# Form S-1

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

**SECTION I:**

NGO#: 13-SG06-H03 Title: School Improvement Grant

| **SECTION II, PART A:** | Internal use only | School Code | Type | Region | Sequence |
|---|---|---|---|---|---|
| School #4 | | | | | |
| School Name<br>55 Clinton Street | | | | | |
| School Address<br>Paterson, NJ 07522 | | | | | |
| School City, State, Zip<br>K - 8 | | | | | |
| Grade Span of School | | | | | |

Rosalie Bespalko — 973-321-0040
School Principal Name — Phone #

Rosalie Bespalko
School Program Director Name

973-321-0040
School Program Director Telephone

rbespalko@paterson.k12.nj.us
School Program Director Fax/email

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

Duration of the Year 3 project: 9/1/13 to 8/31/14

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

Certification of Chief School Administrator — June 10, 2013 Date

**SECTION II Part B**

The school application has been duly authorized by the governing body of the Paterson Public Schools school district (county code 3 1, District Code 4 0 1 0, School Code 080).

Signature of Chief School Administrator — State District Superintendent Title — June 10, 2013 Date

Business Manager: 6/12/2013
Richard J. Kilpatrick — Phone: 973-321-0703 — Fax: 973-321-0899

## 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 State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Paterson Public Schools
Applicant LEA

Don W. Evans 6/10/13
Signature: *Chief School Administrator*

School 4
Applicant School

Rosalie Bezpalko
Signature: *Principal*

June 10, 2013
Date

# Form S-2

## Documentation of Federal Compliance (DUNS/SAM) Form

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

**Part I – Applicant Organization**

| | |
|---|---|
| Organizational Name of Applicant | *Paterson Public Schools* |
| Address | *90 Delaware Ave Paterson, NJ 07503* |
| DUNS number | *079305892* |
| Expiration Date of SAM registration | *7/26/2013* |
| Congressional District | *NJ-008* |

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

| | |
|---|---|
| City | *Paterson City* |
| County | *Passaic County* |

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the System for Award Management (SAM) website, found at www.sam.gov and shall maintain a current registration throughout the grant period.*

Donnie W. Evans 6/10/13

*Signature of Chief School Administrator*

Donnie W. Evans, Ed.D, State District Superintendent
*Name and Title*

# Form S-3

**Date**: June 10, 2013



## COHORT 2 - YEAR 2 PROJECT ABSTRACT

**LEA** : Paterson Public Schools

**Name of School:** School 4

| | |
|---|---|
| **Mission** | Create a philosophy and expectation by all stakeholders in Napier Academy that all students can learn continuously at high standards. Establish the tools, skills and infrastructure necessary for full implementation of this philosophy/these expectations in Napier Academy classroom. |
| **Vision** | To provide the opportunity for the success of every child through customized approaches to achievement at high levels. |
| **Project Implementation Summary** | **Activity 1 - Governance**<br>• Hire new Principal<br>• Embrace the 8 Turnaround Principles<br>• Maintain grade span houses (K – 2, 3 – 5, 6 – 8)<br>**Activity 2 - Evaluation**<br>• Implement Focal Point teacher evaluation tool<br>• Continue to convene a District Evaluation Advisory Committee<br>**Activity 3 - Incentives**<br>• Develop teacher, student and parent incentives utilizing rubrics and a teacher-led Visionary Team on Incentives<br>**Activity 4 – Professional Development**<br>• Provide job-embedded professional development through partnership with external provider<br>• Implement professional learning communities for teachers and instructional assistants<br>**Activity 5 – Recruit and Retain Staff**<br>• Maintain Reading Specialist and Teacher Mentor of Data Analysis<br>• Fund Teacher Mentor of Climate and Culture<br>• Hire additional staff of a Math Intervention Teacher<br>• Provide opportunities to develop instructional leadership capacity<br>• Provide non-monetary incentives for performance<br>**Activity 6 – Use of Data**<br>• Maintain Data Analysis Coach<br>• . Provide training in use of data on STAR Assessments, Performance Matters<br>**Activity 7a – Increase Learning Time**<br>• Extend school day and year by 300 hours<br>• Maintain parent coordinator to ELO to provide additional support for parents and community members<br>**Activity 7b – Create Community-oriented Schools**<br>• Continue implementation of the Full Service Community Schools model<br>**Activity 8 – Provide Administrator Autonomy**<br>• Provide operation flexibility in areas of staffing, scheduling and budgeting<br>**Activity 9 – Data Collection**<br>• Continue to collect assessment data through Performance Matters and STAR Assessments<br>• Collect evaluation data through web-based management system |

# Form S-4

## STAKEHOLDER PARTICIPATION

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

| Stakeholder Meetings | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Date** | **Location** | **Topic** | **Number Attending** | **Agenda on File** | | **Minutes on File** | |
| January 9, 2013 | Central Office | Internal District Committee SIG Surveys Needs Assessment | 7 | Yes | | No | |
| January 25, 2013 | School #4 | On-site Visit/SIG Surveys Needs Assessment | Unknown | No | | No | |
| March 6, 2013 | Central Office | SIG Survey Needs Assessment | 13 | Yes | | No | |
| March 8, 2013 | Central Office | Review of Teachscape contract for 2013-2014 School Year | 6 | Yes | | No | |
| March 15, 2013 | Central Office | Paterson SIG Planning with Teachscape | 8 | Yes | | No | |
| April 11, 2013 | Central Office | Rosie Grant – Facilitator of Teacher Focus Groups | 4 | No | | No | |
| April 12, 2012, 2013 | Central Office | Renewal of Teachscape contract for 2013-2014 | 5 | Yes | | No | |
| April 17, 2013 | Central Office | Internal District Committee SIG Renewal Application | 12 | Yes | | No | |
| April, 25, 2013 | Central Office | SIG Application Review | 5 | Yes | | No | |
| April 30, 2013 | School 4 Teachers Room | Teacher Focus Group | | Yes | | No | |
| May 8, 2013 | Central Office | Internal District Committee SIG Renewal Application | 10 | Yes | | No | |
| May 16, 2013 | Central Office | SIG Application Review Executive Director/Principal Coach | 3 | Yes | | No | |
| May 17, 2013 | Central Office | SIG Application Review Executive Director/Principal Coach | 4 | Yes | | No | |
| May 24, 2013 | Central Office | LEA/School SIG | 2 | | | | |

**Form S-4**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Implementation Report for 2013-2014 | | | | | |
| June 3, 2013 | Central Office | SIG Renewal Update with NTO | 7 | Yes | | No | |
| June 5, 2013 | Central Office | Internal District Committee SIG Renewal | 10 | Yes | | No | |
| June 10, 2013 | Central Office | Union Review | 9 | Yes | | No | |
| | | | | | | | |

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

| | |
|---|---|
| Describe how stakeholders are involved in model implementation on an on-going basis. | In anticipation of the SIG renewal application, the district along in collaboration with the two (2) SIG Schools conducted a comprehensive needs assessment process. In addition to the disaggregation and analysis of all formative and summative student assessment data, an extensive stakeholder engagement process was conducted, including community meetings, teacher focus groups, student surveys, parent surveys, staff surveys and school walk throughs.<br><br>**SIG/Partners in Education (PIE) Meetings**<br>Nine SIG Community/PIE meetings were held for School #4 stakeholders on Oct 9, 2012, Nov 13, 2012, Dec 11, 2012, Jan 8, 2013, Feb 12, 2013, Mar 12, 2013, Apr 9, 2013, May 14, 2013, June 11, 2013<br><br>SIG Community/PIE meetings are informational meetings held on a monthly basis where parents and staff discuss concerns that affect their children, such as the new assessment data, overall academic progress, attendance, and bullying. Information regarding how the data is used in the school on behalf of students and families is shared with parents as well.<br>• Publicity: Flyers for the meeting were sent home in students' backpacks as well as hung around schools. School principals notified all students' households using the EdConnect automated phone messaging system.<br>• Format and content:<br>o The Community/PIE meetings was conducted by the School # 4 Full Service Community School Director in order to ensure that parents, grandparents, caretakers, family members and other interested community members would feel comfortable voicing their opinions about sensitive topics.<br>o Facilitators encouraged, but did not require, participants to sign in and ensured attendees that while the content of their comments would be used to shape the SIG |

**Form S-4**

| | |
|---|---|
| | program, participants' names would not be connected to specific comments<br>○ A survey was distributed to the parents in hard copy. See details on survey in survey section below.<br>• Teacher/staff focus groups<br>○ Conducted at each of the two (2) SIG schools, small groups of teachers and staff members met with outside consultants from Paterson Education Fund.<br>○ Volunteer participants included teachers from various grade levels and subject areas such as: special education, bilingual, and resource teachers and instructional support educators such as instructional coaches.<br>○ Facilitators posed questions revolving around three (3) topics: student support services (co-curricular and after-school activities), parent/family involvement, and professional development.<br>Surveys:<br>• Student surveys<br>○ Students at all grade levels from Kindergarten to 8th grade were surveyed;<br>○ Surveys were administered electronically and the results were tabulated by the NJDOE/RACs.<br>○ Questions focused on academics, school improvement as a result of the grant, the extended learning opportunity, technology usage, school environment, discipline and safety, academic expectations, and school activities.<br>• Staff surveys<br>○ Surveys were administered electronically and the results were tabulated by the NJDOE/RACs.<br>○ Questions focused on benefits and resources seen from the implementation of the school improvement grant, extended learning opportunity, academic achievement, PLC participation, professional development, teacher evaluation, use of data to drive instruction, incentive system, parental involvement, school environment and safety, and school culture.<br>• Parent surveys<br>○ Surveys were made available in English and Spanish.<br>○ Surveys were distributed at parent /teachers conference, made available at a table in the front of the school, and sent home in students' backpacks.<br>Questions focused on school safety and environment, extended learning opportunity, technology, parental involvement, and types of activities offered to parents |

# Form S-5

# PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

**Student Achievement – Data Analysis**

Early Literacy

STAR Early Literacy scores represent how well a student in Kindergarten and Grade 1 understands concepts and possesses specific skills that are important in the development of reading ability. Literacy classifications are the stages of literacy development measured in STAR Early Literacy and associated with scaled scores: emergent reader (300–674), transitional reader (675–774), and probable reader (775–900). These stages are an easy way to monitor student progress. These scores represent a snapshot of achievement at a specific point in time. Students in kindergarten and grade one are assessed in the fall, winter and spring. The following data consists scores derived from the fall and winter administration of this assessment.

Additionally, a Literacy domain score, which is a criterion-referenced score that covers 41 literacy skills, indicates that a majority of SIG school students in Kindergarten were successful in General Readiness and Graphophonemic Knowledge and showed the most difficulty in Structural Analysis, Vocabulary, Phonics, Comprehension and Phonemic Awareness. For Grade 1, students showed General Readiness and Graphophonemic Knowledge on average, but they also struggled with Structural Analysis, Vocabulary, Phonics, Comprehension and Phonemic Awareness.

Literacy

Student literacy performance was analyzed using STAR Assessment results and NJASK results for each school. STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. Students in grades 2-8 are assessed in the fall, winter and spring. The following data consists scores derived from the fall and winter administration of this assessment. The scaled score (SS) compares student performance over time and across grades and is calculated based on the difficulty of questions and the number of correct responses. The percentile rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

In order to diagnose the root cause of the lack of academic achievement in reading among School 4/Napier and School 10 students, the district analyzed the NJASK and NJPASS scores from the previous school year, as well as the STAR assessment, Running Records and the SRI.

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

Establish Teacher's College Summer Writing Institute in August, 2014:

- Teachers
- Teacher mentors
- ELA School-Based Supervisors Utilize school-based PD in the form of:
- GLM
- PLC
- Coaching

To expand knowledge of the elements of the Writing Workshop Model

- mini-lessons
- conferencing
- anchor texts

Utilize professional development to support the teaching of phonics/phonemic awareness to young children.

- Teachers
- School Leaders

Provide consistent intervention structure for Grades K-3 following Response to Intervention (RTI) guidelines for:

- Time Allotments
- Identification of students
- Entering/exiting of students

Utilizing the following programs:

- Leveled Literacy Intervention (LLI)
- Wilson Reading System

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| NJPASS (SCHOOL 4) | 2010-2011 | # Proficient and Above | % Proficient and Above | 2011-2012 | # Proficient and Above | % Proficient and Above | % Increase or Decrease |
|---|---|---|---|---|---|---|---|
| Grade 1 # Tested | 41 | | | 23 | | | |
| Grade 1 Valid Scores | 41 | 25 | 60.98% | 23 | 19 | 82.61% | 21.63% |
| | | | | | | | |
| Grade 2 # Tested | 27 | | | 25 | | | |
| Grade 2 Valid Scores | 27 | 12 | 44.44% | 25 | 15 | 60.00% | 15.56% |

- Smaller number of students tested from 2010-2011 to 2011-2012.
- Grade 1 went from 41 valid scores to 23 valid scores which was a decrease of 18 students % of proficient increased 21.6%
- Grade 2 went from 27 valid scores to 25 valid scores which was a decrease of only 2 students % of proficient increased 15.5%

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time.

Students in grades 2-8 are assessed in the fall, winter and spring. The following data consists scores derived from the fall and winter administration of this assessment.
Student scores in STAR Reading are based on the following:

Scaled score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses.

Percentile rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

Percentile rank range (PR Range) indicates the statistical variability in a student's percentile rank score. For example, a student with a percentile rank range of 32–59 is likely to score within that range if the STAR Reading test is taken again within a short time (i.e., four to six weeks).

Normal curve equivalent (NCE) is a norm-referenced score that is similar to percentile rank, but is based on an equal interval scale.

Student growth percentile (SGP) is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth.

Grade equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally.

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

Grade placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Reading test.

Instructional reading level (IRL) is a criterion-referenced score that indicates the highest reading level at which a student is at least 80 percent proficient at recognizing words and understanding material with instructional assistance. For example, a seventh-grade student with a score of 8.0 reads eighth-grade words with 80 percent accuracy or better. IRL scores are Pre-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).

Zone of proximal development (ZPD) is a range of readability levels from which a student should select books to read. It is a range that is neither too hard nor too easy, within which students can experience optimal growth.

Estimated oral reading fluency (Est. ORF) is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis).

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

STAR Reading Pre-Test

| Grade | PRE-TEST GE | PRE-TEST PR |
|---|---|---|
| 2 | 1.8 | 25 |
| 3 | 2.6 | 25 |

According to the STAR Reading Pre-Test

- Grade 2 is at a 1.8 Grade Equivalency (1st Grade 8th Month) which is the 25th Percentile Ranking.
- Grade 3 is at a 2.6 Grade Equivalency (2nd Grade 6th Month) which is the 25th Percentile Ranking.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

STAR READING SCORES

| Grade | 1st Quarter GE | 2nd Quarter GE | Change | 1st Quarter PR | 2nd Quarter PR | Change |
|---|---|---|---|---|---|---|
| 4 | 2.7 | 3.3 | +0.6 | 18 | 23 | +5 |
| 5 | 3.3 | 3.8 | +0.5 | 17 | 21 | +4 |
| 6 | 4.4 | 5.1 | +0.7 | 20 | 23 | +3 |
| 7 | 5.2 | 5.8 | +0.6 | 19 | 23 | +4 |
| 8 | 6.4 | 6.7 | +0.3 | 27 | 28 | +1 |

| Grade | 2nd Quarter GE | 3rd Quarter GE | Change | 2nd Quarter PR | 3rd Quarter PR | Change |
|---|---|---|---|---|---|---|
| 4 | 3.3 | 3.5 | +0.2 | 23 | 23 | +0 |
| 5 | 3.8 | 4.1 | +0.3 | 21 | 19 | -2 |
| 6 | 5.1 | 5.3 | +0.2 | 23 | 21 | -2 |
| 7 | 5.8 | 6.3 | +0.5 | 23 | 28 | +5 |
| 8 | 6.7 | 6.7 | +0.0 | 28 | 25 | -3 |

| Grade | 1st Quarter GE | 3rd Quarter GE | Change | 1st Quarter PR | 3rd Quarter PR | Change |
|---|---|---|---|---|---|---|
| 4 | 2.7 | 3.5 | +0.8 | 18 | 23 | +5 |
| 5 | 3.3 | 4.1 | +0.8 | 17 | 19 | +2 |
| 6 | 4.4 | 5.3 | +0.9 | 20 | 21 | +1 |
| 7 | 5.2 | 6.3 | +1.1 | 19 | 28 | +9 |
| 8 | 6.4 | 6.7 | +0.3 | 27 | 25 | -2 |

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

- Grade 4

The Grade Equivalency for Grade 4 increased from 2.7 (2nd Grade 7th month) in the 1st Quarter to 3.3 (3rd Grade 3rd month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 3.5(3rd Grade 5th month) which is a total increase of grade equivalency of .8 (8 months).

The Fourth Grade has shown increase but continues to read below grade level 3.5 (3rd Grade 5th month).

The Percentile Ranking for Grade 4 went from 18% in the 1st Quarter to 23% in the 2nd, an increase of 5%. There was no growth from the 2nd Quarter to the 3rd.

The Fourth Grade is in the 23rd Percentile in STAR Reading.

- Grade 5

The Grade Equivalency for Grade 5 increased from 3.3 (3rd Grade 3rd month) in the 1st Quarter to 3.8 (3rd Grade 8th month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 4.1 (4th Grade 1 month) which is a total increase of grade equivalency of .8 (8 months).

The Fifth Grade has shown increase but continues to read below grade level 4.1 (4th Grade 1 month).

The Percentile Ranking for Grade 5 went from 17% in the 1st Quarter to 21% in the 2nd, an increase of 4%. There was a decrease from the 2nd Quarter 21% to 19% in the 3rd. A decrease of 2%.

The Fifth Grade is in the 19th Percentile in STAR Reading.

- Grade 6

The Grade Equivalency for Grade 6 increased from 4.4 (4th Grade 4th month) in the 1st Quarter to 5.1 (5th Grade 1 month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 5.3 (5th Grade 3rd month) which is a total increase of grade equivalency of .9 (9 months).

The Sixth Grade has shown an increase of 9 months in grade equivalency but continues to read below grade level 5.3 (5th Grade 3rd month).

The Percentile Ranking for Grade 6 went from 20% in the 1st Quarter to 23% in the 2nd, an increase of 3%. There was a decrease from the 2nd Quarter from 23% to 21% in the 3rd. A decrease of 2%. In total there was only a 1% increase from the 1st to the 3rd quarter.

The Sixth Grade is in the 21st Percentile in STAR Reading.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

- Grade 7

  The Grade Equivalency for Grade 7 increased from 5.2 (5th Grade 2nd month) in the 1st Quarter to 5.8 (5th Grade 8th month) in the 2nd Quarter. It also increased again in the 3rd Quarter from 5.8 (5th Grade 8th month) to 6.3 (6th Grade 3rd month) which is a total increase of grade equivalency of 1.1 (1 Grade Level and 1month).

  The Seventh Grade has shown an increase of one full Grade Level and 1month in grade equivalency but continues to read below grade level 6.3 (6th Grade 3rd month).

  The Percentile Ranking for Grade 7 went from 19% in the 1st Quarter to 23% in the 2nd, an increase of 4%. There was also an increase from the 2nd Quarter 23% to 28% in the 3rd. An increase of 5%. In total there was a 9% increase from the 1st to the 3rd quarter.

  The Seventh Grade is in the 28th Percentile in STAR Reading.

- Grade 8

  The Grade Equivalency for Grade 8 increased from 6.4 (6th Grade 4th month) in the 1st Quarter to 6.7 (6th Grade 7th month) in the 2nd Quarter. Only an increase of 3 months. There was no change from the 2nd Quarter to the 3rd Quarter to remain at 6.7 (6th Grade 7th month).

  The Eighth Grade has shown only an increase of 3 months in grade equivalency and continues to read below grade level 6.7 (6th Grade 7th month).

  The Percentile Ranking for Grade 8 went from 27% in the 1st Quarter only to 28% in the 2nd, an increase of 1%. There was a decrease from the 2nd Quarter from 28% to 25% in the 3rd. A decrease of 3%. In total there was a decrease 2% in Percentile Ranking from the 1st to the 3rd Quarter.

  The Eighth Grade is in the 25th Percentile in STAR Reading.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | |
|---|---|---|---|---|---|---|
| For Each Grade Span: 3-5 | Other Measure | 2011 Base line | 2012 Target | 2012 Out come | 2013 Target | 2014 Target |
| Total Students | NJASK | 29% | 35% | 32.5% | 38.1% | 43.8% |
| Students with Disabilities | NJASK | 0% | 8% | 0.0% | 5.6% | 11.3% |
| Limited English Proficient Students | NJASK | 11% | 17% | 50.0% | 55.6% | 61.3% |
| White | NJASK | - | - | 66.7% | 72.3% | 78.0% |
| African-American | NJASK | 24% | 30% | 22.2% | 27.8% | 33.5% |
| Asian/Pacific Islander | NJASK | - | - | 80.0% | 85.6% | 91.3% |
| Hispanic | NJASK | 22% | 28% | 36.4% | 42.0% | 47.7% |
| Economically Disadvantaged | NJASK | 30% | 36% | 32.2% | 37.8% | 43.5% |

Language Arts

The analysis of the 2012 total cohort was 2.5% less than the target indicates. All subgroups showed an increase in proficiency except for Students with Disabilities, African Americans, and the Economically Disadvantaged didn't meet the target goals.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | |
|---|---|---|---|---|---|---|
| For Each Grade Span: 6-8 | Other Measure | 2011 Base line | 2012 Target | 2012 Out come | 2013 Target | 2014 Target |
| Total Students | NJASK | 32% | 37% | 29.5% | 35.4% | 41.3% |
| Students with Disabilities | NJASK | 10% | 17% | 11.1% | 17.0% | 22.9% |
| Limited English Proficient Students | NJASK | 14% | 21% | 30.0% | 35.9% | 41.8% |
| African-American | NJASK | 27% | 33% | 25.7% | 31.6% | 37.5% |
| Asian/Pacific Islander | NJASK | - | - | 50.0% | 55.9% | 61.8% |
| American Indian/Native American | NJASK | 33% | 39% | - | - | - |
| Hispanic | NJASK | 38% | 43% | 33.1% | 39.0% | 44.9% |
| Others | NJASK | - | - | 0.0% | 5.9% | 11.8% |
| Economically Disadvantaged | NJASK | 31% | 33% | 28.1% | 34.0% | 39.9% |

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

Language Arts
In grades 6-8 the 2012 total cohort was 7.5% less than the 2012 target. All subgroups showed a decrease in proficiency except for Limited English Proficient Students. American Indian/Native American had no outcome. Asian/Pacific Islander did not have a 2012 target but had a 50% outcome.

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

Mathematics

Student math performance was analyzed using STAR Assessment results and NJPASS/NJASK results for each school.

STAR Math scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. Students in grades 1-8 are assessed in the fall, winter and spring. The following data consists scores derived from the fall and winter administration of this assessment. The scaled score (SS) compares student performance over time and across grades and is calculated based on the difficulty of questions and the number of correct responses. The percentile rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

## Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| MATH EOC (SCHOOL 4) | 2011-2012 | # Proficient and Above | % Proficient and Above |
|---|---|---|---|
| Grade K # Tested | 12 | | |
| Grade K Valid Scores | 12 | 12 | 100.00% |
| | | | |
| Grade 1 # Tested | 23 | | |
| Grade 1 Valid Scores | 23 | 22 | 95.65% |
| | | | |
| Grade 2 # Tested | 25 | | |
| Grade 2 Valid Scores | 25 | 18 | 72.00% |

- All 12 students (100 %) were proficient in Kindergarten on the Math EOC.
- 22 out of 23 (96%) students were proficient with only 1 student not proficient in Grade 1 on the Math EOC.
- 18 out of 25 (72%) students were proficient with 7 students not proficient in Grade 2 on the Math EOC.
- Kindergarten students scored 28 % higher than Grade 2 students.

## Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

STAR Math scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time.

Students in grades 1-8 are assessed in the fall, winter and spring. The following data consists scores derived from the fall and winter administration of this assessment.
Student scores in STAR Math are based on the following:

Scaled score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses.

Percentile rank (PR) is a norm-referenced score that provides a measure of a student's math ability compared to other students in the same grade nationally.

Percentile rank range (PR Range) indicates the statistical variability in a student's percentile rank score.

Normal curve equivalent (NCE) is a norm-referenced score similar to percentile rank but based on an equal interval scale.

Student growth percentile (SGP) is a norm-referenced quantification of individual student growth derived using quantile regression techniques.

Grade equivalent (GE) is a norm-referenced score ranging from 0.0 to 12.9+. It represents how a student's test performance compares with that of other students nationally.

Grade placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Math test.

STAR MATH Pre-Test

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| Grade | PRE-TEST GE | PRE-TEST PR |
|---|---|---|
| 1 | 0.9 | 33 |
| 2 | 2 | 36 |
| 3 | 2.8 | 34 |

- According to the STAR Math Pre-Test
  Grade 1 is at a .9 Grade Equivalency (less than 1st Grade) which is the 33rd Percentile Ranking.
  Grade 2 is at a 2 Grade Equivalency (exactly 2nd Grade) which is the 36th Percentile Ranking.
  Grade 3 is at a 2.8 Grade Equivalency (less than 2nd Grade 8th) which is in the 34th Percentile Ranking
  Students improved 1.1Grade Equivalency from Grade 1 to Grade 2 and students only improved .8 Grade Equivalency from Grade 2 to Grade 3.

STAR MATH

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| Grade | 1st Quarter GE | 2nd Quarter GE | Change |
|---|---|---|---|
| 4 | 3.3 | 3.6 | +0.3 |
| 5 | 3.9 | 4.3 | +0.4 |
| 6 | 4.8 | 5.3 | +0.5 |
| 7 | 5.1 | 5.9 | +0.8 |
| 8 | 6.1 | 6.7 | +0.6 |

| 1st Quarter PR | 2nd Quarter PR | Change |
|---|---|---|
| 34 | 33 | -1 |
| 30 | 33 | +3 |
| 29 | 31 | +2 |
| 25 | 32 | +7 |
| 34 | 37 | +3 |

| Grade | 2nd Quarter GE | 3rd Quarter GE | Change |
|---|---|---|---|
| 4 | 3.6 | 4.8 | +1.2 |
| 5 | 4.3 | 4.9 | +0.6 |
| 6 | 5.3 | 5.8 | +0.5 |
| 7 | 5.9 | 5.8 | -0.1 |
| 8 | 6.7 | 8.9 | +2.2 |

| 2nd Quarter PR | 3rd Quarter PR | Change |
|---|---|---|
| 33 | 61 | +28 |
| 33 | 36 | +3 |
| 31 | 35 | +4 |
| 32 | 27 | -5 |
| 37 | 50 | +13 |

| Grade | 1st Quarter GE | 3rd Quarter GE | Change |
|---|---|---|---|
| 4 | 3.3 | 4.8 | +1.5 |
| 5 | 3.9 | 4.9 | +1.0 |
| 6 | 4.8 | 5.8 | +1.0 |
| 7 | 5.1 | 5.8 | +0.7 |
| 8 | 6.1 | 8.9 | +2.8 |

| 1st Quarter PR | 3rd Quarter PR | Change |
|---|---|---|
| 34 | 61 | +27 |
| 30 | 36 | +6 |
| 29 | 35 | +6 |
| 25 | 27 | +2 |
| 34 | 50 | +16 |

- Grade 4

# Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

The Grade Equivalency for Grade 4 increased from 3.3 (3rd Grade 3rd month) in the 1st Quarter to 3.6 (3rd Grade 6th month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 4.8 (4th Grade 8th month), an increase of 1 full grade level and 2 months In total Grade 4 increased grade equivalency of 1.5 (1 Grade level and 5 months).
The Fourth Grade has shown growth above grade level at 4.8 (4th Grade 8th month).
The Percentile Ranking for Grade 4 went from 34% in the 1st Quarter to 33% in the 2nd, a decrease of 1%. There was a growth of 28% from the 2nd Quarter (33%) to the 3rd Quarter (61%). A total increase of 27%
The Fourth Grade is in the 61st Percentile in STAR Math.

- Grade 5

  The Grade Equivalency for Grade 5 increased from 3.9 (3rd Grade 9th month) in the 1st Quarter to 4.3 (4th Grade 3rd month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 4.9 (4th Grade 9th month) which is a total increase of 1 full grade level.
  The Fifth Grade has shown increases but continues to work below grade level at 4.9 (4th Grade 9th month) grade equivalency.
  The Percentile Ranking for Grade 5 went from 30% in the 1st Quarter to 33% in the 2nd, an increase of 3%. There was an increase from the 2nd Quarter 33% to 36% in the 3rd. A total increase of 6% in Percentile Ranking.
  The Fifth Grade is in the 36th Percentile in STAR Math.

- Grade 6

  The Grade Equivalency for Grade 6 increased from 4.8 (4th Grade 8th month) in the 1st Quarter to 5.3 (5th Grade 3rd month) in the 2nd Quarter. It also increased again in the 3rd Quarter to 5.8 (5th Grade 8th month) which is a total increase of 1 full grade level.
  The Fifth Grade has shown increases but continues to work below grade level at 5.8 (5th Grade 8th month)
  The Percentile Ranking for Grade 6 went from 29% in the 1st Quarter to 31% in the 2nd, an increase of 2%. There was also an increase from the 2nd Quarter to 35% in the 3rd. An increase of 4%. In total there was only a 6% increase from the 1st to the 3rd quarter.
  The Sixth Grade is in the 35th Percentile in STAR Math.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

- Grade 7

The Grade Equivalency for Grade 7 increased from 5.1 (5th Grade 1 month) in the 1st Quarter to 5.9 (5th Grade 9th month) in the 2nd Quarter. It decreased in the 3rd Quarter from 5.9 (5th Grade 9th month) to 5.8 (5th Grade 8th month) which is a total increase of grade equivalency of .7 (7 months) or less than one year of growth.

The Seventh Grade has shown an increase of 7 months in grade equivalency but continues to work below grade level 5.8 (5th Grade 8th month).

The Percentile Ranking for Grade 7 went from 25% in the 1st Quarter to 32% in the 2nd, an increase of 7%. There was a decrease from the 2nd Quarter 32% to 27% in the 3rd., or a decrease of 5%. In total there was a 2% increase from the 1st to the 3rd quarter.

The Seventh Grade is in the 27th Percentile in STAR Math.

- Grade 8

The Grade Equivalency for Grade 8 increased from 6.1 (6th Grade 1 month) in the 1st Quarter to 6.7 (6th Grade 7th month) in the 2nd Quarter. Only an increase of 6 months. There was a major increase in the 3rd Quarter rising to 8.9 (8th Grade 9th month)

The Eighth Grade has shown a total grade equivalence growth of 2.8 (2 Grade Levels 8 Months) and is working above grade level.

The Percentile Ranking for Grade 8 went from 34% in the 1st Quarter only to 37% in the 2nd, an increase of 3%. There was an increase from the 2nd Quarter from 37% to 50% in the 3rd. A growth of 13%. In total there was an increase of 16% in Percentile Ranking from the 1st to the 3rd Quarter.

The Eighth Grade is in the 50th Percentile in STAR Math.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools
Math

**Name of School:** Dr. Frank Napier School 4

| School 4 | 2008 | 2009 | 2010 | 2011 | 2012 Targets | 2012 |
|---|---|---|---|---|---|---|
| NJASK 3 | | | | 72.8 | 75 | 51.8 |
| NJASK 4 | | | | 70.6 | 73 | 51.6 |
| NJASK 5 | 29.0 | 20.8 | 18.5 | 39.1 | 44 | 64.4 |
| | | | | | | |
| NJASK 6 | 19.6 | 22.4 | 38.3 | 38.2 | 43 | 34.4 |
| NJASK 7 | 15.1 | 18.8 | 15.7 | 26.6 | 33 | 21.8 |
| NJASK 8 | 22.5 | 23.1 | 24.1 | 29.4 | 35 | 26.7 |

The projected targeted goals for the 2012 are based on the 2011 scores as a baseline.

- NJASK3 did not meet the target goal of 75% as per the baseline of 72.8%. There was a 24% gap between the targeted goal and the actual outcome. Grade 3 declined by 21% of students that were proficient from 2011-2012.

- NJASK4 did not meet the target goal of 73% as per the baseline of 70.6%. There was a 22% gap between the targeted goal and the actual outcome. Grade 4 declined by 21% of students that were proficient from 2011-2012.

- NJASK5 exceeded on the target goal of 44% as per the baseline of 39.1%. There was an increase of 20% between the targeted goal and the actual outcome. Grade 5 decreased by 10.5% proficient from 2008-2010. From 2011-2012 Grade 5 increased 45.9% proficient.

# Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

- NJASK6 did not meet the target goal of 43% as per the baseline of 38.2%. There was a 9% gap between the targeted goal and the actual outcome. Grade 6 showed increase each year from 2008-2010 of 18.7% proficient. From 2011-2012 there was a decrease of 3.9% proficient.

- NJASK7 did not meet the target goal of 33% as per the baseline of 26.6%. There was a 12% gap between the targeted goal and the actual outcome. Grade 7 showed growth of 3.7% proficient from 2008-2009. They decreased 3.1% proficient from 2009-2010. They increased 10.9% from 2010-2011, the declined a4.8% from 2011 to 2012.

- NJASK8 did not meet the target goal of 35% as per the baseline of 29.4%. There was a 9 % gap between the targeted goal and the actual outcome. Grade 8 showed growth each year from 2008-2011 for a total increase of 6.9%. 2011-012 scores declined 2.7%

Continuation of implementation of Success Maker

Success maker software is a balanced educational program that incorporates curriculum, management, and assessment. The program adapts to students' cognitive level and fills the gap between functional and grade level. This program also compliments STAR Renaissance through the ability to create custom courses based on STAR results.

- Partnership Plus – Pearson Educational consultant in district for 140 days for PD, Tech support and on-site assistance.
- Data related to targeted students

Proficiency on NJASK

| | 2011 | 2012 |
|---|---|---|
| Grade 5 | 0% | 39% |

## Form S-5

## PROJECT UPDATE

**LEA** : Paterson Public Schools

**Name of School:** Dr. Frank Napier School 4

| | | |
|---|---|---|
| Grade 6 | 0% | 53% |
| Grade 7 | 0% | 30% |
| Grade 8 | 0% | 13% |

- Custom courses can be created based on CCSS weaknesses identified by the STAR assessment and unit assessments.
- Software is aligned to CCSS for Mathematics
- Schedules will be created for identified students to ensure access to the program for at least 15 minutes 3 times per week.
- On-site supervisors and teacher mentors of Mathematics
- On-site supervisors and teacher mentors will assist with scheduling, implementation, reports and data analysis.
- Principal will designate a point person to attend all PD sessions and assist with all aspects of the program.

Implementation of Renaissance Learning- STAR Math/Accelerated Math for Intervention

- STAR Math assessment aligned to CCSS for Mathematics is administered to determine baseline data that will be used for progress monitoring throughout the year.
- Progress monitoring assessments are administered quarterly
- Intervention period scheduled daily for students in need of remediation. Each intervention session will include 10 minutes of math-facts practice using Math Facts

Administration of Math Unit Assessments

- 5 annual assessments aligned to CCSS and District pacing.

## Form S-5

## PROJECT UPDATE

**LEA :** Paterson Public Schools **Name of School:** Dr. Frank Napier School 4

- Teacher mentors and content supervisors will assist with data analysis.
- Teacher mentors and content supervisors will make recommendations for areas in need of remediation or enrichment.
- Each unit will allow for 5 weeks of instruction, one week for testing, and one week for intervention/enrichment.

Supervision of Math Teachers by School-Based Math Supervisors

- Work cooperatively and collectively with Principals, staff and other supervisors to ensure that instructional program and services are coordinated in the schools and are administered uniformly and equitably.
- Collect and analyze data.
- Plan and conduct professional development to support content area instructional strategies and to design intervention program.
- Conduct model lessons as part of job embedded coaching for teachers.
- Evaluate lesson plans
- Observe classes on a regular basis to ensure effective delivery of Instruction.
- Conduct spot-observations
- Monthly meeting with Central Office staff.

**Form S-6**
**Use only one model template for each school**

**Date:** REVISED 7.15.13



TRANSFORMATION **PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

| **SIG Required Activity – 1**<br>Replace the principal who led the school prior to commencement of the transformation model. | | | |
|---|---|---|---|
| **Implementation Guidance**<br>Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model. | | | |
| **Evidence of Implementation Indicators** | **Year 2 Implementation Description** | **Year 3 Project Description** | **Year 3 Timeline** |
| The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change. | Rosalie Bespalko, Principal of School #4, was hired as a transformation principal prior to the start of the School Improvement Grant implementation.<br>Moving forward with Year 2 of the SIG implementation, Bespalko remained as principal of School #4. Ms. Bespalko continued to embrace the 8 Turnaround Principles detailed below.<br><br>1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort<br><br>2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations<br><br>3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to | A new principal will be appointed to the Dr. Frank Napier School #4 and be the transformation principal for year three (3) of the School Improvement Grant.<br><br>The school will be reconfigured to house Grades 1-8 as opposed to Grades K-8.<br><br>Moving forward with Year 3 of the SIG , the newly appointed principal will implement the 8 Turnaround principals for student achievement. The Principals are detailed below:<br><br>1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort<br><br>2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | meet the needs of all students<br><br>4. Curriculum, Assessment and Intervention System – Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted<br><br>5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers<br><br>6. Enabling the Effective Use of Data – Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture<br><br>7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning<br><br>8. Effective Family and Community Engagement – Increasing academically focused family and community engagement | 3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to meet the needs of all students<br><br>4. Curriculum, Assessment and Intervention System – Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted<br><br>5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers<br><br>6. Enabling the Effective Use of Data – Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture<br><br>7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning<br><br>8. Effective Family and Community Engagement – Increasing academically focused family and community engagement | |
| The LEA selects and hires a principal with the necessary competencies to be a transformation leader. | This leader, Ms. Rosalie Bespalko, has demonstrated a strong commitment to the students of Paterson. She exhibited the essential leadership qualities needed at Dr. Frank Napier School 4 in order to improve instruction and | The new principal will be responsible for creating a supportive environment where responsibility is shared among all stakeholders. He/she will encourage actions that support the organization by breaking the status quo and | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | promote necessary school change, which included a strong commitment to the "principal as instructor" leadership style.<br><br>The qualifications of the current principal were assessed using researched-based education practices that will allow the District to evaluate the principal's performance using the common and essential characteristics of highly qualified school leadership personnel.<br><br>Ms. Bespalko continued to embrace the 8 Turnaround Principles detailed below.<br><br>1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort<br><br>2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations<br><br>3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to meet the needs of all students<br><br>4. Curriculum, Assessment and Intervention System – Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted<br><br>5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers | giving freedom to set strategies and change directions. He/she will earn the genuine trust, respect, and admiration from his/her team. The new principal will influence teacher performance impact them beyond expectations.<br><br>The new appointee will foster innovation by challenging assumptions about what can and cannot be done. He/she will react to mistakes and failures in a way that condones risk-taking and allows learning to cultivate improvement. He/she will support change by providing resources, and removing barriers. The new principal will approach problems as learning opportunities. He/she will think twice when people are in agreement; shows value independent thinking and rewards people who challenge the status quo.<br><br>The new principal will guide the school team in the direction the group must go by setting a vision, strategies, and goals. He/she will motivate them to bring their best by expressing their passion, communicating with confidence and optimism, and connecting tasks to a greater purpose.<br>The new principal will act with integrity and ethical standards. This will be demonstrated with both behaviors and words. The new principal will be an excellent role model for the school team with a positive outlook. | |

| | | | |
|---|---|---|---|
| | 6. Enabling the Effective Use of Data – Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture<br><br>7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning<br><br>8. Effective Family and Community Engagement – Increasing academically focused family and community engagement | | |
| The LEA establishes a pipeline of potential turnaround leaders. | In order to secure a pipeline of turnaround leaders, Paterson Public Schools partnered with Seton Hall University to provide additional professional development and support to the SIG administrators, both principals and vice principals. The major tenants of the professional development were described below:<br><br>1. Leadership<br>- The Academy's Leadership Coaches worked directly with SIG School Administrators and their leadership teams on:<br><br>Effective use of data to improve instruction (schools have a plethora of data, but a paucity of actionable information for the teacher to focus<br>• and improve instruction)<br>• Research-based instructional practices that improve student learning<br>• Ongoing monitoring of student progress<br>• High quality and frequent instructional feedback to teachers<br>• Aligning the school's curriculum and | The district of Paterson Public Schools created clear, rigorous job requirements detailing what principals and assistant principals must know and do. These research-based standards strengthen training, hiring and on-the-job evaluation and support. These sessions are high-quality training for aspiring school leaders. "Pre-service" principal training programs, run by universities and the district, recruit and select only the people with the potential and desire to become effective principals and provide them with high-quality training. The district's leader evaluation and on-the-job support is regularly implemented to evaluate principals and provide professional development, including mentoring, that aims to help principals overcome weaknesses identified in evaluations.<br><br>Executive Coaching to the Principal including<br><br>o one to one executive coaching<br><br>o principals' leadership and management | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | assessments to the Common Core State Standards<br>• Creating and maintaining a school climate and culture that is safe, clean, orderly and conducive to teaching and learning<br>• Effective communication to all stakeholders, e.g., an uncompromising belief in the educability of each child<br>• A clear and coherent vision of where the school is going, a coherent school mission, the principal not only helps establish the school's mission – he or she IS the school mission, etc.<br>• Distribute leadership<br>• Meaningful parent and community involvement that supports the school mission<br><br>In addition to the professional that the SIG principal received in Paterson, the SIG principal will also attended monthly SIG Principal meetings with the NJDOE. Research suggested that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development was necessary to refine and develop the skills that assist the principal in effecting dramatic change in the level of student achievement. Working in | development<br><br>o building capacity as instructional leaders of their building including development of the school action plan, instructional walkthroughs and the selection of competent staff<br><br>o Monitoring, coordinating, and supervising all school operations including: staff evaluations, student achievement, parent involvement, school safety, personnel decisions, student performance, staff attendance, facility issues, school climate, data analysis and how it drives instruction, budget development, professional development, leadership training, and community partnerships.<br><br>o promoting the educational objectives and values of collaborative planning, district curriculum, effective instruction practices and responsive programs and services<br><br>o developing Professional Learning Communities related to instructional improvement<br><br>o providing professional development to the principal in areas of need and concern<br><br>During Year 3 and beyond the Executive Coach will continue to provide the support and coaching necessary to sustain and increase the gains made during the first three years of the | |

| | | | |
|---|---|---|---|
| | conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational school leaders, the principal and district officials participated in a leadership academy to support the SIG implementation.<br><br>The academy continued throughout the summer. The academy included intensive training on such topics as the urgency of change, the successful opening of school, effective uses of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions. This professional-learning community served as a resource to principals to problem-solve and share successful interventions. The academy prepared the school-turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students and to fill open positions in the school based on candidates' qualifications. The principal was given the maximum the Memoranda Of Understanding of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The summer sessions were integrated with LEA superintendents/leadership to assure a shared vision and coherent implementation. The formal "networks" for both principals and district officials are were reconvened monthly throughout the year to ensure that the collaborative network was | grant by:<br><br>o Continuing the activities listed above<br><br>o Creating a cohort of principals that will meet regularly and support the school's improvement efforts through modeling and honing best practices<br><br>o Advocating for additional funds so that the programs and activities can be sustained and improved<br><br>o Showcasing best practices so that other schools and principals can learn from the experiences of the school and the principal<br><br>o Collaborating on journal articles that can be developed to assist the school in continuing to move in a positive direction while sharing best practices<br><br>o Assisting in attracting highly effective teachers and administrators to work in the school<br><br>In addition to the professional development provided by the external provider, the SIG principal will also attend monthly Principal's meetings at the district level. These meetings are to bring all the principals together to reflect and share lessons learned throughout the school year. These meetings develop and ensure the success of a sufficient number of principals to | |

| | | | |
|---|---|---|---|
| | sustained. | meet district needs: rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support. | |
| The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda. | The increased autonomy the district granted to the SIG principal, Rosalie Bespalko, continued to be accompanied by increased accountability. The district set clear expectations for success and the SIG principal was responsible for developing staff instructional capacity with support from the school leaders for each cluster, teaching coaches, teacher leaders, the district SIG Supervisor and the NTO assigned by the NJDOE.<br><br>Teacher Mentors continued to support the principal's efforts to develop staff instructional capacity by providing support to teachers within classrooms in the form of modeling lessons.<br><br>Dr. Frank Dr. Frank Napier School 4 appointed one full-time instructional interdisciplinary coach to provide coaching for teachers in all content areas in instructional strategies and job-embedded professional development. In addition, one Reading Specialist, one Response to Reading Intervention Teacher and one Data Analyst Coach were funded through SIG to provide additional instructional support. Year 2 implementation continued to fund the Reading Specialist, Response to Reading Intervention Teacher and Data Analyst Coach. Additional instructional support was provided in response to the STAR Assessment Data and needs assessment analysis. A Literacy Leader as part of the RAC Initiative was funded through SIG | The district will continue to grant the SIG principal, increased autonomy which is accompanied by increased accountability, therefore ensuring that staff participates in PLCs that develop their instructional capacity and provide opportunities for sharing authority to guide the learning agenda.<br><br>Through the mandates of the Regional Achievement Centers (RACs), Dr. Frank Napier School 4 was able to employ a Culture/Climate Teacher Mentor and a Data Teacher Mentor. SIG will fund these positions for Year 3. These positions will support the efforts of SIG in moving forward student achievement and yearly progress.<br><br>In addition, a Math Supervisor and Language Arts Literacy Supervisor were hired to further support the school for student achievement as per the School Improvement Plan (SIP).<br><br>The Teacher Mentors and Supervisors work together to assess current status within a framework of evidence based practices such as;<br>• Develop a six day cycle schedule of school visits and support for identified schools.<br>• Review School Improvement Plan (SIP) and school related data to determine school base needs.<br>• Plan and Conduct Professional Development to support content area | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | for Year 2 Implementation. This sustenance for teachers will support the principal's goal of developing instructional capacity.<br><br>In addition to the instructional positions funded through SIG, several positions were also added to the staff of Dr. Frank Napier School 4 through the mandates of the Regional Achievement Centers (RACs). The RACs mandate that each Priority School employ a Teacher Mentor of Climate and Culture, a Teacher Mentor of Data, a Teacher Mentor of Mathematics and a Teacher Mentor of Literacy. These positions will support the efforts of SIG in moving forward student achievement and progress.<br><br>Dr. Frank Dr. Frank Napier School 4 created three instructional houses within the school according to grade spans (i.e. K – 2, 3 – 5, and 6 – 8). Each house was theme-based and the theme was determined in collaboration between the Visionary Team of teachers and school administration. Each house identified a teacher leader who was empowered to facilitate the development, implementation and assessment of house-based activities. | instructional strategies delineated in the School Improvement Plan (SIP).<br>• Participate in administrative and content walkthroughs.<br>• Conduct a minimum of 3 spot observations per day providing timely meaningful feedback to teachers within 24 hours.<br>• Conduct debriefing sessions regarding walkthroughs trends with school administration and data mentor teacher.<br>• Collaborate with administration to design student intervention programs in specific content areas.<br>• Conduct Professional Development sessions regarding Renaissance interventions, content specific NJASK interventions, Model Curriculum Unit Assessments interventions and Performance Matters data mining.<br>• Monitor the teacher's planning and delivery of effective instruction in the specific content area.<br>• Conduct model lessons as part of job embedded coaching for teachers, as needed.<br>• Assist teachers in the implementation of the NJDOE model curriculum.<br>• Participate in and develop identified professional learning communities at each site to support action steps identified in school improvement plan during grade level meetings.<br>• Actively participate in district level professional development within the content area (IFL, Focal Point, Renaissance, and Model Curriculum Unit Assessments)<br>• Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action.<br>• Conduct both informal and formal | |

| | | | |
|---|---|---|---|
| | | evaluations in collaboration with the Administration on identified teachers.<br>• Develop feedback protocol and schedule of "next steps" that will support the instructional visits conducted in each school and each classroom.<br>Weekly meeting with the staff mentioned above occur throughout the year to discuss current status, develop a plan for change, implement the plan, monitor the plan, and review the new data for revision. | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 1.<br>Dr. Frank Napier School 4 experienced a few barriers to implementation. RAC mandated positions were not in place until January 2013. Another barrier was the change in schedule due to Hurricane Sandy. This was also the cause for ELO calendar challenges during the Spring Recess and Summer schedules. Finally, another difficulty was interviewing and hiring a highly qualified math intervention teacher. These barriers effected the full implementation of the School Improvement Grant. |

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 4

**Transformation SIG Required Activity – 2**

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

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth. | In concert with Dr. Evans' Strategic Plan/Bright Future and the Effective Schools Initiative, as a SIG District we were committed to fully adopting and implementing a new teacher practice model framework and a new Teacher Performance Evaluation. The district continues moving forward with the teacher evaluation system by boldly immersing schools incorporating the instructional staff, school leadership, and central office personnel in this endeavor. This was evidenced by demonstrated improvements in areas of professional performance and achievement standard competencies. The following steps were taken to achieve these goals:<br><br>1. Implementation of a reformed teacher evaluation system | The Paterson Public School District is taking a proactive approach to reorganize in support of TeachNJ Act and Achieve NJ. The Department of Accountability has organized schools to participate in the EE4NJ pilot and continues to participate in discussions with Evaluation Pilot Advisory Committee (EPAC) regarding our implementation in the new school year.<br><br>The Focal Point system of evaluation has been approved by the Board of Education and the New Jersey Department of Education; therefore, there will be ongoing training on the evaluation process for teachers and principals. Continuous collaborative conversations and working sessions are occurring among central office and school administration and plans for the management of the data systems to | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | • 2011-2012 –Selected Focal Point Teacher Evaluation System ensuring that it is research-based and is capable of differentiating a range of teaching performance.<br>• Organize a District Evaluation Pilot Advisory Committee (DEPAC) and Teacher Focus Groups<br>• Coordinate Teacher Professional Development<br>2. Improve evaluator observation practices<br>• Provide evaluator training and ongoing coaching and support<br>• Secure a web-based performance management system<br>• Implement teacher practice framework and schedule teacher observations<br>3. Increase student achievement<br>• Utilize data to drive instruction including the use of NJSMART and Student Growth Percentiles<br>• Develop Measures of Students Achievement for Tested and Non-tested Grades and Subjects<br>4. Collaborate with stakeholders<br>• Develop and implement a communication plan and maintain the District's EE4NJ webpage.<br>• Collaborate with NJDOE and External Researcher<br><br>The two SIG Schools, School #4 and | support implementation are being addressed at the district level. | |

| | | | |
|---|---|---|---|
| | School #10, participated in the EE4NJ Pilot Program for 2011 – 2012. As part of the EE4NJ Pilot Program, the schools implemented a crosswalk between the new Focal Point Teacher Performance Rubrics and the existing Edumet Evaluation System that has been in place since 1982. In addition, the district has convened a District Evaluation Pilot Advisory Committee (DEPAC) who has met monthly. Committee members are comprised of teachers, school administrators, central office administrators, parents, communications director, union representation, etc. Additionally, the district has also formed Teacher Focus Groups to provide teachers and administrators the opportunity for input on the new evaluation system. Another major tenant of the EE4NJ was communication with stakeholders. The District built a webpage dedicated to communicating our initiatives to our stakeholders. The webpage announced our meetings, posts meeting agendas, identified the teacher performance instrument detailing the seven performance standards, and discussed challenges and lessons learned with piloting the evaluation system. A data collection process was put in place to show the relationship between teacher performance and student achievement.<br><br>Paterson Public Schools applied for the EE4NJ Cohort 2A grant but did not receive funding. | | |

| | | | |
|---|---|---|---|
| 2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions. | Paterson Public Schools has selected the Focal Point Teacher Evaluation Model.<br><br>The Focal Point Teacher Evaluation Model outlines a teacher framework and provides a rubric that describes what good teaching looks like across all levels of instruction and teacher leadership. The Focal Point Model is rigorous, systemic, aligns with district processes that impact the ability of principals and evaluators to improve instruction and raise student achievement. It builds the capacity of teachers as instructional leaders to meet higher expectations and also builds the capacity of building administrators to access teacher effectiveness.<br><br>The Focal Point Teacher Evaluation Model is research-based and proven to be valid and reliable. This system has been implemented in the Harrison 2 School District of Colorado Springs, CO for the past three years and has shown a substantial increase in student achievement and teacher capacity. Focal Point has helped teachers and administrators in over 50 school districts work more effectively and raise student academic proficiency. These initiatives provided training in systems thinking, building leadership density, curriculum alignment, organizational effectiveness, action panning, and other school reform initiatives.<br><br>The model aligned to and addressed | The district has contracted Teachscape which has a solution for meeting the requirements associated with teacher evaluation systems to help the district address every step of the process. Observers will be trained to assess teaching and will provide targeted professional learning based on evaluation outcomes. Teachscape enables the district to conduct evaluations efficiently and effectively.<br>This complete solution helps streamline the evaluation process and ensure evaluations are improvement-based.<br>Teachscape integrated the Focal Point principal and teacher evaluation tool into its systematic.<br>Teachscape's systems helps to ensure evaluations are effective and efficient and lead to sustained improvement in teaching practice.<br>Teachscape provides in-depth video-rich training for teachers and observers in the Framework for Teaching. For observers, the system provides video-based scoring practice and a rigorous assessment to test observer accuracy in scoring evidence of teaching practice and increase the reliability of observations.<br>Teachscape is a complete observation and evaluation management system that helps increase the efficiency of evaluations.<br>Paterson Public Schools uses Focal Point Evaluation Tool's rubrics, forms, and processes. The system enables observers and evaluators to easily analyze data and use it to inform professional conversations, actionable feedback, and | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | each of the 2011 InTASC Model Core Teaching Standards that identify and describe effective teaching practice. The model included classroom observation as a major component and identifies specific skills and knowledge of the educator. The model required collection of evidence-based data on the following areas of teacher practice:<br>• The learning environment<br>• Planning and preparation<br>• Instructional practice/classroom strategies and behaviors<br>• Self-reflection on teaching practice<br>• Professional responsibilities and collegiality, inclusive of collaborative practice and ethical professional behavior.<br><br>The model also included rubrics for assessing teacher practice and has a minimum of four levels of performance ratings. | professional learning plans.<br>This provides information for targeted professional development based on evaluation data. The Teachscape system combines individual learning plans with comprehensive content, video libraries of best practices, video capture tools to create local video libraries, and tools to manage and track all professional learning.<br>The principal and teachers will use Teachscape for evaluation during the school year 2013-2014 and beyond. | |
| 3. The SEA and LEA document and provide training regarding the evaluation process. | As part of the SIG Grant and EE4NJ Pilot Evaluation Program, teachers at the SIG Schools had the opportunity to attend two days of training on the Focal Point Teacher Evaluation System. One day was offered at the building level and led by the school administrator. The second day was offered at the district level and facilitated by Focal Point. School administrators were present at both trainings. | Professional Development has been ongoing since the implementation of the pilot when 13 schools began this work and now 52 schools are fully onboard.<br><br>The district has scheduled a series of professional development during the summer months on the evaluation rubric. The training will be on measureable indicators with the following domains: Preparation for instruction, use of data to inform instruction, instruction, and | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | School administrators, both principals and vice principals, attended three days of training geared towards administrators and building capacity as instructional leaders and evaluators. School administrators received additional support and coaching in the walk-through process from both the NJDOE and the district funded Focal Point partnership.<br><br>Moving forward for 2012 – 2013, Paterson provided additional training to both teachers and administrators in developing capacity aligned to the Teacher Evaluation System. Teachers received professional development on the 7 Performance Domains:<br>• Preparation for Instruction<br>• Use of Data to Inform Instruction<br>• Delivers Quality Instruction<br>• Interventions to Meet Diverse Needs<br>• Classroom Environment<br>• Leadership<br>• Professional Responsibilities<br><br>In collaboration with the web-based management system provider, the district developed an online best practices library aligned to the Focal Point Teacher Evaluation Frameworks featuring local school administrators and teachers.<br><br>Administrators received professional | interventions to meet diverse needs, classroom environment leadership, and professionalism. This will serve as a guide for the evaluation tool that is being implemented to meet the mandates of TeachNJ. | |

| | | | |
|---|---|---|---|
| | development on identifying proficient performance indicators and on-going coaching to develop their capacity as an instructional leader and on providing actionable and meaningful feedback to teachers. Professional development and coaching was provided by district personnel, Focal Point, and Seton Hall University. | | |
| 4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process. | Paterson Public Schools assessed the quality and usefulness of the evaluation process in various ways. First, the District continued with our District Evaluation Pilot Advisory Committee (DEPAC) which is comprised of stakeholders such as district administration, teachers, school administration, parents, content area specialists, and school board members. We also continued with our Teacher Focus Groups to provide an opportunity for teachers and administrators to help identify success and challenges associated with the evaluation system. They also had an opportunity to provide feedback on the evaluation system; specifically on performance rubrics, program development and implementation at the school and community level.<br><br>Additionally, the district administered surveys to stakeholders to measure the degree to which the district has provided high-quality support in order to implement a new teacher practice framework within their school. | The district is using the Focal Point system of evaluation through the Teachscape solutions. The district conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both professional development planning and systematic support of educational effectiveness.<br><br>Teachscape's systems are designed to help ensure evaluations are effective and efficient and lead to sustained improvement in teaching practice. Teachscape provides in-depth video-rich training for teachers and observers in the Framework for Teaching. For observers, the system also provides video-based scoring practice and a rigorous assessment to test observer accuracy in scoring evidence of teaching practice and increase the reliability of observations. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | At the end of the year, after all evaluation data had been collected from the schools through the data management system, the district was able to analyze the evaluation data compared to student achievement. The effectiveness of the system was determined by the correlation of student achievement scores (output of education) to teacher performance (input of education). | | |
| 5. The LEA monitors the evaluation process and reviews results. | Paterson Public Schools monitored the evaluation process and reviewed the results through the data management system. An RFP had been issued for a web-based management system that will gather data, guide the administrator through the process electronically, and provide a "roadmap" to professional development. The web-based system will align with other district databases and systems to pull data from multiple sources. | The district conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both professional development planning and systematic support of educational effectiveness. | September 2013 – August 2014 |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 2.<br>The implementation of a new evaluation system (Teachscape) provided a barrier in the piloting of a new evaluation tool. The unfamiliarity of the new tool posed some challenges to both administrators and teachers. The amount of professional development was not enough at the beginning of the 2012-2013 school year. Additional PD was provided to both administrators and teachers later on in the school year. |

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 4

**Transformation SIG Required Activity – 3**
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met. | **Teachers Incentives**<br><br>Teachers worked to meet benchmark targets established by the STAR Assessment. A Visionary Team of teacher members and school administration had been established, focusing on Teacher and Student Incentives. This committee continued during Year 2 of implementation. A rubric had been established by the committee outlining the standards of progress that the teachers will have to demonstrate based on STAR Assessment scores. The Visionary Team obtained feedback from fellow colleagues to identify incentives that teachers preferred. For example, the awarded teachers could receive a Barnes and Nobles gift card to purchase educational materials to be used in the classroom in staggered dollar amounts | **Teachers Incentives**<br>Teachers will continue to meet benchmark targets established by the STAR Assessment. A Visionary Team made up of teacher members and school administration established focus on Teacher and Student Incentives. This committee will continue during Year 3 of implementation to develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met. A rubric has been established by the committee outlining the standards of progress that the teacher will have to demonstrate based on STAR Assessment scores. The Visionary Team will obtain feedback from fellow colleagues to identify incentives that teachers prefer. For the school year 2013-2014, the Visionary team has establish incentives to award teachers such as;<br>• Books, journals and subscriptions to professional and technical publications are allowable if | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | based on the rubric.<br><br>Another incentive offered to the instructional staff at Dr. Frank Napier School 4 was based on recommendations on exemplary performance for school turnaround efforts by fellow colleagues or school administrators. An example of this incentive award was the strategy of mini-grants where the teacher would propose a school project to be funded or their attendance at a professional conference. Rubrics were created via the Visionary Team.<br><br>**Student Incentives**<br><br>Students who made 40% (district benchmark) or more growth on STAR Assessments, had made honor role on report cards, had achieved perfect attendance and/or received citizenship recognition received an incentive. An example of the incentive was a Barnes and Noble gift card to purchase educational materials, special field trips and awards assemblies.<br><br>**Parent Incentives**<br><br>Parents are an important part of SIG Implementation. In order to increase parental involvement, School #4 implemented incentives to parents. Parents who attended between 5 and 10 Home School Council Meetings, attended all 3 Report Card Distribution | specifically related to the project.<br>• Items related to student achievement are allowable.<br><br>**Student Incentives**<br>Students who have made 40% (district benchmark) or more growth on STAR Assessments, have made honor role on report cards, have achieved monthly perfect attendance and/or have received citizenship recognition will receive an incentive. An example of the incentive such as;<br><br>• Recreational activities, such as educational field trips aligned to the curriculum.<br>• Meeting refreshments, site visit meals and guest meals are allowable if specifically related to the student achievement.<br><br>**Parent Incentives**<br>Parents are an important part of SIG Implementation. In order to increase parental involvement, Dr. Frank Napier School 4 will implement incentives to parents. Parents who attend between 5 and 10 Home School Council Meetings, attend all 3 Report Card Distribution evenings will receive an incentive. A rubric will be established in collaboration with the Incentive PLC and the Parent Liaison at Dr. Frank Dr. Frank Napier School 4. Incentives will include attendance at field trips, parent workshops and celebratory parent meetings. | |

| | | | |
|---|---|---|---|
| | evenings would receive an incentive. A rubric was established in collaboration with the Incentive PLC and the Parent Liaison at School #4. Incentives included attendance at field trips, parent workshops and celebratory parent meetings. | | |
| 2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders. | Stakeholders were involved in the process of establishing valid, fair and transparent methods used in allocating performance-based incentives. A teacher-led Visionary Team in collaboration with school administration focused on Teacher Incentives was in place for Year 2 Implementation. The process of identification was clearly communicated and agreed on with members of the Board of Education and the PEA (Paterson Education Association – local teachers' union). Parents and other stakeholders were informed of what these procedures are. | The school has a team of teachers, administrators, parents, and union representatives that meet to discuss performance based incentive systems. The Visionary team developed a performance-based system teachers set performance level goals that advance through the curriculum. When students demonstrate proficiency of the required knowledge or skills, teachers are awarded the incentive and they create a new goal to reach. | September 2013 – August 2014 |
| 3. The SEA and LEA develop policies that facilitate performance-based dismissals. | PPS, SIG principals, teachers, parents, and other stakeholders continued to work together to develop policies (in accordance with the Interim Report released by the New Jersey Educator Effectiveness Task Force on March 1, 2011) that facilitated performance-based dismissals.<br><br>In addition, was proposed by Human Resources and the Legal department to provide training to administrators on how to facilitate performance-based | The district implements the Teacher Tenure Law policies that facilitate performance-based dismissal. Teachers who receive a summative rating of ineffective or partially effective must develop detailed Corrective Action Plan in collaboration with their supervisors, involving targeted professional development to address the needs identified in their evaluations. Those pm CAPs must be given mid-year evaluations.<br>Minimum Observations (for both Tenured and Non-Tenured Teachers);<br>2 Long | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | dismissals through the corrective action process. Training was needed for administrators on all components from how to complete the process to identifying teachers who are in need of a corrective action plan. | 2 Short<br>8 Walkthroughs<br>Multiple Observers (one of whom must be principal) should share the Long and Short Observations and Walkthroughs. If additional observations are required in the opinion of principals, principal should seek approval of the Assistant Superintendent. | |
| 4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers. | Dr. Laurie Newell, the new Director of Human Resources for the Paterson Public Schools, established hiring procedures focused on recruiting and retaining high-quality teachers. | Dr. Laurie Newell, the Director of Human Resources for the Paterson Public Schools, has established hiring procedures focused on recruiting and retaining high-quality teachers. The District has fully implemented Applitrack, an applicant tracking for educators which is designed specifically to meet the needs of the schools and district. With the Applitrack, the district can access a pool of applicants who apply for various positions. The program is easy to use with its quick search, browse, and view; the office of Human Resources can match applicant's qualifications to each position's criteria. | September 2013 – August 2014 |
| 5. LEAs and schools provide targeted assistance to underperforming teachers. | Underperforming teachers were provided targeted assistance through the Seton Hall University professional development partnership. Additional support was given to underperforming teachers through the Institute For Learning (IFL). The SHU partnership provided job-embedded professional development to teachers in the classroom. The IFL partnership provided pull-out style professional development. Underperforming teachers essentially received a "double dose" of professional development from the outside partners of SHU and IFL in | Targeted assistance to underperforming teachers include;<br>1. Review alignment between teacher assignment and licensure area and ensure that, at a minimum, all assignments are within licensure areas or teachers otherwise demonstrate their expertise in the subject in which they are assigned.<br>2. Assign novice teachers to classes appropriate for their experience level.<br>3. Provide a variety of formal teacher leadership positions that do not require leaving the classroom.<br>4. Actively re-assign teachers to ensure that at-risk students are not disproportionately | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | addition to the in-house professional development provided by school administrators, the instructional coach and the data analysis coach. | taught by inexperienced or ineffective teachers, providing transfer incentives if needed.<br>5. Provide teachers an active role in the design and implementation of strong induction and mentoring programs.<br>6. Provide teachers opportunities to become peer coaches and/or facilitators of staff development.<br>7. Capitalize on the problem solving and data analysis skills of special educators/consultants to lead/facilitate team meetings.<br>8. Carefully consider staff's unique competencies and assign them to positions where these skills are.<br>9. Evaluate the success of assignment decisions. | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 3.<br>Due to district budgeting restrictions, incentives needed to be assigned before specific guidelines were followed on given rubrics. For example, the student and teacher incentives were based on a given STAR Assessment, but orders needed to be completed before the assessment were given. Rubrics had to be adjusted to follow earlier assessments so incentives could be properly distributed. |

**TRANSFORMATION PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

**Transformation SIG Required Activity – 4**

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule. | **Professional Development Model**<br><br>Seton Hall University continued to provide research-based, job-embedded professional development to both administrators and instructional staff through the Model for Urban School Transformation. Research from the Intercultural Development Research Association (IDRA) states, "An effective professional development program provides opportunities for participants to learn about research-based best practices, use data on children and parents in designing instruction, witness effectiveness through models and examples, use and reflect on practice, design instruction and the management of instruction, share and form accountability networks with other personnel, and evaluate and be accountable for what happens in the classroom." | **Professional Development Model**<br><br>Effective and innovative professional development is a cornerstone of school improvement. During Year 3 of SIG implementation, Paterson Public Schools will seek a partnership with an external provider to complement the existing professional development program with the Institute for Learning (IFL) of The University of Pittsburgh.<br><br>IFL currently provides a professional development program that consists of implementing a curriculum-based, instructionally focused improvement strategy that increases the capacity of teachers to provide "high cognitive demand" teaching and learning, increases the capacity of principals, central leadership, and coaches to create the conditions and support required for the rigorous teaching and learning system wide and is rooted in the IFL's Principles of Learning and Disciplinary Literacy Framework. The IFL Disciplinary Literacy units are designed to be a robust learning | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | **Differentiated PD Based on Teacher Experience, Expertise, and Student Data that is Provided in the Classroom**<br><br>Professional development provided through Seton Hall University partnership in accordance with the Model for Urban School Transformation was differentiated based upon each individual teacher experience, expertise, and classroom student data. Seton Hall University provided master instructional coaches to work one-on-one for at least two hours each week with every teacher in the school towards delivering engaging and effective instruction. Although every teacher received this intensive instructional support, there was an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach observed, not evaluated, the teacher and built a relationship of trust in order to effectively provide specific, targeted, and "laser beam" professional development through modeling, coaching, and team teaching.<br><br>Both research and teacher input from the needs assessment called for a job-embedded | system that includes IFL-provided professional development and follow-up work in school professional learning communities. The purpose of the units is to increase teacher and teacher leadership content, knowledge and skills for enacting high quality instruction of cognitively demanding content and increase principal knowledge and skills for knowing, supporting, and monitoring high quality instructional practices.<br><br>SIG funds will be used to provide additional support for teachers and principals in order to effectively implement the units of study. This support will consist of job-embedded individual teacher and/or leadership coaching, modeling and guidance for the units of study. Paterson Public Schools will begin the process of seeking the partnership with the external provider by issuing an RFP. A team will be gathered to review the RFP submissions and select an external provider based on the criteria of the RFP.<br><br>**Requested Revision Information**<br><br>***"What additional services will be provided that are not contractually provided to all Paterson Schools?"***<br>Currently the Institute For Learning (IFL) provides pull-out professional development to administrators and teachers in various content areas on the IFL Principles of Learning, Accountable Talk and the IFL Units of Study. Teachers leave their school building to attend IFL workshops throughout the year. At the workshop, IFL reviews the Unit of Study that is to be implemented in the classroom. At the next workshop, the previously implemented Unit of Study is discussed with a focus on | |

| | | | |
|---|---|---|---|
| | embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Professional development provided in the classroom while the teacher is teaching provided the opportunity for relative feedback and reflective discussion. The master instructional coach would leave the teachers with "next steps" and a skill or strategy to work on or reflect on for the next visit. The Seton Hall University master instructional coach also gave intensive support and coaching to the school instructional coach in order to build capacity and sustainability throughout the duration of the grant and beyond. The master instructional coach worked with the building coach as the building coach provided job-embedded professional development; modeled effective coaching strategies much like the master coach would model effective instructional strategies for the teacher.<br><br>Additionally, the master instructional coach continued to give guidance and model effective data analysis and application to differentiating targeted classroom instruction. Through analyzing student achievement data, the teacher in collaboration with the master instructional coach, would build skills needed to differentiate instruction based on student need. The | implementation successes and challenges and the next Unit of Study is reviewed for implementation. The IFL Principles of Learning and Accountable Talk is a focus of every pull-out session and weaved in throughout the Units of Study. With SIG funds, we are searching for an external provider to be able to supplement the current IFL Program and provide a targeted treatment for the teachers in the classroom. A link that has not been explored by the district as part of the current IFL Program is to provide job-embedded professional development with support for the IFL Principles of Learning, Accountable Talk and Units of Study. This job-embedded professional development could include: model lessons of the IFL Units of Study, co-teaching of lessons, one-on-one conferences with the teacher, and an analysis of progress of IFL Units of Study through classroom-based assessments. An additional targeted treatment to provide support to the current pull-out IFL Program would be for the external provider to attend grade level meetings, vertical articulation meetings and leadership meetings to provide additional professional development and data analysis of progress. The external provider would focus on the above additional treatments in the areas of language arts, mathematics and leadership.<br><br>***"How do these services compliment School #4's improvement plan?"***<br>The services compliment School #4's improvement plan in various ways beginning with the Highest Priority Issues. School #4 has identified their Highest Priority Issues as Effective Instruction 3.6 (Teachers demonstrate high expectations for all students) and Effective Instruction 3.2 (Teachers use multiple instructional and response strategies | |

| | | | |
|---|---|---|---|
| | focus of the master instructional coach shifted based upon the needs of the students and teachers.<br><br>Furthermore, Seton Hall University continued to provide professional development to the building administrative team in areas such as curriculum alignment, action planning, and leadership skills and strategies. The Seton Hall University, in addition to the master instructional coaches, continued to provide a team leader who worked closely with the principal and NTO to address the PD needs of the administrator and determine areas of PD need for the instructional staff. Professional development was research-based with practical, practitioner-based emphasis on real work issues that principals and vice principals face daily. Although the master instructional coach did not report back to the principal of the teacher's progress, the master instructional coach and team leader were in constant contact with the principal as to what the coach and teacher were working in. The team leader would then coach the principal on how to monitor and support the teacher.<br>In addition to the job-embedded professional development provided by Seton Hall University and as a response to the teacher focus groups conducted as part of the needs assessment, the district employed the | to engage students and meet learning needs). Throughout the SIP, IFL strategies and indicators of progress are documented in the improvement strategies. Please see below for the following SIP strategies that require IFL support.<br>*Math Strategy 2 #5*<br>• Training will be provided to teachers focusing on<br>o Implementation of the CCCS for Mathematics in all grade levels<br>o Focal Point Strategies (Demonstrations of Learning, objectives aligned to CCCS, multiple response strategies)<br>o IFL strategies (Accountable Talk, Rigorous Tasks, Questioning Techniques)<br>*Reading Strategy #5*<br>• District training will be provided to all teachers in grades K-8 to prepare for the implementation of IFL Units, which have been placed to carefully align with the NJDOE Model Curriculum. Training during Milestone 1 will focus on the Principles of Learning, focusing most on Accountable Talk.<br>*Reading Strategy #6a*<br>• Walkthroughs will show evidence of Accountable Talk, with instruction being rigorous and aligned to the IFL Principles of Learning.<br>*Reading Strategy #6b, #8, #12*<br>• Support will be provided to teachers during the implementation of the IFL's reading units. This support includes: GLM's, model lessons, lesson planning, focused walk-throughs and immediate feedback to teachers in order to adjust instruction.<br>*Reading Strategy #9* | |

| | | | |
|---|---|---|---|
| | services of the Institute For Learning (IFL) to provide additional professional development support. The services of IFL came at no cost to the SIG implementation and were provided by the district as part of the school's participation in the Innovation Zone. The IFL implemented a curriculum-based, instructionally focused improvement strategy that increases the capacity of teachers to provide "high cognitive demand" teaching and learning, increases the capacity of principals, central leadership, and coaches to create the conditions and support required for the rigorous teacher and learning system wide, and is rooted in the IFL's Principles of Learning and Disciplinary Literacy Framework. The strategy focused on increasing the capacity of district and school leaders to demonstrate accountability for supporting and monitoring the improvement of instruction and student achievement.<br><br>Over the course of a three-year implementation plan, several instructional lessons and units continued to be inserted into the intended curriculum in reading, writing, mathematics, science and history. Implementation began in the fall of 2011 in several non-SIG schools and continues into 2012 with SIG schools. Teachers and administrators attended a three day professional | • Walkthroughs will show evidence of the components of the Principles of Learning. Lesson plans and posted Objectives and Demonstrations of Learning (DOL) will indicate alignment to the Model Curriculum and district curriculum guides.<br>*ELL Strategy #5*<br>• Support will be provided to teachers during the implementation of the Model Curriculum, SIOP and IFL training by facilitating GLM's, conducting model lessons, participating in focus walk-throughs and disseminating immediate feedback to teachers in order to adjust instruction.<br>*ELL Strategy #9*<br>• Additional support will be provided to teachers during this phase [Phase 2] of SIOP and IFL training.<br>*ELL Strategy #12*<br>• Additional support will be provided to teachers during this phase [Phase 3] of SIOP and IFL training.<br><br>***"How do these additional services differ from the services to be provided by the school based math and language arts supervisors, the reading specialist, the math intervention specialist, the bilingual, special education specialist and the RTI reading specialist in the school?"***<br>School-based math and language arts supervisors are assigned to the school to provide professional development to the math and language arts teachers. The supervisors are part of a team that services several schools. The team is made up of Supervisors of Language Arts, Math, Bilingual and Special Education. Also on the team are Teacher Mentors of Data and Climate and Culture. The Teacher Mentors from the team will not | |

| | | | |
|---|---|---|---|
| | development institute in the summer of 2012 called the IFL Summer Launch. This was their first dose of professional development from IFL for School #4. | service SIG Schools as they have their own Teacher Mentor of Data and Climate and Culture. The type of professional development that the supervisors will provide will be primarily guided by the school's School Improvement Plan. While they may support IFL instructional strategies, their main focus is to provide support for either the District Curriculum and/or Model Curriculum. The external provider funded through SIG will provide support primarily on the IFL Learning Units, Principles of Learning and Accountable Talk. They will model lessons specifically regarding IFL Principles of Learning and provide job-embedded professional development. The reading specialist and math intervention teachers are positions that provide targeted interventions to students and these staff members do not provide professional development. At times, for example during grade level meetings, a reading specialist or math intervention teacher may share instructional strategies with colleagues but this does not act as official professional development. The position of bilingual and special education specialist do not exist. The RTI reading specialist position was removed from the grant and will not be in place for 2013-2014. | |
| 2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively. | **Equipping Teachers with the Competencies Needed to Apply Evidence- and Standards-based Practices Effectively**<br>Seton Hall University provided master instructional coaches, to work one-on-one for at least one hour each week with every teacher in the school towards delivering engaging and effective instruction. The master instructional coach provided specific | The new partnership with an external provider to supplement the professional development currently in place at School #4 will equip teachers with the competencies needed to apply evidence- and standards-based practices effectively. The external provider will work with each teacher to implement engaging and challenging activities aimed at raising student achievement. The practices reviewed with the teachers will be based | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | strategies for delivery of instruction, student engagement, and the conceptualization from the student perspective.<br><br>Although every teacher received this intensive instructional support, there was an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach observed, not evaluated, the teacher and built a relationship of trust in order to effectively provide specific, targeted, and "laser beam" professional development through modeling, coaching, and team teaching.<br><br>Both research and teacher input from the needs assessment called for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Research from IDRA states, "Teachers must be provided opportunities to adapt and practice newly-learned skills in their context. Teachers also must be provided opportunities to reflect on the impact of new knowledge and skills on children's academic achievement and on the feedback that mentors and coaches provide them." Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach will | on standards and proven effective instructional strategies. There will also be leadership coaching provided to the administrators to assist them in various areas of leadership. | |

| | | | |
|---|---|---|---|
| | leave the teachers with "next steps" and a skill or strategy to work on or reflect on for the next visit. | | |
| 3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes. | **High Levels of Teacher Practice Implementation**<br><br>The District and the leadership of School #4 defined high levels of implementation of practices for effective teaching and learning that ensured school reform. Based upon the Aligned Instructional System Strategic Plan, teachers were expected to accomplish the following: 1) develop lesson objectives that are tied to the curriculum guide, 2) teach objectives according to district pacing guidelines; 3) participate in Grade Level Meetings, teacher study groups and shared planning times; and 4) utilize the District's assessment database system, *Performance Matters* and STAR Assessments, to assist teachers and school leadership in the data mining process. Teachers also received training on the new STAR Assessments and continued to receive training in 2012-2013. Teachers accessed the STAR data and used the data to shape and drive their instructional activities and goals.<br><br>**Monitor Changes in Teacher Practice and Student Outcomes**<br><br>The implementation of these practices were monitored by the principal of | High levels of implementations of practices and monitor changes in teacher practices and student outcomes includes; School Team Practices<br>• Set goals and objectives relating to student learning<br>• Monitor and coordinate student tests across subjects<br>• Plan and implement strategies to increase parent involvement<br>• Coordinate efforts with Special Education, Title I, Bilingual Education, Music, etc.<br>• Students engage in group problem solving, negotiation, and consensus development<br>• Teachers from other subject areas help plan and carry out instructional units<br>• Exhibitions of student's work are used as part of instruction and assessment<br>• Students revise their reports and papers<br>• Students read and discuss newspaper articles<br>• Students write and keep journals<br>• Mathematical concepts are taught using real world examples<br>• Team members work together to coordinate learning activities and integrate curriculum<br>• Team members work together to | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | School #4, who tracked the school's regularly scheduled program planning and curriculum design periods. The leadership of School #4 also monitored teacher practices through classroom observations and Learning Walks, and reviewed student outcomes using the District assessment database, *Performance Matters* and STAR Assessments. *Performance Matters* and STAR Assessments allowed Principal Bespalko and her instructional coaching team to evaluate individual student outcomes using quarterly benchmarks. | coordinate work that is assigned to students, the way that it is graded, and the feedback that is provided<br>• Team activities encourage and promote the involvement of parents in their children's education<br>• Team activities promote contact with building administrators and other in-house resource personnel<br>• Students work in small groups to complete learning activities that require their active involvement<br>• Learning activities are coordinated across subject areas<br>• Instructional activities use authentic assessment strategies<br>• Learning activities that help students develop and improve critical thinking skills are incorporated into instruction and evaluation<br>• Instructional activities include chances for students to develop and use reading skills and concepts<br>• Instructional activities include chances for students to develop and use writing skills and concepts<br>• Leaning activities include opportunities for students to enhance their abilities in mathematics<br>• Curriculum coordination & integration<br>• Coordination of student assignments, assessments, and feedback<br>• Parent contact and involvement<br>• Contact with other building | |

| | | | |
|---|---|---|---|
| | | resource staff<br>• Small group active instruction<br>• Integration and interdisciplinary practices<br>• Authentic instruction and assessment<br>• Critical thinking practices<br>• Reading skill practices<br>• Writing skill practices<br>• Mathematical skill practices | |

| | | | |
|---|---|---|---|
| 4. The LEA and school promote professional learning communities and a school culture of continuous learning. | Dr. Frank Napier School #4designed and implemented 5 Professional Learning Communities that met throughout the year on the below topics. The main purpose of implanting the PLCs was to strengthen teacher practice that would result in effective instructional practices in an effort to raise achievement.<br><br>**Analyzing Data to Direct Classroom Instruction**<br><br>This PLC focused on using formative data to design effective instruction. Through the comprehensive analysis of data, strategies were developed to assimilate data with differentiation into the classroom. Learning styles and various performance levels of students were considered and addressed.<br><br>**Providing Meaningful Teacher Feedback to Students**<br><br>This PLC focused on providing effective feedback to students in order to increase student achievement. Teachers were provided with key phrases that addressed multiple responses and would change student performance based on individual feedback.<br><br>**Active Student Engagement**<br><br>This PLC focused on designing rigorous lessons that actively engaged | Dr. Frank Napier School 4 will continue to have various Professional Learning Communities throughout the year.<br>The PLC topics include;<br><br>• Data-Based Decision Making<br>This informative resource takes an in-depth look at best data collection practices and guides the elementary school principal on how to reach struggling learners, strengthen instruction, and achieve school wide improvement.<br><br>• The Four Keys to Effective Classroom and Behavior Management<br>Building Community, Motivation, Responsibility, and School Safety<br>Learn how to improve student engagement and build a positive climate for learning and discipline for all grades.<br><br>• Designing & Teaching Learning Goals & Objectives<br>Design and teach effective learning goals and objectives by following strategies based on the strongest research available.<br><br>• Using Common Core Standards to Enhance Classroom Instruction & Assessment<br>Discover how to weave an in-depth understanding of the Common Core into successful classroom practice. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | student learning. Teachers utilized multiple strategies/responses to raise the level of student focus and participation throughout instruction. The Robert Marzano book, *What Works in Schools*, will be used for this PLC.<br><br>**Effective Classroom Management**<br><br>This PLC addressed research-based strategies that have demonstrated effective practices for new and veteran teachers in managing student behavior. Active student engagement as well as creating a warm learning environment was also explored.<br><br>**Strategies Designed to Improve Student Learning (Instructional Assistants)**<br><br>Instructional Assistants are important members of our school community that are often overlooked with providing professional development. To address this area, Dr. Frank Napier School 4 implemented a PLC specifically for Instructional Assistants.<br>Scenarios were introduced to develop effective practices for instructional assistants in maintaining student focus, remedial instruction and student participation throughout lessons | • The Highly Engaged Classroom<br>Student engagement happens as a result of a teacher's careful planning and execution of specific strategies.<br><br>Teachers will have the autonomy to organize the PLC as per their availability day and time. | |

| | | | |
|---|---|---|---|
| 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. | **Evaluation System for Professional Development Providers**<br><br>The District has developed a system to evaluate the PD providers and selected only those considered to be of the highest quality. The District convenes the Curriculum Writing and Professional Development Evaluation Committee. The function of the evaluation committee in any procurement is to make recommendations regarding vendors to the District Superintendent. The decision is based upon an objective and independent analysis of the proposals received, which is based upon the evaluation criteria contained in each Request for Qualifications (RFQ). To begin the process, members of the committee are briefed on the overall evaluation process and are given a set of expectations regarding their participation on the committee. Next, a point score methodology is used to quantify numerically both objective and subjective factors relative to each evaluator's findings and conclusions. Bidders are evaluated on how well they met the criteria outlined in the RFQ, as well as their clear indication of past experience with positive outcomes. Once all proposals are screened, the District creates a list of qualified PD providers, from which each individual can select to meet their school's PD needs. | The district's system to evaluate PD providers and select only those providers considered to be of high quality is as follows.<br>1. Know the school needs and budget<br><br>2. Put a selection team together, write a proposal<br><br>3. Conduct initial conversations and presentations with potential providers, check references, and reaching an agreement on a provider<br><br>4. Negotiate a contract, clarify the package of services and materials supplied by the provider, determine actions and support providing the school, determine the length of the contract, determine the outcomes and evaluation measures<br><br>5. Draw up a board action, summary pages, have it approved by the board<br><br>6. Create a school plan, address common issues that arise during implementations, establish an evaluation plan, and a survey<br><br>7. Plan the sustainability of the work for after the end of the contract<br><br>The district provides approval oversight to PD providers selected by;<br>• creating a close partnership with the providers<br>• maintain open communication<br>• work with the provider to develop a | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | The District issues an RFQ and embarks on the evaluation process for a university partnership, or equivalent of, in providing job-embedded standards- and evidence-based professional development for instructional staff and administrative staff. Included in the RFQ will be the above mentioned desired components such as the teacher and administrative study groups, two weekly hours of job-embedded professional development for every teacher, the establishment and guidance of grade level meetings, and the assignment of a team leader to each school to coordinate professional development with the principal and staff. The RFQ also required that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders participated on the evaluation committee to select the university partnership, or equivalent of, to provide the professional development such as school leadership, instructional staff, district representatives, and community members.<br><br>The RFQ also required that the university, or equivalent of, produced a variety of reports that included formative and summative assessment data. The District SIG Supervisor | flexible implementation plan<br>• address common issues that arise during implementation<br>• sustain the work | |

| | | | |
|---|---|---|---|
| | monitored the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers also completed surveys and professional development evaluations to provide feedback as to whether or not the professional development had been helpful in improving their instructional strategies.<br><br>Ultimately, summative and formative student achievement data was the indicator as to whether the professional development had a positive impact. McREL research states, "Student performance data should be used to measure whether changes in teaching practice have improved student achievement". Teacher feedback about professional development providers constituted a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys also guided the direction of the professional development. | | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 4.<br>Professional development opportunities for staff become difficult especially when teachers are working an extended school day and year. Teachers are expected to work the extended hours as per SIG ELO requirements with little extra time for professional development. Class coverage for GLM and vertical articulation meetings is always a barrier that schools deal with on a daily basis. |

TRANSFORMATION **PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

| Transformation **SIG Required Activity – 5**<br>Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. | | | |
|---|---|---|---|
| **Evidence of Implementation Indicators** | **Year 2 Implementation Description** | **Year 3 Project Description** | **Year 3 Timeline** |
| 1. The SEA and LEA secure funding for long-term program sustainability. | Full Service Community School sought long-term state and federal grant funds through 21st century that are sustained academic enrichment programming afterschool and in the summer. The Full Service Community School provided PD, mental health services and psycho-education through partnerships with area agencies and colleges that supported the academic success and school climate of Dr. Frank Napier School 4 Academy.<br><br>Full Service Community School continued to work with the Full Service Community Schools' Funders Council to collaboratively develop, pursue, and secure financial resources that address issues of sustainability. These initiatives are include but are not limited to: grant-funded projects, endowments, joint-use agreements, shared-services agreements, budget streamlining plans, etc. | The district has hired school based Math Supervisor, Language Arts Literacy Supervisor, Bilingual Supervisor, Special Education Supervisor, Culture/Climate Teacher Mentor, and a Data Teacher Mentor to further support the school for student achievement for long- term program sustainability after the end of the provider's contract. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| 2. The SEA and LEA ensure that students have equal access to high-quality teachers. | Through the Human Resources verification process, all teachers in Dr. Frank Napier School 4 meet the HQT status that is required under the Elementary and Secondary Act. | To ensure that students have equal access to high-quality teachers the Teacher Mentors and Supervisors work together with the providers to assess current status within a framework of evidence based practices such as;<br>• Develop a six day cycle schedule of school visits and support for identified schools.<br>• Review School Improvement Plan (SIP) and school related data to determine school base needs.<br>• Plan and Conduct Professional Development to support content area instructional strategies delineated in the School Improvement Plan (SIP).<br>• Participate in administrative and content walkthroughs.<br>• Conduct a minimum of 3 spot observations per day providing timely meaningful feedback to teachers within 24 hours.<br>• Conduct debriefing sessions regarding walkthroughs trends with school administration and data mentor teacher.<br>• Collaborate with administration to design student intervention programs in specific content areas.<br>• Conduct Professional Development sessions regarding Renaissance interventions, content specific NJASK interventions, Model Curriculum Unit Assessments interventions and Performance Matters data mining.<br>• Monitor the teacher's planning and delivery of effective instruction in the specific content area.<br>• Conduct model lessons as part of | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | | job embedded coaching for teachers, as needed.<br>• Assist teachers in the implementation of the NJDOE model curriculum.<br>• Participate in and develop identified professional learning communities at each site to support action steps identified in school improvement plan during grade level meetings.<br><br>School #4 will continue to employ the Reading Specialist and Teacher Mentor of Data Analysis. A Teacher Mentor of Climate and Culture will join their team. The Reading Intervention Teacher will not be funded out of SIG for 2013-2014 and the position will no longer exist as a result. | |
| 3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels. | The district has developed instructional leadership capacity at Dr. Frank Napier with both the administrators and teachers. Administrators continued to receive training from the Focal Point consultant group (funding provided by the district) in areas such as curriculum alignment, providing meaningful and actionable feedback to teachers, and in identifying effective objectives and DOL's. Teacher leaders were also identified within the three instructional houses located within the school according to grade spans (i.e. K – 2, 3 – 5, and 6 – 8). Each house was theme-based and the theme was determined in collaboration between the Visionary Team of teachers and school administration. Each house identified a | To ensure an intensive long-term investment in developing instructional leadership capacity at the school, the Teacher Mentors and Supervisors work together with the providers to assess current status within a framework of evidence based practices such actively participate in district level professional development within the content area (IFL, Focal Point, Renaissance, and Model Curriculum Unit Assessments)<br>• Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action.<br>• Conduct both informal and formal evaluations in collaboration with the Administration on identified teachers. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | teacher leader who would be empowered to facilitate the development, implementation and assessment of house-based activities. | • Develop feedback protocol and schedule of "next steps" that will support the instructional visits conducted in each school and each classroom. | |
| 4. The LEA delegates leadership to principals, instructional program leaders, and administrators. | The performance expectation set by the principal of Dr. Frank Napier School 4 for staff instructional capacity mirrored that of the ITASC Model Core Teaching Standards and the NJDOE Professional Standards for Teachers and School Leaders. Dr. Frank Napier School 4 developed and maintained highly functional instructional staff to support the continued transformation of Dr. Frank Napier School 4. The principal has modify the School<br>Professional Development Plan for Dr. Frank Napier School 4 in order to provide teachers with intensive, job-embedded professional development activities tailored to the context-specific needs of the school to improve teacher effectiveness. The principal will continue to utilize the district provided resource with the Institute For Learning to provide additional professional development to teachers and instructional staff. | The school based Math Supervisor, Language Arts Literacy Supervisor, Bilingual Supervisor, Special Education Supervisor and Data Teacher Mentor will meet weekly to further support the school for student achievement.<br>Weekly meeting with the staff mentioned above occur throughout the year to discuss current status, develop a plan for change, implement the plan, monitor the plan, and review the new data for revision. | September 2013 – August 2014 |
| 5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making. | Administrators continued to receive training from the Focal Point consultant group (funding provided by the district) in areas such as curriculum alignment and development, assessment alignment and articulation, providing meaningful and actionable feedback to teachers, and in identifying effective objectives and | The district provides Executive Coaching to the Principal that is job-embedded and focuses on evidences based decision making. The responsibilities include;<br>o one to one executive coaching<br>o principals' leadership and management development<br>o building capacity as instructional | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | DOL's.<br><br>School administrators also attended the School Improvement Grant Summer Institute and received intensive training as part of SIG implementation activities. | leaders of their building including development of the school action plan, instructional walkthroughs and the selection of competent staff<br>o monitoring, coordinating and supervising all school operations including: staff evaluations, student achievement, parent involvement, school safety, personnel decisions, principal performance, staff attendance, facility issues, school climate, data analysis and how it drives instruction, budget development, professional development, leadership training, and community partnerships.<br>o promoting the educational objectives and values of collaborative planning, district curriculum, effective instruction practices and responsive programs and services<br>o developing Professional Learning Communities related to instructional improvement<br>o providing professional development to the principal in areas of need and concern | |
| 6. The LEA includes non-monetary incentives for performance. | The district implemented non-monetary incentive to teachers based on performance and student achievement. Teachers worked to meet benchmark targets established by the STAR Assessment. A Visionary Team of teacher members and school administration was established focusing on Teacher and Student Incentives. This committee continued during Year 2 of | District non-monetary incentives for performance includes professional books, journals and subscriptions to professional and technical publications specifically related to student achievement. Consultant services – an individual hired to perform professional, short-term services. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | implementation. A rubric had been established by the committee outlining the standards of progress that the teacher would have to demonstrate based on STAR Assessment scores. The Visionary Team obtained feedback from fellow colleagues to identify incentives that teachers prefer. For example, the awarded teachers could receive a Barnes and Noble gift card to purchase educational materials to be used in the classroom in staggered dollar amounts based on the rubric.<br><br>Another incentive offered to the instructional staff at Dr. Frank Napier School4 was based on recommendations on exemplary performance for school turnaround efforts by fellow colleagues or school administrators. An example of the incentive award would be the strategy of mini-grants, where the teacher would propose a school project to be funded or their attendance, at a professional conference. Rubrics were created via the Visionary Team. | | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 5.<br>There were no barriers. |

**Form S-6**
**Use only one model template for each school**

**Date:** REVISED 7.15.13



**TRANSFORMATION PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

**SIG Required Activity – 6**

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change. | The District utilizes *Performance Matters* Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. *Performance Matters* manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction.<br><br>The District maintains the *Performance Matters* data system through the Department of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school principals and instructional staff are granted access to the system using their district email | The District utilizes Performance Matters Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. Performance Matters manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction.<br><br>The District maintains the Performance Matters data system through the Department of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school principals and instructional staff are granted access to the system using their district email address as a username and individual passwords. School leaders and | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | address as a username and individual passwords. School leaders and instructional staff are permitted to access student performance data at any time and can review individual and collective student performance that will assist them with adjusting their instructional methods and lesson plans to meet the needs of students.<br><br>In addition, the instructional staff and school administrators also had access to STAR Assessment data. The Renaissance Learning STAR Assessments are utilized in grades K-12 for reading and grades 1-12 for math. There are three assessments, which were given three times a year (fall, winter, and spring), and provided important diagnostic information on students' strengths and weaknesses. The data informs district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers were able to access personal learning plans for each student and individualize learning goals as well as lessons for all students. There are three STAR assessments. STAR Early Literacy is given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading is given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assesses questions in four | instructional staff are permitted to access student performance data at any time and can review individual and collective student performance that will assist them with adjusting their instructional methods and lesson plans to meet the needs of students.<br><br>In addition, the instructional staff and school administrators also have access to STAR Assessment data. The Renaissance Learning STAR Assessments are utilized in grades K-12 for reading and grades 1-12 for math. There are three assessments, which are given three times a year (fall, winter, and spring), and provide important diagnostic information on students' strengths and weaknesses. The data informs district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers can access personal learning plans for each student and individualize learning goals as well as lessons for all students. There are three STAR assessments. STAR Early Literacy is given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading is given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assesses questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests are computer-based and take approximately fifteen minutes to administer. After administration, teachers have immediate | |

| | | | |
|---|---|---|---|
| | areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests are computer-based and take approximately fifteen minutes to administer. After administration, teachers had immediate access to scores. The data analysis system allowed the teachers to disaggregate the data and access reports tailored to drive their instruction. | access to scores. The data analysis system will allow the teachers to disaggregate the data and access reports tailored to drive their instruction. | |
| 2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data. | The District maintains usage of *Performance Matters*, which provides school leadership and instructional staff with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through *Performance Matters*, teachers worked with the District's Department of Assessment, Planning and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards and other potential sources of performance information. Through *Performance Matters,* school leadership and instructional staff readily access student information needed to assess/ sustain student learning and evaluate the effective instruction.<br><br>In addition, the instructional staff and school administrators also had access to STAR Assessment data. The STAR Assessments were administered three times per year and teachers had immediate access to scores. The data analysis system allowed the teachers to | The District will maintain usage of Performance Matters, which will provide school leadership and instructional staff with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through Performance Matters, teachers work with the District's Department of Assessment, Planning and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards and other potential sources of performance information. Through Performance Matters, school leadership and instructional staff will readily access student information needed to assess sustain student learning and evaluate the effective instruction.<br><br>In addition, the instructional staff and school administrators also have access to STAR Assessment data and Unit benchmarks as formative assessment. The STAR Assessments are administered three times per year and teachers have immediate access to scores. The data analysis system will allow the teachers to disaggregate the | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | disaggregate the data and access reports tailored to drive their instruction. | data and access reports tailored to drive their instruction.<br>The Unit Assessments will be designed to measure how well students have met the targets, and, more important, what students still need to master. These assessment data will allow teachers to effectively determine what interventions students need as they encounter increasingly complex text. | |
| 3. LEA and school ensure that school aligns instruction with standards and benchmarks. | The District continued to work closely with school leadership in order to ensure that teachers received appropriate professional development to meet the District's and the school's expectations for comprehensive instructional program. The District continued to review curriculum alignment concept with school leadership and refine walkthrough tools to include specific indicators and rubrics for curriculum implementation. The District continues to work with school leaders to develop a student progression plan that outlines what students should know and be able to do at each grade level.<br><br>The District continued to empower the principal at Dr. Frank Napier School 4 to provide staff development in areas identified by assessment data and teacher feedback. Staff continued to receive training in curriculum and instructional alignment, and was trained on how to use the student progression plan to ensure student promotion. The administration worked one-on-one with teachers on how to work with parents so | To prepare all students to compete in the 21st-century global knowledge economy, we are working to implement a cohesive set of initiatives.<br><br>Improvements to educator evaluation and supports are intended to complement other elements of New Jersey's education system – in particular, implementation of the Common Core State Standards (CCSS) and related assessments.<br><br>Understanding that district leaders manage multiple priorities every year, we want to be as explicit as possible in demonstrating the ways that these initiatives intersect at the classroom, school, and district levels.<br><br>The CCSS are being implemented across the district, and the new Partnership for Assessments of Readiness for College and Careers (PARCC) assessments for English Language Arts (ELA) and Mathematics will be in use starting in SY14-15. The New Jersey Core Curriculum Content Standards (NJCCCS) continue to be in use for other grades and subjects, as is the NJ ASK for science in grades 4 and 8. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | that they would understand and support the student progression plan.<br><br>The principal at Dr. Frank Napier School 4 continued to work with the school's assistant principal and Teacher Mentors to facilitate and monitor scheduled team and subject area meetings. These meetings were focused directly on curriculum and instruction. The principal also monitored the use of curriculum maps and provided feedback to teachers regarding their teaching practices.<br><br>Finally, the principal at Dr. Frank Napier School 4 provided individual feedback to teachers and implemented procedures in which teachers that needed additional support were observed weekly, either formally or informally, and were given individualized support to help them improve their performance.<br><br>Professional development was conducted during common preparation time and district mandated professional development days so as not to interfere with the classroom schedule.<br><br>In addition, the STAR Assessments results were measured by benchmark scores. The students were to meet 40% benchmark scores to be on reading level. | AchieveNJ supports implementation of the CCSS and PARCC assessments in several ways. Instruction and student growth are the major "input" and "output" of our education system. The evaluations will capture the efficacy of instruction in improving student growth – and to provide information for offering support and recognition for educators in doing this work.<br><br>The CCSS and NJCCCS form the basis of standards-based instruction – the "input" of evaluation. PARCC and NJ ASK assessments, as well as SGOs, are key measures of the "output" of student growth.<br><br>The following elements of evaluation offer various windows into the effectiveness of standards- based instruction:<br>1. Evaluation practice instruments are designed to foster and capture standards-based instruction.<br>2. The observation process, including pre- and post-conferences, allows supervisors and principals to view and document standards-based instruction in classrooms. During these sessions, teachers and leaders should discuss the alignment of instruction to content standards. Professional development should be designed to support this work.<br>3. Student achievement measures are based on established content standards. The NJ ASK and PARCC assessments are aligned to the CCSS and NJCCCS for each subject and grade level. Educator-established SGOs should be linked directly to standards as | |

| | | | |
|---|---|---|---|
| | | well (for more information and examples, see the SGO Guidebook).<br>4. Assessment results offer additional evidence of student mastery of content standards. Teacher-set SGOs, as well as SGP scores from the NJ ASK and PARCC assessments, provide two of the multiple data points for determining a teacher's efficacy in teaching to the standards and promoting student growth.<br>5. Summative evaluation conferences allow teachers and school leaders the opportunity to discuss observation and assessment results. During the final evaluation conference, teachers and leaders should review multiple sources of data to identify strengths and opportunities for improvement in ensuring student growth.<br><br>When implemented effectively, standards-based instruction fosters student learning, this contributes to positive teacher and leader evaluation results.<br>AchieveNJ is designed to provide multiple opportunities for educators to demonstrate their focus on standards and their students' success in mastering that content | |
| 4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation. | Dr. Frank Napier School 4 designed and implemented Professional Learning Communities on data interpretation. The main purpose of implanting the PLCs was to strengthen teacher practice that would result in effective instructional practices in an effort to raise achievement. The PLC had twenty dedicated hours per staff member to facilitate data PLC activities. | Dr. Frank Napier School 4 will design and implement Professional Learning Communities on data interpretation. The main purpose of implementing the PLCs is to strengthen teacher practice that will result in effective instructional practices in an effort to raise achievement. The PLC will have twenty dedicated hours per staff member to facilitate data PLC activities.<br><br>The DATA Teacher Mentor is leading the | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | **Analyzing Data to Direct Classroom Instruction**<br><br>This PLC focused on using formative data to design effective instruction. Through the comprehensive analysis of data, strategies were developed to assimilate data with differentiation into the classroom. Learning styles and various performance levels of students were considered and addressed. | school's effort to improve by providing training and support on the use of data to improve student achievement. The DATA Teacher Mentor will support teaching through data analysis, modeling coaching, and professional development. The DATA Teacher Mentor works with every teacher in the building to analyze data in order to improve instructional strategies. The meetings include the Teacher Mentors of Math and Language Arts, the Administrators, and the on-site Supervisors of Math and Language Arts. | |
| 5. LEA and school demonstrate use of data (formative assessment) to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement. | The instructional staff and school administrators had access to STAR Assessment data. The STAR Assessments were administered three times per year and teachers had immediate access to scores. The data analysis system allowed the teachers to disaggregate the data and access reports tailored to drive their instruction.<br><br>In addition to STAR access, comprehensive data files were developed by teachers for each student. Teachers maintained classroom data binders or data walls to focus the use of data on instruction. Administrators met monthly with teachers to review and analyze data and to target focused areas of instruction for each month. Data from these meetings helped teachers identify weaknesses and determine the best plan of action to adjust their instructional methods to yield better student outcomes. | Dr. Frank Napier School 4, SIG Principal, will assure all instructional staff incorporates informative assessments into classroom practice. The State Unit Assessments are formative assessments that provide the information needed to adjust teaching and learning while they are happening. In this sense, the State Unit Assessments formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.<br>The purpose of the STAR assessments is to provide information to teachers about student growth and achievement in grades 1-8. Students take the assessment and it is scored automatically by the software. Teachers and administrators are able to view and print a number of reports at the individual, classroom, and grade level in order to monitor progress. Teachers can | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | | then tailor instruction to individuals and to high-stakes testing requirements. | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 6.<br>A barrier experienced with the district's data management and assessment systems such as Performance Matters and STAR Renaissance is that additional PD was available by the district, but scheduling the PD was difficult due to time restrictions with the SIG ELO. |

**Form S-6**
**Use only one model template for each school**

**Date:** REVISED 7.15.13



**TRANSFORMATION PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

**SIG Required Activity – 7a**

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

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time. | Dr. Frank Napier School 4 will continue to be a Full Service Community School. As part of the Full Service Community School model, the extended-day learning activities provide increased learning time that is aligned with the NCCS, NJCCCS, curriculum, and pacing guides. These extended-day activities are in addition to the school-based extended day schedule.<br><br>Utilizing the current THE MEMORANDA OF UNDERSTANDING with the teachers, vice principals and principals unions, the school day and year for Dr. Frank Napier School 4 Academy will be extended by 300 hours. Approximately 261 of the hours will be completed by extending the day by 90 minutes and approximately 40 hours will be completed during the summer. | Dr. Frank Napier will continue to function as a Full Service Community School for the 2013-2014 school year.<br><br>The Full Service Community Schools initiative is progressing through the various planning stages<br><br>A Full Service Community School is a school in which service agencies and schools team up to meet a whole range of children's social, emotional, and academic needs, using the school building as a hub. Through outside partnerships, students and families can benefit from the services such as a mental health counselor, a bilingual family caseworker, after-school enrichment, a health center, dental care, and nutrition counseling to name a few.<br><br>These extended-day activities are in addition to the school-based extended day schedule. | September 2013 – August 2014 |

<table>
<tr>
<td></td>
<td>Please see below for the proposal of hours.<br><br>
<table>
<tr><th colspan="2">Proposal of Extended Hours – 302 Hours Total</th></tr>
<tr><th>Extended Day</th><th>Extended Year</th></tr>
<tr><td>Dates: Sept 6, 2012 – June 27, 2013<br>Student Hours: 8:05am – 4:00pm<br>Teacher Hours: 8:00am – 4:00pm<br><br>Additional Learning Time: 174 days x 1.25 hrs/day = 271.5 Hours</td><td>Dates: July 1, 2013 – July 19, 2013<br>Hours: 8:00am – 2:30pm<br><br>Additional Learning Time: 13 days x 6.5 hrs/day = 84.5 hrs</td></tr>
</table>
** Proposal subject to change based on the school calendar, staff collaboration and union negotiations, however, 300 hours will be accomplished.</td>
<td>Utilizing the current Memoranda of Understanding (MOU) with the teachers, vice principals and principals unions, the school day and year for Dr. Frank Napier School 4 Academy will be extended by 300 hours. Approximately 220 of the hours will be completed by extending the day by 75 minutes and approximately 80 hours will be completed during the summer.<br><br>Please see below for the proposal of hours.
<table>
<tr><th colspan="2">300 Hours</th></tr>
<tr><th>Extended Day</th><th>Extended Year</th></tr>
<tr><td>Dates: Sept 9,2013 – June 23, 2014<br>Student Hours: 8:00am – 4:00pm<br>Teacher Hours: 8:00am – 4:00pm<br>Additional Learning Time: 175 Days x 75 min/day = 218.75 Hours</td><td>Dates: June 25, 2014 – July 15, 2014<br>Hours: 8:00am – 2:30pm<br>Additional Learning Time: 12 Days x6.5 hrs/day = 78 Hours+3.25 hrs on July 15.</td></tr>
</table>
** Proposal subject to change based on the school calendar, staff collaboration and union negotiations, however, 300 hours will be accomplished.</td>
<td></td>
</tr>
<tr>
<td>2. The LEA identifies community needs and partnership opportunities.</td>
<td>Full Service Community School continues moving towards the third year of implementation of a three year program.<br>Full Service Community School</td>
<td>Dr. Frank Napier School 4, Full-Service Community session provides comprehensive academic, social, and health services for students, students' family members, and community members that</td>
<td>September 2013 – August 2014</td>
</tr>
</table>

| | | | |
|---|---|---|---|
| | surveyed the community's needs through bi-annual surveys and focus groups. In addition there were many fact-finding discussions at community meetings. A close relationship with the parents, employees, and businesses in the community resulted in a rich, direct flow of information regarding the needs of those Dr. Frank Napier School 4 serves. We also attempt to partner with as many agencies as possible that are directly a part of the community and in touch with its needs. | result in improved educational outcomes for children.<br>The services include high-quality early learning programs and service; remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; job training and career counseling services; nutrition services and physical activities; primary health and dental care; activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services; and adult education, including instruction of adults in English as a second language. | |
| 3. The LEA allocates funding for extended-learning programs. | School 4 implemented an ELO program that included both an extension of the school day and an extension of the school year. Students and teachers attended school for an additional one hour and fifteen minutes every day and will also attend school for 13 days in the summer at 7 hours per day.<br><br>Funds have been allocated from the School Improvement Grant to subsidize stipend costs for teachers, instructional assistants, administrators, custodians, security, and school support members. The parent coordinator was also added this year to give | School #4 will continue to provide increased learning time that will be embedded in the students' schedule, not as an after school program. The ELO schedule includes an extended day and year that will extend the learning time by 300 hours. The schedule includes an earlier start and later end time everyday by extending the day by 75 minutes/day. The year will then be extended by 14 days through the end of June into July. The extended school day and school year will provide the opportunity for a continuation of the instructional program and the Common Core Standards. Instructional staff will have | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | additional support to parents and the community. MOUs have been reached with all unions establishing the pay rate. | additional time to use achievement data to target instruction to meet the needs of our students.<br><br>Funds have been allocated from the School Improvement Grant to subsidize stipend costs for teachers, instructional assistants, administrators, custodians, security, and school support members. The parent coordinator will continue to be in place for 2013-2014. MOUs have been reached with all unions establishing the pay rate. | |
| 4. The LEA supports school leadership in developing and sustaining community partnerships. | Full Service Community School continues moving towards the third year of implementation of a three year program.<br>Full Service Community School surveyed the community's needs through bi-annual surveys and focus groups.<br>In addition there were many fact-finding discussions at community meetings. A close relationship with the parents, employees, and businesses in the community resulted in a rich, direct flow of information regarding the needs of those Dr. Frank Napier School 4 serves. We also attempt to partner with as many agencies as possible that are directly a part of the community and in touch with its needs.<br>The LEA supports the Full Service Community School through learning visits, regular site coordinator meetings, and Professional Development. The LEA continues to work diligently to create and improve the Community School system in Paterson through | The Vision of Paterson Public Schools FSCS is that every child is prepared and ready to learn when they enter school every day; our young people are well prepared for the workplace, as parents, and as citizens; our communities are safe, supportive, and engaged; and our parents and community members are involved with the school and their own life-long learning.<br>The partnership relationships with Dr. Frank Napier School 4 include Kaboom, Lowes, Kid's Place, Payless, AmeriCorps, Shopper's World, Health Center, Boys' and Girls' Club of Paterson, and the Food Bank Pantry. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | shared resources and partnerships.<br>The site coordinator attended the steering committee meetings to discuss progress. | | |
| 5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum. | Professional development providers (Seton Hall University and Institute for Learning) and appropriate teaching staff from Dr. Frank Napier School 4 participated in intensive professional development for three days in August as part of the Dr. Frank Napier School 4's Summer Learning Institute. Compensation for these training sessions was provided for the teachers through stipends.<br><br>The Extended Learning Opportunity is truly an extension of the day rather than just a period added on at the end. Class periods were elongated to include lengthier blocks of time in which to implement effective teaching strategies. Professional development was embedded throughout the day and effective strategies are coached to be implemented the entire day, including the additional learning time.<br><br>Consistent analysis of data occurred to determine progress by a review of benchmark and teacher-created assessments. | Dr. Frank Napier School 4 continues to ensure that all instructional staff are provided with professional development that prepares teachers in all of the essential components of instruction;<br>• provides information on instructional materials, programs, and strategies based on scientific reading research;<br>• enhances teachers' ability to implement early intervention and remediation programs; and<br>• facilitates the use of assessment data to inform instruction and meet the needs of all students, especially struggling students. | September 2013 – August 2014 |
| 6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional | The District maintained usage of *Performance Matters*, STAR Assessments and teacher-created assessments, which provided school | The District will maintain usage of Performance Matters, STAR Assessments, the State Unit Assessments and teacher-created assessments, which provide school | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| changes. | leadership with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through quarterly STAR Benchmark Assessments and student performance on the NJASK, school leadership and instructional staff for extended-learning programs were able to assess student learning and be a variable in evaluating the effectiveness of the program.<br><br>The principal at Dr. Frank Napier School 4 and the Teacher Mentor of Data worked with the instructional staff of the extended-learning program to analyze data and compare benchmark and summative data for each student stored on *Performance Matters* and STAR Assessment. Data helped to program personnel, monitor program progress, assess student gains and identify weaknesses in service delivery. With this information, school leadership worked with extended-learning staff to modify instructional methods to yield better student outcomes. | leadership with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through quarterly STAR Benchmark Assessments and student performance on the NJASK, school leadership and instructional staff for extended-learning programs will be able assess student learning and be a variable in evaluating the effectiveness of the program.<br><br>The principal at Dr. Frank Napier School 4 along with the Instructional Team will work with the instructional staff of the extended-learning program to analyze data and compare benchmark and summative data for each student stored on Performance Matters, STAR, and Unit Assessment. Data will help program personnel monitor program progress, assess student gains and identify weaknesses in service delivery. With this information, school leadership can work with extended-learning staff to modify instructional methods to yield better student outcomes. | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 7a.<br>A barrier was the change in schedule due to Hurricane Sandy. This was also the cause for ELO calendar challenges during the Spring Recess and summer schedules. These barriers effected the full implementation of the School Improvement Grant. |

**Form S-6**
**Use only one model template for each school**

**Date:** REVISED 7.15.13

**TRANSFORMATION PROJECT DESCRIPTION**



**LEA :** Paterson Public Schools

**Name of School:** School No. 4

**Transformation SIG Required Activity – 7b**
Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission. | Elements of the School Professional Development Plan were developed to include strategies to effectively teach during an extended period of time and provided differentiated instruction to reach students of all performance levels. STAR Assessments will be administered to mark progress throughout the year.<br><br>Through the Full Service Community School grant, an additional after-school program is and will continue to be funded and offered to the students of Dr. Frank Napier School 4 after the extension of the school by 300 hours. The program is facilitated by the Boys and Girls Club. Curriculum was coordinated across all programming so that academic support and after-hours enrichment staff are supporting the learning goals set by the SEA. | The office of Full Service Community ensure Dr. Frank Napier School 4, Full-Service Community session provides comprehensive academic, social, and health services for students, students' family members, and community members that result in improved educational outcomes for children. The services include high-quality early learning programs and service; remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| 2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government). | The community school partnered with over 20 community partners to provide services to Dr. Frank Napier School 4 families and the surrounding community. These services focus on removing barriers to learning, improving engagement levels, and supporting families. In year one, they included, but are not limited to: after-school programs, (in addition to SIG), ESL classes, parenting workshops, anger management for students, mental health & case management services, family/community events, innovative curriculum in core subjects, and tutoring/academic support in literacy and math. In year two, these programs will expand to include greater health services, community technology classes, parent support groups, and an AmeriCorps program to provide support in classrooms.<br><br>Dr. Frank Napier School 4's Parent Coordinator facilitates a monthly Parent and Community Meeting. At these meetings, parents were given school updates on student achievement, school initiatives, the extended learning program and the School Improvement Grant. Parents received surveys at the parent and community meetings and were given opportunities to provide feedback on school initiatives. Feedback from parents and community members were reviewed by school and district administrators. Dr. Frank Napier School 4 will continue to utilize this strategy of soliciting input from the school community for 2012 – 2013. | The Mission of Paterson Public Schools FSCS is to ensure that 100% of Paterson Public Schools' students graduate High School prepared for college and career ready.<br><br>The Vision of Paterson Public Schools FSCS is that every child is prepared and ready to learn when they enter school every day; our young people are well prepared for the workplace, as parents, and as citizens; our communities are safe, supportive, and engaged; and our parents and community members are involved with the school and their own life-long learning.<br><br>Dr. Frank Napier School 4 will continue to be a Full-Service Community which provides comprehensive academic, social, and health services for students, students' family members, and community members that result in improved educational outcomes for children.<br><br>The community partnership relationships with Dr. Frank Napier School 4 include Kaboom, Lowes, Kid's Place, Payless, AmeriCorps, Shopper's World, Health Center, Boys' and Girls' Club of Paterson, and the Food Bank Pantry.<br><br>School #4 will hire a Teacher Mentor of Climate and Culture through SIG funds. This staff member will work with parents, students and staff to increase the level of community support for school initiatives. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | An additional Strengthening Families Program was facilitated through Dr. Frank Napier School 4. Select teachers received training in 2011-2012 and identified several families in the community to participate in the program for 2012-2013. The program provided support to targeted families throughout the year. | | |
| 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. | Community partnerships were developed with a common goal in mind. For Dr. Frank Napier School 4, the school administration and staff members sought out partnerships that focused on addressing the needs of the school and community.<br><br>The district will continue to invest substantial resources in its Office of Family and Community Engagement, which is charged with supporting efforts by school leaders to develop community partnerships. The Principal is charged with sustaining existing community partnerships with neighboring faith-based organizations with the support of the Parent Coordinator and Guidance Counselor. | The new Principal of Dr. Frank Napier and the Director and Supervisor of the District's office of FSCS ensure school staff, board members, family members and other residents actively participates in designing, supporting, monitoring and advocating quality activities in the school and community. | September 2013 – August 2014 |
| 4. Schools provide PD to ensure that staff members work effectively with partnering organizations. | Staff members received professional development to ensure a collaborative relationship with partnering organizations. Teachers attended a three-day Summer Institute where professional development was provided by both the school and district staff and the partnering professional development provider. Furthermore, staff members received professional development throughout the year on effective communication with parents and community members. This | Meetings and workshops are made through the office of Full Service Community Schools in the district. These meetings and workshops address the needs of the Paterson community and the role Full Service Community Schools will play in re-shaping the avenues of success for our children and their families. All participants focus on strengthening the social networks, economic viability and physical infrastructure of the surrounding | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | included contacting parents, speaking with parents about curriculum and reviewing student assessment data. | community. | |
| 5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement | Although the Partnership Zone was not implemented fully in 2011 – 2012, a need was identified to bring the two schools together with the university partnership to provide additional support. The university provider was invited to join the Internal District Committee where we met monthly to celebrate success of SIG implementation and identify solutions to challenging areas of implementation.<br><br>Dr. Frank Napier School 4's Parent Coordinator facilitated a monthly Parent and Community Meeting. At these meetings, parents were given school updates on student achievement, school initiatives, the extended learning program and the School Improvement Grant. Often the parent and community meetings were coupled with student performances in an effort to raise parent and community attendance and participation. Parents received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedbacks from parents and community members have been reviewed by school and district administrators. Dr. Frank Napier School 4 will continue to utilize this strategy of soliciting input from the school community for 2012 – 2013. | The district and Dr. Frank Napier, School 4 will gather periodically to report data from the school community, staff, families and community on the progress of school improvement.<br>More specifically, the evaluative plan will address the following: (1) What types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the Full Service Community School Dr. Napier School 4, and will provide accountability information both about success at the initial site and about effective strategies for replication in other settings. | September 2013 – August 2014 |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 7b.<br>There were no unforeseen barriers. |

LEA : Paterson Public Schools

Name of School: School No. 4

**Transformation SIG Required Activity - 8**

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways. | The district provided the principal, Ms. Bespalko, operational flexibility in addressing school instructional needs such as staffing and curriculum and operational needs such as budgeting and scheduling.<br>Through the autonomy granted by the School Improvement Grant, the Principal will continue to be given the authority to address needs in a timely, efficient and effective way. Support will be provided through the Assistant Superintendent and NJDOE support thought the Network Turnaround Officer and attendance at monthly SIG Principal meetings. | Once a position opening occurs (i.e., position is vacated or newly created), the recruiting procedures must be performed in the order presented.<br>1. The district posts for the position.<br>2. Highly Qualified candidates apply through the Applitrack system.<br>3. A team of interviewers are selected.<br>4. Interviews are scheduled.<br>5. The interview team makes a selection.<br>6. A Personal Transaction is completed and sent to HR for approval.<br>7. Once approved the candidate may begin immediately. | September 2013 – August 2014 |
| 2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers. | In order to secure a pipeline of turnaround leaders, Paterson Public Schools partnered with Seton Hall University to provide additional professional development and support to | During Year 3 and beyond the Executive Coach will continue to provide the support and coaching necessary to sustain and increase the gains made during the first three years of the grant by: | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | the SIG administrators, both principals and vice principals. The major tenants of the professional development are described below:<br><br>1. Leadership<br>- The Academy's Leadership Coaches will work directly with SIG School Administrators and their leadership teams on:<br><br>• Effective use of data to improve instruction (schools have a plethora of data, but a paucity of actionable information for the teacher to focus and improve instruction)<br>• Research-based instructional practices that improve student learning<br>• Ongoing monitoring of student progress<br>• High quality and frequent instructional feedback to teachers<br>• Aligning the school's curriculum and assessments to the Common Core State Standards<br>• Creating and maintaining a school climate and culture that is safe, clean, orderly and conducive to teaching and learning<br>• Effective communication to all stakeholders, e.g., an uncompromising belief in the educability of each child<br>• A clear and coherent vision of where the school is going, a coherent school mission, and the principal not only | o Continuing the activities listed above<br>o Creating a cohort of principals that will meet regularly and support the school's improvement efforts through modeling and honing best practices<br>o Advocating for additional funds so that the programs and activities can be sustained and improved<br>o Showcasing best practices so that other schools and principals can learn from the experiences of the school and the principal<br>o Collaborating on journal articles that can be developed to assist the school in continuing to move in a positive direction while sharing best practices<br>o Assisting in attracting highly effective teachers and administrators to work in the school | |

| | | | |
|---|---|---|---|
| | helps establish the school's mission – he or she IS the school mission, etc.<br>• Distribute leadership<br>• Meaningful parent and community involvement that supports the school mission<br><br>The district also embraced the principles of a Turnaround Leader detailed below. The district evaluated the principal's performance using the common and essential characteristics of highly qualified school leadership personnel.<br><br>1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort<br><br>2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations<br><br>3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to meet the needs of all students<br><br>4. Curriculum, Assessment and Intervention System – Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted<br><br>5. Effective Staffing Practices – Developing the skills to better recruit, | | |

| | | | |
|---|---|---|---|
| | retain and develop effective teachers<br><br>6. Enabling the Effective Use of Data – Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture<br><br>7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning<br><br>8.Effective Family and Community Engagement – Increasing academically focused family and community engagement | | |
| 3. The LEA has established annual goals for student achievement. | The district created a Student Progression Plan which outlines academic expectations for learning and the corresponding indicators of student mastery for each grade level. Students are required to exhibit these indicators in order to be promoted to the next grade level.<br><br>Annual student targets have been established for K – 2 in STAR Assessments for LAL and Math, 3 – 5 in NJASK and STAR Assessments for LAL and Math, and 6 – 8 in NJASK and STAR Assessments for LAL and Math. | All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps. All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. All students will understand and model the important attributes that contribute to the community and the common good.<br><br>Annual student targets have been | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | | established for K – 2 in STAR Assessments for LAL and Math, 3 – 5 in NJASK and STAR Assessments for LAL and Math, and 6 – 8 in NJASK and STAR Assessments for LAL and Math | |
| 4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice. | The Paterson Public Schools Division of Assessment, Planning & Evaluation is responsible for the district-wide coordination and security of assessments, implementation of annual district-wide assessments, and online access and analysis for test data via *Performance Matters* and/or STAR Assessments for the following:<br>• Implementation of District/State Summative: NJPASS, NJASK 3-8, HSPA<br>• Implementation of State Summative for specialized populations: NJASK in Spanish, APA, SRA, ACCESS for ELLs<br>• Administration of Online Access/Analysis for in-District Formative/On-going District Benchmark Assessments (STAR Assessments)<br>• Administration of Online Access/Analysis for Formative, Diagnostic, Summative: DIBELS, DRA<br><br>Once the assessments have been administered, the Division of Assessment, Planning & Evaluation | The Paterson Public Schools Division of Assessment, Planning & Evaluation is responsible for the district-wide coordination and security of assessments, implementation of annual district-wide assessments, and online access and analysis for test data via Performance Matters and/or STAR Assessments for the following:<br>• Implementation of District/State Summative: NJPASS, NJASK 3-8, HSPA<br>• Implementation of State Summative for specialized populations: NJASK in Spanish, APA, SRA, ACCESS for ELLs<br>• Administration of Online Access/Analysis for in-District Formative/On-going District Benchmark Assessments (STAR Assessments)<br>• Administration of Online Access/Analysis for Formative, Diagnostic, Summative: DIBELS, DRA<br><br>Once the assessments are administered, the Division of Assessment, Planning & Evaluation supports all levels of the organization to ensure that the results are used to drive instructional decisions and improve learning opportunities for all students. | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | supports all levels of the organization to ensure that the results are used to drive instructional decisions and improve learning opportunities for all students. | | |
| 5. The LEA and school share student progress data with parents and students. | Paterson Public Schools maintained *Performance Matters* and STAR Assessments data base that collects student academic data. Teachers were able to access STAR Assessment data and generate reports on a whole class and individual student level. These reports were routinely shared with parents in an effort to involve the community with raising student achievement. Additionally, information on data analysis of progress data was shared with students by teachers. | Performance Matters will give teachers the opportunity to share a common set of comprehensive with parents. The data is displayed in a simple but detailed reports and graphics. As a result, parents will have a shared understanding and responsibility for where their children need support and where they have the opportunity to work with the teacher and their child to improve learning. | September 2013 – August 2014 |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 8.<br>There were no barriers to report. |

**TRANSFORMATION PROJECT DESCRIPTION**

**LEA :** Paterson Public Schools

**Name of School:** School No. 4

**Transformation SIG Required Activity – 9**

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

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

| Evidence of Implementation Indicators | Year 2 Implementation Description | Year 3 Project Description | Year 3 Timeline |
|---|---|---|---|
| 1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections. | The District utilized *Performance Matters* Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. *Performance Matters* manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction.<br><br>The District maintained the *Performance Matters* data system through the Department of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school | The data system the district established is Performance Matters. With this data system, Principals, instructional specialists, counselors and other school-based leaders will strive to foster conditions that promote student learning. Performance Matters empowers school leaders with a robust set of easy to use tools to analyze trends in student learning among all teachers. As a result, they will to identify best practices that are used extensively in professional learning community (PLC) settings. Using Performance Matters, school leaders will have the information to make sustained improvements in learning and instruction for their school.<br><br>With Performance Matters, teachers will use data to differentiate instruction. They | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | principals and instructional staff were granted access to the system using their district email address as a username and individual passwords. School leaders and instructional staff were permitted to access student performance data at any time and can review individual and collective student performance that assisted them with adjusting their instructional methods and lesson plans to meet the needs of students.<br><br>In addition, the instructional staff and school administrators also had access to STAR Assessment data. The STAR Assessments were administered three times per year and teachers have immediate access to scores. The data analysis system allowed the teachers to disaggregate the data and access reports tailored to drive their instruction. | will access intuitive color coded reports that instantly reveal individual and group trends among students. The data blend all student measures into reports. Teachers will analyze trends in overall performance and drill down to individual results by every standard assessed and compare individual performance among student groups.<br><br>District Administrators have access to a wide variety of reports that aggregate student and teacher results across the school district. District and Dr. Frank Napier Administrators will make comparisons of the school's performance and drill down to individual student level to drive instruction. | |
| 2. The LEA and school have established a data system that can collect and report information on all nine leading indicators. | The District utilized *Performance Matters* Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. *Performance Matters* manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction.<br><br>In addition, the instructional staff and school administrators also had access to STAR Assessment data. The STAR | The district will be moving from EDUMET to ALIO as a new system to collect data such as student attendance, truancy, and staff attendance.<br><br>The district uses Teachscape systems and McRel spot observation tools for teacher performance spot and evaluation.<br><br>The nine indicators are as follows;<br>1. Number of minutes within the school year<br>2. Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup.<br>3. Dropout rate | September 2013 – August 2014 |

| | | | |
|---|---|---|---|
| | Assessments were administered three times per year and teachers have immediate access to scores. The data analysis system allowed the teachers to disaggregate the data and access reports tailored to drive their instruction.<br><br>Administrators, school leaders, and teachers can access student performance data through this system, and analysis student performance based on all nine leading indicators.<br><br>Additional data was collected on evaluations through the web-based management system that was put in place during the 2012 – 2013 school year. Evaluation data was also being collected through an Access system for initial data analysis by school administrators.<br><br>Attendance and student discipline data were maintained at the school level. Administrators can access attendance data through the MIS Student Information Services database. | 4. Student attendance rate<br>5. Number and percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes.<br>6. Discipline incidents<br>7. Truants<br>8. Distribution of teachers by performance level on teacher evaluation system<br>9. Teacher attendance rate.<br>The District collects teacher attendance on a daily basis. Machines have been put into all school sites and in central office that when staff is reporting to work must swipe in an identification card. | |

| | |
|---|---|
| **Barriers of Year 2 Implementation** | Activity 9.<br>There were no unforeseen barriers. |

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | MATH | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: 3-5 | Other Measure | 2011 Base line | 2012 Target | 2012 Out come | 2013 Target | 2014 Target | Other Measure | 2011 Base line | 2012 Target | 2012Out come | 2013 Target | 2014 Target |
| Total Students | NJASK | 29% | 35% | 32.5% | 38.1% | 43.8% | NJASK | 60.0% | 63.0% | 58.1% | 61.6% | 65.1% |
| Students with Disabilities | NJASK | 0% | 8% | 0.0% | 5.6% | 11.3% | NJASK | 30.0% | 35.0% | 13.3% | 16.8% | 20.3% |
| Limited English Proficient Students | NJASK | 11% | 17% | 50.0% | 55.6% | 61.3% | NJASK | 22.0% | 28.0% | 80.0% | 83.5% | 87.0% |
| White | NJASK | - | - | 66.7% | 72.3% | 78.0% | NJASK | - | - | 100.0% | 100.0% | 100.0% |
| African-American | NJASK | 24% | 30% | 22.2% | 27.8% | 33.5% | NJASK | 52.0% | 56.0% | 42.6% | 46.1% | 49.6% |
| Asian/Pacific Islander | NJASK | - | - | 80.0% | 85.6% | 91.3% | NJASK | - | - | 100.0% | 100.0% | 100.0% |
| American Indian/Native American | NJASK | - | - | - | - | - | NJASK | - | - | - | - | - |
| Hispanic | NJASK | 22% | 28% | 36.4% | 42.0% | 47.7% | NJASK | 59.0% | 62.0% | 67.3% | 70.8% | 74.3% |
| Others | NJASK | - | - | - | - | - | NJASK | - | - | - | - | - |
| Economically Disadvantaged | NJASK | 30% | 36% | 32.2% | 37.8% | 43.5% | NJASK | 62.0% | 65.0% | 55.2% | 58.7% | 62.2% |

### Analysis of Year 1 Outcomes

**Language Arts**

The analysis of the 2012 total cohort was 2.5% less than the target indicates. All subgroups showed an increase in proficiency except for Students with Disabilities, African Americans, and the Economically Disadvantaged.

**Math**

The 2012 total student outcome did not meet the 2012 target provided by 4.9%. Limited English Proficient and Hispanic sub groups showed an increase whereas Students with Disabilities, African Americans, and the Economically Disadvantaged showed a decrease in proficiency. White and Asian/Pacific Islander sub groups had no target in 2012 but had 100% proficiency 2012 outcomes.

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | MATH | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: 6-8 | Other Measure | 2011 Base line | 2012 Target | 2012 Out come | 2013 Target | 2014 Target | Other Measure | 2011 Base line | 2012 Target | 2012 Out come | 2013 Target | 2014 Target |
| Total Students | NJASK | 32% | 37% | 29.5% | 35.4% | 41.3% | NJASK | 31.0% | 36.0% | 27.8% | 33.8% | 39.8% |
| Students with Disabilities | NJASK | 10% | 17% | 11.1% | 17.0% | 22.9% | NJASK | 2.0% | 10.0% | 2.2% | 8.2% | 14.2% |
| Limited English Proficient Students | NJASK | 14% | 21% | 30.0% | 35.9% | 41.8% | NJASK | 34.0% | 39.0% | 22.6% | 28.6% | 34.6% |
| White | NJASK | - | - | - | - | - | NJASK | - | - | - | - | - |
| African-American | NJASK | 27% | 33% | 25.7% | 31.6% | 37.5% | NJASK | 24.0% | 30.0% | 17.7% | 23.7% | 29.7% |
| Asian/Pacific Islander | NJASK | - | - | 50.0% | 55.9% | 61.8% | NJASK | - | - | 70.0% | 76.0% | 82.0% |
| American Indian/Native American | NJASK | 33% | 39% | - | - | - | NJASK | 2.2% | - | - | - | - |
| Hispanic | NJASK | 38% | 43% | 33.1% | 39.0% | 44.9% | NJASK | 46.2% | 48.0% | 37.8% | 43.8% | 49.8% |
| Others | NJASK | - | - | 0.0% | 5.9% | 11.8% | NJASK | - | - | 0.0% | 6.0% | 12.0% |
| Economically Disadvantaged | NJASK | 31% | 33% | 28.1% | 34.0% | 39.9% | NJASK | 36.0% | 41.0% | 28.2% | 34.2% | 40.2% |

### Analysis of Year 1 Outcomes

**Language Arts**

In grades 6-8 the 2012 total cohort was 7.5% less than the 2012 target. All subgroups showed a decrease in proficiency except for Limited English Proficient Students. American Indian/Native American had no outcome. Asian/Pacific Islander did not have a 2012 target but had a 50% outcome.

**Math**

The 2012 total student outcome did not meet the 2012 target provided by 8.2%. All sub groups showed a decrease in proficiency. Asian/Pacific Islander did not have a 2012 target but had a 70% outcome.

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

** September 2012 through May 23, 2013. **Extra column added 2013 Outcome. Not on original sheet.**

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | MATH | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: K-1 | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2014 Target | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target |
| Total Students | | | | | | | STAR MATH | - | - | 9% | - | 59% | 65% |
| Students with Disabilities | | | | | | | | | | | | | |
| Limited English Proficient Students | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | |
| African-American | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | |
| American Indian/Native American | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | |
| Others | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | |

| Analysis of Year 1 Outcomes |
|---|
| In the STAR Math for Grades K-1 there was a 50% increase in the 2013 outcome from the 2012 outcome. |

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | | MATH | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: 2 | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target |
| Total Students | STAR | - | - | 40.0 % | 45.4 % | 39% | 50.8 % | STAR | - | - | 51.0 % | 56.1 % | 67% | 61.2 % |
| Students with Disabilities | | | | | | | | | | | | | | |
| Limited English Proficient Students | | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | | |
| African-American | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| American Indian/Native American | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Others | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

### Analysis of Year 1 Outcomes

- **STAR Literacy Grade 2: Based on total students at or above the 40th percentile rank goal.**

The outcome of 2012 was 40% based on no target provided. (First year taking STAR Literacy Test)
The outcome of 2013 showed a 6.4% decrease from the 2013 target.

- **STAR Math Grade 2: Based on total students at or above the 40th percentile rank goal.**

The outcome of 2012 was 51% based on no target provided. (First year taking STAR Literacy Test)
The outcome of 2013 showed a 10.9% increase from the 2013 target.

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | | MATH | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: 3-5 | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target |
| Total Students | STAR | 20% | 23% | 35.0 % | 40.4 % | 42.8 % | 45.8 % | STAR | 33.0 % | 39.0% | 44.0 % | 48.7 % | 52.7 % | 53.3 % |
| Students with Disabilities | STAR | | | | | | | STAR | | | | | | |
| Limited English Proficient Students | STAR | | | | | | | STAR | | | | | | |
| White | STAR | | | | | | | STAR | | | | | | |
| African-American | STAR | | | | | | | STAR | | | | | | |
| Asian/Pacific Islander | STAR | | | | | | | STAR | | | | | | |
| American Indian/Native American | STAR | | | | | | | STAR | | | | | | |
| Hispanic | STAR | | | | | | | STAR | | | | | | |
| Others | STAR | | | | | | | STAR | | | | | | |
| Economically Disadvantaged | STAR | | | | | | | STAR | | | | | | |

### Analysis of Year 1 Outcomes

- **STAR Literacy Grades 3-5: Based on total students at or above the 40th percentile rank goal.**

The 2012 outcome showed a 12% increase from the 2012 target. The outcome increased again in 2013 by 2.4 %. This was also an increase of 7.8 % from the 2012 outcome.

- **STAR Math Grades 3-5: Based on total students at or above the 40th percentile rank goal.**

The 2012 outcome showed a 5% increase from the 2012 target.
The outcome of 2013 showed a 4% increase from the 2013 target. This is an 8.7% increase from the 2012 outcome.

# Form S-7

## ANNUAL STUDENT TARGETS

**LEA :** Paterson Public Schools

**Name of School:** Dr. Frank Napier School of Technology

| GRADE SPAN & SUBGROUP | LANGUAGE ARTS | | | | | | | MATH | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| For Each Grade Span: 6-8 | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target | Other Measure | 2011 Baseline | 2012 Target | 2012 Outcome | 2013 Target | 2013 Outcome ** | 2014 Target |
| Total Students | STAR | 23% | 29% | 40.0 % | 45.0 % | 45% | 50.0 % | STAR | 32.0 % | 38.0% | 47.0 % | 51.4 % | 55.5 % | 55.8 % |
| Students with Disabilities | STAR | | | | | | | STAR | | | | | | |
| Limited English Proficient Students | STAR | | | | | | | STAR | | | | | | |
| White | STAR | | | | | | | STAR | | | | | | |
| African-American | STAR | | | | | | | STAR | | | | | | |
| Asian/Pacific Islander | STAR | | | | | | | STAR | | | | | | |
| American Indian/Native American | STAR | | | | | | | STAR | | | | | | |
| Hispanic | STAR | | | | | | | STAR | | | | | | |
| Others | STAR | | | | | | | STAR | | | | | | |
| Economically Disadvantaged | STAR | | | | | | | STAR | | | | | | |

### Analysis of Year 1 Outcomes

- **STAR Literacy Grades 6-8: Based on total students at or above the 40th percentile rank goal.**
  The 2012 outcome showed an 11% increase from the 2012 target.
  Grades 6-8 reached their target of exactly 45% in 2013
  There was an increase of 5% between the 2012 and 2013 outcomes.
- **STAR Math Grades 6-8: Based on total students at or above the 40th percentile rank goal.**
  The 2012 outcome showed a 9% increase from the 2012 target.
  The outcome of 2013 showed a 4.4% increase from the 2013 target. This is also an 8.5% increase from the 2012 outcome.

#4
SIG SIP

RETURN TO INSTRUCTIONS

Regional ACHIEVEMENT CENTERS

| | |
|---|---|
| **School:** | 2 **Napier School Of Tech** |
| **Region:** | 2 |
| **County:** | Passaic |
| **District:** | Paterson City |
| **CDS:** | 314010080 |
| **RAC Classification:** | Priority School |
| **Rationale:** | SIG School |
| **SIG Model:** | Transformation |
| **Principal:** | 3 **Rosalie Bespalko** |

# School Goals - Napier School Of Tech

**Our school will be held accountable for achieving the following goals:**

| Frequency of review | Metric | Goal |
|---|---|---|
| Every 6-8 weeks | Implementation progress & quality | • **At least 80%** of Project Activity Plan / School Improvement Plan actions are accomplished for each 6-8 week period |
| | Attendance | • **At least 92%** school-wide attendance for students and teachers<br>• **Less than 5%** of targeted subgroup students are chronically absent (>10% of schools days missed) |
| | Discipline | • Fewer **than 5%** of students are suspended |
| | End-of-Unit Assessment Proficiency | • **At least 95%** participation of students on the end-of-unit assessment<br>• **At least 70%** of students demonstrate proficiency on each Subject Learning Objective on standards-aligned end-of-unit assessments |
| 2 times during school year | Survey / focus group responses | • **95%** of teachers and students participate in the survey<br>• **25%** of parents participate in the survey<br>• **At least 80%** of survey responders state that the school "meets expectations" |
| Annually | NJASK & HSPA proficiency | • XX **percent of students proficient in ELA**[1]<br>• XX **percent of students proficient in Math**[1] |
| | NJASK growth | • **At least 35** on median School-wide Student Growth Percentile (SGP) for 2 out of the next 3 years |
| | High school graduation rate | • **At least 75%** graduation rate for each cohort year |

Click on link provided - 2012 School Profiles and Progress Targets. When prompted

1 – Progress targets are calculated by taking a 25% decrease over 3 years (or 8.3% decrease per year) in number of students not proficient on 2011 state assessments.

# Quality School Review Details

5

**Use the link below to access the QSR rubric from the DOE website.**
**http://www.state.nj.us/education/rac/pres/QSRRubric.pdf**

**Based on QSR review performed by RAC staff, enter the summary of findings aligned to each Indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.**

| Turnaround Principle | Indicator # | Rating | Overall Strengths Summary | Areas of Improvement Summary |
|---|---|---|---|---|
| 1 - School Leadership | 1.1 | Developing | The principal insured that all teachers received copies of data results from STAR and Unit Assessments from the Data Teacher Mentor. | More rigorous monitoring of data by teacher must be conducted and one on one conferences held with teachers when assessment results show an exceptionally high number of students demonstrating academic deficiencies. |
| | 1.2 | Developing | | |
| | 1.3 | Underdeveloped | | |
| | 1.4 | Underdeveloped | | |
| | 1.5 | Developing | | |
| | 1.6 | Developing | | |
| | 1.7 | Developing | | |
| | 1.8 | Developing | | |
| | 1.9 | Underdeveloped | | |
| | 1.10 | Developing | | |
| 2- School Climate & Culture | 2.1 | Developing | The principal sends emails to the staff on a regular basis informing them of the importance of challenging the students academically and reminding them of the need to differentiate instruction. | A system is needed to insure that the teachers are implementing strategies learned from Seton Hall and IFL to provide rigorous instruction. |
| | 2.2 | Developing | | |
| | 2.3 | Developing | | |
| 3 - Effective Instruction | 3.1 | Developing | The teachers in School 4 have been working with the three part objective since last year. Many of the teachers were on target with writing the three parts as evidenced from walkthroughs. | Student engagement would be enhanced if teachers used multiple response strategies in the classroom and frequent checks for understanding. This is an areaa where work is needed as the school moves forward. |
| | 3.2 | Developing | | |
| | 3.3 | Developing | | |
| | 3.4 | Developing | | |
| | 3.5 | Developing | | |
| | 3.6 | Developing | | |
| 4 - Curriculum, Assessment and Intervention System | 4.1 | Developing | The teachers used the Model Curriculum this year for the first time. Data results were sent to teachers and shared at grade level meetings. | An intervention plan for students performing two or more years behind in literacy and math is needed. Students that fall into this category must be identified and there must be a system in place for identifying the students. Once the identification has taken place then intervention should begin and data maintained on the progress of the student and the effectiveness of the intervention. |
| | 4.2 | Developing | | |
| | 4.3 | Developing | | |
| | 4.4 | Developing | | |
| | 4.5 | Developing | | |

# Quality School Review Details

5

**Use the link below to access the QSR rubric from the DOE website.**
**http://www.state.nj.us/education/rac/pres/QSRRubric.pdf**

**Based on QSR review performed by RAC staff, enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.**

| Turnaround Principle | Indicator # | Rating | Overall Strengths Summary | Areas of Improvement Summary |
|---|---|---|---|---|
| 5- Effective Staffing Practices | 5.1 | Developing | Professional development was offered by Seton Hall and IFL this year. The Seton Hall professional development was conducted by the coaches from the University. Teachers were assigned a coach from the University who worked with the teacher directly in the classroom. | It took quite some time before some of the teachers began to implement some of the professional development offered to them. This delay prevented new stategies from being introduced to students thereby delaying meeting the learning needs of the students. |
| | 5.2 | Developing | | |
| | 5.3 | Developing | | |
| | 5.4 | Underdeveloped | | |
| | 5.5 | Proficient | | |
| 6 - Enabling the Effective Use of Data | 6.1 | Developing | Data are distributed to the teachers and shared at grade level meetings. | Teachers are not conscientious about analyzing the data of their students thereby making it impossible to use the data to drive instruction. |
| | 6.2 | Developing | | |
| | 6.3 | Developing | | |
| 7- Effective Use of Time | 7.1 | Developing | The schedule allowed for professional development to be offered as it was imbedded in the classroom via the Seton Hall Coaches. | The intervention periods must be designed to provide true "intervention" for identified students. Work is needed in this area as we move forward for the 2013-2014 school year. |
| | 7.2 | Underdeveloped | | |
| | 7.3 | Developing | | |
| 8- Family & Community Engagement | 8.1 | Developing | The school participates as a Full Service Community School offering a number of services to students and their families. | Parent participation at meetings other than report card nights and Back to School Nights is low. More creative ways must be found to get parents to come and participate more at the school. |
| | 8.2 | Developing | | |

# Description of Highest Priority Issues

6

**Enter additional detail on issue highlighted as a high priority need identified through the QSR process.**
(Rows will automatically be added when data is entered at the bottom of the chart)

| Highest Priority Issue | Evidence / Support and Data Sources | Root Cause | Sub-groups / populations affected |
|---|---|---|---|
| School Leadership: 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community. | The vision of the school is visually seen on stationary and emails from the principal to the staff and in the lobby of the school. | The vision is not operationally seen on a daily basis. The students and staff would not be able to recite the vision if asked to do so. Low level classroom instruction does not support the vision of the school. | Students and staff. |
| Climate and Culture 2.3 High expectations are communicated to all stakeholders. | Climate survey, assessment data results from Unit and Star assessments. | A Climate and Culture Coach was initially hired in January but the position was vacated in February. The school was then without a Climate and Culture Coach for the remainder of the school year. Teachers are told to have high expectations for their students yet classroom instruction did not | Students and staff. |
| Effective Instruction 3.6 Teachers demonstrate high expectations for all students. | Unit Assessment results and STAR assessments | Data from assessments showed a need for more rigorous instruction yet the teachers continued to administer low level work and activities in the classroom. | Students and staff. |
| Effective Instruction 3.2 Teachers use multiple instructional and response strategies to engage students and meet learning needs. | Walkthroughs, observations, lesson plans | Professional development was provided on instructional strategies yet teachers failed to implement them with fidelity thereby keeping student engagement at a low level. | Students and staff. |
| Enabling the Effective Use of Data 6.2 | Data binders, data walls, grade level meetings | Data binders exist with all teachers yet do not show how the data helped in creating strategies or interventions for addressing the weak areas identified in the students. | Students and staff. |

## Description of Highest Priority Issues

6

**Enter additional detail on issue highlighted as a high priority need identified through the QSR process.**
(Rows will automatically be added when data is entered at the bottom of the chart)

| Highest Priority Issue | Evidence / Support and Data Sources | Root Cause | Sub-groups / populations affected |
|---|---|---|---|
| Multiple forms of data are timely, user-friendly and drive improved student achievement. | | | Students and staff. |
| | | | |
| | | | |
| | | | |
| | | | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SIG Required Activity - 2 Transformation | Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement. | | |
| SMART goal | By the end of school year 2013-2014, principals will be given flexibil | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed, if applicable | Effective Staffing Practices | Primary Turnaround Principle addressed | 5 |
| Measurable Effectiveness Data | 1. An Evaluation Tool has been created that is based on student achievemnt and performance rubrics . 2. Teachers and administrators have received professional development in the new teacher evaluation system. | Secondary Turnaround Principle addressed | 1 |
| Owner of strategy | School Administrator | Other Turnaround Principle addressed | |
| Target population | School Administrator, Teachers and Staff | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Schedule and provide professional development on TeachNJ and AchieveNJ | 6/30/2014 | School Administrators, Director of Professional Development, Focal Point Staff | $0.00 | |
| 2 | Provide on-going support in the areas of inter-rater reliability, calibration and scoring accuracy through online learning using master-scored videos fromor web-based performance management system partner. (Teachscape) | 6/30/2014 | Evaluation Project Director, Web-based Performance Management System Partner School Administrators | | |
| 3 | Provide access to our web-based management system's Teachscape, on-line professional development library of courses and videos that will provide on-demand learning teachers. | 6/30/2014 | | | |
| 4 | Administer surveys to stakeholders to measure the degree to which the District has provided high quality support inorder to implement a new teacher practice framework within the school | 6/30/2014 | Administrator, Evaluation Project Director | | |
| 5 | Assist non tested subjects and Grade level teachers with developing Student Growth Objectives ( SGO) | 6/30/2014 | School administrators, Onsite Literacy and Math Supervisors | | |
| 6 | Maintain District Evaluation Advisory Committee (DEAC) | 6/30/2014 | Evaluation Project Director, | | |
| 7 | Implement new teacher evaluation system (Teach NJ & AchieveNJ) which includes the Focal Point Teacher Performance Rubrics/Standards | 6/30/2014 | School administrators, Evaluation Project Director | | |
| 8 | Teachscape Licenses | 6/30/2014 | Accountability Department | $14,544.00 | |
| 9 | Teachscape PD for new Principal | 6/30/2014 | Accountability Department | $10,000.00 | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | $24,544.00 | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SIG Required Activity - 3 Transformation | Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so. | | |
| SMART goal | By August , 2014 100% of all teachers will be eligible to receive ince | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed, if applicable | 2.3 Climate and Culture | Primary Turnaround Principle addressed | 2 |
| Measurable Effectiveness Data | (1)Rubrics for teacher, student, and parent incentives will be deloped by the Visionary Team and /or PLC's on incentives<br>(2)Teachers will receive educational incentives based obn improved student performance, students will receive educational | Secondary Turnaround Principle addressed | 8 |
| Owner of strategy | Administration, Climate and Culture Mentor, Parent Coordinator | Other Turnaround Principle addressed | |
| Target population | Teachers, Students and Parents | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Establish valid, fair and transparent methods for allocating Performance based incentives | 4/15/2014 | Students administration, Teachers, PEA, and PLC Members | | |
| 2 | Continue to develop and refine rubrics for awarding incentives to teachers, students, and parents. | 4/15/2014 | Students administration, Teachers, PEA, and PLC Members | | |
| 3 | Provide training to administrators on corrective action process | 4/15/2014 | Administrator, Human Resources, Legal Department | | |
| 4 | Identify underperforming teachers based on multiple measures and provide supplemental support | 4/15/2014 | School administration, District Supervisors, | | |
| 5 | Develop a personalized improvement plan for each underperforming teacher featuring specific objectives and benchmarks for success to be periodically reviewed with school leadership and teachers | 4/15/2014 | School administration, District Supervisors, Teacher | | |
| 6 | Principal makes recommendation to provide intervention/remove underperforming teachers who fail to make adequate and timely progress in accordance with personalized improvement plans | 6/15/2014 | School administration, District Supervisors, Teacher | | |
| 7 | Identify and award incentives based on Incentive Rubrics for teachers | 4/15/2014 | School Leadership and PLC members | $68,000.00 | |
| 8 | Continue to facilitate Visionary Team in planning for incentives and other school initiatives | 4/15/2014 | School Administration | | |
| 9 | Identify and award incentives based on Incentive Rubrics for students | 4/15/2014 | School Administration | $10,000.00 | |
| 10 | Student field trips - admissions | 6/30/2014 | School Administration | $2,500.00 | |
| 11 | Student field trips - transportation | 6/30/2014 | School Administration | $2,500.00 | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | $83,000.00 | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SIG Required Activity - 4 Transformation | Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | |
| SMART goal | By June 2014, 50% of the instructional staff will progress to the Effe | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed, if applicable | | Primary Turnaround Principle addressed | 5 |
| Measurable Effectiveness Data | | Secondary Turnaround Principle addressed | 3 |
| Owner of strategy | | Other Turnaround Principle addressed | |
| Target population | | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Instructional staff will use multiple response startegies a minimum of 9 times during a block of instructional times | 6/15/2014 | | | |
| 2 | Collaborate to develop a professional development model program to encompass Professional Learning Communities, Job embedded inclass coaching and Grade level meeting support | 6/15/2014 | School administration, District Supervisors, NTO, Central Office Supervisors, | | |
| 3 | Use the data generated from Performance matters, STAR assessments and NJSMART to identify strengths and weeknesses of students, across grade levels and school as a whole | 6/15/2014 | School administration, District Supervisors, NTO, Central Office Supervisors, Teachers | | |
| 4 | Implement Rigorous and relevant content through differentiated instruction based on student needs and backgrounds will be evident in teacher lesson plans | 6/15/2014 | School administration, District Supervisors, NTO, Central Office Supervisors, Teachers | | |
| 5 | Observed classroom teachers will receive feedback from school leadership to strengthen teacher proactice using systematic walkthroughs to collect information on instructional strategies | 6/15/2014 | School administration, District Supervisors, NTO, Central Office Supervisors, Teachers | | |
| 6 | Develop PLC's for teachers, administrators on classroom management, data meaningful teacher feedback, active student engagement and strategies designed to improve student learning. | 12/1/2013 | School administration and teachers | $32,981.00 | |
| 7 | Provide travel stipends to staff members for professional development conferences | 6/15/2014 | School administration, SIG Supervisor | | |
| 8 | Provide Professional development conference registration cost to staff members | 6/15/2014 | School administration, SIG Supervisor | | |
| 9 | Provide Professional Development for administrators and instructional staff through job-embedded strategies | 9/1/2013 | School administrators | $90,000.00 | |
| 10 | Professional Development registrations and travel | 6/30/2014 | School Administrators | $2,500.00 | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | $124,881.00 | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SIG Required Activity - S Transformation | Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. | | |
| SMART goal | By September 2013, 100% of staff members, certificated in elements | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed, if applicable | | Primary Turnaround Principle addressed | 5 |
| Measurable Effectiveness Data | (1) Personnell/ Records of highly qualified members (2) All staff members will participate in PD sessions amongst their peers ( Agenda and Sign in) | Secondary Turnaround Principle addressed | 6 |
| Owner of strategy | | Other Turnaround Principle addressed | |
| Target population | | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Review of existing staff to insure that all teachers are highly qualified | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 2 | Conduct Grade level meeting regularly and systematically | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 3 | Conduct PLC's regularly and systematically | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 4 | PD providers will model lessons for teachers within classrooms | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 5 | PD providers will provide teachers with job embedding coaching within classrooms | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 6 | Consultants from professional development providers will facilitate PD in increasing instructional leadership capacity to administrators | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 7 | Visionary Teams will meet regularly and systematically | 6/15/2014 | Administration, District and Inhouse Supervisors | $6,821.00 | 6/15/2014 |
| 8 | Opportunities will be made for teachers to observe Highly effective teachers both inside and outside of school | 6/15/2014 | Administration, District and Inhouse Supervisors | | 6/15/2014 |
| 9 | Maintain current SIG instructional positions of Reading specialist | 6/15/2014 | Administration, District and Inhouse Supervisors | $85,433.00 | 6/15/2014 |
| 10 | Maintain current SIG managerial position of SIG supervisor | 6/15/2014 | Administration, District and Inhouse Supervisors | $52,488.00 | 6/15/2014 |
| 11 | Identify and hire additional SIG instructor of Math intervention | 6/15/2014 | Administration, District and Inhouse Supervisors | $103,424.00 | 6/15/2014 |
| 12 | Teacher Mentor of Data Analysis | 9/1/2013 | School Administrator | $103,424.00 | |
| 13 | Maintain Fiscal Specialist | 7/1/2013 | NCLB Director | $6,459.00 | |
| 14 | | | | | |
| 15 | | | | $358,044.00 | |
| | | | | | |
| | | | | | |

# Project Activity Plan - Transformation

**ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY**

7

| | | | |
|---|---|---|---|
| **SIG Required Activity - 6 Transformation** | Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | | |
| **SMART goal** | During the 2013- 2014 school year, 100% of the literacy instructional staff will implement the model curriculum in literacy which is vertically aligned. Grade level meetings will be utilized to examine and discuss the vertical progression of the standards. | **S**pecific (and Strategic) - Who ? What?<br>**M**easurable - %, How?<br>**A**ttainable - Reasonable?<br>**R**elevant - Why?<br>**T**imed - When? | |
| **Highest Priority Issue Being Addressed, if applicable** | | **Primary Turnaround Principle addressed** | |
| **Measurable Effectiveness Data** | 1. Data walls/binders will be displayed/maintained throughout the building and classrooms to indicate significant levels of student improvement.<br>2. Grade level meeting agenda and sign-in sheets | **Secondary Turnaround Principle addressed** | |
| **Owner of strategy** | | **Other Turnaround Principle addressed** | |
| **Target population** | | **Other Turnaround Principle addressed** | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Instructional Supplies | 3/1/2014 | School administrators | $18,880.00 | |
| 2 | Technology supplies to support instruction | 3/1/2014 | School administrators | $14,003.00 | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| | | | | ***$32,883.00*** | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| **SIG Required Activity - 7a Transformation** | Increasing learning time and creating community-oriented schools. The LEA must **(a) establish schedules and strategies that provide increased learning time for all students.** | | |
| **SMART goal** | By August 2013, schedules of all students will reflect at least 300 hours of extended learning time through an extended day and year. During the 2013-2014 school year, students will show progress on literacy and mathematics benchmarks as assessed through the STAR Renaissance. | **Specific (and Strategic) - Who ? What?**<br>**Measurable - %, How?**<br>**Attainable - Reasonable?**<br>**Relevant - Why?**<br>**Timed - When?** | |
| **Highest Priority Issue Being Addressed, if applicable** | | **Primary Turnaround Principle addressed** | |
| **Measurable Effectiveness Data** | 1. Students receive increased instructional time as demonstrated through extended school schedules<br>2. STAR Assessment Data | **Secondary Turnaround Principle addressed** | |
| **Owner of strategy** | | **Other Turnaround Principle addressed** | |
| **Target population** | | **Other Turnaround Principle addressed** | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Substitutes for the Extended Day Program | 9/1/2013 | School Administrator | *$5,382.00* | |
| 2 | Maintain Parent Ccordinator for the Extended Day/Year Program | 9/1/2013 | School Administrator | *$0.00* | |
| 3 | Maintain Extended Day/Year Program for 300 hours (Administrators, Teachers, Secretaries, Instructional Assistants, Security, Custodian, Nurse, Lunch Monitors) | 9/1/2013 | School Administrator | *$1,249,011.00* | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| | | | | *$1,254,393.00* | |

# Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| **SIG Required Activity - 7b Transformation** | Increasing learning time and creating community-oriented schools. The LEA must **(b) provide ongoing mechanisms for family and community engagement.** | | |
| **SMART goal** | By August 2014, increased opportunities will be offered for family and community members to engage in practical guidance to encourage and establish respectful and responsible behaviors at school such as monthly parent meetings, parent workshops and services through the Full Service Community Schools initiative, and implementing a new program; Strengthening Families Program. | **Specific (and Strategic) - Who ? What?**<br>**Measurable - %, How?**<br>**Attainable - Reasonable?**<br>**Relevant - Why?**<br>**Timed - When?** | |
| **Highest Priority Issue Being Addressed, if applicable** | | **Primary Turnaround Principle addressed** | |
| **Measurable Effectiveness Data** | **1. Calendar of parent meetings/workshops for 2012-2013 complete with agendas and sign-in sheets 2. Communication to parents/community members regarding the Strengthening Families Program (brochure/flyer/etc)** | **Secondary Turnaround Principle addressed** | |
| **Owner of strategy** | | **Other Turnaround Principle addressed** | |
| **Target population** | | **Other Turnaround Principle addressed** | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | Maintain Parent Coordinator for the Extended Day/Year Program | 9/1/2013 | School Administrator | $12,918.00 | |
| 2 | Develop Family Strengthing Program | 12/1/2013 | School Administrator | $3,513.00 | |
| 3 | Parent refreshments | 6/30/2014 | School Administrator | $2,400.00 | |
| 4 | | | | | |
| 5 | Teacher Mentor of Climate and Culture | 6/30/2014 | School Administrator | $103,424.00 | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| | | | | ***$122,255.00*** | |

# Project Activity Plan - Transformation

**ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY**

7

| | | | |
|---|---|---|---|
| **SIG Required Activity - 8 Transformation** | Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). | | |
| **SMART goal** | By August 2013, the LEA will provide 100% operational flexibility and sustained support to the Principal as evidenced by autonomy over staffing, calendars, budgeting, etc in order to increase student achievement through an aligned curriculum system, lesson objectives, district pacing, and learning teams. | **Specific (and Strategic) - Who ? What?**<br>**Measurable - %, How?**<br>**Attainable - Reasonable?**<br>**Relevant - Why?**<br>**Timed - When?** | |
| **Highest Priority Issue Being Addressed, if applicable** | | **Primary Turnaround Principle addressed** | |
| **Measurable Effectiveness Data** | 1. Principal will create effective operational procedures and protocols such as scheduling, staffing, and budgeting with operational flexibility.<br>2. Systemic operational procedures will show increased positive school climate and culture. | **Secondary Turnaround Principle addressed** | |
| **Owner of strategy** | | **Other Turnaround Principle addressed** | |
| **Target population** | | **Other Turnaround Principle addressed** | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

# Project Activity Plan - Transformation

**ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY**

7

| | | | |
|---|---|---|---|
| **SIG Required Activity - 9 Transformation** | Establish a system to collect data for the required leading indicators for schools receiving SIG funds. | | |
| **SMART goal** | During the 2013-2014 school year, systems such as Teachscape, STAR Assessments, Performance Matters, Fiscal Reports and Quarterly Implementation and Program Reports will be used to collect data for the required leading indicators for schools receiving SIG funds. | **Specific (and Strategic) - Who ? What?**<br>**Measurable - %, How?**<br>**Attainable - Reasonable?**<br>**Relevant - Why?**<br>**Timed - When?** | |
| **Highest Priority Issue Being Addressed, If applicable** | | **Primary Turnaround Principle addressed** | |
| **Measurable Effectiveness Data** | 1. Quarterly Implementation and Program Reports 2. STAR Assessments and Performance Matters reports on student achievement | **Secondary Turnaround Principle addressed** | |
| **Owner of strategy** | | **Other Turnaround Principle addressed** | |
| **Target population** | | **Other Turnaround Principle addressed** | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

# Intervention Strategy Details

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SMART goal | | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed | | Primary Turnaround Principle addressed | |
| Intervention Strategy | | Secondary Turnaround Principle addressed | |
| Owner of strategy | | Other Turnaround Principle addressed | |
| Target population | | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

# Intervention Strategy Details

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

| | | | |
|---|---|---|---|
| SMART goal | | Specific (and Strategic) - Who ? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | |
| Highest Priority Issue Being Addressed | | Primary Turnaround Principle addressed | |
| Intervention Strategy | | Secondary Turnaround Principle addressed | |
| Owner of strategy | | Other Turnaround Principle addressed | |
| Target population | | Other Turnaround Principle addressed | |

**Turnaround Principles**
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

| Objective/ step number | Action Steps (no more than 15 steps) | Deadline | Person Responsible | Resources | Date Completed |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

## Form S-9

**Date:** June 10, 2013



# BUDGET AMOUNT AND NARRATIVE

**LEA :** Paterson Public Schools

**Name of School:** School #4

### BUDGET NARRATIVE

| School Name: | Year 3 | | |
|---|---|---|---|
| | Approved in Original 2011-2012 Application | 2013-2014 Requested | Estimated Amount To Be Carried Over from 2012-2013 |
| LEA (5% administrative) | 0 | 0 | 0 |
| School | $2,000,000.00 | $2,000,000.00 | 0 |
| Final Budget Request | $2,000,000.00 | $2,000,000.00 | 0 |
| Year 3 Estimate | | $2,000,000.00 | |

### BUDGET NARRATIVE

Paterson Public Schools does not anticipate carryover funds for 2012 – 2013. We plan to expend all allotted funds on SIG activities.

Please see below for description on the delineation of the project budget to the Project Activities. SIG funds are spent exclusively on costs associated with implementing the Transformation Model. All budget expenditures are directly tied to a SIG Required Activity and are detailed in the Project Description and Project Activity Plans.

| SIG Required Activity | Implementation Summary | Budget Alignment *budget costs could address multiple activities |
|---|---|---|
| **Activity 1 - Governance** | Hire new Principal<br>• Embrace the 8 Turnaround Principles | Non-SIG Funding |
| | Maintain grade span houses (K – 2, 3 – 5, 6 – 8) | No Cost |
| **Activity 2 - Evaluation** | Implement Focal Point teacher evaluation tool | No Cost |
| | Teachscape PD for Administrators | $10,000 |
| | Teachscape Licenses for Administrators | $14,544 |
| | Continue to convene a District Evaluation Advisory Committee (DEAC) | No Cost |
| **Activity 3 - Incentives** | Develop non-monetary incentives for teachers, students and parents<br>• Refine rubrics<br>• Identify type of incentive<br>• Continue to facilitate teacher-led Visionary Team on Incentives | Teacher Incentives - $68,000<br>Student Incentives - $10,000<br>Parent Incentives - $2,400<br>(included in refreshment line)<br>Visionary Team - $6,336 |
| **Activity 4 – Professional Development** | Provide job-embedded professional development through partnership with External Provider | $90,000 |
| | Implement professional learning communities for teachers and instructional assistants | PLCs (Teachers) - $27,200<br>PLCs (IAs) - $2,880 |
| | Provide registration costs for professional development conferences | Registration - $1,250 |
| **Activity 5 - Recruit and Retain Staff** | Instructional Positions<br>• Maintain Reading Specialist and Teacher Mentor of Data Analysis<br>• Hire additional instructional staff - Math Intervention Teacher<br>• Hire Teacher Mentor of Climate and Culture | Reading Specialist – $62,000<br>Math Intervention - $75,000<br>Data Analysis - $75,000<br>Climate and Culture - $75,000 |
| **Activity 6 – Use of Data** | Maintain Teacher Mentor of Data Analysis | $75,000 |

<table>
<tr><td rowspan="4">Activity 7a – Increase Learning Time</td><td colspan="2">Extend school day and year by 300 hours</td><td rowspan="4">Teacher Stipends – $975,000<br>Administrator Stipends – $55,200<br>IA Stipends – $72,000<br>Nurse Stipend – $15,000<br>Secretary Stipends – $20,000<br>Custodian Stipend – $6,693<br>Security Stipend – $12,000<br>Parent Coordinator Stipend - $12,000<br>Lunch Monitors - $4,361<br>(Total ELO Cost = $1,172,254)</td></tr>
<tr><td colspan="2">Proposal of Extended Hours – 300 Hours Total</td></tr>
<tr><td>Extended Day</td><td>Extended Year</td></tr>
<tr><td>Dates: Sept 9, 2013 – June 23, 2014<br>Student Hours: 8:05am – 4:00pm<br>Teacher Hours: 8:00am – 4:00pm<br><br>Additional Learning Time:<br>168 days x 1.25 hrs/day = 210 Hours<br>12 days (AM only) x .25 hrs/day = 3 Hours</td><td>Dates: June 25, 2014 – July 15, 2014<br>Hours: 8:00am – 2:30pm<br>**2.5 hrs on July 15, 2014<br><br>Additional Learning Time:<br>13 days x 6.5 hrs/day = 84.5 Hours<br>1 day x 2.5 hrs/day – 2.5 Hours</td></tr>
<tr><td rowspan="3">Activity 7b – Create Community-oriented Schools</td><td colspan="2">Continue implementation of the Full Service Community Schools model</td><td>No Cost</td></tr>
<tr><td colspan="2">Implement Strengthening Families Program</td><td>Teacher Stipends - $3,264</td></tr>
<tr><td colspan="2">Maintain parent coordinator to ELO to provide additional support for parents and community members</td><td>Parent Coordinator Stipend - $12,000</td></tr>
<tr><td>Activity 8 – Provide Administrator Autonomy</td><td colspan="2">Provide operation flexibility in areas of staffing, scheduling and budgeting</td><td>No Cost</td></tr>
<tr><td>Activity 9 – Data Collection</td><td colspan="2">Continue to collect assessment data through Performance Matters and STAR Assessments</td><td>No Cost</td></tr>
</table>

| | | |
|---|---|---|
| **Additional SIG Costs** | Positions<br>• SIG Supervisor<br>• SIG Fiscal Analyst<br>• Substitutes for Extended Learning Opportunity and PD | SIG Supervisor - $41,000<br>SIG Fiscal Analyst - $6,000<br>Substitutes - $5,000 |
| | Supplies<br>• Instructional (Math Manipulatives, Science Kits, Level Libraries, Technology)<br>• Non-instructional (paper, pencils, ink, technology) | Instructional - $29,613<br>Non-instructional - $15,000 |
| | Travel | Travel - $1,250 |
| | Field Trips<br>• Transportation<br>• Admissions | Transportation - $2,500<br>Admissions - $2,500 |

# S-10

## BUDGET DETAIL FORM A

*Personal Services - Salaries*

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

Date: July 11, 2013

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 4, Paterson Public Schools

**952,184NOTES**: 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<br>For **full-time** positions: total annual salary x percent of time to the grant project = total<br>For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 5.9 | 100-100 | 1 ***FTE*** Reading Specialist | 1 FTE Reading Specialist @ $62,000 =***62,000.*** | ***$62,000.*** |
| 7a.3 | 100-100 | **Extended Day:** 65 Teachers x 300 hrs x $50 per hours = $975,000. | 65 teachers x 300 hrs x $50 per hours = ***$975,000.*** | ***$975,000.*** |
| 5.11 | 100-100 | **MIT** - Math Intervention Teacher - $75,000 | **MIT** - Math Intervention Teacher – $75,000<br>To provide rigorous implementation of MIT includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive MIT implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. | ***75,000*** |
| 7a.3 | 100-100 | **Extended Day :** 6 Instructional Assistants for 300 hrs x $40 = $72,000 | 6 IA's for Extended Day for 300 hrs x $40 per hr= ***$72,000.*** | ***$72,000*** |

# S-10

## BUDGET DETAIL FORM A

*Personal Services - Salaries*

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

Date: July 11, 2013

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | |
|---|---|---|---|---|
| 7a.1 | 100-100 | Substitutes: Substitutes for Teachers ELO Program and SIG related teacher pull-out professional development 50 teachers @ $100 per day = $5,000 | Substitutes for Teachers : ELO Program and SIG related teacher pull-out professional development 50 teachers @ $100 per day = $5,000 | ***5,000*** |
| 5.13 | 200-100 | 1 ***P/T*** SIG Fiscal Specialist to be shared between 2 SIG schools 200 hours a year for School 4 @$30 per hour =***6,000*** ***Fiscal Specialist is shared with School 4 and School 10*** 200 hrs for School 4 and 200 hrs for School 10 which is a total of 400 hours @ $30 per hr | 200 hours a year for School 4 200 hrs @ $30 per hour =***6,000*** ***Fiscal Specialist is shared with School 4 and School 10*** 200 hrs for School 4 and 200 hrs for School 10 which is a total of 400 hours @ $30 per hr | ***$6,000*** |
| 5.10 | 200-100 | 1 ***FTE*** SIG Program Supervisor to be shared between 2 SIG schools | 1 FTE SIG Program Supervisor $82,000/year x 50%= ***$41,000*** | ***$41,000*** |
| 5.7 | 200-100<br><br><br><br>200-100 | **Stipend- Visionary/ Planning Committee** to meet approximately 1.5 hr per month throughout the school year for 12 members $34. X 12 teachers X 12 times a year x 1.5 hrs =$4896. 2 Administrators x 12 times a year x $40 per hr for 1.5 hrs = $ 1,440 | $34. X 12 teachers X 12 times a year= ***$4,896.00*** 2 Administrators x 12 times a year for 1.5 hr x $40 per hr = ***$1,440.00*** | ***$6,336*** |
| 7a.3 | 200-100 | **Extended Day:** 3 administration salaries x 300 hrs. | 2 administrators x 300 hrs x $61 per hour = $36,600. 1 Principal Salary = $62per hr x 300 hrs = $18,600. Totaling = ***$55,200*** | ***$55,200*** |
| 7a.3 | 200-100 | **Extended Day:** at 1 nurse $50. x 300 hours =$15,000 for the extended day learning | 1 Nurse x 300 hrs x $50 per hour = ***$15,000.*** | ***$15,000*** |
| 7a.3 | 200-100 | **Extended Day:** 2 Secretaries x 250 hrs x $40 per hr = $20,000 | 2 Secretaries x 250 hrs x $40 per hr = ***$20,000*** | ***$20,000*** |

# S-10

## BUDGET DETAIL FORM A

*Personal Services - Salaries*

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

Date: July 11, 2013

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | |
|---|---|---|---|---|
| 7a.3 | 200-100 | **Extended Day:** 1 Security Guard for learning time for extended day leaning time to keep the site safe for all students. | 1 Security Guard x 300 hrs x $40 per hour = ***$12,000.*** | ***$12,000.*** |
| 7a.3 | 200-100 | **Extended Day:** 1 Custodian for 170 days for 1 hr per day @ $39.37 per hr = $6,693.00. Fica .0765 | 1 Custodian x 1 **hr** per day x $39.37 per hr x 170 days = ***6,693.*** | **$6,693** |
| 7b.1 | 200-100 | **Extended Day:** 1 Parent Coordinator for 300 hrs x $40 per hr = 12,000 is for the Extended Learning Opportunity | 1 Parent Coordinator x 300 hrs x $40 per hr = ***12,000*** is for the Extended Learning Opportunity | ***$12,000*** |
| 4.6 | 200-100 | **Professional Development: ( PLC's)** 40 Staff x 20 hours x $34 per hr = $27,200 (PLC) 6 IA's x 20 hrs x $24 per hr = 2,880 | Professional Learning Communities (PLC's) 40 staff X 20 hours x $34 per hr = **$27,200** (PLC) 6 IA's x 20 hrs x $24 per hr = **$2,880** | ***$30,080*** |
| 5.12 | 200-100 | Teacher Mentor of Data Analysis (Vacant-not filled) | (1) FTE Teacher Mentor of Data Analysis | ***75,000*** |
| 7b.5 | 200-100 | Teacher Mentor of Climate and Culture (Vacant-not filled) | (1) FTE Teacher Mentor of Climate and Culture | ***75,000*** |
| 7a.3 | 200-100 | Lunch Monitors for (5) Monitors for 98 hrs @ 8.90 = $4,361.00 for the Extended Learning Opportunity Program for the Summer. | Lunch Monitors for (5) Monitors for 98 hrs @ 8.90 = $4,361.00 for the Extended Learning Opportunity Program for the Summer. | ***4,361*** |
| 7b.2 | 200-100 | Teacher Stipends to strengthen for The Family Relation Program. This program is conducted after The Extended Learning Hours. 4 teachers x 24 hrs x 34 per hr = 3.264 | 4 Teachers Stipends to strengthen The Family Relation Program x 24 hrs x $34 per hr = **3,264** This program is conducted after The Extended Learning Hours. | ***3,264*** |
| | | | ***Total*** | ***$1,550,934*** |

# S-10

## BUDGET DETAIL FORM A

*Personal Services - Salaries*

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

Date: July 11, 2013

| |
|---|
| **NGO TITLE: School Improvement Grant** |
| **SCHOOL NAME:** School 4, Paterson Public Schools |

# S-11

## BUDGET DETAIL FORM B

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

Date August 3, 2013

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

**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 14.25% | PERS | WRKR'S COMP | UNEMPLY. | DISABIL. | HEALTH _____ | OTHER SPECIFY: _____ _____% | TOTAL % OF BENEFITS | GRANT REQUEST AMOUNT (BENEFITS ONLY) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **1 FTE** Reading Specialists @ $62,000. each | **$62,000.** | **4,743** | **8,835** | | | | | **9,855** | | **34** | **23,433** |
| **Extended Day:** 65 Teachers x 300 hrs x $50 per hours = $975,000 for extended learning time | **$975,000** | **74,587** | | | | | | | | **7.65** | **74,587** |
| **Math Intervention Teacher** **$75,000** | **$75,000** | **5,737** | **10,688** | | | | | **12,000** | | **37** | ***28,425*** |
| **Extended Day:** 6 IA's for 300 hrs. x $40= 72,000 | **$72,000** | **5,508** | | | | | | | | **7.65** | **5,508** |
| **Substitutes:** Subs for Extended Learning Opportunity | **$5,000** | **383** | | | | | | | | **7.65** | **383** |
| **1 P/T SIG Fiscal** Specialist $30 per hr x 200 hrs for School 4 | **$6,000** | **459.** | | | | | | | | **7.65** | **459** |

# S-11

## BUDGET DETAIL FORM B

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

Date August 3, 2013

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **SIG Program Supervisor** | **$41,000** | **3,136.** | **5,842.** | | | | | **2,505.** | | **28** | **11,483.** |
| **Stipend-** Visionary/ Planning Committee 12 members $34. x 12 times a year = $ 4,896.00 (2) Administrators x 12 times a year x $40 per hr for 1.5 hrs = 1,440 | **$6,336** | **485** | | | | | | | | **7.65** | **485** |
| **Extended Day;** 2 Administration Salaries @$61 per hr. x 300 hrs $36,600. 1 Principal @ $62 per hr x 300 hrs = $18,600. Totaling = $55,200 | **$55,200** | **4,223** | | | | | | | | **7.65** | **4,223** |
| **Extended Day:** 1 nurse at $50.x 300 hours=$15,000 the extended day learning. | **$15,000** | **1,148** | | | | | | | | **7.65** | **1,148** |
| **Extended Day:** 2 Secretaries x 250 hrs x $40 per hr = $20,000 | **$20,000** | **1530** | | | | | | | | **7.65** | **1,530** |
| **Extended Day:** 1 Security Guard for time $40 per hour x 300 hour = $12,000. | **12,000** | **918.** | | | | | | | | **7.65** | **918.** |
| **Custodian for ELO** 170 days for 1 hr per day @ $39.37 per hr = $6,693. Fica x .0765 = 512.00 | **$6,693** | **512** | | | | | | | | **7.65** | **512** |

# S-11

## BUDGET DETAIL FORM B

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

Date August 3, 2013

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Extended Day:** 1 Parent Coordinator x 300 hrs x $40 per hr = 12,000 x .0765 = $918 | **$12,000** | **918** | | | | | | | | **7.65** | **918** |
| **Professional Development:** 4 PLC's for 10 Staff x 20 hours x $34 per hr = $27,200 1 PLC for 6 IA's x 20 hrs x $24 per hr = 2,880 | **$30,080** | **2,301** | | | | | | | | **7.65** | **2,301** |
| **C&C:** 1 Teacher Mentor of Climate and Culture not filled | **$75,000** | **5,737** | **10,688** | | | | | **12,000** | | **37** | ***28,425*** |
| **Data Analysis:** 1 Teacher Mentor of Data Analysis – not filled | **$75,000** | **5,737** | **10,688** | | | | | **12,000** | | **37** | ***28,425*** |
| **Lunch Monitors:** (5) Monitors for 98 hrs @ 8.90 = $4,361.00 **for the Summer ELO Program** | **$4,361** | **334** | | | | | | | | **7.65** | **334** |
| **Teacher Stipends:** 4 Teachers for The Family Relation Program x 34 per hr x 24 hrs = 3,264. Fica is 250.00 | **$3,264** | **249** | | | | | | | | **7.65** | **249** |
| | | | | | | | | | | | |
| ***Total*** | | | | | | | | | | | **213,746** |

**S-11**

**BUDGET DETAIL FORM B**

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

Date August 3, 2013

| |
|---|
| **NGO TITLE: School Improvement Grant** |
| **SCHOOL NAME:** School 4, Paterson Public Schools |

# S-12

## BUDGET DETAIL FORM C

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

Date: June 14, 2013

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

**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 |
|---|---|---|---|---|---|
| 4.9 | 200-300 | Effective and innovative professional development is a cornerstone of school improvement. During Year 3 of SIG implementation, Paterson Public Schools will seek a partnership with an external provider to complement the existing professional development program with the Institute for Learning (IFL) of The University of Pittsburgh. IFL currently provides a professional development program that consists of implementing a curriculum-based, instructionally focused improvement strategy that increases the capacity of teachers to provide "high cognitive demand" teaching and learning, increases the capacity of principals, central leadership, and coaches to create the conditions and support required for the rigorous teaching and learning system wide and is rooted in the IFL's Principles of Learning and Disciplinary Literacy Framework. The IFL Disciplinary Literacy units are designed to be a robust learning system that includes IFL-provided professional development and follow-up work in school professional learning communities. The purpose of the units is to increase teacher and teacher leadership content, knowledge and skills for enacting high quality instruction of cognitively demanding content and increase principal knowledge and skills for knowing, supporting, and monitoring high quality instructional practices. SIG funds will be used to provide additional support for teachers and principals in order to effectively implement the units of study. This support could consist of job-embedded individual teacher and/or leadership coaching, modeling and guidance for the units of study. Paterson Public Schools will begin the process of seeking the partnership with the external provider by issuing an RFP gathered to review the RFP submissions and select an external provider based on the criteria of the RFP. | $1,500. daily | 60 Days | $90,000 |
| Total | | | | | **$90,000** |

S-12

**BUDGET DETAIL FORM C**

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

Date: June 14, 2013

| |
|---|
| **NGO TITLE: School Improvement Grant** |
| **SCHOOL NAME:** School 4, Paterson Public Schools |

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

Date: August 3, 2013

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

---

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

| PROGRAM GOAL/ OBJECTIVE/ ACTIVITY | FUNCTION & OBJECT CODE | ITEM DESCRIPTION | UNIT COST (UC) | QUANTITY (Q) | GRANT REQUEST AMOUNT (GR) |
|---|---|---|---|---|---|
| 6.1, 6.2 | 100-600 | ***A-Z Bundle - Learning A-Z is an integrated reading website that helps teachers differentiates instruction and provides students reading practice on their reading lexile level. The Literacy Bundle includes, Reading A-Z, Raz Kids and Vocabulary A-Z.*** | 1,503 | 1 | ***1,503*** |
| 6.1, 6.2 | 100-600 | Optiplex 7010 SFF w/Computrace | 651 | 20 | ***13,020*** |
| 6.1, 6.2 | 100-600 | VLA Office Pro Plus 2013 All Languages | 52.00 | 37 | ***1,924.*** |
| 6.1, 6.2 | 100-600 | HP LaserJet Pro 400 Printer M401n | 287 | 3 | ***861.*** |
| 6.1, 6.2 | 100-600 | C2G 17ft CATSE Snagless CBL 478682 blk | 5.00 | 35 | ***175.*** |
| 6.1, 6.2 | 100-600 | Cyclone Univ. 4 Dial Combo Padlock 51812612 | 23.00 | 35 | ***805.*** |
| | | ***Supplies and materials needed for the Data Room to provide data reports on a weekly basis and the Extended Learning Opportunity*** | | | |
| 6.1, 6.2 | 200-600 | HP90A-CF280A Toner Cartridges black | 104.00 | 20 | ***2,080.*** |
| 6.1, 6.2 | 200-600 | HP305A Toner Cartridges Magenta | 120.00 | 17 | ***2,040.*** |

**S-13**

**BUDGET DETAIL FORM D**

*Supplies and Materials*

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

Date: August 3, 2013

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | | |
|---|---|---|---|---|---|
| 6.1, 6.2 | 200-600 | HP305A-CE411A Toner Cartridges Cyan | 120.00 | 17 | ***2,040.*** |
| 6.1, 6.2 | 200-600 | HP305A Toner Cartridges Yellow | 120.00 | 17 | ***2,040.*** |
| 6.1, 6.2 | 200-600 | HP53A Q7553 Toner Cartridge black | 92 | 20 | ***1,840*** |
| 6.1, 6.2 | 200-600 | HP16A Toner Cartridges black | 208 | 4 | ***832*** |
| 6.1, 6.2 | 200-600 | TN750 Brother Toner Cartridge black | 79 | 8 | ***632*** |
| 6.1, 6.2 | 200-600 | 3450 9-outlet Surge/Data Protector | 32 | 12 | ***384*** |
| 6.1, 6.2 | 200-600 | HP 521A Q7551 Toner Cartridge black | 138 | 4 | ***552*** |
| 6.1, 6.2 | 200-600 | 105744-Cork Bulletin Board 8 x4 | 152 | 4 | ***608*** |
| 6.1, 6.2 | 200-600 | HP82-C4913A-HP Inkjet Cartridge yellow | 43 | 6 | ***258*** |
| 6.1, 6.2 | 200-600 | HP82-C4911A-HP Inkjet Cartridge cyan | 43 | 6 | ***258*** |
| 6.1, 6.2 | 200-600 | HP82-C4912A-HP Inkjet Cartridge magenta | 43 | 6 | ***258*** |
| 6.1, 6.2 | 200-600 | HP82-Ch565A-HP inkjet Cartridge black | 43 | 6 | ***258*** |
| 6.1, 6.2 | 200-600 | 116657-Manila file folders 100/bx | 6.00 | 20 | ***120*** |
| 6.1, 6.2 | 200-600 | 434934 Bic Retractable ballpoint pens/dz | 11.80 | 10 | ***118*** |
| 6.1, 6.2 | 200-600 | 120741 Dry Erase Cleaner, 8oz. | 4.06 | | ***125*** |
| | | | | | |

S-13

**BUDGET DETAIL FORM D**

*Supplies and Materials*

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

Date: August 3, 2013

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 4, Paterson Public Schools

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | ***Total*** | | | ***$32,731*** |

Date: September 9, 2013

# 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*

**NGO TITLE: School Improvement Grant**
**SCHOOL NAME:** School 4, Paterson Public Schools

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

| PROGRAM GOAL/ OBJECTIVE / ACTIVITY | FUNCTION & OBJECT CODE | DESCRIPTION/COST CALCULATION | GRANT REQUEST AMOUNT |
|---|---|---|---|
| 3.10 | 100-800 | Admissions for (1) field trip for every student (500) Students x 1 trip x $5.00 each admissions (TBD) = $2,500<br>Example: Liberty Science Center, Medieval Times, Bronx Zoo, Rutgers Gardens, New York Aquarium | ***2,500*** |
| 3.9 | 100-800 | Student Incentives (500) students @ $20 per student for incentives such as, awards, and or school event, and achievement celebrations. | ***10,000*** |
| 6.1, 6.2 | 200-400 | HP 3y Nbd Exchange LaserJet M401 Service | ***144.00*** |
| 4.10 | 200-500 | Registration for Administrators/Coaches for conferences. (5) Staff x 5 conferences x $50 = $1,250 | ***1,250*** |
| 3.11 | 200-500 | Buses for student field trips (10) buses x $250 per bus = $2,500 | ***2,500*** |
| 7b.3 | 200-500 | Catered refreshments for parent/family/staff community outreach nights<br>12 parent/family/staff outreach meetings @ $200 per event = $2,400 | ***2,400.*** |
| 2.8, 2.9 | 200-500 | Teachscape Licenses 14,544 (53 licenses for school 4) - 200-500 | ***14,544*** |
| 4.10 | 200-580 | Travel reimbursement for Administrators/Coaches for SIG meetings and conferences.<br>(5) Staff x 5 travel meetings x $50 = $1,250 | ***1,250.*** |
| 3.7 | 200-800 | Teacher Incentives (34) teachers @ $2,000 for materials from vendors such as Scholastic and Teacher Created Materials for a program that is over and above the normal classroom time such. Also to be used for Mini Grants . | ***68,000*** |
| | | ***TOTAL*** | ***102,588*** |

**S-15**

**BUDGET DETAIL FORM F**

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

Date: September 9, 2013

| |
|---|
| **NGO TITLE: School Improvement Grant** |
| **SCHOOL NAME:** School 4, Paterson Public Schools |

**Form S-17**
**NJ DEPARTMENT OF EDUCATION**

August 3, 2013

## APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Paterson Public Schools

School Name: School 4

County/LEA/School Code: 31 /4010/080

NGO Title: School Improvement Grant (Cohort 2 – Year 3) NGO#:13-SG06-H03

| BUDGET CATEGORY | FUNCTION & OBJECT CODE | GRANT FUNDS REQUESTED STATE FUNDS (Column 1) | FEDERAL FUNDS (Column 2) | SIG FUNDS (Column 3) | SIG ADMIN COST SUMMARY (Column 4) | SIG TOTAL Sum of columns 3 &4 (Column 5) |
|---|---|---|---|---|---|---|
| INSTRUCTION | | | | | | |
| Personal Services - Salaries | 100-100 | | | 1,189,000 | | 1,189,000 |
| Purchased Professional & Technical Services | 100-300 | | | | | |
| Other Purchased Services | 100-500 | | | | | |
| Supplies and Materials | 100-600 | | | 18,288 | | 18,288 |
| Other Objects | 100-800 | | | 12,500 | | 12,500 |
| SUBTOTAL - INSTRUCTION | | | | 1,219,788 | | 1,219,932 |
| SUPPORT SERVICES | | | | | | |
| Personal Services - Salaries | 200-100 | | | 361,934 | | 361,934 |
| Personal Services – Employee Benefits | 200-200 | | | 213,746 | | 213,746 |
| Purchased Professional & Technical Services | 200-300 | | | 90,000 | | 90,000 |
| Subgrant Cost Summary | 200-320 | | | | | |
| Purchased Property Services | 200-400 | | | 144.00 | | 144.00 |
| Other Purchased Services | 200-500 | | | 30,694 | | 30,694 |
| Travel | 200-580 | | | 1,250 | | 1,250 |
| Supplies and Materials | 200-600 | | | 14,444 | | 14,444 |
| Other Objects | 200-800 | | | 68,000 | | 68,000 |
| Indirect Costs | 200-860 | | | | | |
| SUBTOTAL - SUPPORT SERVICES | | | | 780,212 | | 780,212 |
| Buildings | 400-720 | | | | | |
| Instructional Equipment | 400-731 | | | | | |
| Noninstructional Equipment | 400-732 | | | | | |
| SUBTOTAL - FACILITIES | | | | | | |
| TOTAL COST | | | | 2,000,000 | | 2,000,000 |

Richard Kilpatrick/Dr. Donnie Evans
Business Administrator/Chief Fiscal Officer

Richard Kilpatrick 8/6/13 / Donnie W. Evans 8/6/13
Date