have been met.

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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 leader reports directly to the superintendent and regularly shares progress with school board members. This 2-1 team structure enables the team to support the schools differently than the 15 -1 elementary/middle school ratio.

Martin Center for the Arts provides a challenging academic program in the core areas of language arts, math, science, social studies, and the visual and performing arts. With a faculty of highly qualified professionals specifically selected for this school, our "arts" program is designed for both beginning and advanced students with a sincere commitment to studying the arts. This is the only school in the district where the arts, academics, and digital technologies challenge students to achieve a high standard of artistic performance and academic excellence. These programs enable students to improve upon their theatrical and musical skills, and develop into talented young learners. Students attending the Martin Center have increased learning time. School is in session until 3:20PM Monday-Thursday for academics and 5:15PM for visual and performing arts classes.

The district has selected Focal Point as the Principal Evaluation Tool. Focal Point consultants have been assisted in the development of the pilot tool and indicators have been customized based on New Jersey and Jersey City's capacity to implement them.

Describe the needs assessment process that will be done in Year 3.

The needs assessment includes a comprehensive examination of assessment and contextual data from which the school will design its action steps in year 2. This assessment builds on Years 1 and 2 historical quantitative and qualitative data gathered from the LEA, the school community, parents, and on-site visits to identify trends, needs, root causes, problems and successes and challenges. These data sources continue to provide 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 as guided the needs assessment process by identifying key communicators. Their perceptions have revealed barriers, obstacles, as well as successes. To ensure all stakeholders are abreast of implementation outcomes, status reports are provided to the school board, superintendent and district personnel who interface with the school.

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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

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<p>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.</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>The LEA & 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.</p>	<p>The LEA & 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 assesses principal’s behaviors that improve instruction, promote positive school climate and culture, and increase parent involvement.</p>	<p>Board resolution approved in Aug-Sept. 2012</p> <p>Principal flexibility exercised during 2012-13 SY</p>
<p>2. The LEA selects and hires a principal with the necessary competencies to be a turnaround 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.</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 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>

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<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>
<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 continue to 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; administration will re-post or re-hire teacher leaders where appropriate; teacher leaders performance will be reviewed mid-year and end of the year.</p>	<p>Teacher Leaders-training during 2012; Teacher Leaders – guided leadership of school-based teams – 2012-13</p>

<p>Barriers of Year 2 Implementation</p>	<p>None</p>
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<p>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.</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 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 Fall 2011 and including 3 days of implementation training for evaluators and teachers; implementation of the tool for observing teacher performance practices; LEA tracked performance indicator data to assess percent of teachers performing on 4 levels of effectiveness; comparison of periodic pre- and post-assessments of student achievement results will inform 50% of each teachers’ summative evaluation.</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</p>	<p>LEA will continue to implement the Teacher Evaluation pilot in 2012-13;</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>LEA will develop protocols for Teacher evaluation adopted by BOE;</p> <p>LEA will develop protocols for Principal evaluation adopted by BOE;</p> <p>LEA will examine data on teacher observation/evaluation system for continuous improvement;</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> <p>Twice yearly Inter-rater reliability spot checks for principals - October 2012- and February 2013</p> <p>Completion of Summative</p>

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	principal’s ability to provide feedback to teachers	Principal will be evaluated with the Focal Point Tool.	Evaluations with student achievement SGP – May/June 2013
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 personnel decisions.	<p>Professional Learning Communities instituted study of components of Danielson tool in Domains 2 & 3 as pilot launched;</p> <p>District-sponsored training with Focal 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>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 practices in student engagement and questioning and discussion techniques;</p> <p>Continuing professional development for principal on instructional feedback and curriculum alignment;</p>	<p>Continuing for 2012-13 SY</p> <p>RFP – approved by BOE</p> <p>Teacher Leaders – guide PLC studies and PD focus</p> <p>Principals provide effective feedback on instructional rubric</p>
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	<p>PD on the new Danielson Instrument was completed in January 2012; process for conducting evaluations were established;</p> <p>SEA provided initial training at which the district 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>

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<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;</p> <p>LEA reviewed data from schools' observation data for strengths and needs for professional development;</p> <p>LEA designed the evaluation tools used by schools to record observations as well as summative ratings;</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 sources of data from observations and summative evaluations, Walk Throughs, surveys to gather information for continuous improvement of the evaluation process;</p>	<p>Evaluation Procedure Handbook distributed - August 2012;</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>Curriculum alignment and assessment development – July & August 2012;</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.</p>	<p>Staff Evaluation implementation – continuing throughout 2012-2013</p>

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	<p>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.</p>		
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<p>Barriers of Year 2 Implementation</p>	<ul style="list-style-type: none"> ➤ 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. ➤ For non-tested subjects, it is difficult to establish an equitable and fair system for SGP. ➤ Difficulty contracting with Danielson Group limited support by district supervisors and delayed full implementation of required number of observations; ➤ 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.
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Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
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 application is distributed to all staff for transparency and fairness.</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>Will be awarded Mid-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 other relevant stakeholders.	<p>LEA has included incentives in its MOU with the JCEA and BOE;</p> <p>LEA provides incentives for principals based on personal, faculty and student attendance, improved parent involvement, and improved performance on honor roll, and community and corporate partnerships.</p>	<p>LEA will continue to provide incentives through mini-grants</p> <p>LEA will continue to provide incentives for principals based on personal, faculty and student attendance, improved parent involvement, and improved performance on honor roll, and community and corporate partnerships.</p>	<p>Will be awarded Mid-year- 2013</p> <p>Will be Award on 2012-2013 metrics</p>
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	<p>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.</p>	<p>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.</p> <p>HR will provide updates on support and dismissals for performance.</p>	<p>On-going for 2012-2013</p>

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<p>4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.</p>	<p>The LEA prioritized 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.</p>	<p>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;</p>	<p>On-going for 2012-2013</p>
<p>5. LEA and school provide targeted assistance to underperforming teachers.</p>	<p>LEA provides a Teacher Academy and Teacher Support Institute for underperforming teachers</p>	<p>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</p>	<p>On-going for 2012-2013</p>

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
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.	The LEA and school provided 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.	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.	On-going 2012-2013
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	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 the use of external providers and PLCs. External Providers included Standards Solutions, Shane Purse Associates, Total Training Solutions, and the support of SIG and district supervisors.	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 practices in the classroom through the use of external providers and PLCs. District and SIG supervisors will continue to support teachers.	On-going 2012-13
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	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	On-going 2012-13

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	feedback as measured by Walk Throughs. This was changed to add learning objectives and DOLs when data indicated the need.	Teacher Observations indicated. The school will maintain the changes in teacher practices in learning objectives and DOLs to build on PD from 2011-12.	
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.	<p>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.</p> <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>The LEA will continue its rigorous system for delineating, preparing, approving, monitoring and evaluating the services rendered.</p> <p>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.</p>	On-going 2012-2013

Barriers of Year 2 Implementation	Helping teachers recognize that best practices are a part of the repertoire of a distinguished teacher.
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Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
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>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, 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.</p> <p>The school provided laptop computers to all students that support the school's heavily digitized curricula in core subject areas.</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.	On-going 2012-13
2. The LEA allocates resources to support the turnaround office or team.	The LEA provided a district budget for the district turnaround officer to support the schools.	The LEA will continue to support the turnaround schools with district resources.	On-going 2012-2013
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The LEA and BOE granted operational flexibility and autonomy to SIG schools to address policies and procedures that present barriers to reform.	The LEA and BOE will continue to grant flexibility and autonomy to the SIG school to creatively address barriers to achieving their goal to improve student achievement.	On-going 2012-13
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific	The LEA closely screens and selects external professional development providers and monitors performance	The LEA will continue to closely screen, select, and monitor external professional development providers and ensure the	On-going 2012-2013

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criteria closely aligned to meeting identified school needs.	according to deliverables.	delivery of services.	
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

Barriers of Year 2 Implementation	None
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<p>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.</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<ul style="list-style-type: none"> SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change. 	<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 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 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. Supervisor of Evaluation and Assessment will guide the process for using data in the classroom.</p>	<p>On-going 2012-2013</p>

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	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.		
<ul style="list-style-type: none"> SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data. 	<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>	On-going 2012-2013
<ul style="list-style-type: none"> LEA and school ensure that instruction is aligned with standards and benchmarks. 	<p>The school has not focused on work in this area to date.</p> <p>For the summer 2012, alignment of curricula at the classroom level will begin. Teachers will work in PLCs by content area to create curriculum maps at the school level.</p>	<p>The LEA will continue the work to align the written, taught, and assessed curriculum in a standards-based classroom.</p> <p>Alignment of new curricula in LAL and Social Studies will continue by teachers during the school year to ensure alignment between written, taught and assessed curriculum.</p>	On-going 2012-2013
<ul style="list-style-type: none"> LEA and school dedicate structured time for PD and staff collaboration around data interpretation. 	<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 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</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>	On-going 2012-13

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	built into the school schedule.		
<ul style="list-style-type: none"> LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement. 	The LEA and school used 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 – met regularly to review and analyze data for continuous school improvement.	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.	On-going 2012-2013

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<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 Network 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.</p> <p>In response, RTI programs were developed to address needs and monitor student progress;</p> <p>The school selected and implemented curricula initiatives infusing technology to motivate and engage students.</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>Martin: Saturday MCA Test Success – The school will prepare the individualized plans based on previous NJ ASK scores from 2012 in LAL and Math, and the quarterly assessment data to design a customized program for each student similar to the 2011-12 program. The school will then be able to compare results, address</p>	<p>On-going 2012- 2013</p>

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	<p>The program design for Martin is delineated below:</p> <p>1)Saturday Martin Center for the Arts Test Success – prepared an individualized plans based on previous NJ ASK LAL and Math scores to identify. Then diagnostic assessmentst in reading and writing for LAL and Math provided specific details for each student. The school entered data on Scantron to facilitate consistent tracking and monitoring of progress. Both the LAL and Math assessments matched the clusters from NJ ASK.</p> <p>2)Daily A+ Program and Good Morning Club [morning tutoring 7:30 – 8 AM daily] During the school day, the A+ program [digital LAL and Math program] was used to individualize supplemental lessons for all students, including special needs. During the Lab period for A+, students completed these adaptive lessons in LAL and Math. The A+ was available in all self-contained special needs classes throughout the day. The Good Morning Club was voluntary individualized tutoring for students.</p>	<p>gaps in data and refine the model for 2012-13.</p> <p>A+ Program and Good Morning Club [morning tutoring 7:30 – 8 AM daily]</p> <p>The school plans to continue the daily A+ Lab period. The supplemental lessons will close the curriculum gaps in LAL and Math that may persist as well as extend and enrich offerings for our students when we have the summative data from 2011-12 available.</p>	
<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 school established a Data Team that meets bi-weekly to collaborate on data</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>The school will build on the work of 2011-12 to continue their understanding of multiple data measures and their appropriate use,</p>	<p>On-going 2012-13</p>

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	<p>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>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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LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<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. Martin’s minimum annual proficiency goals were -</p> <p>Grade 6 –numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>29.6%</td> <td>49.2%</td> </tr> <tr> <td>AA</td> <td>26.7%</td> <td>46.7%</td> </tr> <tr> <td>Latino/Hispanic</td> <td>45.2%</td> <td>57%</td> </tr> <tr> <td>Econ</td> <td>29.2%</td> <td>47.2%</td> </tr> <tr> <td>Special Ed</td> <td>14.3%</td> <td>22.2%</td> </tr> </tbody> </table> <p>Grade 7- numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>30%</td> <td>26%</td> </tr> <tr> <td>AA</td> <td>26.1%</td> <td>21.3%</td> </tr> <tr> <td>His/Lat</td> <td>58.4%</td> <td>55%</td> </tr> <tr> <td>Econ</td> <td>29.3</td> <td>24.7%</td> </tr> <tr> <td>Spec Ed</td> <td>22.2%</td> <td>21.7%</td> </tr> </tbody> </table> <p>Grade 8 – numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>45%</td> <td>37.2%</td> </tr> <tr> <td>AA</td> <td>41.1%</td> <td>35.7%</td> </tr> <tr> <td>His/Lat</td> <td>87.1%</td> <td>55%</td> </tr> <tr> <td>Econ</td> <td>44. 3%</td> <td>36.5%</td> </tr> <tr> <td>Spec Ed</td> <td>10%</td> <td>10%</td> </tr> </tbody> </table>		LAL	Math	Total	29.6%	49.2%	AA	26.7%	46.7%	Latino/Hispanic	45.2%	57%	Econ	29.2%	47.2%	Special Ed	14.3%	22.2%		LAL	Math	Total	30%	26%	AA	26.1%	21.3%	His/Lat	58.4%	55%	Econ	29.3	24.7%	Spec Ed	22.2%	21.7%		LAL	Math	Total	45%	37.2%	AA	41.1%	35.7%	His/Lat	87.1%	55%	Econ	44. 3%	36.5%	Spec Ed	10%	10%	<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”.</p> <p>Martin’s minimum annual proficiency goals will be -</p> <p>Grade 6 – numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>39.6%</td> <td>55.2%</td> </tr> <tr> <td>AA</td> <td>36.7%</td> <td>48.7%</td> </tr> <tr> <td>Latino/Hispanic</td> <td>50.2%</td> <td>62%</td> </tr> <tr> <td>Econ</td> <td>39.2%</td> <td>52.2%</td> </tr> <tr> <td>Special Ed</td> <td>20.3%</td> <td>27.2%</td> </tr> </tbody> </table> <p>Grade 7 – numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>40%</td> <td>36%</td> </tr> <tr> <td>AA</td> <td>26.1%</td> <td>31.3%</td> </tr> <tr> <td>His/Lat</td> <td>63.4%</td> <td>60%</td> </tr> <tr> <td>Econ</td> <td>39.3</td> <td>30.7%</td> </tr> <tr> <td>Spec Ed</td> <td>27.2%</td> <td>26.7%</td> </tr> </tbody> </table> <p>Grade 8 – numbers are reported in %</p> <table border="1"> <thead> <tr> <th></th> <th>LAL</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>55%</td> <td>42.2%</td> </tr> <tr> <td>AA</td> <td>51.1%</td> <td>40.7%</td> </tr> <tr> <td>His/Lat</td> <td>90.1%</td> <td>60%</td> </tr> <tr> <td>Econ</td> <td>50. 3%</td> <td>41.5%</td> </tr> <tr> <td>Spec Ed</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table> <p>*subject to change upon release of 2012 NJ ASK results</p>		LAL	Math	Total	39.6%	55.2%	AA	36.7%	48.7%	Latino/Hispanic	50.2%	62%	Econ	39.2%	52.2%	Special Ed	20.3%	27.2%		LAL	Math	Total	40%	36%	AA	26.1%	31.3%	His/Lat	63.4%	60%	Econ	39.3	30.7%	Spec Ed	27.2%	26.7%		LAL	Math	Total	55%	42.2%	AA	51.1%	40.7%	His/Lat	90.1%	60%	Econ	50. 3%	41.5%	Spec Ed	15%	15%	<p>September- October 2012</p>
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TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<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-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>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 individual teacher observations.</p> <p>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>On-going 2012-13</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>

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<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 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>The LEA has released its calendar for 2012-13 and will continue the practice of conference days to provide the opportunity to share student progress with parents and students. The new Student Information 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>November 2012, February 2013 April/May 2013; and on-going throughout the school year</p>
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<p>Barriers of Year 2 Implementation</p>	<p>None</p>
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TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

<p>Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.</p> <p>“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.</p>			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 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.</p> <p>Based on the research, Martin chose extending class periods for all students by 40 minutes daily with 5 minutes added to every class period, up to 50 hours on Saturdays, and an additional 1.5 hours for all students in the arts using NJPAC and the school-based arts staff.</p> <p>The staff used common assessments in LAL and Math to monitor student assessment results on specific skills focusing particularly on comprehension and writing skills in LAL and geometry and measurement skills in Mathematics. They also included social studies teachers in applying the LAL skills. The school also conducted a product analysis of assessment items to determine skills that assessment data showed needed additional focus.</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 daily, 4 days a week, for all students in the arts. The 5th 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>The school plans to continue the partnership with NJPAC. It enhances the experiences that the school-based arts staff can offer.</p>	<p>On-going 2012-13</p>

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

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<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. The school also offered a series of Family Workshops for each content area: Math, Social Studies, LAL, Science and Test Prep Sophistication that were well attended [over 100 parents participated].</p> <p>The total school community of parent and students, and teachers, also engaged in monthly community service learning projects for Breast Cancer Awareness-Walk-A-thon, Autism Awareness, Anti-Bullying Rally Campaign, AIDS Walk-a-Thon, Can Drive for area Food Banks, Project Unity, Toys for Tots Drive, and monthly student service projects. These projects will be selected and promulgated to the student body through the student council leadership. Through the auspices of parents, there were corporate and community partnerships: NJPAC, NJ-CAN, with Capital One Bank.</p>	<p>The Parent Resource Center will be used to offer parent learning and support for parents through the use of volunteers to offer workshops and information sessions for families. The school intends to continue Family workshops in every content area to promote a community and family friendly school as recently rated by the PIRC Family Friendly Walk Through and the school's Action Plan. The school community through the elected student council members will continue to select and support community service projects to raise awareness of needs in the community.</p>	<p>On-going 2012-13</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 1/10th 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 Extended Learning Time 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 and establish the School Leadership Council. The school continued to engage the expertise</p>	<p>The school will establish a School Leadership Council with representation from each role group- parents, teachers, staff, and school leadership to support the school. In addition, to support the school's</p>	<p>On-going 2012-13</p>

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

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	<p>of NJPAC to provide performing artists in numerous genres.</p> <p>Through the assistance of one of the school's Parent Council members, the principal cultivated a relationship with a local bank which has funded several school projects.</p>	<p>special emphasis on Visual and Performing Arts, the Community Arts Advisory Committee will continue to serve as advocates to sustain, promote, and support the VPA theme throughout the city. The school plans to continue to engage the expertise of NJPAC to provide performing artists to support the extended learning time experiences for students.</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 provided professional development for staff involved in each extended learning program. Because of the structure of the extended learning time, school staff were integrally a part of the using the district curriculum to design the instructional program.</p>	<p>The LEA and school will institutionalize the ELT programs by aligning the instruction to the Common Core State Standards for VPA, LAL and Mathematics. More effort will be made to focus on infusion of the arts throughout the curriculum.</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 data to guide instructional changes. As each quarterly and classroom assessment data were analyzed, adjustments were made to which selected skills were to be taught.</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>

<p>Barriers of Year 2 Implementation</p>	<p>None</p>
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TURNAROUND PROJECT DESCRIPTIONLEA: Jersey City Public SchoolsName of School: Fred W. Martin Center for the Arts

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	The LEA and school made the central mission and core beliefs a unifying theme by establishing a strong partnership with NJPAC. This was demonstrated by the students' growth and progress in the arts, more arts' programs and presentations in venues throughout the city, and visiting professional artist residencies during the school year. Students attended professional arts performances to broaden their understanding of the arts as a career choice. Students selected a genre and had opportunities to grow in their expertise and experience as performers and audience.	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. The school will continue to market its mission, vision, and core values by performing in numerous community venues and displaying student art work in community agencies.	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).	With the hiring of a SIG Student Support Services Supervisor, the school was able to initiate and nurture partnerships that support the arts, strengthen partnerships with community organizations who now invite the students to perform, and identify community agencies and corporate supporters as well as strengthen the parent organization to support the school's mission.	The LEA and school administrators will continue and sustain the partnerships established by utilizing the CAAC, Parent Council, and School Leadership Council as partners and advocates for the continuation of the school's mission and core values.	On-going 2012-13
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.	Currently, the school has worked to build an open and welcoming relationship with families with monthly workshops and numerous arts performances. This has included attending professional arts performances in venues throughout the region. In addition, the students have had the	The school will establish an elected School Leadership Council for 2012-13 and will participate actively in the CAAC which was recently established. These groups will be advocates for the school's mission and vision.	On-going 2012-13

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

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	<p>opportunity to showcase their talents in venues and special events throughout Jersey City. The school has developed an excellent working relationship with NJPAC which has provided professional artist residencies this school year which support the work of the school's VPA staff.</p>		
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>The school has been unable to focus on this goal during the 2011-12 school year. The focus has been on establishing relationships with community organizations as a new and fledgling program that is making its presence known to the Jersey City community. Through identification of venues for students to perform and inviting others to be part of the school audience for performances, the Fred Martin Center for the Arts is gaining a reputation as a school that nurtures the artistic talents of middle school students. The evidence is a marked increase in applications for admission for the 2012-13 school year – over 150 applications for admission.</p>	<p>The school will provide professional development for school staff on how to work effectively with community and parents.</p> <p>The school will continue to market its programs to the greater Jersey City community as a recruitment tool.</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. This included reports to the BOE, superintendent, Parent Council and the newly organized CAAC.</p>	<p>The LEA and school will ensure the school communities are informed by providing frequent status reports to all community school groups. The school will also continue to participate in community service projects, extend invitations to district schools to attend concerts and other arts performances that showcase the talents of the students.</p>	<p>On-going 2012-13</p>
<p>Barriers of Year 2 Implementation</p>	<p>None</p>		

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

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
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The school tracks all 9 leading indicators as required for SIG. The indicators show increased 1) academic progress [using scattergrams to plot growth on NJ ASK]; 2) increased attendance of students [94% to date during 2011-12 SY] and staff attendance. In addition there has been a marked reduction in discipline incidents, an increase in school minutes, and teacher effectiveness as measured by the new teacher evaluation system. The school also continued its 8 th grade Algebra class for students who demonstrated readiness for advancement.	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. The use of data points on the leading indicators will be used to sustain the changes in achievement and support continued focus on academics and the Arts as the motivator for students who aspire to be visual and performing artists. The LEA will support the school in the implementation of the new curricular: mathematics - Grades 6-8 language arts –Grades K-1, 6-8..	On-going 2012-13
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	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 addressed and sustained. Much of the information has concentrated on grade level and content level information.	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 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	On-going 2012-13

TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

		immediately for staff, student and parent use. The school will promote use of the data portal for parents as a goal for 2012-13.	
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Barriers of Year 2 Implementation	None
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TURNAROUND PROJECT DESCRIPTION

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

The strategies include:

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
A new school model: Visual and Performing Arts program	<p>The school emphasized its theme more aggressively this year by partnering with NJPAC which provided professional artists to work closely with students. The results were a marked increase in the level and quality of performances of students in concerts.</p> <p>Also, we noted a difference in collegial relationships between VPA and academic staff. Given that this is the 2nd year of the program and that most teachers are new to the school program, the emphasis has been on increasing academic rigor in the curricula. The school’s facilities support the new program now has an equipped dance studio, media and graphics and there are new teachers for theater, vocal and instrumental music.</p>	<p>The school will work on infusing of the arts throughout the curricula through the implementation of cross curricula thematic units of study.</p> <p>The school will continue its arts partnerships to showcase the arts and develop the artistic talents of students.</p>	On-going 2012-13

Barriers of Year 2 Implementation	None
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ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Year 3 Targets: Student Achievement Growth

2011-12 Language Arts Performance MP1-3 District Assessments

MCA 2011-12 Grade 6 LAL Results

MCA 2011-12 Grade 6 LAL QA1-3 Results							
Students	Assessment	Mean Score	Highest Score	Lowest Score	Test Reliability	Standard Deviation	N-Value
52	Gr6 LAL QA 1	61.17%	88.70%	1.90%	0.65	17.77	52
51	Gr6 LAL QA2	47.65%	73.10%	15.40%	0.68	14.77	51
51	GR6 LAL QA3	61.28%	85.70%	25.00%	0.74	15.59	51
QA 1-3 Avg.		56.70%					

Year 3 Growth Target—Grade 6 LAL District Assessments: 59.5%

MCA 2011-12 Grade 7 LAL Results

MCA 2011-12 Grade 7 LAL QA1-3 Results							
Students	Assessment	Mean Score	Highest Score	Lowest Score	Test Reliability	Standard Deviation	N-Value
100	Gr7 LAL QA1	49.15%	92.30%	3.80%	0.8	20.04	100
97	Gr7 LAL QA2	51.15%	84.60%	7.70%	0.78	20.41	97
92	Gr7 LAL QA3	53.76%	100.00%	10.70%	0.73	17.36	92
QA 1-3 Avg.		51.35%					

Year 3 Growth Target—Grade 7 LAL District Assessments: 53.9%

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

MCA 2011-12 Grade 8 LAL Results

MCA 2011-12 Grade 8 LAL QA1-3 Results							
Students	Assessment	Mean Score	Highest Score	Lowest Score	Test Reliability	Standard Deviation	N-Value
79	Gr8 LAL QA1	51.49%	88.70%	11.30%	0.6	16.94	79
77	Gr8 LAL QA2	63.19%	96.20%	7.70%	0.82	21.52	77
78	Gr8 LAL QA3	45.74%	85.70%	10.70%	0.72	17.45	78
QA 1-3 Avg.		53.47%					

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Year 3 Growth Target—Grade 8 LAL District Assessments: 56.6%

2011-12 Math Performance MP1-3 District Assessments

MCA 2011-12 Grade 6 Math Results

MCA 2011-12 Grade 6 Math Assessment Summaries		
Assessment Name	Average Raw Score	Average Percentage Score
Beginning of Year Diagnostic	16.9	42.3
Benchmark Test 1	15.8	52.8
Benchmark Test 2	22.2	74.0
Quarterly Assessment MP3	16.9	67.8
All Assessments YTD	14.6	69.2
Benchmark 1-3 Average	18.3	64.9

Year 3 Growth Target—Grade 6 Math District Assessments: 68.1%

MCA 2011-12 Grade 7 Math Results

MCA 2011-12 Grade 7 Math QA2-3 Results							
Students	Assessment	Mean Score	Highest Score	Lowest Score	Test Reliability	Standard Deviation	N-Value
91	Gr7 Math Midterm	36.64%	80.80%	9.10%	0.84	17.39	91
91	Gr7 Math QA3	50.43%	92.00%	8.00%	0.77	16.73	91
	QA 2-3 Avg.	43.54%					

Year 3 Growth Target—Grade 7 Math District Assessments: 45.7%

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

MCA 2011-12 Grade 8 Math Results

MCA 2011-12 Grade 8 Math QA2-3 Results							
Students	Assessment	Mean Score	Highest Score	Lowest Score	Test Reliability	Standard Deviation	N-Value
59	Gr8 Math Midterm	37.34%	70.70%	9.10%	0.82	17.44	59
81	Gr8 Math QA3	35.78%	68.00%	4.00%	0.72	15.21	81
	QA 2-3 Avg.	36.56%					

Year 3 Growth Target—Grade 8 Math District Assessments: 38.4%

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Year 3 Targets—2011-12 Martin Center for the Arts At-Risk Summary

AT-RISK PROFILE (SA*)												
State Snapshot Report: Oct 15, 2011												
JERSEY CITY												
Fred W. Martin No. 41												
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
Total Students	250	100.0%	147	58.8%	119	47.6%	18	7.2%	5	2.0%	178	71.2%
School												
Fred W. Martin No. 41	250	100.0%	147	58.8%	119	47.6%	18	7.2%	5	2.0%	178	71.2%
Grade Level												
Grade 6	58	23.2%	28	48.3%	16	27.6%	6	10.3%	1	1.7%	36	62.1%
Grade 7	107	42.8%	64	59.8%	41	38.3%	7	6.5%	3	2.8%	74	69.2%
Grade 8	85	34.0%	55	64.7%	62	72.9%	5	5.9%	1	1.2%	68	80.0%
Gender												
Female	149	59.6%	85	57.0%	64	43.0%	8	5.4%	4	2.7%	104	69.8%
Male	101	40.4%	62	61.4%	55	54.5%	10	9.9%	1	1.0%	74	73.3%
Race/Ethnicity												
Asian	5	2.0%	1	20.0%			1	20.0%			2	40.0%
Black	193	77.2%	121	62.7%	105	54.4%	16	8.3%	2	1.0%	145	75.1%
Hispanic	46	18.4%	22	47.8%	12	26.1%	1	2.2%	3	6.5%	28	60.9%
Native Hawaiian or Pacific Islander	3	1.2%	2	66.7%	1	33.3%					2	66.7%
White	3	1.2%	1	33.3%	1	33.3%					1	33.3%
Lunch Status												
Free Lunch	193	77.2%	119	61.7%	93	48.2%	16	8.3%	2	1.0%	141	73.1%
Reduced Rate Lunch	19	7.6%	13	68.4%	11	57.9%			2	10.5%	14	73.7%
Not Enrolled	38	15.2%	15	39.5%	15	39.5%	2	5.3%	1	2.6%	23	60.5%
Special Education												
Special Education	54	21.6%	38	70.4%	39	72.2%	3	5.6%	1	1.9%	43	79.6%

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Not Special Education	196	78.4%	109	55.6%	80	40.8%	15	7.7%	4	2.0%	135	68.9%
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Year 3 Target—Reduction of 2012-13 Martin Center for the Arts At-Risk Students

Student Characteristics	LAL: Partially Proficient		Math: Partially Proficient		Retention: Overage for Grade		Attendance: Less than 75% in Attendance		At Risk in Any Area	
	2011-12 % of Total	2012-13 Target	2011-12 % of Total	2012-13 Target	2011-12 % of Total	2012-13 Target	2011-12 % of Total	2012-13 Target	2011-12 % of Total	2012-13 Target
Total Students	58.8%	55.9%	47.6%	45.2%	7.2%	6.8%	2.0%	1.9%	71.2%	67.6%
Grade Level										
2012-13 Grade 6	N/A		N/A		N/A		N/A		N/A	
2012-13 Grade 7 Target	48.3%	45.9%	27.6%	26.2%	10.3%	9.8%	1.7%	0.9%	62.1%	59.0%
2012-13 Grade 8 Target	59.8%	56.8%	38.3%	36.4%	6.5%	6.2%	2.8%	2.7%	69.2%	65.7%

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Year 3 Growth Targets—NJASK 6, 7, 8

For Each Grade Span	LANGUAGE ARTS						MATHEMATICS					
	State Assessment	2009 Baseline	2010 Results	2011 Results	2012 Target	2013 Target	State Assessment	2009 Baseline	2010 Results	2011 Results	2012 Target	2013 Target
Total Students	NJASK 6	23.7%	13.8%	21.8%	29.6%	39.6%	NJASK 6	17.6%	16.0%	43.6%	49.2%	55.2%
	NJASK 7	23.7%	27.5%	22.2%	30.0%	40.0%	NJASK 7	23.1%	17.7%	17.4%	26.0%	36.0%
	NJASK 8	41.1%	38.1%	30.2%	45.0%	55.0%	NJASK 8	24.9%	23.1%	30.2%	37.2%	42.2%
Students with Disabilities	NJASK 6	0.0%	0.0%	4.8%	14.3%	20.3%	NJASK 6	4.4%	3.3%	13.6%	22.2%	27.2%
	NJASK 7	5.8%	2.8%	13.6%	22.2%	27.2%	NJASK 7	6.0%	5.6%	13.0%	21.7%	26.7%
	NJASK 8	18.5%	4.5%	0.0%	10.0%	15.0%	NJASK 8	9.3%	0.7%	0.0%	10.0%	15.0%
LEP Students*	NJASK 6	50.0%	0.0%*	16.7%	N/A	N/A	NJASK 6	50.0%	0.0%	50.0%	N/A	N/A
	NJASK 7	33.0%	33.3%	N/A	N/A		NJASK 7	33.3%	33.3%	N/A	N/A	
	NJASK 8	0.0%	36.7%	N/A	N/A		NJASK 8	0.0%	23.2%	N/A	N/A	
White *	NJASK 6 *	0.0%	0.0%	0.0%	N/A	N/A	NJASK 6 *	0.0%	0.0%	0.0%	N/A	N/A
	NJASK 7 *	0.0%	0.0%	N/A	N/A		NJASK 7 *	0.0%	0.0%	N/A	N/A	
	NJASK 8 *	0.0%	0.0%	N/A	N/A		NJASK 8 *	0.0%	0.0%	0.0	N/A	
African-American	NJASK 6	22.2%	11.4%	18.6%	26.7%	36.7%	NJASK 6	16.7%	12.2%	40.8%	46.7%	55.2%
	NJASK 7	24.3%	27.0%	17.9%	26.1%	26.1%	NJASK 7	22.2%	16.7%	12.7%	21.3%	31.3%
	NJASK 8	41.4%	38.5%	28.6%	41.1%	51.1%	NJASK 8	22.7%	23.1%	28.6%	35.7%	40.7%
Pacific-Islander*	NJASK 6 *	0.0%	0.0%	0.0%	N/A	N/A	NJASK 6 *	0.0%	0.0%	N/A	N/A	N/A
	NJASK 7 *	0.0%	0.0%	N/A	N/A		NJASK 7 *	0.0%	0.0%	N/A	N/A	
	NJASK 8 *	0.0%	0.0%	N/A	N/A		NJASK 8 *	0.0%	0.0%	N/A	N/A	
Asian *	NJASK 6 *	0.0%	0.0%	25.0%	N/A	N/A	NJASK 6 *	0.0%	0.0%	75.0%	N/A	N/A
	NJASK 7 *	0.0%	0.0%	N/A	N/A		NJASK 7 *	0.0%	0.0%	N/A	N/A	
	NJASK 8 *	0.0%	0.0%	100%	N/A		NJASK 8 *	0.0%	0.0%	100%	N/A	
American Indian/Native American*	NJASK 6 *	N/A	0.0%	N/A	N/A	N/A	NJASK 6	N/A	0.0%	N/A	N/A	N/A
	NJASK 7 *	N/A	0.0%	N/A	N/A		NJASK 7	N/A	0.0%	N/A	N/A	
	NJASK 8 *	N/A	0.0%	N/A	N/A		NJASK 8	N/A	0.0%	N/A	N/A	
Hispanic*	NJASK 6	35.0%	33.3%	39.1%	45.2%	50.2%	NJASK 6	30.0%	46.7%	52.1%	57.0%	62.0%
	NJASK 7	16.7%	31.2%	53.8	58.4%	63.4%	NJASK 7	33.3%	25.0%	50.0%	55.0%	60.0%
	NJASK 8	38.5%	42.9%	50.0%	87.1%	90.1%	NJASK 8	46.2%	28.5%	50.0%	55.0%	60.0%
Economically Disadvantaged	NJASK 6	24.2%	13.8%	21.3%	29.2%	39.2%	NJASK 6	18.8%	16.1%	41.3%	47.2%	52.2%
	NJASK 7	24.0%	28.4%	21.4%	29.3%	39.3%	NJASK 7	24.0%	17.4%	16.3%	24.7%	30.7%
	NJASK 8	39.1%	36.1%	29.4%	44.3%	50.3%	NJASK 8	22.8%	23.1%	29.4%	36.5%	41.5%

*Student sample is less than 20

ANNUAL STUDENT TARGETS

LEA: Jersey City Public SchoolsName of School: Fred W. Martin Center for the Arts

Analysis of Year 2 Outcomes

Data Analysis Narrative: Language Arts Literacy: Comparison of 2010 to 2011 NJ ASK Performance

A comparison of NJ ASK Language Arts Literacy results show an increase of 8% for total students in grade 6 from 2011 [21.8%] to 2010 [13.8%]. The 2011 performance continues the up one year, down the next pattern demonstrated for the past four years – 2008 – 2011, in 2010, grade 6 LAL dropped by 10%. The 2011 mean scaled scores for total students were 185.6, with mean scaled score of 189 for general education students. The 2010 mean scaled scores for total students were 175.4, with general education students' scaled scores 182.6. Again in 2011 as in 2010, all of the sub-group scaled scores were below the proficient level of 200. However, the gender differences in grade 6 show only 6 points difference although significantly fewer boys were proficient than girls [20 girls and 12 boys]. Further, scatterplot comparison of the mean scaled scores of these students' performance on NJ ASK as fifth graders show a significant number were partially proficient on NJ ASK LAL 2010. However, the scatterplot also shows that in grade 6, approximately one half of these students' scaled scores increased over their 2010 grade 5 NJ ASK scaled score which would mean there was significant value added in the 2011 school year. Although the students are still not performing at the proficient level, these more deep analyses show gains. In order for these students "to catch up" to their peers, however, they need to show gains of 20 – 30 points on their scaled scores.

Analysis of the Just Proficient Means for grade 6 elaborates the cluster areas where students were deficient. The school's Just Proficient Means in the writing clusters were below state, DFG, and district means by at least 1 point on the persuasive and speculative prompts. In reading, students' Just Proficient Mean scores were at least 2- 3 points below the just proficient mean in working with and analyzing text. Again, these means were at least 1- 2 points below the district and 3 - 6 points below the DFG and state means. Given that the school is required to increase learning time, students would greatly benefit from focused instruction in text-based reading comprehension strategies and a more focused writing program.

2011 NJ ASK LAL scores for grade 7 show 22.2% of students [24 students] were proficient which shows a drop of 5.3% from their 2010 NJ ASK LAL results of 27.5% [36 students]. As in grade 6, these results also repeat the pattern of up and down annual performance on NJ ASK in grade 7. Mean Scaled Scores for 2011 dropped to 176.2 from 177.8 in 2010 for total students. General education students' scaled scores were 182.5 in 2011, a drop of 6 points from 2010's 188.5 for general education students. No sub-group's scaled scores were at the proficient level of 200. The gender gap in grade 7 shows almost double the number of girls were proficient [girls 15 and boys 9] with mean scaled score gap of 19 points. Further analyses using scatterplot results showing a comparison to these students' performance in grade 6, shows that approximately 60% of the students who were partially proficient, and thus, lost ground in grade 7. This is particularly disappointing as these results do not show value added gain, but loss in 2011. Just Proficient Means [JPM] results reinforce this conclusion. In writing, students' results [8.9] were 1- 2 points below the JPM on persuasive and explanatory writing tasks. Grade 7 students were below the state JPM [9.4] for special needs students. In reading, the JPM [21.7] was significantly below the district [26], DFG [27.5], and state [30.4]. The sub-scores for working with [9.3] and analyzing

ANNUAL STUDENT TARGETS

LEA: Jersey City Public SchoolsName of School: Fred W. Martin Center for the Arts

[12.4] text also replicate these results. These results show the need to improve students' performance 30- 40 points to catch up with their peers. Although NJASK scores for **grade 8 are the strongest in the school at 36.8% proficient**, this score represents a drop of 2% from 2010 of 38.1%. General education students' results showed 47.3% of the population of 95 valid scores were proficient. Grade 8 Mean Scaled Scores, furthermore, were higher in 2011 [195] compared to 2010 [192.8]. In 2011, only the grade 8 general education student [35 students] subgroup passed in compared to 2010 when 48 general education, 2 special needs, and 3 LEP students passed. There were 1 Asian, and 2 Hispanic/Latino students in 2011 who scored proficient with mean scaled scores of 209 and 219 respectively. A similar performance pattern showing gender differences of 5% between girls who were slightly higher than boys is also revealed in 2010 was again evident in 2011 [girls 197.7 and boys 192.8]. More significantly, however, at grade 8 more boys were proficient than girls [girls 16 boys 19] even though the boys mean scaled scores were 5 points lower. The deeper examination of with the scatterplot shows encouraging results. Almost all students – proficient and partially proficient – gained ground in 2011 from the previous year. These results are particularly significant as many of the students in the partial proficient quadrant showed gains as much as 40 points. Just Proficient Means results also support the progress noted above. In writing, the students were less than a point below the JPM [6.5 persuasive and 3.2 explanatory] on the cluster scores for the persuasive [6.0] and explanatory [3.1]. However, these scores were still below the district, DFG, and state JPM. Reading cluster scores were between 1-2 points below the JPM. Working with text was 10.9 and analyzing text was 12.5 for grade 8 students.

To determine Adequate Yearly Progress, grades 6- 8 results are bundled, and the school failed to make AYP in LAL for 2011. Scores in every grade level dropped compared to the school's 2010 performance. So for past three years, the actual performance data from 2009-11 shows NJ ASK scores in LAL dropped. Thus, the school failed to make AYP by achieving the state benchmarks or by safe harbor.

Data Analysis: Comparison of NJ ASK Mathematics 2010 to 2011 Performance

2011 NJ ASK Mathematics scores for grade 6 show 42.3% of students are proficient compared to only 16% proficient in 2010. This is an increase of 26.3% in one year! For general education students this represents an increase of 27.5%, 2011 results 47.9% and 2010 results showed 20.4% proficient. Mean Scaled Scores increased by almost 20 points also. There was no gender difference in the mean scaled scores [girls 194 and boys 194] although more than double the number of girls [43] were proficient than boys [20]. In addition, for the first time, there were 2 students who were advanced proficient in mathematics. The subgroups of LEP [37.5% compared to 0% in 2010], Special Education [9.1% compared to 3.3% in 2010], and African American [40% compared to 12.2% in 2010] students showed significant increases at this grade level also. Further analyses using scatterplot data, shows fewer students gained ground from grade 5 to grade 6. The Just Proficient Means Cluster data supports these data. Although students were below the JPM in all areas, the range was less than 1 point below the mean in each area with wider discrepancies between district, DFG, and state JPM where the range of differences was as high as 6 points in problem solving [school JPM of 10.3 and state JPM of 16.5 points]. However, compared to 2010 JPM scores the school narrowed the differences between each of these comparison groups. Significant numbers of students are struggling in all clusters showing variances below the Just Proficient Mean in patterns/algebra, numbers and operations, geometry/measurement, data analysis and problem solving.

2011 NJ ASK Math scores in grade 7 show 16.5% proficient compared to 17.7% were proficient on 2010 NJ ASK which is a drop of 1.2%. However, for the first time, there was 1 student who scored advanced proficient, and mean scaled scores were higher [172.7 points] than in 2010

ANNUAL STUDENT TARGETS

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

[168.5 points]. Of the 18 students who passed, 10 were female and 8 were male students. This reverses the pattern in 2010 of only 6 females passing and 17 males passing at 7th grade. Further analyses on a scatterplot graph show more than half of students lost ground in 2011 in grade 7 consistent with the low mean scaled score data. Just Proficient Means cluster data show a gap ranging from 1.5 to 5 points between the school’s performance and an even greater gap between the school and district, DFG, and state cluster scores. It is important to note at grade 7, even the district cluster results in clusters Geometry and Measurement, Patterns and Algebra, and Data Analysis, Probability & Discrete Mathematics did not reach the JPM.

2011 NJ ASK Mathematics results show 29.2% of students are proficient compared to only 23.1% proficient on 2010 NJ ASK. While this represents an increase of 6.1% from the previous year, these scores show the poor preparation and limited progress students are making in mathematics annually. These are the same students who in 2010 scores only 17.7% proficient showing value added gains but a great need to grow at a much faster pace than the data represent. Again as in the 6th and 7th grades, the Mean Scaled Scores in 2011 [180.6 points] show an increase of 5 points from 2010 [175.9]. However, the number of advanced proficient students decreased from 6 in 2010 to only 1 in 2011. There were no differences between mean scaled scores for female and male students– 180.9 and 180.4. However, further analyses using the scatterplot graph, show more than half of students gained ground in 2011 in grade 8 consistent with the increase in mean scaled score data. JPM data also reflect that students showed limited progress because the differences in cluster scores ranged between .7 – 2 points with geometry and measurement, patterns and algebra, and problem solving clusters with the higher gaps of 2 points.

Because the calculation of Adequate Yearly Progress is based on bundled scores for grades 6- 8, the school did not make AYP through safe harbor or by meeting state benchmarks. Achievement data for Mathematics are especially troubling. There is good news with the jump in proficiency in grade 6. However, overall, performance is stagnant, mean scaled scores are rising but inconsistent across the grade levels, and there are no significant strength areas identified in any cluster area. This gives rise to the need for all content areas to focus on how math is integrated into their subject areas. In Social Studies, students confront data that should be emphasized and analyzed. In science, students use measurement skills that must be a part of the application of math as a way to solve problems. Students should be graphing their grades, attendance, number of books read, everything they do should show how they use math every day. Since the school must extend learning time, time should be spent to ensure that good first instruction in math with concrete manipulation and visualization is utilized in all math classes.

Formative Assessment Results Summary

Provide a brief summary of the results of the most recent formative assessment as compared to what was reported in the NGO.

The following provides an overview of Formative Assessment Results on Benchmark Assessments for grades 6- 8 in LAL and Mathematics for Marking period 1.

LAL
Grade 6

ANNUAL STUDENT TARGETSLEA: Jersey City Public SchoolsName of School: Fred W. Martin Center for the Arts

Students continue to use the digital curriculum, Expert 21, a newly adopted curriculum specifically selected for Martin students because it is digital and combines the best features of READ 180 for the students reading 2 or more grades below level. First Quarter Proficiency Grade 6 Summary Evaluation shows that 41% of students are proficient and advanced proficient, 35% are basic and 24% are below basic. Compared to grade 6 students in 2010-11 SY, only 17% were proficient, 46% basic and 35% below basic. This means our entering grade 6 students are stronger readers than last year's group. However, SRI levels show few students reading at Lexile levels between 800 – 1050.

Grade 7

Literacy performance for grade 7 students who are also using Expert 21, show improvement in literacy performance also. At this grade level, 34% of students are proficient, 31% are basic and 33% are below basic. Comparison to the first quarter in 2010-11 show 24% proficient and 13% advanced proficient, 42% basic, and 31% below basic. There are no advanced proficient students identified in 11-12 data and we are unable, on any other assessment available that could verify that 13% of the students last year were advanced proficient so we question the results from the previous year. Lexile levels for students in grade 7 show only 6 students who are reading on grade level. Showing growth on subsequent SRI assessments will allow us to document whether students are improving their literacy skills.

Grade 8

Students in grade 8 also use Expert 21. At this grade level, 11% were advanced proficient, 26% were proficient, 40% were basic, and 23% were below basic. A comparison to 10-11 data for grade 8 shows 11% were advanced proficient, 23% proficient, 33% basic, and 33% below basic. These results mirror closely the data from the current year. We note that Lexile levels for students in grade 8 show only 8 students who are reading above grade level even though 12 students are identified as advanced proficient on the summary data.

Mathematics**Grade 6 Math**

The grade 6 Mathematics Program is a digital series called Envision Math and this is its second year in use. It is only used in grade 6 and was adopted for grades K – 5 for other schools in the district. Strengths of the program are the number of students showing mastery of assessed objectives; however, a large number of students are failing the assessments [59%], and we will need to correlate the failures with students who fail to complete the assignments [28% and those who are not logging in regularly during a one week period. Since all students were issued a laptop computer, it is expected that they are doing their assignments at school and at home. We note that 86% of students are logging in on a regular basis

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and if we did not have the laptop initiative the percentage of students completing assignments would be significantly lower.

In comparison to the 6th grade least year, more students are showing mastery of taught objectives, 2010-11, the majority of students had mastered only 1- 7 objectives taught by the end of the first quarter. In 2011-12, the majority of students have mastered 8 – 23 objectives taught. The distribution of grades in 2010-11 compared to 2011-12 also shows significant increases in achievement. Fifty-six percent of students in 2010-11 school year, had failing grades with a distribution of 44% passing with grades of A to D; in 2011-12, only 42% had failing grades with 58% with grades from A – D.

Grade 7 –

We administered the district-developed Scantron Achievement series Math Benchmark Assessment for the first quarter to all grade 7 students. The results were analyzed by standard and item. On the standards, students' demonstrated proficiency [scores above 70% on half of the items and partially proficient on half of the items. Students are struggling with higher order math skills in ratio/percent/decimals, vectors, and equivalents/estimation. We also compared these results to the MP 1 results in 2010-11 Benchmark Assessments. Because of the new digital curriculum in grade 7, only 3 of the standards were assessed during Marking Period 1 and these results indicated significantly higher levels of proficiency. It speaks the strengths of the digital curriculum in grade 6 which was piloted at Martin in the 2010-11 school year. It also reinforces the higher NJ ASK results for grade 6 students which increased 26% last year.

Grade 8 –

Grade 8 Results for 2011-12 on the Benchmark Assessments show that students were proficient in numerical comparisons and decimals. On all other standards, students are partially proficient. We have comparison for only 1 standard to compare to last year's marking period and standards assessed as the new digital curriculum this year emphasizes different standards for the first quarter.

**ACTIVITY PLAN
REVISED 5/14/12**

LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

SIG Required Activity – 1 Turnaround	The Principal has sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to fully implement a comprehensive approach, in order to substantially improve student achievement outcomes and increase high school graduation rates.							
SMART Goal #1:	By: 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.							
Indicators of Success:	<p>1. The LEA Board of Education approved additional changes to district and school-level governance and administrative structures, policies, and procedures to provide the Principal with expanded and extensive operational flexibility (i.e. staffing, resource allocations, budget, time/calendars, distributed leadership and teacher leadership models) to further enhance and support facilitation of efficient and successful implementation of the Turnaround Model and reform strategies in a comprehensive approach to substantially improve student achievement outcomes and high school graduation rates.</p> <p>2. The Principal demonstrates the requisite competencies (knowledge, skills, behaviors, and practices) to: (a) effectively use and apply operational flexibility to school management practices and transformational and instructional leadership strategies; (b) successfully implement the Turnaround Model and reform strategies; and (c) substantially improve student achievement outcomes and high school graduation rates.</p> <p>3. The school implemented reform strategies designed to build school leadership and instructional capacities to support and sustain changes and improvements through leadership development and shared authority, cultural transformation, and continuing professional development and collaboration focused on improving instruction and student learning.</p>							
SBR Practice to Address Goal:	<p>1. School Leader Competencies (Transformational and Instructional Leadership, Fullan, 2011; NJPSSL)</p> <p>2. Operational flexibility (Turning Around Chronically Low Performing Schools, IES, 2008)</p> <p>3. Capacity Building and Shared Authority: Turnaround Specialist Pipeline (O'Day, Goertz and Floden, 1995; Leach, 2008); Distributed Leadership (Spillane, Halverson and Diamond, 2004; IES, 2008; IES 2009); Teacher Leadership (Hall and Simeral, 2008; Gehrke, 2004); Professional Learning Community (DuFour, 2004)</p>							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4	
1.	Use competencies and behaviors for school leaders that are consistent with the NJ professional standards for School	<ul style="list-style-type: none"> Superintendent District Administrative 	<ul style="list-style-type: none"> LE A Resources 	<ul style="list-style-type: none"> Revised Job Description 	X	X	X	X

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	Leaders as vacancies occur (1)	Staff						
2..	Re-submit Board Resolution to assure the principal extensive operational flexibility.	<ul style="list-style-type: none"> • District Turnaround Leader • Superintendent • Board of Education 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Approved BOE Resolution • Policies and procedures approved by the Superintendent regarding Principal responsibilities, reporting to the DTL and authorization of operational flexibility. 	X			
3.	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"> • District Turnaround Leader • Sig Supervisors • Principal • Assist Principal District Administrators 	<ul style="list-style-type: none"> • SIG Funds 	<ul style="list-style-type: none"> • Attendance Sign in from NJDOE Leadership Academy • Conference Reporting Forms completed by Administrators who attended Academy 	X			
4.	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"> • Principal • District NTO • Superintendent • SIG Supervisors 	<ul style="list-style-type: none"> • SIG Funds • LEA Resources 	<ul style="list-style-type: none"> • Approved Principal's "Professional Growth Plan"(PGP) and other school administrators and supervisors assigned to the project 	X	X	X	X
5.	Provide executive coaching to the principal from the District NTO. (1.1, 1.2, 1.3)	<ul style="list-style-type: none"> • NJDOE "Network Turnaround Officer (NTO)" • District NTO 	<ul style="list-style-type: none"> • SIG Funds • LEA Resources 	<ul style="list-style-type: none"> • Documentation related to coaching log 	X	X	X	X
6..	The principal and leadership team continue to embed collaborative processes throughout the school for staff, parents, and community.	<ul style="list-style-type: none"> • Principal • Assist Principal • District Turnaround Leader 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Staff surveys, daily bulletin, posting objectives in classrooms and hallways 	X	X	X	X

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		<ul style="list-style-type: none"> • NJDOE “Network Turnaround Officer (NTO)” 		<ul style="list-style-type: none"> • Walkthroughs • Staff Identification Labels 				
7.	The principal and leadership team lead SHS collaboratively. The principal serves as the “instructional principal/leader” and keeps the objectives of the school on everyone’s minds at all times.	<ul style="list-style-type: none"> • Principal • Assist Principal • District Turnaround Leader • District Turnaround Team • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Staff surveys, daily bulletin, posting objectives in classrooms and hallways • Walkthroughs 	X	X	X	X
8.	Continue training for the principal and vice principals on: a) identifying effective instructional objectives and demonstrations of student learning; and b) delivering instructional feedback. (1.1)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • Assist Principals 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation of training • Walkthroughs 	X	X	X	X
9.	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"> • Superintendent • District Administrative Staff • Human Resources Dept. 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation related to developing a program, • Meeting minutes, memos 	X	X	X	X
10.	Continue a “School Leadership Team” (SLT) consisting of the principal, assist principals, teacher leaders, and other staff representatives as appropriate, and family/community members (1.5)	<ul style="list-style-type: none"> • Principal • Assist Principal – • District Turnaround Leader • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG resources for teacher leader stipends 	<ul style="list-style-type: none"> • List of School Improvement Team members • Agendas, minutes and attendance 	X	X	X	X
11..	Continue implementation of the Community Arts Advisory (CAAC) Council. (1.5)	<ul style="list-style-type: none"> • Superintendent • Principal • Assist Principals • District Supervisor-Arts • District Turnaround Leader 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • List of CAAC members • Agenda, minutes and attendance 	X	X	X	X

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12.	Continue to identify and use competencies and behaviors for “Teacher Leaders” that are consistent with the NJ Professional Standards for School Leaders and the vision and mission of the SIG school. (1.5)	<ul style="list-style-type: none"> • Principal • Assist Principal – • District Turnaround Leader • District Turnaround Team 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Teacher Leader Competencies and Behaviors 	X	X	X	X
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"> • Principal • Assist Principal • District Turnaround Leader • District Turnaround Team 	<ul style="list-style-type: none"> • SIG Funds • LEA Resources 	<ul style="list-style-type: none"> • Meetings/ Agendas • Attendance Forms • Training Materials 	X	X	X	X
14.	Re-post and re-hire for teacher leader positions, as needed (1.5)	<ul style="list-style-type: none"> • Principal • Assist Principal • District Turnaround Leader • District Turnaround Team 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Postings for the position • Board Resolution 	X			

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SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.							
SMART Goal #2:	<p>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 formals and 2 informal evaluations and a minimum of three evaluations for non-tenured teachers during the school year.</p> <p>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)</p>							
Indicators of Success:	<p>1. Upon completion of administrators’ training, comparison of evaluation ratings will show at least 50% inter-rater reliability by the end of November 2012; and 75% reliability by March 2013, and 95% inter-rater reliability by May 2013.</p> <p>2. Using Informational Observations and Walk Through Data, 10% of teachers will show evidence of key “look fors” under student engagement (Danielson Model Domain 3c) by mid-year; and 25% of teachers will show evidence of key “look fors” by June 2013.</p>							
SBR Practice to Address Goal:	<p><i>The Widget Effect</i>, New Teacher Project, Weisberg, D. & Sexton, S.; Baker, Eva L., et al. “Problems of the Use of Student Test Scores to Evaluate Teachers.” <i>Economic Policy Institute</i>. #278. 29 August 2010.; Danielson, Charlotte and McGreal, Thomas L. <i>Teacher Evaluation: To Enhance Professional Practice</i>. Princeton, NJ: Educational Testing Service, 2000.; “McREL’s Principal Evaluation System.” <i>Mid-continent Research for Education and Learning</i>. 2010. “McREL’s Teacher Evaluation System.” <i>Mid-continent Research for Education and Learning</i>. 2009.; Stronge, James H. “Teacher and School Leader Evaluation Standards and Data Sources.” <i>New Jersey Principals and Supervisors Association</i>. 1 February 2011. Stronge, James H. “The Design and Implementation of Teacher and School Leader Evaluation Instruments and Systems – Technical Report.” <i>New Jersey Principals and Supervisors Association</i>. 1 February 2011. Teacher Competencies (Eichinger and Lombardo, 2003; Danielson,1996) Performance Based Staff Evaluation (Darling-Hammond,1996; Peterson, 2000; Aseltine, Faryniarz, and Rigazio-DiGiglio, 2006; Sullivan and Glanz, 2009)</p>							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4	
				1.	To continue to use the web-based tool to	Principals	Teachscape	RFP Selection Process

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	capture teacher observation data	Assist Principal SIG Supervisors District Supervisor		forms Board Resolution Administrative Reports from Teachscape				
2.	Train new administrators and new teachers on Framework for Teaching and Learning.	<ul style="list-style-type: none"> • NJDOE • Sig Supervisors 	<ul style="list-style-type: none"> • PD Consultants • Principals • Training Supervisors 	<ul style="list-style-type: none"> • Meeting agenda • Meeting attendance • Meeting Minutes • Use of tools 	X	X	X	X
3	Continue to implement teacher text-based study of Danielson's Framework for Teaching and Learning emphasizing Domain 3	<ul style="list-style-type: none"> • Teacher • Teacher Leaders • SIG Supervisors • SIG Academic Supervisors • SIG Evaluation/Assessment Supervisor • 	<ul style="list-style-type: none"> • Text • SIG Academic Supervisors 	<ul style="list-style-type: none"> • Agenda, minutes 	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 as the arts and physical education	<ul style="list-style-type: none"> • Associate Superintendent of Instruction • District Supervisors • SIG Supervisor Evaluation/Assessment 	<ul style="list-style-type: none"> • District Curriculum and assessments • SIG Evaluation/Ass. Supervisor • Teachers 	<ul style="list-style-type: none"> • Performance Assessments • Results of Assessment • Data System 	X	X	X	X
5.	Develop 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	<ul style="list-style-type: none"> • Support Staff • Teacher Leaders • Supervisor SIG Academic • Principal 	District curriculum and assessments; SIG Evaluation/Assessment Supervisor Teachers Student Contextual and Assessment Data	Performance Assessment <ul style="list-style-type: none"> • At-risk Interventions 	X	X	X	X
6.	Continue to implement policies, procedures,		Policies, procedures	<ul style="list-style-type: none"> • Revised policies 	X	X	X	X

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	<p>and instruments that support rigorous, transparent and equitable evaluation systems for administrative staff that take into account data on student growth. (2.2)</p>	<ul style="list-style-type: none"> • Superintendent • District Administrators • District Turnaround Leader • JCASA (Administrators' Association) 	<p>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.</p> <p>Policies and procedures related to staff performance evaluation are widely communicated to the school community, as evidenced by documents and minutes of meetings.</p>					
7.	<p>The screening process to hire new staff as needed, will require an Interview for all applicants based on competencies for screening and selection, and the presentation of a “professional portfolio”, and Performance Task Presentations that may include an oral, written, academic, arts 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</p>	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • Human Resources Dept. • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Interview list • Selection List • Action Forms for Superintendent’s Approval 	X	X	X	X

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	selection process. (2.2)							
8	Continue to implement Administrative and supervisory staff from the school and District Turnaround Team will continue to engage in intensive classroom observations and supervision, including walk-throughs and pre/post-conferences. (2.2)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • Assist Principal • District Turnaround Team 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation related to classroom observations and walk-throughs 	X	X	X	X
9.	Administrative and supervisory staff, from the school and District Turnaround Team will serve as multiple evaluators who will be assigned a number of staff evaluations (40 formal -20 walk-throughs) to complete as designated primary evaluators (principal) and contributing evaluators (supervisors). (2.2)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • Assist Principal • SIG Supervisors • District Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to staff evaluations (i.e. staff evaluation reports by multiple evaluators) 	X	X	X	X
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.	<ul style="list-style-type: none"> • District Turnaround Leader • Superintendent • Principal • Assist Principal • SIG Supervisors • District Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • 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. 	X	X	X	X

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SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.							
SMART Goal #3:	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).							
Indicators of Success:	<p>1. The LEA and school will implement a plan, policies, and procedures that coordinate district, school, human resources, and business office administrative units to improve recruitment and hiring of high quality teachers, and to facilitate dismissals of low-performing teachers.</p> <p>2. The LEA and school will implement a multi-tiered performance-based system to provide targeted assistance to underperforming teachers, and to facilitate dismissals of low-performing teachers who demonstrate insufficient improvement based on multiple staff evaluations by multiple evaluators</p> <p>3. The LEA and school, with stakeholder involvement, will implement a performance-based incentives system and a valid, fair and transparent process to determine if staff meet the requirements to receive and continue performance-based incentives based on performance and achievement of school improvement and student learning outcomes.</p>							
SBR Practice to Address Goal:	<p>1. Performance-based Incentives System (Turning Around Chronically Low Performing School, IES, 2008)</p> <p>2. Teacher Recruitment and Retention (Guarino, Santibanez, Daley, 2006)</p>							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4	
1	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"> • Pursuing National Board Certification; • Tuition Payment for Pursuing Dual Certification for Existing 	<ul style="list-style-type: none"> • District Turnaround Leader • Administrative Team • SIG Team 	<ul style="list-style-type: none"> • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to develop incentives and rewards for teacher leaders. 	X	X	X	X

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	<p>Staff Members (Reading Specialist, etc.);</p> <ul style="list-style-type: none"> • Payment for Pursuing specialized Technology and other certifications; • Attending Leadership Training Conferences/Workshops, Opportunities, etc.; • Mini-Grants for Teachers to Implement Innovative Projects in Classrooms; • Etc. (3.3) 							
2	<p>Provide opportunities, incentives, and rewards for administrative and instructional staff that are consistent with their professional development goals. (3.3)</p>	<ul style="list-style-type: none"> • Superintendent • ASA • SIG Turnaround Team 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Provide special opportunities, incentives and rewards for administrative and instructional staff that align with PGP Plans. 	X	X	X	X
3	<p>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)</p>	<ul style="list-style-type: none"> • JCEA • Superintendent • District Turnaround Leader • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation related to meetings to develop policies to facilitate personnel decisions. 	X	X	X	X
4	<p>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-quality teachers. (3.1)</p>	<ul style="list-style-type: none"> • District Turnaround Leader • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation of meetings to review and revise policies for recruitment and hiring of HQ staff. 	X	X	X	X
5	<p>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)</p>	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to meeting minutes to mentor teachers. 	X	X	X	X

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<p>SIG Required Activity – 4 Turnaround</p>	<p>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.</p>
<p>SMART Goal #4:</p>	<p>By June 2012, 25% 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 from Walk Throughs and informal evaluations (spot observations) and formal observations.</p>
<p>Indicators of Success:</p>	<ol style="list-style-type: none"> 1. After providing PD on questioning and discussion techniques, at least 10% of teachers will demonstrate the ability to successfully engage all students in discussions that foster rich conversation within 1 month and 30% by mid-year and 60% by June 2013. 2. After providing PD on multiple response strategies, at least 10% of teachers will demonstrate the ability to use 2 out of 3 multiple response strategies by mid-year and 33% will demonstrate 3 out of 6 by June 2013. 3. Based on Informal classroom visits and Walk Through data, 90% of teachers will be able to execute three part learning objectives and DOL’s by June 2013.
<p>SBR Practice to Address Goal:</p>	<ol style="list-style-type: none"> 1. Effective professional development (Albert Shankar Institute, 2002); National Staff Development Council Standards for Staff Development, 2001) 2. Professional Learning Community (DuFour and Eaker, 2005) 3. Service Providers (Center on Innovation and Improvement, 2009) <p>Teacher Competencies (Eichinger and Lombardo, 2003; Danielson,1996) Performance Based Staff Evaluation (Darling-Hammond,1996; Peterson, 2000; Aseltine, Faryniarz, and Rigazio-DiGiglio, 2006; Sullivan and Glanz, 2009); IES Practice Guide: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008- 4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. IES Practice Guide: Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education; Focus on Effectiveness: Instruction Non-Linguistic Representation, Cooperative Learning, Cues, Questions and Advanced Organizers, Technology Resources, by Northwest REL; Research and Implementation Strategies; Student Engagement in the High School Classrooms from the Perspective of Flow Theory by Shernoff, D., 2003.</p>

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1	Continue PD on higher order thinking skills, multiple response strategies, DOLs (4.1,4.2)	District Turn Around Academic Supervisor Principal	SIG Funds Title I Funds Teachers	Documentation of PD, Walk Through Data	X	X	X	X
2	Teacher Leaders and Department Coordinators will continue to turnkey effective practices	District Turn Around Academic Supervisor Principal	SIG Funds Title I Funds Teachers	Documentation of PD, Walk Through Data	X	X	X	X
3	Teacher leaders will use Departmental meeting time and PLC time to develop a Curriculum Proficiency map showing pacing of the curriculum.	Teacher Coordinators Teacher Leaders District Turn Around Academic Supervisor	SIG Funds Title I Funds Teachers	Curriculum Maps for all content areas	X	X	X	X
4.	Supervisor for Curriculum and Instruction/Professional Development-Academic Supervisor to the District Turnaround Team will continue to oversee and support implementation of all facets of the academic program and professional development in the school. (4.1)	<ul style="list-style-type: none"> • SIG Academic Supervisor • Principal 	<ul style="list-style-type: none"> • SIG funds 	<ul style="list-style-type: none"> • Documentation related to the development and implementation of the school's "Professional Development Plan". 	X	X	X	X
5.	Continue to Implement the 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 (PLCs) and Turnaround Model. (4.1, 4.2)	<ul style="list-style-type: none"> • District Turnaround Team • SIG Supervisors • Principal • Staff Members – 	<ul style="list-style-type: none"> • SIG funds for Professional Development and Service Provider 	<ul style="list-style-type: none"> • Documentation related to the development and implementation of the school's "Professional Development Plan." • Copies and analysis of results of Instructional Staff Members' "Pre/Self Professional 	X	X	X	X

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				Development Assessment Survey”				
6.	Continue to support teachers and other school staff in building and refining skills and knowledge required to lead and manage change.	<ul style="list-style-type: none"> • District Turnaround Team • SIG Supervisors • Principal • Staff Members – 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds for professional development and service provider 	<ul style="list-style-type: none"> • Documentation related to additional professional development and support for staff 	X	X	X	X
7	Develop and implement creative ways for teachers to engage in activities associated with their professional growth. (4.1, 4.2)	<ul style="list-style-type: none"> • District Turnaround Team • Principal • Staff Members 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds for professional development and service provider 	<ul style="list-style-type: none"> • Documentation related to additional professional development and support for staff 	X	X	X	X
8	Continue to provide additional supports and professional development to administrative and instructional and support services staff in order to implement effective strategies to support students with disabilities in the least restrictive environment.	<ul style="list-style-type: none"> • District Turnaround Team • SIG Supervisor – Curriculum/Inst/ PD • SIG Supervisor Student Support Services 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds for professional development and service provider 	<ul style="list-style-type: none"> • Documentation related to additional professional development and support for staff working with students with disabilities 	X	X	X	X
9.	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. (4.1, 4.2)	<ul style="list-style-type: none"> • District Turnaround Team • Principal • Assist Principals • Teachers 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds for stipends for mentoring and coaching as needed 	<ul style="list-style-type: none"> • Documentation related to mentoring and peer coaching (i.e. mentor and peer coaching assignment lists, monitoring reports) 	X	X	X	X
10	Contract with service providers to integrate a comprehensive professional development program for all staff that	<ul style="list-style-type: none"> • Superintendent • District Turnaround 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds for 	<ul style="list-style-type: none"> • Documentation related to hiring 	X	X	X	X

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<p>supports project interventions and strategies, using data to improve instructional and assessment practices, and increasing student academic achievement, and collaborative learning experiences related to: research-based best practices, job-embedded action research projects; dealing with the adolescent learner; designing professional learning communities; developing a challenging program of career-focused programs; and access to web-based communication and resources. (4.1,4.2,4.3)</p>	<p>Leader • SIG Supervisor</p>	<p>professional development service provider</p>	<p>service provider and responsibilities, monitoring reports related to services provided</p>				
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SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal #5:	<p>The LEA will continue to support the District Turnaround Team consisting of a District Turnaround Director, SIG Academic Supervisors, SIG Evaluation/Assessment Supervisor, Student Support Services Supervisors, for the 2012-2013 school year, and fill the current vacancy for the Technology Supervisor position.</p> <p>The DTT will ensure the implementation of all eleven required SIG activities, so that the district maintains proficiency ratings for on-site visits.</p> <p>The DTT will ensure that the management, operational flexibility and resources necessary for implementation of required SIG goals meet all required deadlines.</p>
Indicators of Success:	<ol style="list-style-type: none"> 1. The LEA continued the District Turnaround Team (DTT) and allocation of resources to support the DTT (i.e. newly hired or re-assigned staff, technologies, supplies), and filled vacancies for two DTT staff positions that were unable to be filled in Year 2. 2. The LEA continued the District Turnaround Leader (DTL) to head the District Turnaround Team. The DTL 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. 3. The LEA adjusted and reinforced established policies and operating procedures to increase operational flexibility for the District Turnaround Leader and school Principal, and to efficiently address any identified barriers to reform. 4. The LEA fully implemented a process to carefully screen, select and monitor 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. 5. The LEA and school 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.
SBR Practice to Address Goal:	1. Lead Entity to Support School Improvement (Redding and Walberg, 2008)

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Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1.	Continue collaboration with District Turnaround Team (DTT). (5.2)	<ul style="list-style-type: none"> Superintendent District Turnaround Leader 	<ul style="list-style-type: none"> LEA Resources SIG funds to hire SIG Supervisors for Curriculum/ Instruction/PD, SIG Supervisor for Special Student Pops./Instruction/ PLPs, SIG Supervisor for Assessment and Evaluation, 	<ul style="list-style-type: none"> Documentation related to Superintendent approval for establishment of a District Turnaround Team (DTT) Postings for SIG Supervisors Action forms hiring SIG Supervisors for DTT 	X	X	X	X
2.	Continue implementation of policies and procedures to provide District Turnaround Leader and Principal with extensive operational flexibility.(5.3)	<ul style="list-style-type: none"> Superintendent 	<ul style="list-style-type: none"> LEA Resources 	<ul style="list-style-type: none"> Documentation related to policies approved by the Superintendent regarding DTL responsibilities, reporting to the Superintendent, and authorization for operational flexibility 	X	X	X	X
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"> Superintendent Principal District Turnaround Leader 	<ul style="list-style-type: none"> SIG Funds 	<ul style="list-style-type: none"> Leadership Academy attendance records 	X			
4.	Continue establishment of a Community Arts Advisory Council (CAAC) consisting of representatives of the community, business and leadership professionals, higher education, etc. (5.4)	<ul style="list-style-type: none"> Superintendent Principal District Turnaround Leader Assist Principal 	<ul style="list-style-type: none"> LEA Resources 	<ul style="list-style-type: none"> Documentation related to establishment of a Community Leadership Advisory 	X	X	X	X

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		<ul style="list-style-type: none"> • Parents • CAAC Members • Students 		<ul style="list-style-type: none"> • Council, i.e. list of participants • Meeting Agendas • Meeting Minutes 				
5.	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"> • Dist. Turnaround Leader • Assist Principal • Parents • CAAC Members • Students 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Leadership Academy attendance records • Meeting Agendas • Meeting Minutes 	X	X	X	X
6.	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"> • Superintendent • District Turnaround Leader • Dist. Turnaround Team • Principal 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to establishment of a Community Leadership Advisory Council, i.e. list of participants • Meeting Agendas • Meeting Minutes 	X	X	X	X
7..	Maintain communications with the State’s Network Turnaround Officer (NTO). (5.1-5.5)	<ul style="list-style-type: none"> • Dist. Turnaround Leader 	<ul style="list-style-type: none"> • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to NTO communications, meetings, and plans 	X	X	X	X
8.	Continue monitoring and accountability process aligned with SIG requirements to ensure consistent and ongoing implementation of SIG. (5.1-5.5)	<ul style="list-style-type: none"> • Superintendent • District Turnaround Leader • Principal – 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to implementation of the <i>Project Management and Accountability Plan</i>, i.e. policies, procedures and instruments 	X	X	X	X
9.	The Principal and school will effectively	<ul style="list-style-type: none"> • Superintendent 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation 	X	X	X	X

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	use the operational flexibility and autonomy provided to select and implement strategies to support the SIG project in consultation with the District Turnaround Leader (5.3)	<ul style="list-style-type: none"> • District Turnaround Leader • Administrative Team • SIG Team 	<ul style="list-style-type: none"> • SIG Funds 	related to policies approved by the Superintendent regarding DTL responsibilities, reporting to the Superintendent, and authorization for operational flexibility				
10.	Continue state-required three-year Professional Growth Plan (PGP) for the Network Turnaround Officer (NTO) and District Turnaround Team Supervisors for review and approval by Superintendent. (5.1, 5.2)	<ul style="list-style-type: none"> • Superintendent • District Turnaround Leader 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Approved PGP for the District Turnaround Team Members 	X	X	X	X
11.	Provide executive coaching to principal by the Network Turnaround leader for continuous support and professional development. (5.1)	<ul style="list-style-type: none"> • District Turnaround Leader • Network Turnaround Officer 	<ul style="list-style-type: none"> • SIG Funds 	<ul style="list-style-type: none"> • Documentation of coaching to the Principal • DTL logs 	X	X	X	X

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SIG Required Activity – 6 Turnaround		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.						
SMART Goal #6:		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.						
Indicators of Success:		<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> <p>4.After training on Scantron Achievement System, all teachers will demonstrate ability to collect, analyze, and access the system to monitor student growth.</p>						
SBR Practice to Address Goal:		1. Balanced Assessment (Assessment Training Institute, 2003)						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	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"> • District Turnaround Leader • SIG supervisor for assessment/evaluation • Principal • Assist Principal 	<ul style="list-style-type: none"> • LEA Funds 	<ul style="list-style-type: none"> • Documentation related to resources/ technologies purchased and allocated (i.e. Purchase orders, 	X	X	X	X

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		<ul style="list-style-type: none"> District Director of Education Technologies 		school audits)				
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"> District Turnaround Leader SIG Supervisor of Assessment/Evaluation Principal Assist Principal 	<ul style="list-style-type: none"> SIG funds 	<ul style="list-style-type: none"> New Student Information System (District) 	X	X	X	X
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"> District Turnaround Leader SIG supervisor for assessment/evaluation Principal Assist Principal Data Team 	<ul style="list-style-type: none"> SIA part A pre-implementation funds SIG funds 	<ul style="list-style-type: none"> Documentation related to training, curriculum, scheduled participants. 	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"> SIG Supervisor for Assessment/Evaluation District Supervisors Principal Assist Principal 	<ul style="list-style-type: none"> LEA Resources 	<ul style="list-style-type: none"> Documentation related to training, curriculum, scheduled participants 	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"> Principal Assist Principal 	<ul style="list-style-type: none"> LEA resources 	<ul style="list-style-type: none"> List of Data Team members 	X	X	X	X
6	Implement procedures and a schedule with blocks of time for instructional and support staff to meet to discuss student data. (6.3)	<ul style="list-style-type: none"> Principal District Turnaround Leader Assist Principal 	<ul style="list-style-type: none"> SIG funds 	<ul style="list-style-type: none"> School schedule. Meeting minutes. 	X	X	X	X

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SIG Required Activity – 7 Turnaround		Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal #7:		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.						
Indicators of Success:		<ol style="list-style-type: none"> 1. The LEA and school established annual goals for student achievement and required Personalized Learning Plans for each student. 2. The LEA and school implement collaborative continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. 3. The LEA and school will create a “Personalized Student Learning Plan” for all at-risk students that establish minimum progress goals that are monitors by school support staff monthly. 5. The LEA and school implemented a school-wide “Response to Intervention (RTI) System” based on the 2012 NJASK scores, will guide the school’s use of data to inform and differentiate interventions to improve student achievement by at least 5%. 						
SBR Practice to Address Goal:		<ol style="list-style-type: none"> 1. Diagnostic Programs (Killion and Bellamy, 2000; Goldring and Berends, 2009; Gronlund, 2003) 2. “Personalized Student Learning Model” (DiMartino and Clarke, 2008) 3. RTI (Howell, Patton and Delloitte, 2008) 						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	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"> • District Turnaround Leader • Principal • SIG Supervisor Student Support Services 	• LEA Resources	• Documentation related to scheduled meetings to establish learning goals.	X	X	X	X
2.	Continue to provide access to timely	• District Turnaround	• LEA Resources	• Documentation related	X	X	X	X

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	data. (7.2)	<ul style="list-style-type: none"> Leader SIG Supervisor-Data SIG Supervisor Student Support Services Principal 		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"> District Turnaround Leader SIG Supervisor Student Support Services Principal 	<ul style="list-style-type: none"> LEA Resources SIG Funds 	<ul style="list-style-type: none"> Documentation related to scheduled meetings to develop and implement RIT Model for all students in grades 9-12 ; RTI monitoring reports. 	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"> District Turnaround Leader Principal SIG Team Teachers SIG Supervisors 	<ul style="list-style-type: none"> LEA Resources 	<ul style="list-style-type: none"> Documentation related to RTI assignments, RTI monitoring reports 	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"> District Turnaround Leader SIG supervisor-Student Support Services Principal 	<ul style="list-style-type: none"> SIG Funds 	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"> District Turnaround Leader Principal SIG Supervisor-Student Support Services 	<ul style="list-style-type: none"> SIG Funds LEA Resources 	<ul style="list-style-type: none"> Student academic progress reports based on student assessment data related to RTI 	X	X	X	X

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

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SIG Required Activity – 8 Turnaround		Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal #8:								
Indicators of Success:		<p>The school will implement a system to assess progress of Increased Learning Time opportunities using data from school-based assessments to:</p> <ol style="list-style-type: none"> Quarterly monitoring of student achievement through common assessments in LAL and Math with 5% of students mastery each cluster area; Monitor infusion of literacy and math strategies in across all content areas-Collect samples of writing across other content areas monthly. Use data from Walk Through and informal classroom visits to monitor the implementation of cross curriculum literacy strategies learned in Professional Development; Data from student interviews, 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 						
SBR Practice to Address Goal:		<p>Powerful Designs for Professional Learning, National Staff Development Council 2004; Motivation Matters: A Workbook for School Change, Ginsberg, M., 2003; Bloom’s Taxonomy, Rev. Anderson, L. 1995; Revitalizing classroom assessment: The highest instructional priority, Stiggins, 1988. Mager, R.F. (1984). <i>Preparing instructional objectives</i>. (2nd ed.). Extended Learning Time (Pennington, 2008; Durlak and Weissberg, 2010)</p>						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Continue to provide PD on cross curriculum strategies in Literacy and Math and implement National Common Core Standards	SIG Supervisors District Supervisors Principal & Assist Principal Teachers	National Common Core Standards Cross Curricular Literacy Text-based Structures	Walk Through Data Formal and Informal Observations	X	X	X	X

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2	Continue to require classroom teachers to adhere to Walk Through Protocol indicators designing engaging relevant and engaging student work and designing lessons to maximize learning time (8.2,8.3)	SIG Supervisors District Supervisors Principal & Assist Principals Teachers	Walk Through Protocol PLC text studies on Student Engagement Meaningful Feedback	Walk Through Data Formal and Informal Observations	X	X	X	X
3.	Continue to conduct Walk Through Protocols on a regular basis (8.2,8.3)	SIG Supervisors District Supervisors Principal & Assist Principals Teachers	Walk Through Protocol	Walk Through Data Formal and Informal Observations	X	X	X	X
4	Continue to require all teachers to post a clearly defined objective and in lesson plan book (8.2)	Teachers Principals & Assist Principals SIG Supervisors District Supervisors	Lesson Plan Books	Lesson Plan feedback forms	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"> • Principal • Assist Principal • Guidance Counselors • SIG Team 	<ul style="list-style-type: none"> • SIG Funds • LEA Resources – Title 1 	<ul style="list-style-type: none"> • School Calendar • Master Schedule • Student Schedules X • Professional Development Schedule 	X	X	X	X
6.	The school will continue to form partnerships with the community and organizations through community	<ul style="list-style-type: none"> • Principal • Assist Principal • Teacher advisors 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Record of community service hours • Consultant Logs 	X	X	X	X

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	service ‘arts’ opportunities during extended learning . (8.1)	<ul style="list-style-type: none"> • SIG Supervisors • External Providers 		<ul style="list-style-type: none"> • Meetings • Time Sheets 				
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"> • Budget Officer • District Turnaround Leaders • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Agendas/Minutes • Sign-in Sheets 	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"> • Budget Officer • District Turnaround Leader • Principal 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Attendance Sheets • Agendas/Minutes • Extended Learning Program descriptions 	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"> • District Turnaround Leader • Principal • SIG Supervisors • District Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Professional Development Plans • Attendance 	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"> • District Turnaround Leader • Principal 	LEA Resources	<ul style="list-style-type: none"> • Base-line student data • Attendance • Assessment data 	X	X	X	X
11	Continue to appoint an “Extended Learning program” Teacher Leaders to monitor the progress of the extended	<ul style="list-style-type: none"> • District Turnaround Leader • Principal 	SIG Funds	<ul style="list-style-type: none"> • Quarterly Reports • Attendance 	X	X	X	X

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SIG Required Activity – 9 Turnaround		Provide appropriate social-emotional and community-oriented services and supports for students.						
SMART Goal #9:		By June 2013, the LEA will support the school in implementing the recommendations in the action plan of the NJPIRC Friendly Family Walkthrough resulting in an increase of 5-8 points on the overall evaluation.						
Indicators of Success:		<p>.1. The survey results on the Friendly Family Walkthrough will show improved scores (2-3 pts.) Parent Compact Plan, Exterior sign at the school entrance, beautify the outside of the building, reserved parking spaces for parents, and timely feedback when parents call.</p> <p>2. The school invites parents to ask questions and express concerns on surveys twice a year and reports to parents changes implemented based on the feedback.</p> <p>3. The school implemented structures, policies and professional development to broaden and sustain representation and engagement of parents and community partnerships in planning and implementing coordinated school and community-based services that support a rigorous academic core mission by providing specialized supports and learning opportunities, i.e. business internships, health services, tutoring.</p> <p>4. The survey results will show an increase of 2-3 points in each section by the end of the 2012-2013 school year.</p>						
SBR Practice to Address Goal:		<p>1. High Expectations for Students (Sparks, 2002; Smreker, et.al., 2001; Schafer, 2000; Black, 2001; Hochlander, Alt and Beltranena, 2001)</p> <p>2. Family, School, Community Partnerships (Epstein, 2008; Center on Positive Behavioral Interventions and Supports, 2011)</p>						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	In collaboration with key stakeholders, review the Family Friendly Walkthrough data for The Academy of	<ul style="list-style-type: none"> • District Turnaround Leader • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • NJPIRC Report 	X			X

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	the Arts/Snyder High School with all staff. (9.1, 9.2)	<ul style="list-style-type: none"> • Staff Members • Action Team Representatives & Participants 						
2.	In collaboration with key stakeholders, review the Family Friendly Walkthrough data for The Academy of the Arts/Snyder High School with the Parent Council Members. (9.1, 9.2)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal & Vice Principals • Action Team Representatives & Participants • Parents 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • NJPIRC Report 	X			X
3.	Continue to utilize data from the Family Friendly Walkthrough and other resources that enable all stakeholders to monitor school progress and continue to define their roles in school improvement. (9.1)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal & Assist Principals • Staff Members • Parents • Students • Action Team Representatives & Participants 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • NJPIRC Report data • Parent/Teacher Survey 	X	X	X	X
4.	Continue to conduct periodic Participant Meetings and use the data from the NJPIRC report to ensure that the implementation steps of the Action Plan are carried out in a timely fashion (9.1, 9.3)	<ul style="list-style-type: none"> • Dist. Turnaround Team • Principal • Supervisor of Student Support Service 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Agendas & Sign-in sheets from meetings • NJPIRC Report data 	X	X	X	X

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		<ul style="list-style-type: none"> • Action Team Representatives & Participants • Parents 						
5.	Provide professional development that focuses on enhancing parents to understand the school curriculum and assist their child at home. (9.2)	<ul style="list-style-type: none"> • Dist. Turnaround Team • Principal • Supervisor of Student Support Service • Action Team Representatives & Participants • Parents 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Agendas & Sign-in sheets from meetings • Parent Surveys 	X	X	X	X
6.	Continue to provide clear indicators of student progress so students, parents, staff and community members can view the school's progress regularly. (9.2, 9.3)	<ul style="list-style-type: none"> • District Turnaround Leader • Principal • Staff Members • District Administrative Staff • Parents • Students 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • School Level Achievement Goals • Student Report Cards • Parent Reports from DORA • Access to online grading system from home 	X	X	X	X
7	Design and display signs located outside of each classroom door, identifying teachers' names, grade levels and course names. (9.1)	<ul style="list-style-type: none"> • SIG Student Support Services • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Staff member Identification Labels 	X	X	X	X
8	Continue to provide parents with professional development on an expanded repertoire of current technologies, software, hardware and internet-based capabilities that are seamlessly integrated in learning	<ul style="list-style-type: none"> • Dist. Turnaround Team • Principal • Director—Ed Tech • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Curriculum and instructional audit reports indicating integration of expanded uses of technology for instruction 	X	X	X	X

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Name of School: Fred W. Martin Center for the Arts

	experiences in the school, classrooms, and students' homes (e.g. SMART Boards, Kindles, blogging, tweeting). (9.2)							
9	Develop and implement a Family/Community Engagement Plan (9.2, 9.3)	<ul style="list-style-type: none"> Principal Assistant Principals District Turnaround Leader SIG Supervisors Teacher Leader-Family/Community Engagement 	<ul style="list-style-type: none"> LEA Resources SIG Resources 	Family/Community Engagement Plan	X	X	X	X
10	Develop partnerships with parents, parent organizations, faith-based and community-based organizations, health clinics and state and local agencies to support students and families. (9.3)	<ul style="list-style-type: none"> Principal Assistant Principals District Turnaround Leader SIG Supervisors 	<ul style="list-style-type: none"> LEA Resources SIG Funds 	Board Resolutions Agendas/Minutes Attendance Sheets	X	X	X	X
11	Provide ongoing professional development for staff to engage and work effectively with parents/families. (9.2)	<ul style="list-style-type: none"> Principal District Turnaround Leader Teacher Leader for Family/Community Engagement SIG Supervisor C&I,PD 	<ul style="list-style-type: none"> LEA Resources SIG Funds 	Professional development attendance and surveys	X	X	X	X
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"> Principal District Turnaround Leader Teacher Leader for Family/Community Engagement 	<ul style="list-style-type: none"> LEA Resources SIG Funds 	Family Resource Center Sign-in sheets Schedule of activities/classes	X	X	X	X

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13	Communicate regularly with parents/families regarding important information related to the students success and well-being (9.2)	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselors • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	Leadership Advisor logs Guidance Counselor logs Progress Reports Blackboard Connect logs Parent/Guardian Letters	X	X	X	X
14	Schedule family activities at school. (9.2, 9.3)	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teacher Leader for Family/Community Engagement • SIG Supervisors 	<ul style="list-style-type: none"> • LEA Resources 	Description and schedule of activities Sign-in sheets	X	X	X	X
15	Provide incentives for students to improve student achievement through increased attendance, better class performance, leadership development, and student motivation. (9.1)	<ul style="list-style-type: none"> • Principal • Assistant Principals • District Turnaround Leader • Sig Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds • Fundraising Activities 	Purchase Orders for Student Incentives	X	X	X	X

**ACTIVITY PLAN
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Name of School: Fred W. Martin Center for the Arts

SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal #10:		By June 2013, all instructional staff will implement policies, structures and systems to periodically collect and analyze data during and at the end of the year to determine improvement related to the required leading indicators for school receiving SIG funds; as indicated by monitoring and evaluation reports and improvement for the required leading indicators measured against progress benchmarks.						
Indicators of Success:		<p>1. The LEA and school will collect and analyzed data during and at the end of the year to monitor improvements related to the required leading indicators (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) student attendance rate, (4) discipline incidents, (5) distribution of teachers by performance level on an LEA’s evaluation system, and (6) teacher attendance rate.</p> <p>2. The LEA and school identified barriers to progress, and implemented corrections to reform strategies as needed.</p> <p>3. The LEA and school completed monitoring and evaluation reports on assessments, findings, improvements, and recommendations for needed corrections to reform strategies related to the required leading indicators for schools receiving SIG funds.</p>						
SBR Practice to Address Goal:		1. Data analysis for School Improvement (Lashway, 2002; Clements, 2000; Jandris, 2001; American Association of School Administrators, 2002; Bernhardt, 2004)						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Continue to collect and report data from the 9 metrics that constitute the leading indicators. (10.1)	<ul style="list-style-type: none"> District Turnaround Leader District Turnaround Team SIG Supervisor-Assessment and Evaluation Principal School Staff Members 	<ul style="list-style-type: none"> LEA Resources SIG Funds 	<ul style="list-style-type: none"> Documentation related to development and implementation to collect and report data. 	X	X	X	X

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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. (10.2)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Supervisor – Assessment and Evaluation • Principal • School Data Team • School Staff 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Documentation related to schedule meetings to review and analyze multiple sources of student data 	X	X	X	X
3	Continue to implement policies that require and support routine use of multiple sources of student data and a multi-tiered assessment system. (10.2)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Supervisor – Assessment and Evaluation • Principal 	<ul style="list-style-type: none"> • LEA Resources 	<ul style="list-style-type: none"> • Documentation related to development and implementation of district-approved policies and support 	X	X	X	X

**ACTIVITY PLAN
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LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

SIG Permissible Activity – 11 Turnaround		A new school model (e.g. themed, dual language academy)						
SMART Goal #11:		The school will continue its vision and mission of and a “themed academy model” for the “visual and performing arts”. 100% of students attending Fred W. Martin Center for the Arts will participate in one of the visual and performing arts program offered.						
Indicators of Success:		1. All schools will participate in a “themed academy model” for the visual and performing arts as measured by their participation in performances and portfolio documenting their growth.						
SBR Practice to Address Goal:		1. The Benefits of Themed Schools (Weertz, 2002) 2. Career Academies: A Proven Strategy to Prepare High School Students (Stern, Dayton, and Raby, 2010)						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1.	Continue to implement the structures, programs and curriculum for the Themed Academy Model that focuses on the “Arts” as the overarching theme for its redesign as an “Arts Academy”. (11.1)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Academic Supervisor • Principal • Teacher Leaders • Visual/Performing Arts Dept. Supervisors • CAAC 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Master Schedule • Artists in Residencies • Extended Learning Time • Application 	X	X	X	X
2.	Review and revise, as needed, the school vision for alignment with the school’s themed academy model for the visual, media or performing arts, and a rigorous core academic curriculum for grades 9-12. (11.1)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Team • Principal • Teacher Leaders • CAAC • Teachers • Arts Partnerships • Curriculum and Instruction Dept. 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Post vision of the school in classrooms and hallways and in student application • CAAC 	X	X	X	X

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		Supervisors						
3	Provide all necessary resources to support the coordination, monitoring, implementation, and effectiveness of a themed “Academy Model” for the visual , media, and performing arts (11.1)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Team • Principal • Teacher Leaders • Teachers • Arts Partnerships • Curriculum & Instruction District Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Program materials and resources 	X	X	X	X
4	Continue to implement the school’s themed academy model for the visual, media and performing arts that encourages students to explore community issues and make critical choices artistically in a performance that showcases the creative lives of student collaboration and inspire the embodiment of social justice through an interdisciplinary performing arts approach. (11.1)	<ul style="list-style-type: none"> • Provide all necessary resources to support 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Program materials and resources 	X	X	X	X
5.	Ensure that all students create portfolios demonstrating their work products and performances or exhibitions. (11.1)	<ul style="list-style-type: none"> • District Turnaround Leader • SIG Team • Principal • Art Teachers • District Art Supervisor • Curriculum and Instruction Dept. Supervisors 	<ul style="list-style-type: none"> • LEA Resources • SIG Funds 	<ul style="list-style-type: none"> • Student Proffolios 	X	X	X	X

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LEA: Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

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BUDGET AMOUNT AND NARRATIVE

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

BUDGET NARRATIVE

School Name:	Year 3		
	Approved in Original 2010-2011 Application	2011-2012 Requested	Estimated Amount To Be Carried Over from 2010-2011
LEA (5% administrative)			
School Fred W. Martin Center for the Arts		\$2,000,000	
Final 2011-2012 Budget Request	\$1,998,640		
Year 3 Estimate			

BUDGET NARRATIVE

Year 3 Budget Narrative including the estimated carryover

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

Amount 100-100

Description: Funding allocation for the 100-100 account is inclusive of the following salaries: Teacher, Teacher Assistant, Para-professionals for the extended learning time, stipends for teacher leaders and training, stipends for MCATS – Martin Center for the Arts Test Success Program

BUDGET AMOUNT AND NARRATIVE

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

for 13 Saturdays, stipends for peer coaching for new staff and professional development/committees for staff members. Also included is the cost for teachers to plan and participate in Family Nights. Ten nights are planned for the year, which include, but not limited to Language arts, math, science, social studies, welcome back to school night and family fun night.

Justification: To effectively implement the goals and activities outlined in the School Improvement Grant at the Martin Center for the Arts, salary/stipend funding has been allocated to complete the required extended learning time component of 300 hours for students. Extended learning time is directly linked to our SMART Goal 8 in which student achievement will increase by 5% on benchmark assessments in LAL and Math as a result of providing additional instruction time to our students (An additional 5 minutes has been added to each class period). To sustain and strengthen school leadership, improve student achievement and provide peer support to our new teachers, stipend funding has been allocated for Teacher Leaders, Teacher Leader Training, and peer mentors to continue to implement, facilitate and support the school wide reform strategies and differentiated instruction strategies as outline in SMART Goal 1, 4, and 7. To achieve the expectation of consistent and effective teacher instruction, funding ahs 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: \$739,370

Account 200-200

Description: Benefits

Total Amount Allocated: \$194,875

Account 200-100

Description: Funding allocation for the 200-100 account is inclusive of the following salaries/stipends: (1/3 salary) SIG Project Director, (! Full-Time) SIG Academic Supervisor, (1/3 salary) SIG Assessment/Evaluation Supervisor, (1/2 salary) Student Support Supervisor, (1/3 salary) SIG Technology Supervisor, (1/2 salary) Teacher Liaison and stipends for Administrators/Supervisors for extended learning time, MCATS program, Family Nights, and professional development opportunities.

Justification: To effectively implement the goals and activities outlined in the School Improvement Grant at the Martin Center for the Arts 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 and building level administration 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: \$485,106

BUDGET AMOUNT AND NARRATIVE

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Account 100-300

Description: Funding allocation for the 100-300 account includes contracting with a service provider to provide cleaning of the costumes for the Visual and Performing Arts, Music and Dance Small Learning Communities.

Justification: As a “themed center for the arts models” for the visual and performing arts students, it is imperative to preserve the costumes purchased for dress rehearsals and live performances as outlines in SMART Goal 11.a

Total Amount Allocated: \$1,000

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: \$129,600

Account100-600

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: desktop computers, cameras, laptop computers, supplemental software, ink, magazine subscription, electronic readers for student reading, costumes for student performance/plays. In addition supplemental materials are needed for differentiated instruction for students in Pre-K – 5.

Justification: In an effort to differentiate instruction and support the individual academic needs of our students materials such as laptop computers, supplemental software will be purchased to achieve our goal of having a minimum of 75% of our instructional staff effectively use multiple evaluation and assessment practices to inform the instructional program and modify instruction to meet their students needs. Funding has also been allocated to enhance the costume selection in the Visual and Performing Arts Department. As a “themed academy model” for the visual and performing arts it is imperative to provide our students with the necessary apparatus to bolster enthusiasm and enhance stage productions as outlined in SMART Goal 11.

Total Amount Allocated: \$202,859

Account 200-600

Description: Funding for materials purchased in the 200-600 account include smart response system, materials/workshops for the parent resource center and the purchase of professional books for staff members.

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BUDGET AMOUNT AND NARRATIVE

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Justification: The purchase of smart response systems will allow for staff to effectively use multiple evaluation and assessment practices; professional books on improving teacher practice and will be distributed to staff for self assessment and professional growth as well as professional book clubs.

Total Amount Allocated: \$25,000

Account 400-732

Description: Funding has been allocated for technology items and instruments in excess of \$2,000 such as Apple IMAC Computers, MacBook, Cannon Camera Kit,

Justification: The purchase of Apple IMAC computers will enhance instruction and will allow for multiple evaluation and assessment practices to inform the instructional program and modify instruction to meet the individual; needs of the students as outlined in SMART Goal 6. To provide additional instruments for the increasing number of students who wish to study instrumental music.

Total Amount Allocated: \$40,586

Account 100-500

Description: Funding has been allocated for a student leadership retreat, refreshments for parent workshops\ and family nights, subscription renewal fees for supplemental learning (A+ Aventa) licenses for “at risk” students.

Justification: To meet the needs of our students, and to adhere to the recommendations from our mid-year report, a variety of materials and supports will be purchased to increase student achievement and address the social/emotional needs of our students. A student leadership retreat has been included to build leadership skills, self-esteem, survival and safety skills. Skills learned on the retreat will be applied in student leadership roles for the 2012-2013 school year as outlined in Goal 8.

Funding has also been allocated to support our academic at-risk students in reaching their maximum potential by renewing the licenses for A+ Learning which meet our needs for tier 2/3 interventions.

Total Amount Allocated: \$41,251

Account 100-800

Description: Funding has been allocated for admission fees and gift cards for student incentives.

Justification: A budget for admission fees will enable students to attend live performances that match what they are studying 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 9.

Total Amount Allocated: \$82,753

Account 200-800

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BUDGET AMOUNT AND NARRATIVE

LEA : Jersey City Public Schools

Name of School: Fred W. Martin Center for the Arts

Description: Funding has been allocated for staff mini-grants.

Justification: In an effort to retain quality staff members, mini-grant funding (based on student achievement) will be available for professional growth and expanding classroom resources as well as perfect attendance incentives.

Total Amount Allocated: \$27,500.

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 8.

Total Amount Allocated: \$26,100

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BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100
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NGO TITLE: School Improvement Grant

SCHOOL NAME:

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 full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	Stipends for All Teachers/Teacher for Extended Year Classes (2:45-3:45 Monday-Friday)	Extended Year as per 1/10 th of teacher salary as per contractual agreement. (\$5,000-\$12,000 salary range) x 174 days	\$386,588
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	Stipends for 2 Teacher Assistant for Extended Day Classes (2:45-3:45 Monday-Friday)	1 Teacher Assistant X \$40/per hr for 174 days for Extended Year \$6,960 3 Teacher Assistants X \$40 x= \$20,880	\$20,880
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	Stipends for Instructional Liaison for Extended Day Classes (2:45-3:45 Monday-Friday)	1 Instructional Liaison X \$40/per hr for 174 days for Extended Year x 1/3 of time = \$2,320	\$2,320
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	Stipends for 1 paraprofessionals to work Extended Day Classes (2:45-3:45 Monday-Friday)	1 Paraprofessional x \$14/hr x as per contractual agreement. 2 Paraprofessional x \$14 per hr x 174 days = \$4,872	\$4,872
Goal 8 Obj. 8.1, 8.3 Act 5,7,8	100-100	Stipends for Newly Assigned Teachers for Professional Development on the Teacher Evaluation Pilot and Orientation In August 2012	1 Teacher x \$40/hr. X 25 hrs. = \$1,000 Up to 14 teachers x 25hrs = \$14,000	\$14,000

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 8 Obj. 8.1, 8.3 Act 5,7,8,9	100-100	Stipends for 10 Teachers and 1 Head Teacher for Extended Learning Program VPA/NJPAC/Kennedy Dancers or Similar Type of Providers from October 2012 – May 31, 2013	1 Teacher X\$40/hr X 125 days max (1.5 hr. daily) = \$7,500 1 Head Teacher X \$42 x 125 days max (1.5 hr. daily) = 7,875 10 Teachers x \$40 hr x 125 days (1.5 hr. daily) = \$75,000	\$82,875
Goal 8 Obj. 8.1, 8.3 Act 5,7,8,9	100-100	Stipends for 1 Paraprofessionals for Extended Learning Program VPA/NJPAC/Kennedy Dancers or Similar Type of Providers from October 2012 – May 31, 2013	1 Paraprofessional x \$14/hr x <u>125</u> days (1.5 hr. daily)= \$2,625	\$2,625
Goal 8 Obj. 8.1, 8.3 Act 5,7,8,9	100-100	Stipends for Teacher Assistants for Extended Learning Program VPA/NJPAC/Kennedy Dancers or Similar Type of Providers from October 2012 – May 31, 2013	1 Teacher Assistant X \$40 per hr <u>125</u> days (1.5 hr. daily)= \$7,500 2 Teacher Assistants = \$15,000	\$15,000
Goal 1 Obj. 1.5 Act 2,3,10,12,13 Goal 8 Act 6,8,11	100-100	Annual stipends for 9 Teacher Leaders for Additional Training/ Assigned Leadership Duties as part of School Improvement Team (SIT). (150 hours max. Sept. 2012-Aug. 2013)	1 Teacher Leader Stipend X \$42/hr X 150 hrs max = \$6300. 8 Teacher Leader s X \$42/hr X 150 hrs max = \$56,700	\$56,700

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

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Goal 1 Obj. 1.5 Act 2,3,10,12,13 Goal 8 Act 6,8,11	100-100	Annual stipends for 9 Teacher Leaders for Additional Training/Assigned Duties as part of School Improvement Team from (Sept 2012-January 2013), up to 20 hrs per teacher	1 Teacher Leader x \$42hr/ x 5 hrs x 5 days = 25 hours 9 Teachers x \$42hr. x 5 hrs. x 5 days = \$9,450	\$9,450
Goal 8 Obj.1 Act 4, 9,10,	100-100	Stipends for 16 Teachers to work the (MCATS) Martin Center for the Arts Test Success Program up to 12 Saturdays from February 2012-May 2012	1 Teacher x \$40/hr x 5 hrs x 13 days = \$2,600 16 Teachers x \$40/hr. x 5 hrs x 13 days x 5hrs. = \$41,600	\$41,600
Goal 8 Obj.1 Act 4, 9,10,	100-100	Stipends for 1 Teacher Assistant and to work the (MCATS) Martin Center for the Arts Test Success Program up to 12 Saturdays from February 2012-May 2012 12 Teachers	1 Teacher Assistant x \$14/hr x 5 hrs x 13 days = \$910 1 Teacher Assistant x \$14/hr. x 5 hrs x 13 days x 5hrs. = \$910	\$910
Goal 3 Obj. 3.5 Act 5	100-100	Stipends for Instructional Staff Members for Mentoring and Peer Coaching of New and Veteran Staff for Continuous Enhancement of Professional Competencies.	1 teacher mentor X \$500 stipend/per year =\$500 7 teacher mentors X \$500 stipend/per year =\$3,500	\$3,500
Goal 9 Obj.2.1, 3.1 Act 2, 5, 8, 11, 13	100-100	Stipends for instructional staff members to participate in Family Nights (10 nights) from Sept 2012-June 2013, up to 2.5 hrs per night	1 Teacher x \$40/hr x (1 hour planning/preparation + 1.5 hrs presentation = \$100 1 night x 25 teachers = \$2,500 9 night x 15 teachers = \$13,500	\$16,000

S-10**BUDGET DETAIL FORM A***Personal Services - Salaries**Function & Object Codes 100-100 and 200-100***REVISED 5/14/12**Date: May 10, 2012**Page 172 of 192**

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 9 Obj.2.1, 3.1 Act 2, 5, 8, 11, 13	100-100	Stipends for 1 paraprofessional to participate in Family Nights (10 nights) from Sept 2012-June 2013, up to 2.5 hrs per night	1 paraprofessional x \$14/hr x (1 hour planning/preparation + 1.5 hrs presentation = \$35 10 nights = \$350	\$350
Goal 4 Obj. 4.1, 4.2, 4.3, 4.4 Act 6,7	100-100	Stipends for Instructional Staff Members to participate in Professional Development Opportunities such as: Data, Instructional Strategies, PLC's, Exemplar Development, Curriculum Mapping, Teacher Evaluation Training, and Leadership Training	Not to exceed 50 hours per Instructional Staff member for school year 2012-2013.	\$75,000
Goal 8 Obj.8.1, 8.3 Act 5,7,8	100-100	Stipends for Teacher Assistants to work during July 2013 on professional development, up to 10 days	1 Teacher Assistant x \$40 x 5 hrs/day x 10 days = \$2000 3 Teacher Assistants = \$6,000	\$6,000
Goal 8 Obj.8.1, 8.3 Act 5,7,8	100-100	Stipends for Paraprofessionals to work during July 2013 on professional development, up to 10 days	1 Paraprofessional x \$14 x 5 hrs/day x 10 days = \$700 1 Paraprofessional \$700	\$700
Goal 1 Obj. 1.1 Act. 1 Adm.	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

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 1 Obj. 1.1 Act. 2	200-100	SIG Academic Supervisor	1 SIG Supervisor- Curriculum/Instruction/PD Annual Salary (\$112,648) x 100% time =\$112,648	\$112,648
Goal 1 Obj. 1.1 Act. 2	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. 2 Adm	200-100	SIG Supervisor- Personalized Student Support Services(RTI)	1 Supervisor- Student Support Services (RTI) Annual Salary (\$96,514) x 50% time =\$48,257 of Time to be spend at MCA implementing SIG Grant Requirements	\$48,257
Goal 1 Obj.1.1 Act 2	200-100	SIG Supervisor – Technology	1 SIG Supervisor – Technology- Annual Salary (\$83,000) – 1/3% of Time to be spend at MCA implementing SIG Grant Requirements	\$27,667
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
Goal 8 Obj. 8.1 , 8.3 Act 5,7,8	200-100	Stipends for 2 Administrators for Extended Learning Program VPA/NJPAC/Kennedy Dancers or Similar Type of Providers from October 2012 – May 31, 2013	1 Administrator X\$60/hr X 125 days max (2 hr. daily) = \$15,000 2 Administrators x \$60 hr x 125 days (2 hr. daily) =\$30,000	\$30,000
Goal 8 Obj. 8.1,8.3 Act. 5,8	200-100	Stipends for Administrators/Supervisors to work the Extended Year Classes from Sept 2012-June 2013	1 Administrator x \$60 per hr/up to 2 hours per day from Sept 2012 – June 2013 2 administrators x \$20,880 = \$41,760	\$41,760

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 9 Obj.2.1, 3.1 Act 2, 5, 8, 11, 13	200-100	Stipends for Administrators/Supervisors to participate in Family Nights (10 Nights) from September 2011-June 2013	1 Administrator /Supervisor x \$60/hr x 1.5 hours x 10 nights = \$900 4Administrators x 10 nights = \$3,600	\$3,600
Goal 4 Obj. 4.1, 4.2, 4.3, 4.4 Act 6,7	200-100	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	Additional stipends for Administrative Team (principal, vice principals) and District Turnaround Team (director, supervisors) for school year 2012-2013.	\$60,000
Goal 8 Obj.1 Act 4, 9,10,	200-100	Stipends for 5 Administrators to coordinate MCATS - Martin Center for the Arts Test Success Program up to 13 Saturdays from January 2012-May 2012	1 Administrator X \$60/hr x 5 hrs x 13 days = 65 hours 5 Administrators x \$60hr x 13 days = \$19,500	\$19,500
Goal 8 Obj.8.1, 8.3 Act 5,7,8	200-100	Stipends for Administrators to work during July 2013 on professional development, up to 10 days	1 Administrator x 1/209 th of salary x 10 days 1 Principal, 1 Assistant Principal, 2 Supervisors	\$25,000

BUDGET DETAIL FORM B

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

REVISED 5/14/12Date: May 10, 2012Page **175** of **192****NGO TITLE: School Improvement Grant****SCHOOL NAME: Fred W. Martin Center for the Arts**

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 ----- %	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	3,564					267		15.2%	7,731
SIG Supervisor – Curriculum/ Instruction/PD	112,648	9,209	7,874					9,302		22.9%	26,385
SIG Supervisor- Assessment and Testing	30,195	2,310	2,110					6,880		37.4%	11,300
SIG Supervisor-Student Support Services(RTI)	48,257	3,692	3,373					9,935		35.2%	17,000
SIG Supervisor- Technology	27,667	2,117	1,934					5,506		34.5%	9,557
SIG Teacher Liaison	35,492	2,715	2,481					5,834		31.1%	11,030
Stipends for all Teachers for Extended Year Classes (2:45-3:45 Monday-Friday)	386,588	29,573	27,022							14.6%	56,595
Stipends for 2Teacher Assistants for Extended Year Classes (2:45-3:45 Monday-Friday)	20,880	1,586								14.6%	1,586

BUDGET DETAIL FORM B

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

REVISED 5/14/12Date: May 10, 2012Page **176** of **192**

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Stipends for newly hired teachers for professional development and orientation in August 2012	14,000	1,071								7.65%	1,071
Stipends for 3 Paraprofessionals for Extended Year Classes (2:45-3:45 Monday-Friday)	4,872	1373								7.65%	373
Annual Stipends for 9 Teacher Leaders for Additional Assigned Leadership Duties as part of SLT	56,700	4,366								7.65%	4,366
Stipends for 9 Teacher Leaders to attend "Ongoing Teacher Leader Training (Sept 2010-May 2011)"	9,450	722								7.65%	722
Stipends for Administrators /Supervisors for Extended Learning Program up to 2 hours	41,760	3,195								7.65%	3,195

BUDGET DETAIL FORM B

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

REVISED 5/14/12Date: May 10, 2012Page **177** of **192**

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
per day from Sept 2012- June, 2013											
Stipends for 10 Teachers and 1 Head Teacher for Extended Learning Program VPA/NJPAC/Kennedy Dancers or similar type of Providers from October 2012 through May 2013 from 3:45- 5:15	82,875	6,340								7.65%	6,340
Stipends for 1 Paraprofessional for Extended Learning Program VPA/NJPAC/Kennedy Dancers or similar type of Providers from October 2012 through May 2013 from 3:45- 5:15	2,625	201								7.65%	201
Stipends for 16 Teachers to work the MCATS - Martin Center for the Arts Test	41,600	3,182								7.65%	3,182

BUDGET DETAIL FORM B

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

REVISED 5/14/12Date: May 10, 2012Page **178** of **192**

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Success Program up to 13 Saturdays from February 2012-May 2012											
Stipends for 1 Teacher Assistant to work the MCATS - Martin Center for the Arts Test Success Program up to 13 Saturdays from February 2012-May 2012	910	70								7.65%	134
Stipends for 5 Administrators to coordinate MCATS - Martin Center for the Arts Test Success Program up to 13 Saturdays from January 2012-May 2012	19,500	1,492								7.65%	1,492
Stipends for custodial workers to work the (MCATS) Martin Center for the Arts Test Success Program up to 12 Saturdays from	2,915	230								7.65%	230

BUDGET DETAIL FORM B

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

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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
February 2012-May 2012											
Stipends for 1 security guard to work the (MCATS) Martin Center for the Arts Test Success Program up to 12 Saturdays from February 2012-May 2012	2,783	213								7.65%	213
Stipends for instructional staff members to participate in Family Nights (10 nights) from Sept 2012-June 2013, up to 2.5 hrs per night	16,000	1,224									1,224
Stipends for 1 paraprofessional to participate in Family Nights (10 nights) from Sept 2012-June 2013, up to 2.5 hrs per night	350	27									27
Stipends for Administrators/Supervis	3,600	275									275

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

Date: <u>May 10, 2012</u> Page 180 of 192

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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA <u>7.65%</u>	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
ors to participate in Family Nights (10 Nights) from September 2011-June 2013											
Stipends for 1 security guard to participate in Family Nights (10 Nights) from September 2011-June 2013	645	49									49
Stipends for 30 Instructional Staff Members to work during July 2013 on professional development, up to 10 days	60,000	4,590									4,590
Stipends for Teacher Assistants to work during July 2013 on professional development, up to 10 days	6,000	459									459
Stipends for Paraprofessionals to work during July 2013 on professional	700	49									49

BUDGET DETAIL FORM B

Personal Services – Employee Benefits

Function & Object Code 200-200

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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
development, up to 10 days											
Stipends for Administrative Staff Members for to work during July 2013 on professional development, up to 10 days	25,000	1,913									1913
Stipends for Instructional Staff Members to participate in Professional Development Opportunities such as: Data, Instructional Strategies, PLC's, Exemplar Development, Curriculum Mapping, Teacher Evaluation Training, and Leadership Training	75,000	5,738									5,738
Stipends for Instructional Staff Members for Mentoring	3,500	268									268

BUDGET DETAIL FORM B

Personal Services – Employee Benefits

Function & Object Code 200-200

REVISED 5/14/12

Date: May 10, 2012
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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA <u>7.65%</u>	TPAF ----- %	PERS ----- %	WRKR'S COMP ----- %	UNEMPLY. ----- %	DISABIL. ----- %	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
and Peer Coaching of New and Veteran Staff for Continuous Enhancement of Professional Competencies											
Stipends for Instructional Liaison for Extended Day	2,320	180								7.65%	180

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BUDGET DETAIL FORM C

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

REVISED 5/14/12

Date: May 10, 2012

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NGO TITLE: School Improvement Grant

SCHOOL NAME: Fred W. Martin Center for the Arts

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 11 Obj. 11.1 Act. 4	100-300	Contract with a Service Provider <ul style="list-style-type: none"> • To provide cleaning or refurbishing of SIG purchased costumes for VPA, Dance and Music Department 	\$1000/year	1 Year	1,000
Goal 8 Obj. 8.2 Act.6	200-300	Contract with a Service Provider <ul style="list-style-type: none"> • To implement “Arts Residencies” for students and teachers to experience the performing arts through close interaction with professional artists. Contract with a provider who offers a challenging and nurturing environment where children discover the creativity, self-expression, and fundamental educational value of the performing arts. 	\$9,0000 per residency	2 X A YEAR	36,000
Goal 2 Act. 1,2	200-300	Contract with Teachscape <ul style="list-style-type: none"> • To provide software tools for classroom observation and evaluation, online learning content based on authentic teaching practice, and professional services for support in structuring professional development and implementing school turnaround. 	\$1500/day	5 days	7,500

S-12

BUDGET DETAIL FORM C

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

REVISED 5/14/12

Date: May 10, 2012

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 6 Obj.6.4 Act 3 Goal 4 Obj. 4.1,4.2,4.3,4.4 Act. 1,4,5,6	200-300	Contract With Holt MacDougall <ul style="list-style-type: none"> Contract with Service Provider to provide support and professional development in the implementation of the new language arts curriculum 	\$,3,000	2 day	6,000
Goal 1 Obj. 1.5 Act 2,3,10,12,113 Goal 8 Act 6, 8,11	200-300	Contract with Service Provider <ul style="list-style-type: none"> Contract with service provider for Leadership Training for teacher leaders. 	\$1500 per day	5days	7,500
Goal 4 Obj. 4.1, 4.2, 4.3, 4.4 Act. 1, 4, 5,,6 Goal 6 Obj. 6.4 Act. 3	200-300	Contract with Service Provider <ul style="list-style-type: none"> Contract with Service Provider to purchase Curriculum Spine for Language Arts and Math 	\$1500 per day	60 days	90,000
Goal 4 Obj. 4.1, 4.2, 4.3, 4.4 Act. 1, 4, 5,,6 Goal 6 Obj. 6.4 Act. 3	200-300	Contract with Service Provider <ul style="list-style-type: none"> Contract with Service Provider to provide additional training on implementation on the newly adopted curriculum in language arts and math – Grades K-8. 	\$3,500 per day	4 days	14,000

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BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

REVISED 5/14/12

Date: May 10, 2012

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NGO TITLE: School Improvement Grant
SCHOOL NAME: Fred W. Martin Center for the Arts
NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the <i>Discretionary Grant Application</i> 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 11 Obj. 11.1 Act. 4	100-600	Costumes – Visual, Performing & Media Arts Students Purchase student costumes to supplement the districts contribution to the Visual, Performing and Media Arts students for dress rehearsals and to perform in school level theater performances for the members of the school community and community at large. No costume will be of personal value and will be stored in the VPA Dept.	\$100	100	10,000
Goal 11 Obj. 11.1	100-600	Royalty Fee for Visual, Performing & Media Arts Live Performance Purchase the right to perform a specific play. Royalty fee to be paid by number of performances or % of ticket price if admission is charged.	\$600	2	\$1,200
Goal 8 Obj. 8.3 Act. 7,8	100-600	Notebook computers for students ,with service contract	\$844	125	\$105,500
Goal 8 Obj. 8.3 Act. 7,8	100-600	HP 6200 PRO DESKTOP Windows 7 Professional 320GB Hard Drive, Adaptec Firewall/1394 PCI HP Wireless 802.11 b/g/n PCIe x 1 Card	\$733	8	\$5,864
Goal 8 Obj. 8.3 Act. 7,8	100-600	18.5 Widescreen Monitor S1933- LCD-X1311AA	\$115	7	\$805
Goal 8 Obj. 8.3 Act. 7,8	100-600	20” widescreen Monitor LE2002 –LCD-LL76348	\$140	1	\$140

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BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

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Date: <u>May 10, 2012</u> Page 186 of 192

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Supplemental materials for Reading Street Intervention for grades K-5- \$1,000 per classroom	\$1,000	10	\$10,000
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Supplemental Assessment for Student Growth Model	\$10,000	1	\$10,000
Goal 8 Obj. 8.3 Act. 7,8	100-600	Bretford Mobility Cart 20 (for laptops)	\$1400	4	\$5,600
Goal 8 Obj. 8.3 Act. 7,8	100-600	Tablets for use as electronic readers and research vehicles and development of 21 st century technology and communication skills	\$100	100	\$10,000
Goal 8 Obj. 8.3 Act. 7,8	100-600	Purchase Application to load district core novels and enrichment reading onto tablets.	\$10	125	\$1,250
Goal 8 Obj. 8.3 Act. 7,8	100-600	Document Camera <ul style="list-style-type: none"> • To display student work .-Cameras to be used in all content area classes 	\$1,200	20	\$24,000
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Magazine Subscription Scholastic Magazines for Math – 1 year subscription – Gr. 2-8	\$9	375	\$3,375
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Magazine Subscription Scholastic Magazines for Language Arts– 1 year subscription- Gr. 2-8	\$9	375	\$3,375
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Magazine Subscription Scholastic Magazines for Social Studies– 1 year subscription- Gr. 2-8	\$9	375	\$3,375
Goal 8 Obj. (8.1, 8.2) Act, 3,7	100-600	Magazine Subscription Scholastic Magazines for Science – 1 year subscription- Gr. 2-8	\$9	375	\$3,375

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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 9 Obj. 9.1 Act 7	100-600	Interior Signage <ul style="list-style-type: none"> To display signs located outside of classroom door, identifying teachers' names, grade levels and course work as recommended in the NJPIRC Report 	\$5,000	1	\$5,000
Goal 9 Obj. 9.1 Act. 5,8	200-600	To purchase materials and resources for parent workshops/parent resource center for Grades Pre-8. (20 workshops per year)	\$500	20	\$10,000
Goal 2 Act 3	200-600	To purchase "Implementing the Framework and Enhancing Professional Practice by Charlotte Danielson	\$75	60	\$4,500
Goal 2 Obj. 2.4 Act 4, 11, 12	200-600	Triumph Learning ASK Coach Workbooks for Language Arts	\$15	200	3,000
Goal 2 Obj. 2.4 Act 4 11.12	200-600	Triumph Learning ASK Coach Workbooks for Mathematics	\$15	200	3,000
Goal 2 Obj. 2.4 Act 4, 11, 12	200-600	Brother All-In One Ink Cartridges for printer/copier	\$30	150	\$4,500

S-14
BUDGET DETAIL FORM E
Equipment
Function & Object Codes 400-731 and 400-732
REVISED 5/14/12

Date: May 10, 2012
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NGO TITLE: School Improvement Grant	
SCHOOL NAME:	
NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the <i>Discretionary Grant Application</i> 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 Act. 1, 2	400-731	Graphic Arts Room MacBook Pro 17-inch: 2.4GHz Quad-Core Intel Core i7 2.4GHz Quad-core Intel Core i7 *GB 1333 MHz DDR3 SDRAM-2X4GB Serial ATA Drive @ 7200 rpm SuperDrive 8x (DVD=R.DL//DVD+RW/CD-RW) MacBook Pro 15i nch Glossy Widescreen Display Apple Mini Display Port to VGA Adapter Backlit Keyboard w/AppleCare Protection Plan Included	2,792	1	2,792
Goal 11 Obj. 11.1 Act 1, 2, 3	400-731	Cannon EOS 5D Mark II 21. 1mp DSLR Camera Kit w/Cannon 24-105mm F/4L 2764B004	2,999	1	2,999
Goal 11 Obj. 11.1 Act 1, 2, 3	400-731	Yamaha Baritone Saxophone – Intermediate Model	2,230	1	2,239
Goal 11 Obj. 11.1 Act 1, 2, 3	400-731	Yamaha Tuba – Student model	3,218	2	6,436
Goal 11 Obj. 11.1 Act 1, 2, 3	400-731	Yamaha Clarinet – Student Model	2,640	8	21,120
Goal 9 Obj. 9.1 Act 7	400-731	Exterior Signage <ul style="list-style-type: none"> • To display signs located outside of building to indicate main entrance as per NJPIRC Report 			\$5,000

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BUDGET DETAIL FORM F

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

REVISED 5/14/12

NGO TITLE: School Improvement Grant
SCHOOL NAME:
NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the <i>Discretionary Grant Application</i> 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 8 Obj. 8.3 Act. 8,9	100-500	Supplemental Support Materials <ul style="list-style-type: none"> To provide a customized learning plan (RTI) for students in need of remediation in math and language arts. Annual charge per concurrent user license with hosting (1 year) A+Learning Program 20 student licenses 	\$27,856
Goal 8 Obj. 8.3 Act 8,9	100-500	Student Licenses for Study Island <ul style="list-style-type: none"> One year license fee for up to 500 students to utilize Study Island for NJASK Preparation 	3,395
Goal 9 Obj 9.1 Act 5,8	100-500	Family Nights <ul style="list-style-type: none"> To purchase from food service (cookies, juice, etc) for Family Nights – (1 night x 10 months) 	\$2,500
Goal 9 Obj 9.1 Act 5,8	100-500	Parent Workshops/Events <ul style="list-style-type: none"> To purchase from food service Parent Events/Dinners (i.e., Welcome Back Dinner, Awards Night, etc) 1 Dinner @\$1200 x 4 . 	\$7,500
Goal 9 Obj. 9.1,9.2 Act. 5,9,10,11	100-800	Admission Fee: Peer Leaders Admission fees for Trained Peer Leaders to attend a local cultural event as incentive for 100% attendance at peer leadership training sessions. 100 students X \$20.00 ticket price = \$2,000 8 chaperones X \$20.00 ticket price = \$160.00	\$2,160

S-15
BUDGET DETAIL FORM F

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

REVISED 5/14/12

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 11 Obj. 11.1 Act. 1,2,3	100-800	Admission Fees Admission fees for the VPA Students, Dance and Music Small Learning Community Students to attend two Broadway Performances during the 2012-2013 school year. 450 students X \$100.00 ticket price = 455,000 45 chaperones X \$100.00 ticket price = \$4,500	\$49,500
Goal 11 Obj. 11.1 Act. 1,2,3	100-800	Admission Fees Admission fees for all students to attend a local theater performance (NJ PAC < Lincoln Center) and participate in theater workshops (Attend 2 to 3 shows during the 2012-2013 school year. 450 students X \$50.00 ticket price = \$22,500 45 chaperones X \$50.00 ticket price = \$2,250	\$24,750
Goal 8 Obj.1 Act 4, 9,10,	100-800	Stipends for custodial workers to work the (MCATS) Martin Center for the Arts Test Success Program up to 13 Saturdays from February 2012-May 2012 1 custodial worker x \$44.84/hr x 5 hours x 13 days 2 custodians x 13 days = \$2,915	\$2,915
Goal 8 Obj.1 Act 4, 9,10,	100-800	Stipends for 1 security guard to work the (MCATS) Martin Center for the Arts Test Success Program up to 12 Saturdays from February 2012-May 2012 1 security guard x \$42.82 /hr x 5 hours x 13 days = \$2,783	\$2,783
Goal 9 Obj.2.1, 3.1 Act 2, 5, 8, 11, 13	100-800	Stipends for 1 security guard to participate in Family Nights (10 Nights) from September 2011- June 2013 1 Security Guard x \$43/hr x 1.5 hrs 1 Security Guard x 10 nights = \$645	645
Goal 3 Obj. 3.1 Act 2, 5	200-500	Registration fees for teachers to attend professional development workshops, up to \$200.00 per workshop.	4,000
Goal 1 Obj. 1,2 Act. 3	200-580	Travel Reimbursement (for Administrators and Instructional Staff Members) <ul style="list-style-type: none"> In accordance with NJDOE Travel Regulations reimbursement provided for travel to SIG Leadership Training Sessions and Professional Development Workshops. # of miles X .31 cents per mile + applicable tolls = \$6,000 	\$6,000

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BUDGET DETAIL FORM F

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

REVISED 5/14/12

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 9 Obj. 9.1,9.2 Act. 5,9,10,11	200-580	Bus transportation: for Student Advisory Program Bus transportation for 100 students to attend a local cultural event as incentive for 100% attendance at peer leadership training sessions.- 2 trips per year 3 buses (100 students & 12 chaperones) X \$350.00 = \$1,050	\$2,100
Goal 11 Obj. 11.1 Act. 1,2,3	200-580	Bus Transportation <ul style="list-style-type: none"> Bus transportation for students to attend two Broadway Performances during the 2012-2013 school year.- 2 trips per year Up to \$500 per bus (250 students & 30 chaperones) 6 buses X \$500 x \$3,000	\$6,000
Goal 11 Obj. 11.1 Act. 1,2,3	200-580	Bus Transportation <ul style="list-style-type: none"> Bus transportation for students to attend a local theater performance during the 2012-2013 school year.- 2 trips per year 6 buses (250 students & 30 chaperones) X \$500.00 = \$6,00 	\$6,000
Goal 11 Obj. 11.1 Act. 1,2,3	200-580	Bus Transportation <ul style="list-style-type: none"> Bus transportation for students to attend two Broadway Performances during the 2012-2013 school year.- 2 trips per year 6 buses (250 students & 20 chaperones) X \$500.00 = \$3,000 	\$6,000
Goal 3 Obj. 3.2	200-800	Incentive Program (Mini-Grants) <ul style="list-style-type: none"> To retain staff by awarding funds for professional growth and instructional enhancement based on student achievement. 25 teachers X \$1000 = \$25,000 	\$25,000
Goal 3 Obj. 3.2	200-800	Teacher Gift Card Incentive <ul style="list-style-type: none"> To reward teachers with perfect attendance on a quarterly basis with a Barnes & Noble Gift Card to purchase a professional book 25 teachers per quarter x 4 quarter x \$25.00 = \$2,500 	\$2,500

Form S-16
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY
REVISED 6/30/12

LEA Name: Jersey City Public Schools

School Name: Fred W. Martin Center for the Arts County/LEA/School Code: 17 / 2390
 / 347 /

NGO Title: School Improvement Grant (Cohort 1 - Year 3) 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)		
INSTRUCTION						
Personal Services - Salaries	100-100			718,070		718,070
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500			31,251		31,251
Supplies and Materials	100-600			183,159		183,159
Other Objects	100-800			76,410		76,410
SUBTOTAL - INSTRUCTION				1,008,890		1,008,890
SUPPORT SERVICES						
Personal Services - Salaries	200-100			491,449		491,449
Personal Services - Employee Benefits	200-200			178,628		178,628
Purchased Professional & Technical Services	200-300			176,600		176,600
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			41,150		41,150
Travel	200-580			4,060		4,060
Supplies and Materials	200-600			25,990		25,990
Other Objects	200-800			27,500		27,500
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				945,377		945,377
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			35,586		35,586
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				35,586		35,586
TOTAL COST				1,989,853		1,989,853

Richard Rosenberg
 Business Administrator/Chief Fiscal Officer

12/13/12
 Date