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:
School #10

School Name
48 Mercer Street

School Address
Paterson, NJ 07524

School City, State, Zip
K - 8

Grade Span of School

Internal use only: School Code ___ Type ___ Region ___ Sequence ___

Lolita Vaughan — 973-321-0100
School Principal Name — Phone #

Lolita Vaughan
School Program Director Name

973-321-0100
School Program Director Telephone

lvaughan@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 140).

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

Business Manager: 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

Signature: *Chief School Administrator* 6/10/13

School 10
Applicant School

Signature: *Principal* Lolita Vaughan 6/12/13

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.

6/10/13

Signature of Chief School Administrator

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

Form S-3

Date: June 8, 2013

COHORT 2 - YEAR 3 PROJECT ABSTRACT

LEA : Paterson Public Schools

Name of School: School 10

Mission	Our mission at Public School Number Ten is to develop our students' character and intellect in order for them to function successfully in life.
Vision	To create a pathway to success by developing a learning environment that prepares students for college and careers.
Project Implementation Summary	**Activity 1 - Governance** • Retain current Principal • Embrace the 8 Turnaround Principles • Maintain grade span houses (K – 2, 3 – 5, 6 – 8) • Maintain Reading Specialist and Teacher Mentor of Data Analysis • Fund Teacher Mentor of Climate and Culture • Hire additional instructional staff - Math Intervention Teacher **Activity 2 - Evaluation** • Implement Focal Point teacher evaluation tool • Continue to convene a District Evaluation Pilot Advisory Committee **Activity 3 - Incentives** • Develop teacher, student and parent incentives utilizing rubrics and a teacher-led Professional Learning Community **Activity 4 – Professional Development** • Provide job-embedded professional development through external provider partnership • Implement professional learning communities for teachers **Activity 5 – Supporting Governance Structure** • Maintain Internal District Committee (IDC) • Provide support and governance coaching from District Administration and Professional Development partner **Activity 6 – Use of Data** • Maintain Teacher Mentor of Data Analysis Coach • Provide training in use of data on STAR Assessments, Performance Matters **Activity 7 – Use of Student Data** • Maintain Teacher Mentor of Data Analysis Coach • Provide training in use of data on STAR Assessments, Performance

	Matters **Activity 8 – Increase Learning Time** • Extend school day and year by 300 hours **Activity 9 – Services for Community and Students** • Maintain parent coordinator to ELO to provide additional support for parents and community members • Maintain community partnerships and community outreach programs • Continue to implement Paterson Pathways, a career building motivational program for students • Create the P.R.I.D.E. Youth Program inclusive of motivational student assemblies, male and female social/emotional support programs, community mentoring and tutoring program for students, mentoring program for parents and hiring a Program Administrator **Activity 10 – Data Collection** • Continue to collect assessment data through Performance Matters and STAR Assessments • Collect evaluation data through web-based management system

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Date: July 22, 2013

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 30, 2013	School #10	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, 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	
May 1, 2013	School 10 Auditorium	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 23, 2013	School #10 Data Room	LEA/School SIG Implementation Report for 2013-2014	6	Yes		No	
June 4, 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		Yes		No	
June 19, 2013	JFK HS Auditorium	School Board Meeting		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. SIG/HOME SCHOOL COUNCIL MEETINGS • Nine community meetings were held for School 10 stakeholders on October 22nd, November 19th,November 26th, November 29th, February 12th, March 14th, March 18th, April 22nd, May 20th, SIG/Home School Council meetings are informational meetings 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. Community meetings: • School 10: Six community meetings were held for School 10 stakeholders on January 14th, February 14th, March 14th, March 28th, April 22nd, May 2nd and May 30th. The meeting was held during evening hours to accommodate working parents and maximize turnout. • 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. • Format and content:

	○ The focus is to assist with improving parental involvement to enhance student achievement, as per the SIG mandates. The community meeting was conducted by the President of School 10's parent association and the Community Engagement Officer in order to ensure that parents, grandparents, caretakers, family members and other interested community members would feel comfortable voicing their opinions about sensitive topics. 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 program, participants' names would not be connected to specific comments ○ A survey was distributed to the parents in hard copy. See details on survey in survey section below. • Teacher/staff focus groups ○ Conducted at each of the two (2) SIG schools, small groups of teachers and staff members met with outside consultants from Paterson Education Fund. ○ 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. ○ Facilitators posed questions revolving around three (3) topics: student support services (co-curricular and after-school activities), parent/family involvement, and professional development. Surveys: • Student surveys ○ Students at all grade levels from Kindergarten to 8th grade were surveyed; ○ Surveys were administered electronically and the results were tabulated by the NJDOE/RACs. ○ 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. • Staff surveys ○ Surveys were administered electronically and the results were tabulated by the NJDOE/RACs. ○ 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. • Parent surveys ○ Surveys were made available in English and Spanish.

	○ Surveys were distributed at parent /teachers conference, made available at a table in the front of the school, and sent home in students' backpacks. Questions focused on school safety and environment, extended learning opportunity, technology, parental involvement, and types of activities offered to parents.

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PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

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.

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PROJECT UPDATE

LEA : ___Paterson Public Schools___ **Name of School:** ___Public School #10___

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

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PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

NJPASS (SCHOOL 10)	2010-2011	# Proficient and Above	% Proficient and Above	2011-2012	# Proficient and Above	% Proficient and Above	% Increase or Decrease
Grade 1 # Tested	64			62			
Grade 1 Valid Scores	63	54	85.71%	62	44	70.97%	-14.75%
Grade 2 # Tested	59			54			
Grade 2 Valid Scores	56	12	21.43%	54	15	27.78%	6.35%

- Grade 1 test scores decreased 14.75% (10 less students proficient or above) from 2010-2011 to 2011-2012
- Grade 2 test scores increased 6.35% (3 more students proficient or above) from 2010-2011 to 2011-2012

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PROJECT UPDATE

LEA : Paterson Public Schools **Name of School:** Public School #10

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.

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LEA : Paterson Public Schools

Name of School: Public School #10

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). **Literacy domain score** is a criterion-referenced score that represents the percentage of items a student would be expected to answer correctly within a domain. Literacy domain scores range from 0 to 100 in seven areas, covering 41 literacy skills:

General readiness (GR) assesses a student's ability to identify shapes, numbers, colors, and patterns; explore word length and word pairs; and examine oral and print numbers.

Graphophonemic knowledge (GK) assesses a student's ability to relate letters to corresponding sounds. Graphophonemic knowledge addresses skills and concepts such as matching upper- and lowercase letters, recognizing the alphabet, naming letters, recognizing letter sounds, and knowing alphabetical order.

Phonemic awareness (PA) assesses a student's ability to detect and identify individual sounds within spoken words. Phonemic awareness assesses skills and concepts such as rhyming words; blending word parts and phonemes; discriminating between beginning, medial, and ending sounds; understanding word length; and identifying missing sounds.

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LEA : Paterson Public Schools

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Comprehension (CO) assesses a student's ability to understand what has been read aloud, understand word meaning, and read text correctly. Comprehension addresses skills and concepts such as identifying and understanding words, selecting the word that best completes a sentence, and answering items about stories.

Phonics (PH) assesses a student's ability to read words by using the sounds of letters, letter groups, and syllables. Phonics addresses skills and concepts such as identifying short and long vowels, beginning and ending consonants, and consonant blends and digraphs; recognizing word families; and using strategies such as consonant and vowel replacement.

Vocabulary (VO) assesses skills and concepts such as identifying high-frequency words, matching pictures with synonyms, matching words with phrases, matching stories with words, identifying opposites, matching pictures with opposite word meanings, and identifying opposite word meanings.

Structural analysis (SA) assesses a student's ability to understand the structure of words and word parts. Structural analysis addresses skills and concepts such as finding words, adding beginning or ending letters or syllables to a word, building words, and identifying compound words.

Skill score is a criterion-referenced score that estimates a student's percent of mastery of specific skills within each of the seven domains. Skill scores range from 0 to 100.

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). Est. ORF is reported in correct words per minute, and is based on a known relationship between STAR Early Literacy performance and oral reading fluency.

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PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

STAR Reading Pre-Test

Grade	PRE-TEST GE	PRE-TEST PR
2	2.0	32
3	2.4	19

- Grade 2 Grade Equivalency for Star Reading pre-test was at grade level (2.0) while percentile ranking was at 32%.
- Grade 3 Grade Equivalency for Star Reading pre-test was at 2.4 months which was lower than 3rd grade level. Percentile level was at 19%.

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LEA : Paterson Public Schools

Name of School: Public School #10

STAR EARLY LITERACY:
2011-2012

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	1	1.9%
488-674	Late Emergent Reader	23	42.6%
675-774	Transitional Reader	22	40.7%
775-900	Probable Reader	8	14.8%

2012-2013 (September 2012 through May 23, 2013)

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	6	5.4%
488-674	Late Emergent Reader	63	56.8%
675-774	Transitional Reader	27	24.3%
775-900	Probable Reader	15	13.5%

- Early Emergent Reader assessments increased 3.5% from 2012-2012 to 2012-2013 (number of students 1-6)
- Late Emergent Reader assessments increased 14.2% from 2012-2012 to 2012-2013 (number of students 23-63)
- Transitional Reader assessments decreased 16.4% from 2012-2012 to 2012-2013 (number of students 22-27)
- Probable Reader assessments decreased 16.4% from 2012-2012 to 2012-2013 (number of students 8-15)

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LEA : Paterson Public Schools

Name of School: Public School #10

Grade	1st Quarter GE	2nd Quarter GE	Change	1st Quarter PR	2nd Quarter PR	Change
4	2.8	3.4	+0.6	23	28	+5
5	3.3	3.5	+0.2	18	17	-1
6	4.7	5.0	+0.3	24	21	-3
7	4.8	5.4	+0.6	14	18	+4
8	5.7	6.5	+0.8	19	24	+5
Grade	2nd Quarter GE	3rd Quarter GE	Change	2nd Quarter PR	3rd Quarter PR	Change
4	3.4	3.5	+0.1	28	25	-+3
5	3.5	4.3	+0.8	17	22	5
6	5.0	5.4	+0.4	21	22	1
7	5.4	5.6	+0.2	18	19	+1
8	6.5	6.6	+0.1	24	23	-1
Grade	1st Quarter GE	3rd Quarter GE	Change	1st Quarter PR	3rd Quarter PR	Change
4	2.8	3.5	+0.7	23	25	+2
5	3.3	4.3	+1.0	18	22	+4
6	4.7	5.4	+0.7	24	22	-2
7	4.8	5.6	+0.8	14	19	+5
8	5.7	6.6	+0.9	19	23	4

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LEA : Paterson Public Schools

Name of School: Public School #10

From 1st Quarter to 2nd Quarter Grade 4 – Second quarter GE increased by 6 months while the PR increased by 5 % Grade 5 – Second quarter GE increased by 2 months while the PR decreased by 1% Grade 6- Second quarter GE increased by 3 months while the PR decreased by 3 % Grade 7- Second quarter GE increased by 6 months while the PR increased by 4 % Grade 8- Second quarter GE increased by 8 months while the PR increased by 5 %
From 2nd Quarter to 3rd Quarter Grade 4 – Third quarter GE increased by 1 month while the PR decreased by 3 % Grade 5 – Third quarter GE increased by 8 months while the PR increased by 5 % Grade 6- Third quarter GE increased by 4 months while the PR increased by 1 % Grade 7- Third quarter GE increased by 2 months while the PR increased by 1 % Grade 8- Third quarter GE increased by 1 month while the PR decreased by 1 %
From 1st Quarter to 3rd Quarter Grade 4 – Third quarter GE increased by 7 months while the PR increased by 2 % Grade 5 – Third quarter GE increased by 10 months while the PR increased by 4 % Grade 6- Third quarter GE increased by 7 months while the PR decreased by 2 % Grade 7- Third quarter GE increased by 8 months while the PR increased by 5 % Grade 8- Third quarter GE increased by 1 month while the PR decreased by 1 %

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LEA : Paterson Public Schools

Name of School: Public School #10

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	18%	24%	21.2%	27.8%	34.3%
Students with Disabilities	NJASK	0%	8%	0.0%	6.6%	13.1%
Limited English Proficient Students	NJASK	7%	14%	12.5%	19.1%	25.6%
White	NJASK	-	-	100.0%	100.0%	100.0%
African-American	NJASK	16%	23%	23.5%	30.1%	36.6%
Asian/Pacific Islander	NJASK	-	-	0.0%	6.6%	13.1%
American Indian/Native American	NJASK	-	-	-	-	-
Hispanic	NJASK	21%	27%	17.3%	23.9%	30.4%
Others	NJASK	-	-	-	-	-
Economically Disadvantaged	NJASK	18%	24%	21.3%	27.9%	34.4%

The LAL cohort shows no increase from the 2011 LAL baseline to the 2012 outcome. Total students decreased by 2.8%. They didn't meet the target goals.

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LEA : Paterson Public Schools

Name of School: Public School #10

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	26%	32%	29.6%	35.5%	41.3%
Students with Disabilities	NJASK	4%	12%	11.6%	17.5%	23.3%
Limited English Proficient Students	NJASK	11%	18%	4.5%	10.4%	16.2%
White	NJASK	-	-	-	-	-
African-American	NJASK	25%	31%	21.1%	27.0%	32.8%
Asian/Pacific Islander	NJASK	-	-	100.0%	100.0%	100.0%
American Indian/Native American	NJASK	-	-	-	-	-
Hispanic	NJASK	26%	32%	34.3%	40.2%	46.0%
Others	NJASK	-	-	-	-	-
Economically Disadvantaged	NJASK	26%	32%	29.7%	35.6%	41.4%

The LAL cohort shows no increase from the 2011 LAL baseline to the 2012 outcome. Total students decreased by 2.4%, they didn't meet the target goals.

Hispanic subgroup showed an increase of 2.3% for LAL. They did meet the target goals of 32% and over.

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

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LEA : Paterson Public Schools **Name of School:** Public School #10

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.

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.

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PROJECT UPDATE

LEA : ___Paterson Public Schools___

Name of School: ___Public School #10___

STAR MATH Pre-Test

Grade	PRE-TEST GE	PRE-TEST PR
1	1.4	63
2	2.2	45

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PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

3	3.2	53

Grade 1 Grade Equivalency for Star Math pre-test was at above level (1.4), a 63% percentile ranking.
Grade 2 Grade Equivalency for Star Math pre-test was above grade level (2.2) a 45% percentile ranking.
Grade 3 Grade Equivalency for Star Math pre-test was above grade level (3.2) a 53% percentile ranking.

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LEA : Paterson Public Schools

Name of School: Public School #10

STAR MATH

Grade	1st Quarter GE	2nd Quarter GE	Change	1st Quarter PR	2nd Quarter PR	Change
4	3.9	4.4	+0.5	54	57	+3
5	4.0	4.6	+0.6	32	38	+6
6	5.4	5.8	+0.4	42	41	-1
7	5.9	6.0	+0.1	39	34	-5
8	6.0	6.9	+0.9	32	38	+6
Grade	2nd Quarter GE	3rd Quarter GE	Change	2nd Quarter PR	3rd Quarter PR	Change
4	4.4	4.9	+0.5	57	58	+1
5	4.6	5.5	+0.9	38	51	+13
6	5.8	6.5	+0.7	41	47	+6
7	6.0	6.5	0.5	34	38	4
8	6.9	7.8	+0.9	38	43	+5
Grade	1st Quarter GE	3rd Quarter GE	Change	1st Quarter PR	3rd Quarter PR	Change
4	3.9	4.9	+1.0	54	58	+4
5	4.0	5.5	+1.5	32	51	+19
6	5.4	6.5	+1.1	42	47	+5
7	5.9	6.5	+0.6	39	38	-1
8	6.0	7.8	+1.8	32	43	+11

Form S-5

PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

From 1st Quarter to 2nd Quarter

Grade 4 – Second quarter GE increased by 5 months while the PR increased by 3 %
Grade 5 – Second quarter GE increased by 6 months while the PR increased by 6%
Grade 6- Second quarter GE increased by 4 months while the PR decreased by 1 %
Grade 7- Second quarter GE increased by 1 months while the PR decreased by 5 %
Grade 8- Second quarter GE increased by 9 months while the PR increased by 6 %

From 2nd Quarter to 3rd Quarter

Grade 4 – Third quarter GE increased by 5 months while the PR increased by 1 %
Grade 5 – Third quarter GE increased by 9 months while the PR increased by 13%
Grade 6- Third quarter GE increased by 7 months while the PR increased by 6 %
Grade 7- Third quarter GE increased by 5 months while the PR increased by 4 %
Grade 8- Third quarter GE increased by 9 months while the PR increased by 5 %

From 1st Quarter to 3rd Quarter

Grade 4 – Third quarter GE increased by 10 months while the PR increased by 4 %
Grade 5 – Third quarter GE increased by 15 months while the PR increased by 19%
Grade 6- Third quarter GE increased by 11 months while the PR increased by 5 %
Grade 7- Third quarter GE increased by 6 months while the PR decreased by 1 %
Grade 8- Third quarter GE increased by 18 months while the PR increased by 11 %

Form S-5

PROJECT UPDATE

LEA : Paterson Public Schools

Name of School: Public School #10

Math School 10	2008	2009	2010	2011	2012 Targets	2012
NJASK 3	63.1	41.6	38.8	36.2	41	51.2
NJASK 4	75.0	38.7	38.5	35.5	41	18.0
NJASK 5	28.4	41.1	42.5	37.5	43	38.7
NJASK 6	30.3	14.9	19.1	15.0	22	45.0
NJASK 7	18.8	18.5	13.3	16.4	23	11.4
NJASK 8	17.6	22.1	33.3	16.4	23	27.7

NJASK 3

- Did not meet the target goal of 41% as per the baseline of 36.2%. There was a 10% gap between the targeted goal and the actual outcome.
- Grade 3 Math NJ ASK proficient /above proficient scores declined 26.9 % for 2008-2011
- Grade 3 Math NJ ASK proficient / above proficient scores increased 15 % from 2011-2012

NJASK 4

- Did not meet the target goal of 41% as per the baseline of 35.5%. There was a 23% gap between the targeted goal and the actual outcome
- Grade 4 Math NJ ASK proficient / above proficient scores declined 57% from 2008-2012

NJASK 5

- Did not meet the target goal of 43% as per the baseline of 37.5%. There was a 6% gap between the targeted goal and the actual outcome
- Grade 5 Math NJ ASK proficient /above proficient scores increased 14.1% from 2008-2010
- Grade 5 Math NJ ASK proficient /above proficient scores decreased 5% from 2010-2011
- Grade 5 Math NJ ASK proficient /above proficient scores increased 1.2% from 2011-2012

NJASK 6

- Exceeded the targeted goal of 22% as per the baseline of 15%. There was an increase of 23% between the targeted goal and the actual outcome.
- Grade 6 Math NJ ASK proficient /above proficient scores decreased 15.3% from 2008-2011
- Grade 6 Math NJ ASK proficient /above proficient scores increased 30% from 2011-2012

NJASK 7

- Did not meet the target goal of 23% as per the baseline of 16.4%. There was a 11% gap between the targeted goal and the actual outcome
- Grade 7 Math NJ ASK proficient /above proficient scores decreased 5.5% from 2008-2010
- Grade 7 Math NJ ASK proficient /above proficient scores increased 3.1% from 2010-2011
- Grade 7 Math NJ ASK proficient /above proficient scores decreased 5% from 2011-2012

NJASK 8

- Exceeded the targeted goal of 23% as per the baseline of 16.4%. There was an increase of 4.7% between the targeted goal and the actual outcome.
- Grade 8 Math NJ ASK proficient /above proficient scores increased 15.7% from 2008-2010
- Grade 8 Math NJ ASK proficient /above proficient scores decreased 16.9% from 2010-2011
- Grade 8 Math NJ ASK proficient /above proficient scores increased 11.3% from 2011-2012

Form S-5

PROJECT UPDATE

LEA : Paterson Public Schools **Name of School:** Public School #10

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%
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.
- 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.

Form S-5

PROJECT UPDATE

LEA : Paterson Public Schools **Name of School:** Public School #10

- 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: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Lolita Vaughan, Principal of School #10, was hired as a turnaround principal for the School Improvement Grant implementation. Vaughan has exhibited the Turnaround Principles and underwent a rigorous interview process. Vaughan remained as principal of School #10 for Year 2 of the SIG implementation. The administrative team included 3 vice principals. All embraced the 8 Turnaround Principles detailed below: 1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort 2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations 3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to meet the needs of all students 4. Curriculum, Assessment and Intervention System – Ensuring teachers have the	Lolita Vaughan, the present Principal of School #10, was hired in August 2010 as the turnaround principal for the School Improvement Grant implementation. Ms. Vaughan has exhibited the Turnaround Principles and underwent a rigorous interview process on embarking upon this process. Moving forward with Year 3 of the School Improvement Grant (SIG) implementation, and School Improvement Plan (SIP), Ms. Vaughan will remain as principal of School #10. The administrative team including the three vice principals will stay in place for consistency and continuity. One vice principal is in the military and is frequently called to duty throughout the school year. All will embrace the eight (8) Turnaround Principles detailed below: 1. School Leadership – Ensuring that the principal has the ability to lead the turnaround effort	2013-2014

	foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted 5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers 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 7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning 8. Effective Family and Community Engagement – Increasing academically focused family and community engagement In addition, School 10 will continue with the restructured and grade-level cluster schools co-located at School 10 in order to accommodate parent and student concerns about security and enhance the safety of all students. The grade clusters were divided as follows and occupied different floors in the school as noted: • K – 2nd Grade (1st floor of school building); • 3rd through 5th Grade (2nd floor); • 6th through 8th Grade (3rd floor). Each grade cluster had its own leader and a distinct theme:	2. School Climate and Culture – Establishing school environments with a climate conducive to learning and a culture of high expectations 3. Effective Instruction – Ensuring teacher utilize research-based effective instruction to meet the needs of all students 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 5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers 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 7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher 8. Effective Family and Community Engagement – Increasing academically focused family and community engagement (RAC Principals same as #1) School #10 will continue with the present grade-level cluster schools, co-located at School #10 in order to accommodate parent and student concerns about security and enhance the safety of all	

	• **K -2** stressed literacy; • **3 -5** embraced a civic engagement pathway model that was infused into the school's curriculum; • **6-8** instituted college readiness pathway model to prepare students for high secondary achievement.	students. In addition, two Pre-K classes will be added; one three year old class and one four year old class. The grade clusters will be divided as follows and will occupy different floors in the school as noted: • Pre K – 2nd Grade (lower level and 1st floor) • 3rd through 5th Grade (2nd floor) • 6th through 8th Grade (3rd floor) Each grade cluster will have its own administrator and a distinct theme: • **Pre K -2 Academy of Literacy Development** which will stress literacy development; • **Grades 3-5 Academy of Civic Engagement** which will focus on character development and civic engagement; • **Grades 6-8 Academy of College and Career Pathways** which will focus on secondary achievement and establishing college and career readiness goals.	
2. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	Lolita Vaughan, Principal of School #10, was given reasonable discretion to implement new programs and strategies as part of turnaround efforts for the School Improvement Grant. The district continued to fully support the implementation of the SIG program at School 10 and granted Ms. Vaughan maximum operating flexibility, including control over	The district has awarded Ms. Vaughn, principal of School #10 the autonomy to implement new research based programs and strategies for student achievement. The programs include but are not limited to the following; • The present Curriculum and	2013-2014

	staffing, scheduling and budget. The increased autonomy the district granted to Ms. Vaughan was accompanied by increased accountability. The district set clear expectations for success and Ms. Vaughan was responsible for selecting strategies and implementing programs to accomplish the goals of the SIG program (while working within the parameters set forth in this application).	Instruction PLC will be divided into two PLCs for year 3. • There will be a Math PLC and Literacy PLC. • School #10 will implement departmentalization in grades 3 to 5 which had previously been self-contained classes. • School #10 will continue collaboration with their community partners while working to add new partners to support our new Workforce Development Initiative for parents.	
3. 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 are described below: 1. Leadership - The Academy's Leadership Coaches worked directly with SIG School Administrators and their leadership teams on: • Effective use of data to improve instruction (schcols have a plethora of data, but a paucity of actionable information for the teacher to focus and improve instruction) • Research-based instructional practices that improve student learning • Ongcing monitoring of student progress • High quality and frequent instructional	Paterson Public Schools will partner with an external provider to provide support to the SIG administrators, both principals and vice principals. The external provider will provide support to the existing professional development programs that currently are being implemented within the District. In addition, the Principal of School #10 will continue to receive in-house coaching from the Executive Coaching to the Principal Program. 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"	2013-2014

	feedback to teachers • Aligning the school's curriculum and assessments to the Common Core State Standards • Creating and maintaining a school climate and culture that is safe, clean, orderly and conducive to teaching and learning • Effective communication to all stakeholders, e.g., an uncompromising belief in the educability of each child • 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. • Distribute leadership • Meaningful parent and community involvement that supports the school mission In previous years of SIG, the NJDOE provided monthly SIG Principal meetings that offered the principals an opportunity for professional development geared specifically towards the implementation of SIG. However, with the development of the RACs, the monthly SIG Principal meetings were replaced with leadership coaching from the RAC personnel. In addition to the NJDOE RAC support, Paterson Public Schools instituted an Executive Coaching to the Principal Program which consisted of the following forms of support: • one to one executive coaching • principals' leadership and management development • building capacity as instructional leaders of their building including	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. Executive Coaching to the Principal including; • One to one executive coaching principals' leadership and management development • Building capacity as instructional leaders of their building including development of the school action plan, instructional walkthroughs and the selection of competent staff • 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. • Promoting the educational objectives and values of collaborative planning, district curriculum, effective instruction practices and responsive programs and services developing	

	development of the school action plan, instructional walkthroughs and the selection of competent staff • 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. • promoting the educational objectives and values of collaborative planning, district curriculum, effective instruction practices and responsive programs and services • developing Professional Learning Communities related to instructional improvement • providing professional development to the principal in areas of need and concern	• Professional Learning Communities related to instructional improvement providing professional development to the principal in areas of need and concern. 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: • Continuing the activities listed above • Creating a cohort of principals that will meet regularly and support the school's improvement efforts through modeling and honing best practices • Advocating for additional funds so that the programs and activities can be sustained and improved • Showcasing best practices so that other schools and principals can learn from the experiences of the school and the principal • Collaborating on journal articles that can be developed to assist the school in continuing to move in a positive direction while sharing best practices • Assisting in attracting highly effective teachers and administrators to work in the school.	
4. 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, Lolita Vaughn, 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	The district will continue to grant the SIG principal, Ms. Vaughn, increased autonomy which is accompanied by increased accountability. Instructional capacity and opportunities for sharing authority to guide the learning agenda will occur within the Professional Learning Communities and school leadership	2013-2014

	district SIG Supervisor and the NTO assigned by the NJDOE. Instructional coaches 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. School 10 appointed a Teacher Mentor of Language Arts Literacy and a Teacher Mentor of Mathematics to provide coaching for teachers in all content areas in instructional strategies and job-embedded professional development. Year 2 implementation continued to fund the Reading Specialist Teacher Mentor of Data Analysis. Additional instructional support was provided in response to the STAR Assessment Data and needs assessment analysis. A Math Intervention Teacher job posting was posted through Human Resources several times, however a qualified candidate was not found. In addition, a Teacher Mentor of Climate and Culture was funded through Title I as part of the RAC staffing initiative to enhance the climate and culture of School #10 for students, staff and the community. 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).	meetings. Through the mandates of the Regional Achievement Centers (RACs), teams will be created to service schools. The team will consist of the Teacher Mentor of Data Analysis and the Teacher Mentor of Climate and Culture. The Teacher Mentors of Data Analysis and Climate and Culture will be in-house. In addition, supervisors will be a part of the team. A Supervisor of Language Arts Literacy Instruction, Supervisor of Mathematics Instruction, Supervisor of Special Education Instruction and a Supervisor of Bilingual Instruction will work with the staff of School #10 to implement engaging and effective instruction aimed at raising student achievement. Additionally the team will work together to accomplish: • Develop a six day cycle schedule of school visits and support for identified schools. • Review School Improvement Plan (SIP) and school related data to determine school base needs. • Plan and Conduct Professional Development to support content area instructional strategies delineated in the School Improvement Plan (SIP). • Participate in administrative and content walkthroughs. • Conduct a minimum of 3 spot observations per day providing timely meaningful feedback to teachers within 24 hours. • Conduct debriefing sessions regarding walkthroughs trends with	

		school administration and data mentor teacher. • Collaborate with administration to design student intervention programs in specific content areas. • Conduct Professional Development sessions regarding Renaissance interventions, content specific NJASK interventions, Model Curriculum Unit Assessments interventions and Performance Matters data mining. • Monitor the teacher's planning and delivery of effective instruction in the specific content area. • Conduct model lessons as part of job embedded coaching for teachers, as needed. • Assist teachers in the implementation of the NJDOE model curriculum. • Participate in and develop identified professional learning communities at each site to support action steps identified in school improvement plan during grade level meetings. • Actively participate in district level professional development within the content area (IFL, Focal Point, Renaissance, and Model Curriculum Unit Assessments) • Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action. • Conduct both informal and formal evaluations in collaboration with the Administration on identified teachers. • Develop feedback protocol and	

		schedule of "next steps" that will support the instructional visits conducted in each school and each classroom. 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	RAC recommended personnel reported in January and district supervisors did not report until March, 2013. The school did experience some instructional vacancies during the school year. Some positions such as math intervention, two middle school science positions, music teacher and recently filled, library media specialist existed.

Form S-6

Use only one model template for each school.

Date: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	In concert with Dr. Evans' Strategic Plan/Bright Future and the Effective Schools Initiative, as a SIG District we are committed to fully adopt and implement a new teacher practice model framework and a new Teacher Performance Evaluation. The district moved forward with the teacher evaluation system by boldly immersing thirteen 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/achievement standard competencies. The following steps were taken to achieve these goals: 1. Implement 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. The Focal Point system of evaluation has been approved by the Board of Education and the New Jersey Department of Education; therefore, there has been ongoing training on the evaluation process for teachers and principals. Continuous collaborative conversations and working sessions are occurring among Central Office and school administration; plans for the management of the data systems to support implementation are being addressed at the	2013-2014

	• 2011-2012 –Selected Focal Point Teacher Evaluation System ensuring that it is research-based and is capable of differentiating a range of teaching performance • Organize a District Evaluation Pilot Advisory Committee (DEPAC) and Teacher Focus Groups • Coordinate Teacher Professional Development 2. Improve evaluator observation practices • Provide evaluator training and ongoing coaching and support • Secure a web-based performance management system • Implement teacher practice framework and schedule teacher observations 3. Increase student achievement • Utilize data to drive instruction including the use of NJSMART and Student Growth Percentiles • Develop Measures of Students Achievement for Tested and Non-tested Grades and Subjects 4. Collaborate with stakeholders • Develop and implement a communication plan and maintain the District's EE4NJ webpage. • Collaborate with NJDOE and External Researcher The two SIG Schools, School #4 and School #10, participated in the EE4NJ Pilot Program for 2011 – 2012. As part of the EE4NJ Pilot Program, the schools	district level. The use of that data base management system will continue throughout Year 3.	

	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 convened a District Evaluation Pilot Advisory Committee (DEPAC) who met monthly. Committee members were comprised of teachers, school administrators, central office administrators, parents, communications director, union representation, etc. Additionally, the district 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 is communication with stakeholders. We built a webpage dedicated to communicating our initiatives to our stakeholders. The webpage announces our meetings, posts meeting agendas, identifies the teacher performance instrument detailing the seven performance standards, and discusses challenges and lessons learned with piloting the evaluation system. This year we worked on refining the data collection process to show the relationship between teacher performance and student achievement. Paterson Public Schools applied for the EE4NJ Cohort 2A grant but did not receive funding.		

	Paterson Public Schools has selected the Focal Point Teacher Evaluation Model. 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.	Paterson Public Schools will continue with the Focal Point Teacher Evaluation Model. 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.	
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	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 five 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 provide training in systems thinking, building leadership density, curriculum alignment, organizational effectiveness, action panning, and other school reform initiatives. The model aligns to and addresses each of the 2011 In TASC Model Core Teaching Standards that identify and describe effective teaching practice. The model includes classroom observation as a major	The Focal Point Teacher Evaluation Model is research-based and proven to be valid and reliable. The model aligns to and addresses each of the 2011 In TASC Model Core Teaching Standards that identify and describe effective teaching practice. The model includes 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: • The learning environment • Planning and preparation • Instructional practice/classroom strategies and behaviors • Self-reflection on teaching practice • Professional responsibilities and collegiality, inclusive of collaborative practice and ethical professional behavior.	

	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: • The learning environment • Planning and preparation • Instructional practice/classroom strategies and behaviors • Self-reflection on teaching practice • Professional responsibilities and collegiality, inclusive of collaborative practice and ethical professional behavior. The model also includes rubrics for assessing teacher practice and has a minimum of four levels of performance ratings.	The model also includes rubrics for assessing teacher practice and has a minimum of four levels of performance ratings. Paterson Public Schools will continue to partner with Teachscape as the web-based data management system. Teachscape offers both a system to manage observation data and matched professional development activities depending on the results of the observations. Teachscape enables the district to conduct evaluations efficiently and effectively and to manage the data from teacher evaluations. This complete solution helps streamline the evaluation process and ensure evaluations are improvement-based. 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.	
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	In 2011-2012 and 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	Professional Development has been ongoing since the implementation of the pilot when 13 schools began this work and now 52 schools are fully onboard. The district has scheduled a series of professional development sessions during the summer months on the evaluation rubric.	2013-2014

	administrator. The second day was offered at the district level and facilitated by Focal Point. School administrators were present at both trainings. In 2011-2012, school administrators, both principals and vice principals, had the opportunity to attend three days of training geared towards administrators and building capacity as instructional leaders and evaluators. School administrators have received additional support and coaching in the walk-through process from both the NJDOE and the district funded Focal Point partnership. In 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: • Preparation for Instruction • Use of Data to Inform Instruction • Delivers Quality Instruction • Interventions to Meet Diverse Needs • Classroom Environment • Leadership • Professional Responsibilities 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. Administrators and teachers also received extensive training on the web-based	The training will be on measureable indicators with the following domains: Preparation for instruction, use of data to inform instruction, instruction, and 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.	

	management system, both in how to facilitate an observation through the system and how to access the professional development libraries. Administrators received professional 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, we continued with our District Evaluation Pilot Advisory Committee (DEPAC) with 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 had an opportunity to provide feedback on the evaluation system; specifically on performance rubrics, program development and implementation at the school and community level. At the end of the year, after all evaluation data has been collected from the schools through the data management system, the	Paterson Public Schools will continue to access the quality and usefulness of the evaluation process. The District Evaluation Advisory Committee (DEAC) will continue to meet to discuss challenges and success of the evaluation process and system. Teacher Focus Groups are a part of the DEAC. Paterson Public Schools will also continue its partnership with Teachscape to assist in the data management component.	2013-2014

	district will be able to analyze the evaluation data compared to student achievement. The effectiveness of the system will be determined by the correlation of student achievement scores (output of education) to teacher performance (input of education).		
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	Student achievement was measured in the teacher evaluation system as well as teacher performance. For core content areas and grade levels (LAL and Math 4 – 8), teacher performance counted as 50% of the total score and consisted of performance rubrics of classroom observations and an additional measure of practice such as a portfolio review or documentation log. Student achievement counted as 50 % of the total score consisting of NJASK assessment tied to individual teacher, school state assessment results, and other performance measure such as the Individual Student Achievement Goal. For teachers in non-core and non-tested content areas and grade levels, teacher performance counted as 50% of the total score and consisted of performance rubrics of classroom observations and an additional measure of practice such as a portfolio review or documentation log. Student achievement counted as 50 % of the total score consisting of district common assessments tied to individual teacher, school state assessment results, and other performance measure such as the Individual Student Achievement Goal.	Student achievement will be measured in the teacher evaluation system as well as teacher performance. For core content areas and grade levels (LAL and Math grades 4 – 8), teacher performance will count as 65% of the total score and consist of performance rubrics of classroom observations and an additional measure of practice such as a portfolio review or documentation log. Student achievement will count as 35 % of the total score consisting of NJASK assessment tied to individual teacher, school state assessment results, and other performance measure such as the Individual Student Achievement Goal. For teachers in non-core and non-tested content areas and grade levels, teacher performance will count as 85% of the total score and consist of performance rubrics of classroom observations and an additional measure of practice such as a portfolio review or documentation log. Student achievement will count as 15% of the total score consisting of district common assessments tied to the individual teacher; school state assessment results, and other performance measure such as the Student Growth Objectives (SGO).	2013-2014

6. The LEA monitors the evaluation process and reviews results.	Paterson Public Schools monitored the evaluation process and review results through the data management system. In partnership with Teachscape, training was given to school and district administrators on how to use the system. Professional development was also given in how to conduct an observation, focusing on inter-rater reliability and scorer accuracy. Paterson Public School instituted a Principal Evaluation and Coaching program in 2012-2013. The principal of School #10 was provided a principal evaluator in December 2012. This position within the district is an Executive Director for Principal Evaluation and Coaching and is responsible for conducting spot observations at the school with the principal for calibration of walkthrough data, monitors school improvement and conducts the principal's mid-year and end of the year evaluations. The Executive Director of Principal Coaching & Evaluation along with School #10 Principal Lolita Vaughan completed 12 site visits (spot observations and meetings) from December 2012 to May 2013 which will continue during the Year 3 implementation of the SIG.	The district level leadership will continue to spearhead moving towards intensive instructional leadership by developing a model of support to coaching, calibrating, and evaluating principals and teachers. Paterson Public Schools will continue with the Principal Evaluation and Coaching program. 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. Executive Coaching to the Principal including; • One to one executive coaching principals' leadership and management development • Building capacity as instructional leaders of their building including development of the school action plan, instructional walkthroughs and the selection of competent staff	

		• 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. • Promoting the educational objectives and values of collaborative planning, district curriculum, effective instruction practices and responsive programs and services developing • Professional Learning Communities related to instructional improvement providing professional development to the principal in areas of need and concern. 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: • Continuing the activities listed above • Creating a cohort of principals that will meet regularly and support the school's improvement efforts through modeling and honing best practices • Advocating for additional funds so that the programs and activities can be sustained and improved • Showcasing best practices so that other schools and principals can learn from the experiences of the school and the principal	

		• Collaborating on journal articles that can be developed to assist the school in continuing to move in a positive direction while sharing best practices • Assisting in attracting highly effective teachers and administrators to work in the school.	

Barriers of Year 2 Implementation	Additional Teachscape training for staff and administrators was needed. Although the teachers received initial training on Teachscape, additional training did not begin until later in the school year. Teachers were afforded the opportunity to complete fifteen hours of training however there is a need for additional time to complete the training. Implementation of an evaluation system is difficult to manage when you are attempting to design the system and implement simultaneously. To overcome this hurdle, the district created a "crosswalk" between the old evaluation system (Edumet) and the new evaluation system (Focal Point). This crosswalk identified similarities between the two systems and provided an opportunity for a collaboration between the two systems until further negotiations could be established with our bargaining units.

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	**Teachers Incentives** Teachers worked to meet benchmark targets established by the STAR Assessment. A Professional Learning Committee was established focusing on Teacher and Student Incentives and this PLC continued during Year 2 of implementation. A rubric was established by the PLC outlining the standards of progress that the teacher will have to demonstrate based on STAR Assessment scores. Teachers took a survey to decide on the types of incentives that will be offered. Teachers who had perfect attendance also received an incentive. **Student Incentives** Students received incentives based on achievement, Honor Roll, Citizenship and attendance. An example of the incentive was a Barnes and Nobles gift card to purchase educational materials, special field trips and awards assemblies. **Parent Incentives**	**Teachers Incentives** A Professional Learning Committee has been established and will continue to focus on Teacher and Student Incentives. A rubric will be established by the PLC for outlining the criteria for awarding mini grants to teachers who develop programs linked to improving student achievement. Teacher incentives will also be awarded to teachers on a monthly basis for perfect attendance. A rubric will be developed to monitor and award incentives based on teachers' Student Growth Objectives (SGO). **Student Incentives** Student incentives will be awarded to students who have made 40% (district benchmark) or more growth on STAR Assessments. Incentives will also be awarded to students that have made Principal's List, Honor Roll, and/or perfect attendance per marking period. Star	2013-2014

	Parents are an important part of SIG Implementation. In order to increase parental involvement, School 10 implemented incentives to parents. Parents were able to attend celebrations and parent breakfasts. A rubric was established in collaboration with the Incentive PLC and the Parent Liaison at School 10. A PLC was established at School 10 to facilitate the incentive process for teachers, students and parents.	Student of the Month will also receive an incentive based on the established rubric. An example of the incentive could be Principal's Honor Roll luncheon, a special field trip, a luncheon with parents and staff and awards assemblies. NJASK awards will be given to those students that score Proficient or Advanced Proficient on either the math or language arts sections of the NJASK. **Parent Incentives** Parents are an important part of SIG Implementation. In order to increase parental involvement, School #10 will continue to implement incentives for 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, Parent Liaison, and the Culture and Climate Teacher Mentor at School #10. Incentives could include attendance at field trips, parent workshops and celebratory parent meetings. **Incentive PLC** This PLC will focus on identifying incentives for teachers, students and parents. A rubric will be established by the PLC to award mini grants to teachers. Various areas for the rubric will be considered such as:	

		• Student Growth Objectives (SGO) • Staff, student and parent attendance • PD implementation • Involvement in leadership activities • Professional responsibilities and student engagement • Teacher expectation and rapport	
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	Stakeholders were involved in the process of establishing valid, fair and transparent methods to be used in allocating performance-based incentives. A teacher-led Professional Learning Community focusing on Teacher Incentives was in place for Year 2 Implementation. The process of identification was clearly communicated to staff and all teachers had the opportunity to participate.	School #10 will continue with the Professional Learning Community on Incentives. The school based committee created of teachers, union representative, administrators, and parents will continue to meet to develop the performance based incentive system. The system will consist of valid, fair and transparent methods to be used in allocating performance-based incentives. 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 rubric will continue to be	2013-2014

		refined for 2013-2014. The PLC will obtain feedback from fellow colleagues to identify incentives that teachers prefer.	
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 facilitate performance-based dismissals. Paterson Public Schools implemented a Principal Coaching Program which included how to conduct performance-based dismissals. 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.	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 a detailed Corrective Action Plan in collaboration with their supervisors, involving targeted professional development to address the needs identified in their evaluations. Those CAPs must be given mid-year evaluations. Minimum Observations (for both Tenured and Non-Tenured Teachers); 2 Long 2 Short 8 Walkthroughs Multiple Observers (one of whom must be the principal) should share the Long and Short Observations and Walkthroughs. If additional observations are required in the opinion of principals, the principal should seek approval of the Assistant Superintendent. The Principal Coaching Program will also continue for 2013-2014.	2013-2014

4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	Dr. Laurie Newell, the new Director of Human Resources for the Paterson Public Schools, has 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.	
5. LEA and school provide targeted assistance to underperforming teachers.	Underperforming teachers are 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 addition to the in-house professional development provided by school administrators, the instructional coach and the data analysis coach.	Underperforming teachers will receive targeted assistance from the RAC Instructional Teams which consist of a Language Arts Supervisor, Mathematics Supervisor, Bilingual Supervisor, Special Education Supervisor, Data Analysis Teacher Mentor and a Climate and Culture Teacher Mentor. Depending on the teacher's area of instruction, the teacher may receive targeted assistance from one or more of the above RAC Instructional Team members. Additional targeted assistance will be given in the form of professional development through PD from an external provider. This external provider will supplement the professional development that is already occurring in the school.	2013-2014

Barriers of Year 2 Implementation	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 was given. Rubrics had to be adjusted to follow earlier assessments so incentives could be properly distributed.

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	**Professional Development Model** 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** 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	2013-2014

	Differentiated PD Based on Teacher Experience, Expertise, and Student Data that is Provided in the Classroom 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. Both research and teacher input from the needs assessment calls 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. Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach left the teachers with "next steps" and a skill or strategy to work	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 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. **Requested Revision Information** ***"What additional services will be provided that are not contractually provided to all Paterson Schools?"*** 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	

	on or reflect on for the next visit. The Seton Hall University master instructional coach gave intensive support and coaching to the Teacher Mentors in order to build capacity and sustainability throughout the duration of the grant and beyond. The master instructional coach worked with the Teacher Mentors as the Teacher Mentor is provided job-embedded professional development, modeling effective coaching strategies much like the master coach modeled effective instructional strategies for the teacher. Additionally, the master instructional coach gave guidance and modeled effective data analysis and application to differentiating targeted classroom instruction. Through analyzing student achievement data, the teacher in collaboration with the master instructional coach, built skills needed to differentiate instruction based on student need. The focus of the master instructional coach shifted based upon the needs of the students and teachers. Furthermore, Seton Hall University provided 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, provided a team leader who will work 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 is research-based with practical, practitioner-based emphasis	previously implemented Unit of Study is discussed with a focus on 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. ***"How do these services compliment School #4's improvement plan?"*** 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	

	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 was in constant contact with the principal as to what the coach and teacher are working in. The team leader then coached the principal on how to monitor and support the teacher.	Effective Instruction 3.6 (Teachers demonstrate high expectations for all students) and Effective Instruction 3.2 (Teachers use multiple instructional and response strategies 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.
		Math Strategy 2 #5
		• Training will be provided to teachers focusing on
		  o Implementation of the CCCS for Mathematics in all grade levels
		  o Focal Point Strategies (Demonstrations of Learning, objectives aligned to CCCS, multiple response strategies)
		  o IFL strategies (Accountable Talk, Rigorous Tasks, Questioning Techniques)
		Reading Strategy #5
		• 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.
		Reading Strategy #6a
		• Walkthroughs will show evidence of Accountable Talk, with instruction being rigorous and aligned to the IFL Principles of Learning.
		Reading Strategy #6b, #8, #12
		• 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. *Reading Strategy #9* • 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. *ELL Strategy #5* • 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. *ELL Strategy #9* • Additional support will be provided to teachers during this phase [Phase 2] of SIOP and IFL training. *ELL Strategy #12* • Additional support will be provided to teachers during this phase [Phase 3] of SIOP and IFL training. ***"How do these additional services differ from the services to be provided by the school based reading specialist, the 2 reading intervention specialists and the math intervention specialist?"*** 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 RTI intervention 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** Seton Hall University provided master instructional coaches, to work one-on-one with every teacher in the school towards delivering engaging and effective instruction. The master instructional coach provided specific strategies for delivery of instruction, student engagement, and the conceptualization from the student perspective. 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. Both research and teacher input from the needs assessment calls 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	The new partnership with an external provider to supplement the professional development currently in place at School #10 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 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.	2013-2014

	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 left 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** The District and the leadership of School #10 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 will continue to receive training in 2012-2013. Teachers accessed the STAR data	**High Levels of Teacher Practice Implementation** The District and the leadership of School #10 will continue to define high levels of implementation of practices for effective teaching and learning that will ensure school reform. Based upon the Aligned Instructional System Strategic Plan, teachers are 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 4) Utilize the District's assessment database system, *Performance Matters* and STAR Assessments, to assist teachers and school leadership in the data mining process.	2013-2014

	and used the data to shape and drive their instructional activities and goals. **Monitor Changes in Teacher Practice and Student Outcomes** The implementation of these practices was monitored by the principal of School #10, who tracked the school's regularly scheduled program planning and curriculum design periods. The leadership of School #10 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 Vaughn and her instructional coaching team to evaluate individual student outcomes using quarterly benchmarks.	5) participate in data meetings Teachers have also received training on the new STAR Assessments and will continue to receive training in 2013-2014. Teachers will access the STAR and Unit Assessment data and use the data to shape and drive their instructional activities and goals. **Monitor Changes in Teacher Practice and Student Outcomes** The implementation of these practices will be monitored by the principal of School #10, who will track the school's regularly scheduled program planning and curriculum design periods. The leadership of School #10 will also continue to monitor teacher practices through classroom observations and Learning Walks, and will review student outcomes using the District assessment database, *Performance Matters,* and STAR Assessments. *Performance Matters* and STAR Assessments data will allow Principal Vaughan and her school's instructional team to evaluate individual student outcomes using quarterly benchmarks.	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	School 10 designed and implemented 5 Professional Learning Communities to meet throughout the year on the below topics. The main purpose of implementing the PLCs was to strengthen teacher practice that resulted in effective instructional practices in an effort to raise achievement.	School #10 will design and implement five Professional Learning Communities to meet throughout the year on the below topics. The main purpose of implementing the PLCs is to strengthen teachers' instructional practice that will result in effective instructional practices in an effort to raise student achievement.	2013-2014

	Data Team PLC The Data Team PLC was designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classroom. Teachers learned to understand the big picture of the Data Team Process and how it affected what teachers are doing within the classrooms. Teachers were able to implement proven processes and structures for aligning assessments, data analysis, and instruction. Teachers went beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. Teachers supported colleagues within their grade clusters on the Data Team Process. The focus was on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation. The Data Team PLC utilized three resources: *Data Team Process Book, Effective Instruction* and *Driven by Data*. The members encompassed the data analysis coach and teachers from various content and grade levels.	**Data Team PLC** The Data Team PLC will be designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classroom. Teachers will learn to understand the big picture of the Data Team Process and how it will affect what teachers are doing within the classrooms. Teachers will be able to implement proven processes and structures for aligning assessments, data analysis, and instruction. Teachers will go beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. Teachers will support colleagues within their grade clusters on the Data Team Process. The focus will be on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation. The Data Team PLC will utilize three resources: *Data Team Process Book, Effective Instruction* and *Driven by Data* content and grade levels. The Data Team PLC will be comprised of the Data Teacher Mentor and teachers from various grade levels and content areas. Continue to monitor NJASK targets for 2013-2014 school year.	
	Technology PLC The focus of the Technology PLC was to: • train teachers on using technology	**Incentive PLC** This PLC will focus on identifying incentives for teachers, students and parents. A rubric	

effectively

- train teachers on different technology resources that can be utilized within the classrooms
- introduce teachers to educational websites and new hardware/software technology
- train teachers on how to implement the use of technology effectively within the classrooms
- to demonstrate to teachers the user friendly approach that will assist in the data to day operation so the classroom (i.e. lesson plans, attendance, behavior updates, progress reports, student groupings and grading)

The members consisted of the technology teacher and teachers from various grade levels and content areas. The PLC members turn keyed information during grade level and cluster meetings and worked with teachers to ensure effective technology implementation within the classrooms. Professional development was provided to parents on technology software/programs (Microsoft Office), basic computer skills (navigation of internet, typing and various forms of communication), and educational applications (tablets) that could be utilized in the homes.

Incentive PLC

This PLC focused on identifying non-monetary incentives for teachers, will be established by the PLC to award mini grants to teachers, which will be a new initiative for Year 3; various areas for the rubric for teacher incentives will be considered such as:

- Student Growth Objectives (SGO)
- Staff, student and parent attendance
- PD implementation
- Involvement in leadership activities
- Professional responsibilities and student engagement
- Teacher expectation and rapport
- Project/Program that support enhancing student achievement

Culture and Climate PLC

The purpose of the Culture and Climate PLC is to provide guidance and support to develop Academic Cultural Enrichment Programs (ACEP) that will promote positive student, teacher and parent involvement within School #10. The PLC will also focus on promoting a safe and orderly environment through student centered programs. The members will consist of a Culture and Climate Teacher Mentor, teachers from various grade levels and content areas. The members will also include the parent coordinator. The PLC will also help facilitate programs in the Student Government Association and various after-school programs and enrichment activities. Culture and Climate Survey results will be analyzed and used to improve the culture and climate of the school. The school's Culture and Climate Teacher Mentor will continue to collaborate with the RAC Culture and Climate Specialist and administer surveys

	students and parents. A rubric was established by the PLC to utilize in awarding incentives. Various areas for the rubric were considered such as: • Class pace growth – STAR Assessment • DIBELS, Running Records, SRI • EnVision K-5, Passport 6-8 • Staff, student and parent attendance • PD implementation • Involvement in leadership activities • Professional responsibilities and student engagement • Teacher expectation and rapport **Culture and Climate PLC** The purpose of the Culture and Climate PLC was to provide guidance and support to develop Academic Cultural Enrichment Programs (ACEP) that promoted positive student, teacher and parent involvement within School 10. The PLC also focused on promoting a safe and orderly environment through student centered programs. The members consisted of a combination of teachers from various grade levels and content areas. The members also included the parent coordinator. The PLC also helped to facilitate programs in the Student Government Association and various after-school programs and enrichment activities. **Curriculum and Instruction PLC** The Curriculum and Instruction PLC provided teachers with the ability to monitor	and analyze the results. There will be two new content based Professional Learning Communities (PLCs) for Year 3: English Language Arts and Math. These two PLCs are derived from the Curriculum and Instruction PLC from Year 2. There is a need to focus on content specific CCSS for Year 3, especially with the implementation of new Common Core State Standards for mathematics in the grades 6-8 and the departmentalization of grades 3-5. **English Language Arts PLC** The focus will be on "unpacking" the Common Core State Standards for English Language Arts (ELA). The PLC will provide teachers with the ability to monitor and assess programs utilized within the building to determine the effectiveness of each program. The English Language Arts PLC will support the implementation of the new curriculum/pacing and resources aligned to the CCSS; Writing Workshop Units for K-2 teachers; backward lesson planning design; Open Court Reading Program and IFL units of study. The PLC will be led by the by the on-site district Literacy supervisor. The PLC will consist of K-2 teachers, as well as, content specific teachers from various grade levels. **Math PLC** The focus will be on "unpacking" the Common Core State Standards (CCSS) for	

	and assess programs utilized within the building to determine the effectiveness of each program. The focus was to align the district curriculum to the Common Core Standards. Another focus was to develop common assessments that are aligned to the Common Core Curriculum Standards. PLC members provided guidance and support to grade level teacher in the implementation of the Common Core Curriculum Standards. The members consisted of a combination of teachers from various grade levels and content areas.	mathematics. The Math PLC will support the implementation of the new curriculum/pacing guide, as well as, programs and resources aligned to the CCSS; backward lesson planning design; continuation of implementation of SuccessMaker math intervention program; and the use of IFL Accountable Talk while solving cognitively demanding math tasks. The PLC will be led by the district on-site math supervisor. The PLC will consist of content specific teachers from various grade levels.	
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** The District developed a system to evaluate the PD providers and select 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	**Evaluation System for Professional Development Providers** The District has developed a system to evaluate the PD providers and select 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	2013-2014

	to each evaluator's findings and conclusions. Bidders are evaluated on how well the 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 will issue an RFQ and embark 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 will also require that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders will participate 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. The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative	to each evaluator's findings and conclusions. Bidders are evaluated on how well the 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 will issue an RFQ and embark 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 will also require that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders will participate 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. The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative and summative	

	and summative assessment data. The District SIG Supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies. Ultimately, summative and formative student achievement data will be 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 will constitute a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys will also guide the direction of professional development.	assessment data. The District SIG Supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies. Ultimately, summative and formative student achievement data will be 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 will constitute a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys will also guide the direction of professional development.	

Barriers of Year 2 Implementation	Time is always a factor in implementation. There were limited opportunities for the external professional development provider to provide additional professional development during half-day sessions due to the change in the district's calendar and district mandated professional development.

Form S-6

Use only one model template for each school.

Date: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	The Internal District Committee (IDC) continued to meet on a monthly basis to facilitate its efforts in all two (2) SIG schools. The team was led by the SIG Supervisor who oversaw all implementation efforts district-wide and assumed responsibility for coordinating meetings of the IDC.	The Internal District Committee (IDC) will continue for Year 3 to meet on a monthly basis to facilitate its efforts in all two (2) SIG schools. The team will be led by a SIG Supervisor who will oversee all implementation efforts district-wide and assume responsibility for coordinating the monthly IDC Meetings.	2013-2014
2. The LEA allocates resources to support the turnaround office or team.	The turnaround principal continued to receive support from district administration, such as their Assistant Superintendent, in turnaround efforts. A School Improvement Grant Supervisor was hired in Year 1 of SIG to oversee implementation activities and continued in that role.	The turnaround principal will continue to receive support from district administration, such as their Assistant Superintendent and Executive Director of Principal Coaching & Evaluation, in turnaround efforts. A School Improvement Grant Supervisor will continue to oversee implementation activities.	2013-2014
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	District policies and procedures were reviewed exhaustively as part of the needs assessment and program development and the following policies and procedures were modified to remove barriers to success:	District policies and procedures were reviewed exhaustively as part of the needs assessment and program development and the following policies and procedures have been modified to remove barriers to success:	2013-2014

	• New governance model continued at School 10 including a principal, school leaders for each cluster, and the shared governance model promulgated by Model for Urban Transformation. • The principal was granted the authority to select the staff members (both teaching and non-teaching) who populate the school building and to conduct performance evaluations for both teaching and non-teaching staff within the building • New evaluation rubrics for both teaching and non-teaching staff continued to be piloted	• New governance model will continue at School #10 including a principal and school leaders for each cluster • MOU with the teacher's union (PEA) is established for Year 3 Extended Learning Opportunity (ELO) • Extended Learning Opportunity (ELO) will continue to be embedded in the regular scheduled school day and the school day will remain the same as Year 2 for Year 3 • The principal will be granted the authority to select the staff members (both teaching and non-teaching) who populate the school building and to conduct performance evaluations for both teaching and non-teaching staff within the building • New evaluation rubrics for both teaching and non-teaching staff will continue to be used during the full implementation of TEACHNJ and AchieveNJ laws and regulations.	

4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.

Paterson Public Schools' Business Office has an extensive process in place for screening and selecting external partners. Each time the process is used, it is tailored to the specific needs of the particular project in question.

The District's process is conducted as follows:

FORMAL BIDDING PROCESS (non-construction)

Step	Time Line
An administrator initiates the request to purchase goods or services requiring a bid	One Day
The appropriate administrator approves the request for bidding.	One Week
Sufficient funds are available for the purchase.	One Day
Detailed specifications are developed for the goods or services.	One Week
The initiating administrator reviews and approves the specifications.	One Week
A bid package is prepared by Purchasing.	One Week
A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.	Ten Days

Paterson Public Schools' Business Office has an extensive process in place for screening and selecting external partners. Each time the process is used, it is tailored to the specific needs of the particular project in question.

The District's process is conducted as follows:

FORMAL BIDDING PROCESS (non-construction)

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Sufficient funds are available for the purchase.	One Day
Detailed specifications are developed for the goods or services.	One Week
The initiating administrator reviews and approves the specifications.	One Week
A bid package is prepared by Purchasing.	One Week
A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.	Ten Days

	Bids are opened and read in public.	One Day	Bids are opened and read in public.	One Day	
	The bid results are reviewed by Purchasing.	One Week	The bid results are reviewed by Purchasing.	One Week	
	Written recommendations for award are made by using department and Purchasing.	Three Days	Written recommendations for award are made by using department and Purchasing.	Three Days	
	The Board resolution is created.	One Day	The Board resolution is created.	One Day	
	The resolution is reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board attorney and State District Superintendent.	One Day	The resolution is reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board attorney and State District Superintendent.	One Day	
	The Board and/or State District Superintendent approve the award.	One-Two Weeks	The Board and/or State District Superintendent approve the award.	One-Two Weeks	
	A contract is issued to successful bidder	Three days	A contract is issued to successful bidder	Three days	
	Start the requisition and purchase order process.	One Day	Start the requisition and purchase order process.	One Day	

5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	Every aspect of the SIG program has been devised with an eye toward sustainability after the three (3) year project period. The main components of the SIG program, including a new principal, turnover of at least 50% of the existing staff, intensive, job-embedded professional development and an infusion of new technology in classrooms will all pay dividends for many years after the SIG program is concluded. Teachers continued to draw upon the skills they gain during intensive professional development (particularly in-class coaching and modeling) for the rest of their careers. By the end of the three (3) year project period, professional learning communities continue to be in place and fully functioning so that teachers will continue to collaborate, share ideas, support one another and observe each other's classrooms to provide constructive feedback for continuous improvement. The instructional and data analyst coaches will empower teachers to improve in areas such as differentiated instruction, project-based learning and classroom management. Once mastered, these skills will serve teachers, their students and their colleagues for years to come. Some teachers will progress to become teacher leaders and will serve as mentors for new teachers and all teachers will participate more meaningfully in professional learning communities by virtue of the intensive PD received during the SIG project period.	Every aspect of the SIG program has been devised with an eye toward sustainability after the three (3) year project period. The main components of the SIG program, including a new principal, turnover of at least 50% of the existing staff, intensive, job-embedded professional development and an infusion of new technology in classrooms will all pay dividends for many years after the SIG program is concluded. Teachers will continue to draw upon the skills they gain during intensive professional development (particularly in-class coaching and modeling) for the rest of their careers. By the end of the three (3) year project period, professional learning communities will be in place and fully functioning so that teachers will continue to collaborate, share ideas, support one another and observe each other's classrooms to provide constructive feedback for continuous improvement. The supervisory on school site district team comprised of a Bilingual, Special Education, Math, Language Arts Supervisor and a culture/climate and data mentors will empower teachers to improve in areas such as differentiated instruction, project-based learning and classroom management. Once mastered, these skills will serve teachers, their students and their colleagues for years to come. Some teachers will progress to become teacher leaders and will serve as mentors for new teachers and all teachers will participate more meaningfully in professional learning communities by virtue of the intensive professional development received during the SIG project period.	2013-2014

6. The LEA and school align SIG resources with other resources to sustain interventions.	The SIG program was designed in alignment with School 10's Title I Unified Plan, 100 Day Plan, the district's Bright Futures Strategic Plan, the district's Student Progression Plan, and all other relevant school and district-level plans. Newly added this year was the School Improvement Plan (SIP) which brought in the Teacher Mentors of Language Arts, Math and Climate and Culture. Supervisors of Language Arts, Math, Special Education and Bilingual Education were also added through the SIP. School 10's SIG Stakeholder Committee worked in conjunction with the school-level Leadership Group and the district-level IDC to ensure that interventions are sustained beyond the project period.	The SIG program was designed in alignment with School # 10's School Improvement Plan (SIP), Professional Development Plan, the district's Bright Futures Strategic Plan, the district's Student Progression Plan, and all other relevant school and district-level plans. School #10's SIG Stakeholder Committee will work in conjunction with the school-level Leadership Team and the district-level IDC to ensure that interventions are sustained beyond the project period.	2013-2014

Barriers of Year 2 Implementation	Sustainability of funds after the grant period ends continues to present a challenge. Tenets of professional development gained from the teachers will be sustained; as well as a data driven culture. However, specific positions will have to be sustained through collaborative state and district efforts.

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	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. 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 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 will assist them with adjusting their instructional methods and lesson plans to meet the needs of students.	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. 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 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.	2013-2014

	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 provide important diagnostic information on students' strengths and weaknesses. The data informed district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers accessed 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 was given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading was given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assessed questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests were 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. The data analysis coach position was maintained for 2012 – 2013. The data analysis coach utilized access to data and	In addition, the instructional staff and school administrators also have access to STAR Assessment and Unit 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 access to scores. The data analysis system will allow the teachers to disaggregate the data and access reports tailored to drive their instruction. The data analysis coach position now called the Data Teacher Mentor will stay in place for 2013 – 2014. The Data Mentor will	

	provided coaching to teachers to incorporate data driven strategies into their instruction. The data coach translated the data into priorities, goals and strategies clearly linking it to school planning and decisions.	work in a team of a Language Arts Supervisor, Math Supervisor, Bilingual Supervisor, Special Education Supervisor and Climate and Culture Teacher Mentor. The supervisor members of the team will travel between schools to facilitate professional development and data driven instruction. The Teacher Mentor of Data Analysis and Climate and Culture will be school based. The Data Analysis Mentor will utilize access to data and provide coaching to teachers to incorporate data driven strategies into their instruction. The Data Mentor will continue to translate the data into priorities, goals and strategies clearly linking it to school planning and decisions.	
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	The District maintained usage of *Performance Matters*, which provided 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 accessed student information needed to assess sustain student learning and evaluate the effective instruction. In addition, the instructional staff and	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. In addition, the instructional staff and	2013-2014

	school administrators also had access to STAR Assessment data. The Renaissance Learning STAR Assessments were utilized in grades K-12 for reading and grades 1-12 for math. There were three assessments, which were given three times a year (fall, winter, and spring), and provide important diagnostic information on students' strengths and weaknesses. The data informed district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers accessed personal learning plans for each student and individualize learning goals as well as lessons for all students. There were three STAR assessments. STAR Early Literacy was given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading was given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assessed questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests were 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.	school administrators also have access to STAR Assessment data and STAR District Liaison personnel 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 personalized 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 access to scores. The data analysis system will allow the teachers to disaggregate the data and access reports tailored to drive their instruction.	
3. LEA and school ensure that instruction is aligned 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	To prepare all students to compete in the 21st-century global knowledge economy, we are working to implement a cohesive set of initiatives.	2013-2014

	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 continued 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. The District continued to empower the principal at School 10 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 that they will understand and support student progression plan. The principal at School 10 continued to work with the school's assistant principal and instructional coach 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 provide feedback to teachers regarding their teaching practices. Finally, the principal at School 10 provided individual feedback to teachers and implemented procedures in which teachers who need additional support are observed weekly, either formally or informally, and	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. 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. 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. 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. 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	

	are given individualize support to help them improve their performance. Professional development was conducted during common preparation time and district mandated professional development days so as not to interfere with the classroom schedule. In addition, the STAR Assessments results were measured by benchmark scores. The students must have met the 40% benchmark score to be on reading level.	measures of the "output" of student growth. When implemented effectively, standards-based instruction fosters student learning, this contributes to positive teacher and leader evaluation results. 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.	School 10 designed and implemented Professional Learning Communities on data interpretation. The main purpose of implanting the PLCs was to strengthen teacher practice that resulted in effective instructional practices in an effort to raise achievement. The PLC had twenty dedicated hours per staff member to facilitate data PLC activities. **Analyzing Data to Direct Classroom Instruction** The Data Team PLC was designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classrooms. The focus was on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation.	School #10 will continue to implement Professional Learning Community (PLC) on data interpretation and the data team process. The main purpose of implementing the PLCs is to strengthen teacher practice that will result in effective instructional practices in an effort to raise student achievement. The PLC will have twenty dedicated hours per staff member to facilitate data PLC activities. **Analyzing Data to Direct Classroom Instruction** The Data Team PLC is designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classrooms. The focus will be on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation.	2013-2014

	• Teachers learned to understand the big picture of the Data Team Process and how it will affect what teachers are doing within the classrooms. • Teachers were able to implement proven processes and structures for aligning assessments, data analysis, and instruction. • Teachers went beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. • Teachers supported colleagues within their grade clusters on the Data Team Process. Students also received professional development on data analysis through the form of data assemblies, creating data walls and examining their own assessment data. Parents received training on data analysis at monthly meetings and special data trainings.	• Teachers will learn to understand the big picture of the Data Team Process and how it will affect what teachers are doing within the classrooms. • Teachers will be able to implement proven processes and structures for aligning assessments, data analysis, and instruction. • Teachers will go beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. • Teachers will continue to support colleagues within their grade clusters on the Data Team Process. Students will also continue to receive professional development on data analysis through the form of data assemblies, creating data walls and examining their own assessment data. Parents will receive training on data analysis at parent workshops. Student will be available to parents during parent conferences.	
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The instructional staff and school administrators also had access to STAR Assessment data. The Renaissance Learning STAR Assessments were utilized in grades K-12 for reading and grades 1-12 for math. There were 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 informed district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers accessed personal learning plans for each student and individualize learning	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	2013-2014

	goals as well as lessons for all students. There were three STAR assessments. STAR Early Literacy was given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading was given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assessed questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests were 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. 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 attended the Data Team and/or grade level meetings to meet to review data and plan improvement. Individual meetings with teachers and administrators were also being held review data and plan for specific implementation. 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.	for their school. With Performance Matters, teachers will use data to differentiate instruction. They 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. District Administrators have access to a wide variety of reports that aggregate student and teacher results across the school district. District and School #10 Administrators will make comparisons of the school's performance and drill down to individual student level to drive instruction.	

Barriers of Year 2 Implementation	Teachers have been trained in how to access data, but further training is needed in how to use the data to differentiate instruction and plan interventions.

Form S-6

Use only one model template for each school.

Date: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and LEA provide access to timely data to schools through formative, interim, classroom and summative assessments.	The instructional staff and school administrators 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. The district also maintained *Performance Matters*. Within *Performance Matters*, data as analyzed in myriad ways, including, but not limited to, aggregated or disaggregated, by class, by grade level, by subject area (broken down into specific skill sets within each subject area), and by individual student. All NJASK/Terra Nova (soon to be NJPASS) data was also uploaded into PM within 48 hours of receipt and can be accessed and analyzed in the same manner. In addition, the Data Analyst Teacher Mentor provided in-depth coaching in analyzing data and utilizing	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 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. With Performance Matters, teachers will use data to differentiate instruction. They 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	2013-2014

	data to drive instruction.	among student groups. District Administrators have access to a wide variety of reports that aggregate student and teacher results across the school district. District and School #10's Administrators will make comparisons of the school's performance and drill down to individual student level to drive instruction.	
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	School 10 designed and implemented Professional Learning Communities on data interpretation. The main purpose of implanting the PLCs was to strengthen teacher practice that resulted in effective instructional practices in an effort to raise achievement. The PLC had twenty dedicated hours per staff member to facilitate data PLC activities. **Analyzing Data to Direct Classroom Instruction** The Data Team PLC was designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classrooms. The focus was on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation. • Teachers learned to understand the big picture of the Data Team Process and how it affected what teachers are doing within the classrooms. • Teachers were able to implement proven processes and structures for	School #10 will design and sustain a Professional Learning Community and on data interpretation and the data team process. 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 Data Team PLC members. **Analyzing Data to Direct Classroom Instruction** The Data Team PLC will be designed to empower teachers with the techniques and strategies to utilize the 5 Step Data Team Process to drive instruction within the classrooms. The focus will be on management of data, antecedents of excellence, collaboration around student work, accountability, triangulation and implementation. • Teachers will continue to understand the big picture of the Data Team Process and how it will affect what teachers are doing within the classrooms. • Teachers will continue to implement proven processes and structures for aligning assessments, data analysis, and	2013-2014

	aligning assessments, data analysis, and instruction. • Teachers went beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. • Teachers supported colleagues within their grade clusters on the Data Team Process. Students received professional development on data analysis through the form of data assemblies, creating data walls and examining their own assessment data. Parents received training on data analysis at monthly meetings and special data trainings. A scheduler from the university partnership provided assistance with developing schedules to include time allocated for grade level meetings. During grade level meetings teachers worked collaboratively to analyze the most recent student data available (formative and summative, aggregated and disaggregated (by grade level and classroom), including state assessments, district benchmarks and classroom assessments). Grade level meeting were horizontal and vertical. In addition, the Data Analyst Coach 1 provided in-depth coaching in analyzing data and utilizing data to drive instruction.	instruction. • Teachers will go beyond awareness of the Data Driven Decision Making Process to the implementation of student data to drive instruction within the classrooms. • Teachers will support colleagues within their grade clusters on the Data Team Process. Students will continue to receive professional development on data analysis through the form of data assemblies, creating data walls and examining their own assessment data. Parents will also continue to receive training on data analysis at monthly meetings and special data trainings. A scheduler from the LEA (Chief Academic Officer) will provide assistance with developing schedules to include time allocated for grade level meetings. During grade level meetings teachers will work collaboratively to analyze the most recent student data available (formative and summative, aggregated and disaggregated (by grade level and classroom), including state assessments, district benchmarks and classroom assessments). Grade level meeting will be horizontal and vertical. In addition, the Data Mentor will provide in-depth coaching in analyzing data and utilizing data to drive instruction.	
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	The district has in place 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	2013-2014

	exhibit these indicators in order to be promoted to the next grade level. 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.	indicators in order to be promoted to the next grade level. 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.	
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 was 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: • Implementation of District/State Summative: NJPASS, NJASK 3-8, HSPA • Implementation of State Summative for specialized populations: NJASK in Spanish, APA, SRA, ACCESS for ELLs • Administration of Online Access/Analysis for in-District Formative/On-going District Benchmark Assessments (STAR Assessments) • Administration of Online Access/Analysis for Formative, Diagnostic, Summative: DIBELS, DRA Once the assessments have been administered, the Division of Assessment, Planning & Evaluation supported all levels	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: • Implementation of District/State Summative: NJPASS, NJASK 3-8, HSPA • Implementation of State Summative for specialized populations: NJASK in Spanish, APA, SRA, ACCESS for ELLs • Administration of Online Access/Analysis for in-District Formative/On-going District Benchmark Assessments (STAR Assessments) • Administration of Online Access/Analysis for Formative, Diagnostic, Summative: DIBELS, DRA Once the assessments have been administered, the Division of Assessment, Planning & Evaluation supports all levels of	2013-2014

	of the organization to ensure that the results were used to drive instructional decisions and improve learning opportunities for all students.	the organization to ensure that the results are used to drive instructional decisions and improve learning opportunities for all students.	
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	A scheduler from the university partnership provided assistance with developing schedules to include time allocated for grade level meetings. During grade level meetings teachers worked collaboratively to analyze the most recent student data available (formative and summative, aggregated and disaggregated (by grade level and classroom), including state assessments, district benchmarks and classroom assessments). Grade level meeting were horizontal. Vertical articulation meetings were attempted, but the schedule did not allow. In addition, the Data Analyst Teacher Mentor provided in-depth coaching in analyzing data and utilizing data to drive instruction. Administrators attended the Data Team and/or grade level meetings to meet to review data and plan improvement. Individual meetings with teachers and administrators were held to review data and plan for specific implementation. 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.	A scheduler from LEA (Chief Academic Officer) will provide assistance with developing schedules to include time allocated for grade level meetings. During grade level meetings teachers will work collaboratively to analyze the most recent student data available (formative and summative, aggregated and disaggregated (by grade level and classroom), including state assessments, district benchmarks and classroom assessments). Grade level meeting will be horizontal and vertical. In addition, the Data Mentor will provide in-depth coaching in analyzing data and utilizing data to drive instruction. Administrators will attend the Data Team and/or grade level meetings to meet to review data and plan improvement. Individual meetings with teachers and administrators will also be held review data and plan for specific implementation. Data from these meetings will help teachers identify weaknesses and determine the best plan of action to adjust their instructional methods to yield better. Staff members will have an additional opportunity to review data through the Data PLC.	2013-2014
6. 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 are able to access	Paterson Public Schools maintains *Performance Matters* and STAR Assessments data base that collects student academic data. Teachers are able to access	2013-2014

	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.	STAR Assessment data and generate reports on a whole class and individual student level. These reports will continue to be shared with parents in an effort to involve the community with raising student achievement. Additionally, information on data analysis of progress data will continue to be shared with students by teachers.	

Barriers of Year 2 Implementation	Teachers have been trained in how to access data, but further training is needed in how to use the data to differentiate instruction and plan interventions.

Form S-6

Use only one model template for each school.

Date: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA and school identify community needs and partnership opportunities.	School 10 has an ongoing partnership with Mercedes Benz. This partnership provided books and reading materials during Year 2. They also partnered to participate in the Career Day. In addition, Mercedes Benz will deliver motivational speeches to the students and serve as mentors for students. A second partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete service time with the local seniors once a month. School 10 also has a very active National Junior Honor Society that continued for 2012 – 2013. The members of the NJHS participated in the various service projects. The NJHS members also provided and will continue to provide tutoring to students in the lower grades.	School #10 will continue to develop their ongoing community partnerships to meet the diverse needs of the school community. The community partnership that will continue during the 2013-2014 include: United Way, Free Teens USA, St. Joseph Hospital, The Optical Academy, Policeman's Benevolent Association, St. Jude Children's Hospital; community leaders who participates in the school's Annual Career Day and local businessman who sponsors our Annual Harvest Day Festival will continue to do so. School #10 has an ongoing partnership with Mercedes Benz. This partnership provides books and reading materials. They also partner to participate in the Career Day. In addition, Mercedes Benz and will deliver motivational speeches.	2013-2014

	School 10 also had a peer mediation program. Six fifth grades were trained to be peer mediators and these mediators will continue to mediate until they graduate from School 10. New students were trained each year to create a pipeline of peer mediators for School 10. The Paterson Pathways Program is also in place and continued for School 10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members.	Another partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete community service time with the local seniors once a month. The students have and will continue to take part in arts and crafts, games and musical performances. Each student will receive a community service certificate for their participation. Academy of Civic Engagement (Grades 3-5) will continue participate by providing food baskets to the seniors during the Thanksgiving holiday. School No. 10 will continue to partner with the Community Food Bank of New Jersey through the Hillside Food Bank Program. Each student receives a bag of food to go home every Friday. The school's parent coordinators with the assistance of parents pick up the food, package it and distribute the food to students on a weekly basis. School #10 also has a very active National Junior Honor Society that will continue for 2013 – 2014. The members of the NJHS participate in the various service projects such as fundraising for UNICEF Bazaar, Pasta for Patients to raise money for Leukemia and Lymphoma Society and Jeans for Troops for Military families. The NJHS members also provide and will continue to provide tutoring to students in the lower grades. The classroom that raised the most money was treated to a pasta luncheon provided by Olive Garden. An extension to our partnership with Olive Garden during Year 2 rewarded students who were Principal's List and Honor an Olive Garden Awards Luncheon.	

		School #10 also has a peer mediation program. Additionally, fifth grade students will be trained to be peer mediators. The mediators will continue to mediate until they graduate from School #10. New students will be trained each year to create a pipeline of peer mediators for School #10. The Paterson Pathways Program is also in place and will continue for School #10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members. During the 2013-2014 School #10 will pilot Naviance program, which is a college and career readiness program. The guidance counselor serves as the coordinator for the Naviance program. **GEAR UP** **Passaic County Community College - College Bound/GEAR UP Program (Middle School Division)** is pre-college enrichment program that provides academic support for 6th through 8th grade students who currently attend target public schools in Paterson, NJ. Paterson Public School No. #10 is one of them. The program provides learning opportunities that parallels the middle school curriculum and incorporates the Common Core Standards. The program is held at the targeted schools and employs teachers from the targeted schools, as well, to provide balance and familiarity to the students. The academic program provides instruction in	

		Science, Math, Technology and related subjects, including research projects that encompass critical thinking, collaborative learning, problem solving, and career exploration. Co-Curricular Activities, including field trips, are designed to support the academic program and expose students to extended learning experiences outside the traditional classroom. Students also receive academic counseling, personal counseling and assistance with the high school application process. GEAR UP has two ten week sessions that meet after school from 4:00pm – 6:00pm on Tuesday and Thursday, and 4:00pm – 5:00pm Wednesday. There is also a six week summer session that meets Monday through Thursday from 8:30am – 12:30pm. A healthy snack is provided during the school year and breakfast and lunch are provided during the summer. Beginning the Summer Session 2013, GEAR UP will commence at Passaic County Community College to give the students more access the college's resources and a snapshot of the college experience. Transportation will be provided.	
2. The LEA allocates funding for extended learning programs.	School 10 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. Funds have been allocated from the School Improvement Grant to subsidize stipend costs for teachers, instructional assistants,	School #10 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	2013-2014

	administrators, custodians, security, and school support members. The parent coordinator was also added this year to give additional support to parents and the community. MOUs have been reached with all unions establishing the pay rate.	provide the opportunity for a continuation of the instructional program and the Common Core Standards. Instructional staff will have additional time to use achievement data to target instruction to meet the needs of our students. 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.	
3. The LEA supports school leadership in developing and sustaining community partnerships.	Community partnerships were developed with a common goal in mind. For School 10, the school administration and staff members have sought out partnerships that focused on addressing the needs of the school and community. School 10 has an ongoing partnership with Mercedes Benz. This partnership provided books and reading materials during Year 2. They also partnered to participate in the Career Day. In addition, Mercedes Benz will deliver motivational speeches to the students and serve as mentors for students. A second partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete service time with the local seniors once a month. School 10 also has a very active National Junior Honor Society that continued for 2012 – 2013. The members of the NJHS participated in the various service projects. The NJHS members also provided and will	Community partnerships are developed with a common goal in mind. For School #10, the school administration and staff members have sought out partnerships that focus on addressing the needs of the school and community. School #10 will continue develop their ongoing community partnerships to meet the diverse needs of the school community. The community partnership that will continue during the 2013-2014 include: United Way, Free Teens USA, St. Joseph Hospital, The Optical Academy, Policeman's Benevolent Association, St. Jude Children's Hospital; community leaders who participates in the school's Annual Career Day and local businessman who sponsors our Annual Harvest Day Festival. School #10 has an ongoing with Mercedes Benz. This partnership provides books and reading materials. They also partner to participate in the Career Day. In addition, Mercedes Benz will deliver motivational speeches to the students and serve as mentors	2013-2014

	continue to provide tutoring to students in the lower grades. School 10 also had a peer mediation program. Six fifth grades were trained to be peer mediators and these mediators will continue to mediate until they graduate from School 10. New students were trained each year to create a pipeline of peer mediators for School 10. The Paterson Pathways Program is also in place and continued for School 10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members. The district continued 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. Ms. Vaughn was responsible for sustaining existing community partnerships with neighboring faith-based organizations with the support of the Parent Coordinator and Guidance Counselor.	for students. Another partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete community service time with the local seniors once a month. The students have and will continue to take part in arts and crafts, games and musical performances. Each student will receive a community service certificate for their participation. Academy of Civic Engagement (Grades 3-5) will continue participate by providing food baskets to the seniors during the Thanksgiving holiday. School No. #10 will continue to partner with the Community Food Bank of New Jersey through the Hillside Food Bank Program. Each student receives a bag of food to go home every Friday. The school's parent coordinator with the assistance of parents picks up the food, packages it and distributes to students on a weekly basis. School #10 also has a very active National Junior Honor Society that will continue for 2013 – 2014. The members of the NJHS participate in the various service projects such as fundraising for UNICEF Bazaar, Pasta for Patients to raise money for Leukemia and Lymphoma Society and Jeans for Troops for Military families. The NJHS members also provide and will continue to provide tutoring to students in the lower grades. The classroom that raised the most money was treated to a pasta luncheon provided by Olive Garden. An extension to our partnership with Olive Garden during Year 2 rewarded students who were Principal's List and Honor an Olive	

		Garden Awards Luncheon. School #10 also has a peer mediation program. Additional fifth grade students will be trained to be peer mediators. The mediators will continue to mediate until they graduate from School #10. New students will be trained each year to create a pipeline of peer mediators for School #10. The Paterson Pathways Program is also in place and will continue for School #10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members. During the 2013-2014 School #10 will pilot Naviance program, which is a college and career readiness program. The guidance counselor will coordinate the Naviance program. **Passaic County Community College - College Bound/GEAR UP Program (Middle School Division)** is pre-college enrichment program that provides academic support for 6th through 8th grade students who currently attend target public schools in Paterson, NJ. Paterson Public School No. #10 is one of them. The program provides learning opportunities that parallels the middle school curriculum and incorporates the Common Core Standards. The program is held at the targeted schools and employs teachers from the targeted schools, as well, to provide balance and familiarity to the students. The academic program provides instruction in	

		Science, Math, Technology and related subjects, including research projects that encompass critical thinking, collaborative learning, problem solving, and career exploration. Co-Curricular Activities, including field trips, are designed to support the academic program and expose students to extended learning experiences outside the traditional classroom. Students also receive academic counseling, personal counseling and assistance with the high school application process. GEAR UP has two ten week sessions that meet after school from 4:00pm – 6:00pm on Tuesday and Thursday, and 4:00pm – 5:00pm Wednesday. There is also a six week summer session that meets Monday through Thursday from 8:30am – 12:30pm. A healthy snack is provided during the school year and breakfast and lunch are provided during the summer. Beginning the Summer Session 2013, GEAR UP will commence at Passaic County Community College to give the students more access the college's resources and a snapshot of the college experience. Transportation will be provided. The Community Engagement, which is charged with supporting efforts by school leaders to develop community partnerships. Ms. Vaughn will continue to be the lead in sustaining existing community partnerships with neighboring faith-based organizations with the support of the Parent Coordinator and Guidance Counselor.	

		P.R.I.D.E Youth Program The P.R.I.D.E. Youth Program will target identified students at School #10 in grades 6 – 8. This program is designed to provide support to at-risk students in academics, social/emotional and career preparation areas. There are many components to the program (detailed below). **Motivational Assemblies** – A consultant will be hired to provide at least 10 days of motivational assemblies to the identified students at School #10. Examples of assembly topics: 1. Targeted to grade 6 – 8 males, topics include solutions to equip young men with the tools needed to be successful in school and in life and encouraging at-risk males to overcome bad situations including violence, abuse, poverty and peer pressure. 2. Targeted to grade 6 – 8 females, topics include loving and respecting themselves at all times, top teen stresses, combating low self-esteem, making better decisions, fighting against abuse, focusing on academics and setting and reaching goals and dreams. 3. Targeted to select group of identified males, topics include an open forum for young men to ask hard questions, develop a blue-print for life, and debate the actions of boys vs men. 4. Targeted to parents and guardians,	

		topics include actions that parents can take to support their children, effective communication, importance of role models, self-evaluation, and helping single mothers/fathers/guardians with solutions to help their sons and daughters navigate through school and life. 5. Targeted to educators, topics include solutions to reverse high drop-out statistics, strategies and tools needed to help retain at-risk youth, and how to bridge the gap between parents, teachers and students. **Community Mentoring and Tutoring Program for Students** Volunteer mentors from the community will work with students on academic and social/emotional challenges and successes. Students will benefit from the interaction with community members in an academic venue. The program will take place 2 hrs/week for 30 weeks. Teachers and an administrator will be present to guide the interactions. Volunteer mentors will need to be finger-printed and cleared for student contact. **Community Mentoring Program for Parents** Parent Mentors will mentor volunteer parents on life skills, time management, monitoring student progress and other	

		student support areas. Parents will demonstrate an increased familiarity with life skills and competencies needed to support young men and women with life's challenges and teen stresses. Program will take place for 2 hrs/week for 30 weeks. **Social-Emotional Program for Male Students** Grades 6 – 8 male students will participate in a 20 week program that will provide support in life skills, academics and social/emotional challenges. Exposure to character development strategies will be implemented during the program. Other activities will include team-building activities, peer mediation and the students will develop an individual plan for student growth. This plan will be revisited each session and will be monitored by the teachers who participate in this program. The book-study will also occur during this time. This program will take place on Saturdays. Supplies will also be needed for this program (notebooks, pens, pencils, portfolios, etc). **Social-Emotional Program for Female Students** Grades 6 – 8 female students will participate in a 20 week program that will provide support in life skills, academics and	

		social/emotional challenges. Exposure to character development strategies will be implemented during the program. Other activities will include team-building activities, peer mediation and the students will develop an individual plan for student growth. This plan will be revisited each session and will be monitored by the teachers who participate in this program. The book-study will also occur during this time. This program will take place after-school and/or Saturdays. Supplies will also be needed for this program (notebooks, pens, pencils, portfolios, etc). **Career and College Preparation Trips** Students will attend field trips to career and college destinations. Students will meet with college officials and speak with current students to gain a sense of their experiences leading up to college and their success with education. Paterson students will also visit various professional organizations such as Wall Street and Fortune 500 Companies. They will participate in Board Meetings and speak with company executives. The students will venture on approximately 10 trips over the course of the 2013-2014 School Year. **Student Incentives** Student incentives will be awarded to	

		students who reach an identified level of participation in the P.R.I.D.E. Youth Program. The identified levels of participation will be set by a rubric. Incentives could include but are not limited to field trips, community events and/or the student-driven purchasing of materials for the classroom or library. **Program Administrator** The Program Administrator will oversee all aspects of the program including, but not limited to: managing and participating in Youth Development Programs, securing and scheduling the motivational speaker for assemblies, completing board actions to approve external provider, communication with school regarding program (scheduling, subs for teachers, compensation for teachers, grouping of students, parent and community communiques, etc), ordering and distribution of materials, hiring of staff for programs, booking destinations and transportation for college and career preparation trips, etc. The Program Administrator will be in attendance for all events, including after-school and Saturday events.	
4. 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 School 10 participated in intensive professional	The district content supervisors with the on-site supervisors will provide job-embedded professional development to ensure that the curriculum is followed throughout the	2013-2014

	development for three days in August 2012 as part of the School 10's Summer Learning Institute. Compensation for these training sessions was provided for the teachers through stipends. The ELO was 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.	extended school day. The scheduled blocks are extended seamlessly to ensure a smooth transition until the end of the school day. In addition, a Math, Language Arts Literacy, Bilingual, Special Education Supervisor, Climate/Culture and Data Mentor were hired to further support the school for student achievement as per the School Improvement Plan (SIP). The Teacher Mentors and Supervisors work together to assess current status within a framework of evidence based practices such as; • Develop a six day cycle schedule of school visits and support for identified schools. • Review School Improvement Plan (SIP) and school related data to determine school base needs. • Plan and Conduct Professional Development to support content area instructional strategies delineated in the School Improvement Plan (SIP). • Participate in administrative and content walkthroughs. • Conduct a minimum of 3 spot observations per day providing timely meaningful feedback to teachers within 24 hours. • Conduct debriefing sessions regarding walkthroughs trends with school administration and data mentor teacher. • Collaborate with administration to design student intervention programs in specific content areas.	

		• Conduct Professional Development sessions regarding Renaissance interventions, content specific NJASK interventions, Model Curriculum Unit Assessments interventions and Performance Matters data mining. • Monitor the teacher's planning and delivery of effective instruction in the specific content area. • Conduct model lessons as part of job embedded coaching for teachers, as needed. • Assist teachers in the implementation of the NJDOE model curriculum. • Participate in and develop identified professional learning communities at each site to support action steps identified in school improvement plan during grade level meetings. • Actively participate in district level professional development within the content area (IFL, Focal Point, Renaissance, and Model Curriculum Unit Assessments) • Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action. • Conduct both informal and formal evaluations in collaboration with the Administration on identified teachers. • Develop feedback protocol and schedule of "next steps" that will support the instructional visits conducted in each school and each classroom. Weekly meetings 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.	
5. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	The District maintained usage of *Performance Matters*, STAR Assessments and teacher-created assessments, which will provide school 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. The principal at School 10 and the Data Analysis Teacher Mentor 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 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.	The District will continue to maintain usage of *Performance Matters*, STAR Assessments and teacher-created assessments, which will provide school 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 to assess student learning and be a variable in evaluating the effectiveness of the program. The principal at School #10 and the Data Teacher Mentor 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* and STAR 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.	2013-2014

Barriers of Year 2 Implementation	No Barriers…The Extended Learning Opportunity started the first day of school during Year 2.

Form S-6

Use only one model template for each school.

Date: June 7, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.			
Evidence of Implementation Indicators	**Year 2 Implementation Description**	**Year 3 Project Description**	**Year 3 Timeline**
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	School 10 continued with the restructured and grade-level cluster schools co-located at School 10 in order to accommodate parent and student concerns about security and enhance the safety of all students. The grade clusters were divided as follows and occupied different floors in the school as noted: • K – 2nd Grade (1st floor of school building); • 3rd through 5th Grade (2nd floor); • 6th through 8th Grade (3rd floor). Each grade cluster had its own leader and a distinct theme: • **K -2** stressed literacy; • **3 -5** embraced a civic engagement pathway model that will be infused into the school's curriculum; • **6-8** instituted college readiness pathway model to prepare students for high secondary achievement.	School #10 will continue with the present grade-level cluster schools, co-located at School #10 in order to accommodate parent and student concerns about security and enhance the safety of all students. In addition, two Pre-K classes will be added; one three year old class and one four year old class. The grade clusters will be divided as follows and will occupy different floors in the school as noted: • Pre K – 2nd Grade (lower level and 1st floor) • 3rd through 5th Grade (2nd floor) • 6th through 8th Grade (3rd floor) Each grade cluster will have its own administrator and a distinct theme: • **Pre K -2 Academy of Literacy Development** which will stress literacy development; • **Grades 3-5 Academy of Civic Engagement** which will focus on character development and civic	2013-2014

		engagement; • **Grades 6-8 Academy of College and Career Pathways** which will focus on secondary achievement and establishing college and career readiness goals.	
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	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. School 10'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 have received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedback from parents and community members has been reviewed by school and district administrators. School 10 continued to utilize this strategy of soliciting input from the school community for 2012 – 2013.	School #10's Parent Coordinator will sustain monthly Parent and community meetings. At these meetings, parents are given school updates on student achievement, school initiatives, the extended learning program and the School Improvement Grant. Often the parent and community meetings are coupled with student performances in an effort to raise parent and community attendance and participation. Parents have received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedback from parents and community members has been reviewed by school and district administrators. School #10 will continue to utilize this strategy of soliciting input from the school community for 2013 – 2014. School #10 will continue develop their ongoing community partnerships to meet the diverse needs of the school community. The community partnership that will continue during the 2013-2014 include: United Way, Free Teens USA, St. Joseph Hospital, The Optical Academy, Policeman's Benevolent Association, St. Jude Children's Hospital; community leaders who participates in the	2013-2014

	School 10 has an ongoing partnership with Mercedes Benz. This partnership provided books and reading materials during Year 2. They also partnered to participate in the Career Day. In addition, Mercedes Benz will deliver motivational speeches to the students and serve as mentors for students. A second partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete service time with the local seniors once a month. School 10 also has a very active National Junior Honor Society that continued for 2012 – 2013. The members of the NJHS participated in the various service projects. The NJHS members also provided and will continue to provide tutoring to students in the lower grades. School 10 also had a peer mediation program. Six fifth grades were trained to be peer mediators and these mediators will continue to mediate until they graduate from School 10. New students were trained each year to create a pipeline of peer mediators for School 10. The Paterson Pathways Program is also in place and continued for School 10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members.	school's Annual Career Day and local businessman who sponsors our Annual Harvest Day Festival will continue to do so. School #10 has an ongoing partnership with Mercedes Benz. This partnership provides books and reading materials. They also partner to participate in the Career Day. In addition, Mercedes Benz and will deliver motivational speeches. Another partnership is with a local senior citizenship organization, the Dr. Norman Cotton Building. Students complete community service time with the local seniors once a month. The students have and will continue to take part in arts and crafts, games and musical performances. Each student will receive a community service certificate for their participation. Academy of Civic Engagement (Grades 3-5) will continue participate by providing food baskets to the seniors during the Thanksgiving holiday. School No. #10 will continue to partner with the Community Food Bank of New Jersey through the Hillside Food Bank Program. Each student receives a bag of food to go home every Friday. The school's parent coordinator with the assistance of parents picks up the food, packages it and distributes to students on a weekly basis. School #10 also has a very active National Junior Honor Society that will continue for 2013 – 2014. The members of the NJHS participate in the various service projects such as fundraising for UNICEF Bazaar, Pasta for Patients to raise money for	

		Leukemia and Lymphoma Society and Jeans for Troops for Military families. The NJHS members also provide and will continue to provide tutoring to students in the lower grades. The classroom that raised the most money was treated to a pasta luncheon provided by Olive Garden. School #10 also has a peer mediation program. Additional fifth grade students will be trained to be peer mediators. The mediators will continue to mediate until they graduate from School 10. New students will be trained each year to create a pipeline of peer mediators for School #10. The Paterson Pathways Program is also in place and will continue for School #10 students in Grades 6-8. Paterson Pathways is a student mentoring program that addresses life skills. Students develop a portfolio throughout the year and participate in Student Led Conferences to present their accomplishments at the end of the year to parents and community members. During the 2013-2014 School #10 will pilot Naviance program, which is a college and career readiness program. The guidance counselor serves as the coordinator for the Naviance program. **Passaic County Community College - College Bound/GEAR UP Program (Middle School Division)** is pre-college enrichment program that provides academic support for 6th through 8th grade students who currently attend target public schools in Paterson, NJ. Paterson Public School No.	

		10 is one of them. The program provides learning opportunities that parallels the middle school curriculum and incorporates the Common Core Standards. The program is held at the targeted schools and employs teachers from the targeted schools, as well, to provide balance and familiarity to the students. The academic program provides instruction in Science, Math, Technology and related subjects, including research projects that encompass critical thinking, collaborative learning, problem solving, and career exploration. Co-Curricular Activities, including field trips, are designed to support the academic program and expose students to extended learning experiences outside the traditional classroom. Students also receive academic counseling, personal counseling and assistance with the high school application process. GEAR UP has two ten week sessions that meet after school from 4:00pm – 6:00pm on Tuesday and Thursday, and 4:00pm – 5:00pm Wednesday. There is also a six week summer session that meets Monday through Thursday from 8:30am – 12:30pm. A healthy snack is provided during the school year and breakfast and lunch are provided during the summer. Beginning the Summer Session 2013, GEAR UP will commence at Passaic County Community College to give the students more access the college's resources and a snapshot of the college experience. Transportation will be provided.	

		P.R.I.D.E Youth Program The P.R.I.D.E. Youth Program will target identified students at School #10 in grades 6 – 8. This program is designed to provide support to at-risk students in academics, social/emotional and career preparation areas. There are many components to the program (detailed below). **Motivational Assemblies** – A consultant will be hired to provide at least 10 days of motivational assemblies to the identified students at School #10. Examples of assembly topics: 1. Targeted to grade 6 – 8 males, topics include solutions to equip young men with the tools needed to be successful in school and in life and encouraging at-risk males to overcome bad situations including violence, abuse, poverty and peer pressure. 2. Targeted to grade 6 – 8 females, topics include loving and respecting themselves at all times, top teen stresses, combating low self-esteem, making better decisions, fighting against abuse, focusing on academics and setting and reaching goals and dreams. 3. Targeted to select group of identified males, topics include an open forum for young men to ask hard questions, develop a blue-print for life,	

		and debate the actions of boys vs men. 4. Targeted to parents and guardians, topics include actions that parents can take to support their children, effective communication, importance of role models, self-evaluation, and helping single mothers/fathers/guardians with solutions to help their sons and daughters navigate through school and life. 5. Targeted to educators, topics include solutions to reverse high drop-out statistics, strategies and tools needed to help retain at-risk youth, and how to bridge the gap between parents, teachers and students. **Community Mentoring and Tutoring Program for Students** Volunteer mentors from the community will work with students on academic and social/emotional challenges and successes. Students will benefit from the interaction with community members in an academic venue. The program will take place 2 hrs/week for 30 weeks. Teachers and an administrator will be present to guide the interactions. Volunteer mentors will need to be finger-printed and cleared for student contact.	

		Community Mentoring Program for Parents Parent Mentors will mentor volunteer parents on life skills, time management, monitoring student progress and other student support areas. Parents will demonstrate an increased familiarity with life skills and competencies needed to support young men and women with life's challenges and teen stresses. Program will take place for 2 hrs/week for 30 weeks. **Social-Emotional Program for Male Students** Grades 6 – 8 male students will participate in a 20 week program that will provide support in life skills, academics and social/emotional challenges. Exposure to character development strategies will be implemented during the program. Other activities will include team-building activities, peer mediation and the students will develop an individual plan for student growth. This plan will be revisited each session and will be monitored by the teachers who participate in this program. The book-study will also occur during this time. This program will take place on Saturdays. Supplies will also be needed	

		for this program (notebooks, pens, pencils, portfolios, etc). **Social-Emotional Program for Female Students** Grades 6 – 8 female students will participate in a 20 week program that will provide support in life skills, academics and social/emotional challenges. Exposure to character development strategies will be implemented during the program. Other activities will include team-building activities, peer mediation and the students will develop an individual plan for student growth. This plan will be revisited each session and will be monitored by the teachers who participate in this program. The book-study will also occur during this time. This program will take place after-school and/or Saturdays. Supplies will also be needed for this program (notebooks, pens, pencils, portfolios, etc). **Career and College Preparation Trips** Students will attend field trips to career and college destinations. Students will meet with college officials and speak with current students to gain a sense of their experiences leading up to college and their success with education.	

		Paterson students will also visit various professional organizations such as Wall Street and Fortune 500 Companies. They will participate in Board Meetings and speak with company executives. The students will venture on approximately 10 trips over the course of the 2013-2014 School Year. **Student Incentives** Student incentives will be awarded to students who reach an identified level of participation in the P.R.I.D.E. Youth Program. The identified levels of participation will be set by a rubric. Incentives could include but are not limited to field trips, community events and/or the student-driven purchasing of materials for the classroom or library. **Program Administrator** The Program Administrator will oversee all aspects of the program including, but not limited to: managing and participating in Youth Development Programs, securing and scheduling the motivational speaker for assemblies, completing board actions to approve external provider, communication with school regarding program (scheduling, subs for teachers, compensation for teachers, grouping of students, parent and community communiques, etc), ordering and distribution of materials,	

		hiring of staff for programs, booking destinations and transportation for college and career preparation trips, etc. The Program Administrator will be in attendance for all events, including after-school and Saturday events.	
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.	School 10'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. Parent and community meetings were advertised via flyers and ConnectEd phone messages to parents in order to involve a broad representation of parents and community members. Additionally, food and refreshments had been and provided at community meetings in an effort to raise parent and community attendance and participation. In the same vein, often the parent and community meetings were coupled with student performances to raise attendance rates. Parents have received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedback from parents and community members has been reviewed by school and district administrators. School 10 continued to utilize this strategy of soliciting input from the school community for 2012 – 2013.	School 10 community meeting will be conducted by the President of School 10's parent association and the Community Engagement Officer in order to ensure that parents, grandparents, caretakers, family members and other interested community members would feel comfortable voicing their opinions about sensitive topics.	2013-2014

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 included contacting parents, speaking with parents about curriculum and review student assessment data.	The district will continue to grant the SIG principal Ms. Vaughn, increased autonomy which is accompanied by increased accountability, therefore ensuring staff participate in PLCs that develop their instructional capacity and provide opportunities for sharing authority to guide the learning agenda. Through the mandates of the Regional Achievement Centers (RACs), School #10 was able to employ a Math, Language Arts Literacy, Bilingual, Special Education Supervisor, Climate/Culture and Data Mentor. These positions will support the efforts of SIG in moving forward student achievement and yearly progress. The Teacher Mentors and Supervisors work together to assess current status within a framework of evidence based practices such as; • Develop a six day cycle schedule of school visits and support for identified schools. • Review School Improvement Plan (SIP) and school related data to determine school base needs. • Plan and Conduct Professional Development to support content area instructional strategies delineated in the School Improvement Plan (SIP). • Participate in administrative and content walkthroughs. • Conduct a minimum of 3 spot observations per day providing timely	2013-2014

		meaningful feedback to teachers within 24 hours. • Conduct debriefing sessions regarding walkthroughs trends with school administration and data mentor teacher. • Collaborate with administration to design student intervention programs in specific content areas. • Conduct Professional Development sessions regarding Renaissance interventions, content specific NJASK interventions, Model Curriculum Unit Assessments interventions and Performance Matters data mining. • Monitor the teacher's planning and delivery of effective instruction in the specific content area. • Conduct model lessons as part of job embedded coaching for teachers, as needed. • Assist teachers in the implementation of the NJDOE model curriculum. • Participate in and develop identified professional learning communities at each site to support action steps identified in school improvement plan during grade level meetings. • Actively participate in district level professional development within the content area (IFL, Focal Point, Renaissance, and Model Curriculum Unit Assessments) • Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action. • Conduct both informal and formal evaluations in collaboration with the Administration on identified teachers. • Develop feedback protocol and schedule of "next steps" that will support the	

		instructional visits conducted in each school and each classroom. 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.	
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	School 10'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 have received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedback from parents and community members has been reviewed by school and district administrators. School 10 continued to utilize this strategy of soliciting input from the school community for 2012 – 2013.	The Leadership Team at School #10 gathers periodically to discuss reports and solicited information from all stakeholders through surveys. The DATA discuss includes walkthroughs, student assessments, and goals. Parent Coordinator will continue to facilitate a monthly Parent and Community Meeting. At these meetings, parents are given school updates on student achievement, school initiatives, the extended learning program and the School Improvement Grant. Often the parent and community meetings are coupled with student performances in an effort to raise parent and community attendance and participation. Parents have received surveys at the parent and community meetings and have been given opportunities to provide feedback on school initiatives. Feedback from parents and community members has been reviewed by school and district administrators. School #10 will continue to utilize this strategy of soliciting input from the school community for 2013 -- 2014 school year.	2013-2014

Barriers of Year 2 Implementation	The barrier this year was the Home School Council (HSC), which is a school base parent led organization, did not have an active executive board to assist the parent coordinator. Our goal during the 2013-2014 school is to have an active executive board, which consist of parent led officers (i.e. President, Vice President, Secretary and Treasurer).

TURNAROUND PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: School No. 10

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

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The 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. The District maintained the *Performance Matters* data system through the Department of Assessment, Planning and Evaluation, which provided technical support and training to school leaders and instructional staff on an as-needed basis. All school 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	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. With Performance Matters, teachers will	2013-2014

	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. 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.	use data to differentiate instruction. They 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. District Administrators have access to a wide variety of reports that aggregate student and teacher results across the school district. District and School #10 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. 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	The district will be moving from EDUMET to ALIO as a new system to collect data such as student attendance, truancy, and staff attendance. The district uses Teachscape systems and McRel spot observation tools for teacher performance spot and evaluation. The nine indicators are as follows; 1. 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, early-	2013-2014

	analysis system allowed the teachers to disaggregate the data and access reports tailored to drive their instruction. Administrators, school leaders, and teachers accessed student performance data through this system, and analysis of student performance based on all nine leading indicators. Additional data was collected on evaluations through the web-based management system that was piloted during the 2012 – 2013 school year. All evaluation data is also collected through Paterson's Edumet System. Attendance and student discipline data were maintained at the school level. Administrators accessed attendance data through the MIS Student Information Services database.	college high schools, or dual enrollment classes. 6. Discipline incidents 7. Truants 8. Distribution of teachers by performance level on teacher evaluation system 9. Teacher attendance rate 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 and out with an identification card.	

Barriers of Year 2 Implementation	There is a need for additional training on the web-based data management system, TeachScape, to support full implementation of the new teacher evaluation system, AchieveNJ.

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

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	2012 Outcome	2013 Target	2014 Target
Total Students	NJASK	18%	24%	21.2%	27.8%	34.3%	NJASK	36.0%	41.0%	34.3%	39.8%	45.3%
Students with Disabilities	NJASK	0%	8%	0.0%	6.6%	13.1%	NJASK	22.0%	28.0%	7.4%	12.9%	18.4%
Limited English Proficient Students	NJASK	7%	14%	12.5%	19.1%	25.6%	NJASK	32.0%	37.0%	31.3%	36.8%	42.3%
White	NJASK	-	-	100.0%	100.0%	100.0%	NJASK			100.0%	100.0%	100.0%
African-American	NJASK	16%	23%	23.5%	30.1%	36.6%	NJASK	31.0%	36.0%	34.6%	40.1%	45.6%
Asian/Pacific Islander	NJASK	-	-	0.0%	6.6%	13.1%	NJASK	-	-	0.0%	5.5%	11.0%
American Indian/Native American	NJASK	-	-	-	-	-	NJASK	-	-	-	-	-
Hispanic	NJASK	21%	27%	17.3%	23.9%	30.4%	NJASK	39.0%	44.0%	32.9%	38.4%	43.9%
Others	NJASK	-	-	-	-	-	NJASK			-	-	-
Economically Disadvantaged	NJASK	18%	24%	21.3%	27.9%	34.4%	NJASK	36.0%	41.0%	35.2%	40.7%	46.2%

Analysis of Year 1 Outcomes

The LAL cohort shows no increase from the 2011 LAL baseline to the 2012 outcome. Total students decreased by 2.8%.
The Math cohort shows no increase from 2011 Math baseline to 2012 outcomes. Total students decreased by 6.7%.
All subgroups for LAL and Math failed to reach their 2012 targets except LAL African American students.

Date: June 10, 2013

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

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	2012Out come	2013 Target	2014 Target
Total Students	NJASK	26%	32%	29.6%	35.5%	41.3%	NJASK	15.0%	22.0%	28.9%	34.8%	40.8%
Students with Disabilities	NJASK	4%	12%	11.6%	17.5%	23.3%	NJASK	11.0%	18.0%	2.3%	8.2%	14.2%
Limited English Proficient Students	NJASK	11%	18%	4.5%	10.4%	16.2%	NJASK	9.0%	16.0%	4.5%	10.4%	16.4%
White	NJASK	-	-	-	-	-	NJASK	-	-	-	-	-
African-American	NJASK	25%	31%	21.1%	27.0%	32.8%	NJASK	12.0%	19.0%	24.4%	30.3%	36.3%
Asian/Pacific Islander	NJASK	-	-	100.0%	100.0%	100.0%	NJASK	-	-	100.0%	100.0%	100.0%
American Indian/Native American	NJASK	-	-	-	-	-	NJASK	-	-	-	-	-
Hispanic	NJASK	26%	32%	34.3%	40.2%	46.0%	NJASK	18.0%	24.0%	31.0%	36.9%	42.9%
Others	NJASK	-	-	-	-	-	NJASK			-	-	-
Economically Disadvantaged	NJASK	26%	32%	29.7%	35.6%	41.4%	NJASK	16.0%	23.0%	28.8%	34.7%	40.7%

Analysis of Year 1 Outcomes

The LAL cohort shows no increase from the 2011 LAL baseline to the 2012 outcome. Total students decreased by 2.4%. Hispanic subgroup showed an increase of 2.3% for LAL.

The Math cohort shows an increase from 2011 Math baseline to 2012 outcomes. Total students increased by 6.9%. All math subgroups increased except for students with disabilities and LEP students.

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH						
For Each Grade Span: _K-1___	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	2013 Outc ome **	2014 Target
Total Students							STAR	-	-	17%	-	89%	95%
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
K-1 Math Star Assessment results showed an increase of 72% from 2012-2013 outcomes.

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS							MATH						
For Each Grade Span: 2	Other Measure	2011 Base line	2012 Target	2012 Out come	2013 Target	2013 Outcome **	2014 Target	Other Measure	2011 Base line	2012 Target	2012Out come	2013 Target	2013 Outcome **	2014 Target
Total Students	STAR	1%	9%	0.0%	8.3%	59%	16.7%	STAR	8.0 %	15.0%	48.0%	52.3%	83%	56.7%
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

Grade 2 LAL 2012 outcome failed to meet the 2012target by 9%.
Grade 2 LAL Star Assessment results showed an increase of 59% from 2012-2013 outcomes. The 2013 outcome exceeded the 2013 target by 50.7%.
Grade 2 Math 2012 outcome exceeded the 2012 target by 33%.
Grade 2Math Star Assessment results showed an increase of 35% from 2012-2013 outcomes. The 2013 outcome exceeded the 2013 target by 30.7%.

Date: June 10, 2013

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

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	17%	24%	32.0 %	37.7 %	37.4 %	43.3 %	STAR	39.0 %	42.0 %	57.0 %	60.6 %	63.7 %	64.2 %
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

Grade 3-5 LAL 2012 outcome exceeded the 2012 target by 8%.
Grades 3-5 LAL Star Assessment results showed an increase of 5.4% from 2012-2013 outcomes. The 2013 outcome did not reach the 2013 target.
Grade 3-5 Math 2012 outcome exceeded the 2012 target by 15%.
Grades 3-5 Math Star Assessment results showed an increase of 6.7% from 2012-2013 outcomes. The 2013 outcome exceeded the 2013 target by 3.1%.

Form S-7

ANNUAL STUDENT TARGETS

LEA: Paterson Public Schools

Name of School: School #10

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	18%	25%	31.0%	36.7%	68.4%	42.3%	STAR	18%	25%	31.0%	36.7%	64.1	42.3%
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														

Analysis of Year 1 Outcomes
Grade 6-8 LAL 2012 outcome exceeded the 2012 target by 6%. Grades 6-8 LAL Star Assessment results showed an increase of 37.4% from 2012-2013 outcomes. The 2013 outcome exceeded the 2013 target by 31.7%. Grade 6-8 Math 2012 outcome exceeded the 2012 target by 6%. Grades 6-8 Math Star Assessment results showed an increase of 33.1% from 2012-2013 outcomes. The 2013 outcome exceeded the 2013 target by 27.4%.

#10
SIG SIP

RETURN TO INSTRUCTIONS

School:	2 **Number 10**
Region:	2
County:	Passaic
District:	Paterson City
CDS:	314010140
RAC Classification:	Priority School
Rationale:	SIG School
SIG Model:	Turnaround Model
Principal:	3 Lolita Vaughan

School Goals - Number 10

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 • **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 • **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 • **25%** of parents participate in the survey • **At least 80%** of survey responders state that the school "meets expectations"
Annually	NJASK & HSPA proficiency	4 • **XX percent of students proficient in ELA**[1] 4 • **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 enter User ID: PT@2012 and Password: NJPTS@12.

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	Proficient	The mission and vision include a focus on student academic excellence (college/career readiness) in healthy social/development. A school improvement plan is developed and aligned to the school's needs assessment and the urgent goal of making dramatic student achievement gains within the first two years. The principal engages the school community in reviewing culture and climate data and solicits feedback about what needs to happen to ensure explicit goals are met.	The principal needs to continue to ensure that classroom is adjusted based on formative and summative results from aligned assessments by conducting formal and informal observations.
	1.2	Proficient		
	1.3	Well Developed		
	1.4	Proficient		
	1.5	Proficient		
	1.6	Developing		
	1.7	Proficient		
	1.8	Well Developed		
	1.9	Proficient		
	1.10	Well Developed		
2- School Climate & Culture	2.1	Proficient	The school community supports a safe, orderly, and equitable learning environment to provide academic and personal growth of students and staff.	The principal will continue to promote and sustain a culture high expectations for all stakeholders.
	2.2	Proficient		
	2.3	Developing		
3 - Effective Instruction	3.1	Proficient	The principal ensures that SLOs are aligned to the curriculum and teachers demonstrate necessary content knowledge through of use of multiple measures of assessment data to differentiate instruction.	The principal will continue to provide multiple instructional response strategies to engage students and meet learning needs.
	3.2	Developing		
	3.3	Developing		
	3.4	Proficient		
	3.5	Proficient		
	3.6	Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	Proficient	The curriculum is aligned with the Common Core State Standards. Teachers collect classroom data to insure that the Common Core State Standards aligned to the curriculum are taught. Instructional materials and resources are aligned to the curriculum documents.	An intervention plan for students greater than two years behind in math and literacy need to be developed and monitored.
	4.2	Proficient		
	4.3	Developing		
	4.4	Proficient		
	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	The principal uses teacher evaluation to provide feedback for improving classroom practices. Teachers receive on-going professional development to enhance classroom practices that promote reflection for professional growth and optimizes student learning.	Principal will continue to recruit and hire effective teachers through the district's processes and timelines.
	5.2	Proficient		
	5.3	Proficient		
	5.4	Proficient		
	5.5	Proficient		
6 - Enabling the Effective Use of Data	6.1	Proficient	Multiple forms of data are timely, user-friendly and drive improved climate and culture, as well as student achievement. A schedule and process for analyzing on-going formative assessment data is tied to the Common Core State Standards.	The principal will continue to monitor the use of data to drive instruction and plan interventions.
	6.2	Proficient		
	6.3	Proficient		
7- Effective Use of Time	7.1	Developing	The master schedule is designed and structured to meet the professional development needs of staff.	The principal will designed and structured a master schedule that accomodates interventions for students two years behind in literacy and math.
	7.2	Developing		
	7.3	Proficient		
8- Family & Community Engagement	8.1	Proficient	Community and families work together to increase students' academic and personal growth. The school has established and maintained community partnerships, which engage in academically related activities to improve learning outcomes.	The school will to provide parents meetings and workshops that help parents to support students' academic personal growth.
	8.2	Proficient		

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: 1.9-The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.	Job Postings, Personnel Control List from Human Resources, Interview Questionaire and Response forms, Walk-throughs, New Teacher Evaluation System (TeachNJ and AchieveNJ), Student Growth Objectives (SGO), observation/evaluation TeachScape web-base management system, Assessment data, GLM, PLC's, Professional Development Plan and Data Team agenda, minutes and evaluation forms	The school still had vacancies throughout the 2012-2013 school year. School administrators implemented the Focal Point Teacher Evaluation Rubric and the use of informal walkthroughs increased, however, feedback to improve instruction needs to be more frequent.	Instructional Teachers/Staff
Climate and Culture 2.2-School community promotes academic and personal growth of student and staff and school community supports a safe, orderly, and equitable learning environment	Walk-throughs, Professional Development Plan, Climate & Culture and Incentives Professional Learning Communities (PLCs), Data Team, surveys, staff/student handbook, parent handbook, staff & student attendance, incentives, discipline/behavioral plan	The climate and culture mentor position was not filled until January 2013.	All students, staff and parents
Effective Instruction: 3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Walk-throughs, IFL Units, informal/formal observations, lesson plans, grade level meetings and Curriculum & Instruction Professional Learning Communities (PLC)minutes and agenda	This was the first year of implementation of the new Common Core State Standards, therefore, teachers were becoming familiar with Student Learning Objectives (SLOs); and the district's adopted ELA and math curriculums/pacing guides.	Instructional Teachers/Staff
Effective Instruction: 3.2-Teachers use multiple instructional and response strategies to engage students and meet learning needs.	Walk-throughs, IFL Accountable Talk, informal/formal observations, lesson plans, Student interviews, grade level meetings and Curriculum & Instruction Professional Learning Communities (PLC) minutes and agenda	It is not evident that multiple response strategies to increase student engagement and checks for understanding are being infused during the delivery of instruction.	Instructional Teachers/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
Enabling the Effective use of Data 6.2- Multiple forms of data are timely, user-friendly and drive improved student achievement.	Lesson plans, data binders, Classroom Summary Data Response Intervention Forms, data team meetings and agendas, Data Team Professional Learning Community (PLC), data analysis documentation and summary reports from Performance Matters, needs assessment data and School Improvement Plan (SIP)	Teachers collect and analyze data from various assessments and participate in the data team process, but still lacked and need additional support on how to use the data to differentiate instruction and plan interventions.	Instructional Teachers/Staff

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 1 Turnaround	Grant the principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.		
SMART goal	By September 2013 the principal will be 100% anchored in school im	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	School Leadership	Primary Turnaround Principle addressed	1
Measurable Effectiveness Data	1. Level of effectiveness with RAC 8 Turnaround Principals; 2. Level of implementation with RAC Turnaround Principles	Secondary Turnaround Principle addressed	5
Owner of strategy	School Administration	Other Turnaround Principle addressed	1
Target population	Instructional Teachers/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	Board of Education will continue to grant principal autonomy over key decisions, including staffing scheduling and budgeting	7/1/2013	School Administration	$0.00	7/1/2013
2	Principal will conduct a self-assessment (RAC Quality School Review) using a tool designed to aid leaders in turnaround chronically low performing school	7/1/2013	School Administration	$0.00	6/30/2014
3	Principal will continue to participate in In Leadership Institute meetings conducted by NJDOE to share ideas with other SIG principals.	6/30/2014	School Administration	$0.00	6/30/2014
4	School Administration will embrace the 8 Turnaround Principles	7/1/2013	School Administration	$0.00	6/30/2014
5	Maintain grade span houses in themes (PreK-2, 3-5, 6-8)	7/1/2013	School Administration	$0.00	6/30/2014
6	Maintain current SIG instructional positions of Reading Specialist	7/1/2013	School Administration	$89,876.00	6/30/2014
8	Maintain current SIG managerial positions of SIG Supervisor and SIG Fiscal Specialist	7/1/2013	School Administration	$59,142.00	6/30/2014
9	Implement the new teacher evaluation (TeachNJ and AchieveNJ)	7/1/2013	School Administration	$0.00	6/30/2014
10	Employ staffing practices and fill vacancies	7/1/2013	School Administration	$0.00	6/30/2014
11	Hiring a Math Intervention Teacher	9/1/2013	School Administration	$103,424.00	
12					
13					
14					
15					
				$252,442.00	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.		
SMART goal	By the end of 2013-2014 school year, 80% of the teachers will repo	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Effective Staffing Practices	Primary Turnaround Principle addressed	5
Measurable Effectiveness Data	1. Evaluation Tool has been created and used for evaluation; 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
6/30/2013	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 from our web-based performance management system partner (TeachScape)	6/30/2014	Evaluation Project Director, Web-based Performance Management System Partner, School Administrators	$14,544.00	
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	Evaluation Project Director, Web-based Performance Management System Partner	$0.00	
4	Administer 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	6/30/2014	School Administrators, Evaluation Project Director	$0.00	
5	Assist non-tested subjects and grade level teachers with developing Student Growth Objectives (SGOs)	6/30/2014	School Administrators, On-Site Literacy and Math Supervisors	$0.00	
6	Maintain the District Evaluation Advisory Committee (DEAC)	6/30/2014	Evaluation Project Director	$0.00	
7	Implement the new teacher evaluation system (TeachNJ and AchieveNJ), which includes the Focal Point Teacher Performance Rubrics/Standards	6/30/2014	School Administrators, Evaluation Project Director	$0.00	
8					
9					
10					
11					
12					
13					
14					
15				$14,544.00	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.		
SMART goal	By June 2014, Incentives will be awarded to teachers, students and	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	School Leadership	Primary Turnaround Principle addressed	1
Measurable Effectiveness Data	Rubrics for teacher, student and parent incentives will be developed by the Incentives PLC; Teachers will receive educational incentives based on achievement and parents will receive incentives based on increased participation.	Secondary Turnaround Principle addressed	3
Owner of strategy	School Administrators, Incentive PLC, Parent Coordinator, Culture and Climate Teacher Mentor	Other Turnaround Principle addressed	8
Target population	Instructional Teachers/Staff, 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 performance-based incentives	6/30/2014	School Administrators, Teachers, PEA (Teachers Union), Incentives PLC members	$60,000.00	6/30/2014
2	Develop policies that facilitate performance-based interventions	6/30/2014	School Administrators, Teachers, PEA (Teachers Union), Incentives PLC members, Human Resources, Legal Department	$0.00	6/30/2014
3	Identify underperforming teachers based on multiple measures and provide supplemental support	6/30/2014	School Administrators, Professional Development Partners (IFL)	$0.00	6/30/2014
4	Provide training to administrators on the Corrective Action Process that's align to TeachNJ and AchieveNJ	6/30/2014	Human Resouces, Legal Department, Legal Department	$0.00	6/30/2014
5	Develop with teachers performance based Student Growth Objectives (SGOs), which include SMART Goals, benchmarks for success to be periodically reviewed by school administrators and on-site supervisors	6/30/2014	Principal, On-site Literacy and Math Supervisors	$0.00	6/30/2014
6	Principal makes recommendations to provide interventions for ineffective teachers and/or remove underperforming teachers who fail to make adequate and timely progress in accordance with TeachNJ and AchieveNJ	6/30/2014	School Administrators, District Administration	$0.00	6/30/2014
7	Continue to implement the Professional Learning Community on Incentives for teachers, students and parents	6/30/2014	School Leadership, PLC Members, Climate and Culture Teacher Mentor, Parent Coordinator	$36,601.00	6/30/2014
8	Identify and award incentives based on incentive rubrics for students	6/30/2014	School Leadership, PLC Members, Climate and Culture Teacher Mentor, Parent Coordinator	$10,000.00	6/30/2014
9					
10					
11					
12					
13					
14					
15				$106,601.00	

Project Activity Plan - Turnaround

[redacted]

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

2

SIG Required Activity - 6 Turnaround	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
[redacted] and		Specific (and Strategic) - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if Applicable	By the end of 2013-2014 school year, 100% of K-2 teachers will "fully [illegible] Effective Instruction	Primary Turnaround Principle addressed	3
Measurable Effectiveness Data	During the 2013-2014 school year, 100% of K-2 students will demonstrate growth by improving at least one school year point, as measured by the Units of Study Learning Progression Rubric; 90% of identified students will demonstrate at least 1.5 years	Secondary Turnaround Principle addressed	4,6
Owner of strategy	School Administrators, Literacy and Math On-site Supervisors, Literacy Teacher Mentor, Math Teacher Mentor, and Data Teacher Mentor, Climate and Culture Teacher Mentor	Other Turnaround Principle addressed	5
Target population	Instructional Teachers/Staff	Other Turnaround Principle addressed	7

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 25 steps)	Deadline	Person Responsible	Resources	Date Completed
1	SIG teachers will attend district level professional development session on the Writing Workshop Model	9/30/2014	Professional Development Director, ELA Director, Literacy On-site Supervisor, School Administrators	$0.00	9/30/2014
2	Utilize school-based professional development (i.e Professional Learning Communities, grade level meetings and coaching) to build capacity on Writing Workshop Model	6/30/2014	Professional Development Director, ELA Director, Literacy On-site Supervisor, Literacy Teacher Mentor, School Administrators	$0.00	6/30/2014
3	Attend district level professional development on implementing Responsive and monitoring students' growth	6/30/2014	Partnership Plus- Parent Educational Consultant, ELA Director, Math On-site Supervisor, Math Teacher Mentor, School Administrators	$0.00	8/30/2014
4	Collaborate to develop a professional development model program to incorporate coaching and grade level support on current curriculum development initiatives	6/30/2014	Professional Development Director, Math & Literacy On-site Supervisors, Math Teacher Mentor School Administrators, University Partnership	$30,000.00	8/30/2014
5	Continued professional development on student engagement and the effective use of Accountable Talk Moves and Practices for all students including English Language Learner and students with disabilities	8/30/2014	District Administration, TN, Professional Development Partners	$0.00	6/30/2014
6	Periodically complete a monthly series of walkthroughs, analyze results and present results to school community (parents, staff and students)	8/30/2014	School Administrators, NTC, SIG Supervisor Data Teacher Mentor, On-site supervisors, Literacy and Math Teacher Mentors, Climate & Culture Teacher Mentor, and Parent Coordinator	$0.00	6/30/2014
7	Develop Student Growth Objectives (SGOs) and provide professional development in ways tailored by on-going needs assessment, original questions, student assessment results and teacher input	8/30/2014	School Administrators, SIG Data Teacher Mentor, On-site supervisors, Literacy and Math Teacher Mentors, and Climate & Culture Teacher Mentor	$0.00	6/30/2014
8	Use the data generated from Performance Matters and STAR Assessments to identify strengths and weaknesses of students across classroom, grade-level, and the school as a whole	6/10/2014	School Administrators, SIG Data Teacher Mentor, On-site supervisors, Literacy and Math Teacher Mentors, and Climate & Culture Teacher Mentor	$0.00	6/10/2014
9	Develop PLCs for teachers and administrators on Data, Curriculum & Instruction (ELA and Math), Teacher Incentives, and Climate and Culture.	8/10/2014	School Administrators, SIG Data Teacher Mentor, On-site supervisors, Literacy and Math Teacher Mentors, and Climate & Culture Teacher Mentor	$0.00	6/30/2014
10	Continue to provide professional development to support the implementation of Focal Point Strategy, which include documentation of learning objectives aligned to Common Core Mathematics and ELA and Math on-site strategies.	6/30/2014	School Administration, SIG Supervisor	$0.00	6/30/2014
11	Provide professional development conference registration costs to staff members	6/30/2014	School Administration, On-site Supervisors	$2,350.00	8/30/2014
12	Provide travel stipends to staff members for professional development conferences	6/30/2014	School Administration, SIG Supervisor	$1,000.00	6/30/2014
13					
14					
15				$67,350.00	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.		
SMART goal	By October 2013, a shared governance structure to support the princ	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	School Leadership	Primary Turnaround Principle addressed	1
Measurable Effectiveness Data	Principal makes autonomous decisions about budget, staffing and scheduling; shared governance committee supports the principal in making and carrying out key decisions.	Secondary Turnaround Principle addressed	
Owner of strategy	School Administrator	Other Turnaround Principle addressed	5
Target population	Instructional Teachers/Staff, Students	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	The governance committee will meet to share information for school improvement plans	6/30/2014	Governance Committee, School Administration	$0.00	6/30/2014
2	The principal governance will plan ahead to be prepared for anticipating situations and handling them in advance	6/30/2014	Governance Committee, Principal, Turnaround Leader	$0.00	6/30/2014
3	The principal will bring the information back to the leadership team at the school level to plan for implementation	6/30/2014	Principal, Turnaround Leader, Leadership Team	$0.00	6/30/2014
4	Maintain Internal District Committee (IDC) to facilitate SIG efforts between two SIG schools	6/30/2014	SIG Supervisor, District Administration, School Administration	$0.00	6/30/2014
5	Maintain SIG Supervisor position	6/30/2014	District Administration		6/30/2014
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15				$0.00	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 6 Turnaround	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.		
SMART goal	By June 2014, 90% of the teachers will analyze and effectively use a	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Enabling the Effective Use of Data	Primary Turnaround Principle addressed	8
Measurable Effectiveness Data	90% of instructional teachers will run and examine disaggregated data reports from Performance Matters/STAR Assessment on a weekly basis; evidence of the utilization of assessment data, curriculum/pacing, resources aligned to the CCSS and lesson plan	Secondary Turnaround Principle addressed	3
Owner of strategy	School Administrators, Data Teacher Mentor, Literacy and Math on-site supervisors, Literacy and Math Teacher Mentors	Other Turnaround Principle addressed	4
Target population	Instructional Teachers/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	Continue with Data Professional Learning Community (PLC), which will provide opportunities for teachers implement the data team process, and review the results of the student/teacher use of data analysis	6/30/2014	Data Teacher Mentor, Data PLC, Teachers	$0.00	6/30/2014
2	Utilize school-based articulation time in the form of: grade level and vertical articulation meetings to provide opportunities for teachers to work on "backward lesson planning design" to effective use data to plan lessons, interventions and to differentiate instruction	6/30/2014	School Administrators, Data Teacher Mentor, Data PLC, Teachers, On-site Supervisors	$0.00	6/30/2014
3	Notify school community and parents about school's data driven focus	6/30/2014	School Administrator, Data Teacher Mentor, Parent Coordinator, Culture & Climate Leader	$0.00	6/30/2014
4	Teacher Mentor of Data Analysis	6/30/2014	Data Teacher Mentor	$[illegible]	
5	Provide PD to teachers, students and parents about the data plan; teachers will meet to determine data that will be analyzed by student. Teachers, students and parents will learn how monitor students' growth by understanding students' strengths and weaknesses based on the data	6/30/2014	School Administrators, Data Teacher Mentor, Data PLC, Teachers, On-site Supervisors	$0.00	6/30/2014
6	Monthly meetings will be conducted between the building administrators and teachers to analyze data and identify least three areas of instructional focus	6/30/2014	School Administrators, On-site Supervisors	$0.00	6/30/2014
7	Utilize school-based articulation by teachers in form of English Language Arts and Math Professional Learning Communities (PLCs) to implement unit of studies that are aligned to the CCSS	6/30/2014	Curriculum & Instruction (PLCs), Teachers, Literacy and Math Teacher Mentors	$0.00	6/30/2014
8	Provide consistent intervention structure based on the data for grades K-3 following Response to Intervention (RTI) for: time allotments, indentification of students and entering/exiting students; utilizing Leveled Literacy Intervention (LLI) and Wilson Reading System.	6/30/2014	Language Arts Intervention Teacher, Reading Specialist	$0.00	6/30/2014
9	Continuation of implementation of Success Maker, which is a balanced educational program that incorporates math curriculum, management, and assessment; data related to targeted students in grades 3-8 who scored below proficient on end-of-course summative assessment	6/30/2014	Math Intervention Teacher, Teachers, Math Teacher Mentor, On-site Math Supervisor	$0.00	6/30/2014
10	Further develop a data-driven culture of improvement by charting and monitoring students' progress for one cycle to another	6/30/2014	Data Teacher Mentor, All Staff	$0.00	6/30/2014
11	Administer STAR Assessment throughout the school year and review and monitor students' progress	6/30/2014	School Administrators, Assessment Department, Data Teacher Mentor, Literacy and Math Teacher Mentor, On-site Supervisors	$0.00	6/30/2014
12	Hold regular meetings with instructional staff to review data and plan for interventions	6/30/2014	School Administrators, Assessment Department, Data Teacher Mentor, Literacy and Math Teacher Mentor, On-site Supervisors	$0.00	6/30/2014
13	Provide technology for student use and support instruction	6/30/2014		$18,641.00	6/30/2014
14	Provide instructional materials and technology to instructional staff	6/30/2014		$8,536.00	6/30/2014
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16				$[illegible]	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		
SMART goal	By June 2014, 100% of all teachers will continuously monitor indivic	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Enabling the Effective Use of Data	Primary Turnaround Principle addressed	6
Measurable Effectiveness Data	Teachers use a wide range of student data, including the results of formative, interim, classroom and summative assessments to determine individual students' academic needs; teachers differentiate instruction to accommodate students' individual	Secondary Turnaround Principle addressed	3
Owner of strategy	School Administrators, Data Teacher Mentor, On-site Supervisors	Other Turnaround Principle addressed	4
Target population	Instructional Teachers/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	Principal and teachers analyze data during grade level meetings and Data Team PLC to plan and differentiate instruction	6/30/2014	School Administrators, Data Teacher Mentor, Data PLC, Teachers	$0.00	6/30/2014
2	Administer Renaissance Learning STAR Assessment three times a year and analyze the results to differentiate instruction based on the students' learning progression plan.	6/30/2014	School Administrators, Assessment Department, Data Teacher Mentor,	$0.00	6/30/2014
3	Implementation of Renaissance Learning STAR Math/Accelerated Math for interventions; progress monitoring assessments are administered	6/30/2014	School Administrator, On-site Math Supervisor	$0.00	6/30/2014
4	Instructional staff will be trained on the development and use of classroom data binders which will reflect teacher-made assessments, district formative assessments, and State standardized assessment results	6/30/2014	Data Teacher Mentor	$0.00	6/30/2014
5	Administer the NDOE Unit Assessments throughout the year and analyze the results to schedule interventions and differentiate instruction	6/30/2014	School Administrators, On-site Supervisors, Literacy, Math and Data Teacher Mentors, Language Arts and Math Intervention Teachers	$0.00	6/30/2014
6	Continue to develop a data-driven culture by making the ongoing use of data a part of the culture; teachers will develop data walls to be displayed in every classroom, building and in the schools data room	6/30/2014	School Administrators, Data Teacher Mentor, Culture and Climate Teacher Mentor, Data PLC, Teachers	$0.00	6/30/2014
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Project Activity Plan - Turnaround

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

7

SIG Required Activity - 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.		
SMART goal	By August 2013, schedules of all students will reflect 300 hours of e	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Effective Instruction	Primary Turnaround Principle addressed	3
Measurable Effectiveness Data	Students receive increased instructional time; and all students have equal access to extended learning opportunities	Secondary Turnaround Principle addressed	7
Owner of strategy	School Administators, District Administration	Other Turnaround Principle addressed	
Target population	All students and instructional teachers/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	The district's administration will work with the Principal to create a new 6-day rotation schedule, which includes increase learning time for 2013-2014 school year.	8/1/2013	School Administrators, District Curriculum and Intruction Department	$0.00	8/1/2013
2	Extended Learning Opportunities (ELO) will be offered at School 10 in the form of extended day and extended year program	7/31/2013	School Administrators	$0.00	7/31/2013
3	Content presented during extended learning time will be aligned with the curriculum	7/31/2013	School Administrators, On-site ELA and Math Supervisors, Teacher Mentors	$0.00	7/31/2013
4	Teachers and school leadership team will participate in PD about effective instruction and implementation of ELO	7/31/2013	School Administrators, On-site ELA and Math Supervisors, Teacher Mentors	$0.00	7/31/2013
5	Fund ELO stipends for teachers, administrators, security, custodian, secretaries, instructional assistants, parent coordinator and nurses	7/1/2013	School Administrators, SIG Supervisor	$1,193,814.00	7/31/2013
6	Provide substitute coverage for instructional staff during ELO	7/1/2013	School Administrators, SIG Supervisor	$5,382.00	7/31/2013
7	Provide educational field experiences and trips for students	6/30/2014	School Administrators, Teachers	$5,900.00	6/30/2014
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				$1,205,096.00	

Project Activity Plan - Turnaround

ENTER ALL INFORMATION FOR EACH ACTIVITY. DO NOT COMBINE ACTIVITIES/ACTION STEPS IN ONE LINE. LISTLAND ACTIVITY

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SIG Required Activity - 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.		
SMART goal	By June 2014, 75% of students and community members will be satisfied	Specific (and Strength) - What is Y what? Measurable - How much? Attainable - Achievable? Relevant - Why? Time - When?	
Highest Priority Issue being addressed, if applicable	Family & Community Engagement	Primary Turnaround Principle addressed	9
Measurable Effectiveness Data	Increase in parents active participation by 20% at School No. 19 compared to previous years and parental survey results.	Secondary Turnaround Principle addressed	3
Owner of strategy	Culture and Climate Teacher Mentor and Parent Coordinator	Other Turnaround Principle addressed	
Target population	Parents and Community Partners	Other Turnaround Principle addressed	

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

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Objective/ Step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Continue to implement your continuous improvement plan	6/30/2014	Guidance Counselor	$0.00	6/30/2014
2	Set up parent/community partners to focus on the school's Community Action Team	6/30/2014	Parent Coordinator, Culture & Climate Teacher Mentor	$0.00	6/30/2014
3	Develop and/or site community service projects that involve students	6/30/2014	Guidance Counselor	$0.00	6/30/2014
4	Continue to implement Peterson Pathways and pilot the Guidance Program for 6-8 grades students, which will help them set goals for the future related to career and college	5/30/2013	Guidance Counselor	$0.00	6/30/2014
5	Present students for work for internship and or college acceptance	11/30/2013	Executive PC, Guidance	$0.00	6/30/2014
6	Implement healthy lifestyle lesson in school (HPA)	5/30/2014	Culture and Climate Teacher Mentor	$0.00	6/30/2014
7	Provide parents with strategies for supporting school work/homework across the grades	5/30/2013	School Administrators, Teachers, Teacher Mentors, Grade Supervisors	$0.00	6/30/2014
8	Develop parent committees to an extended learning opportunity to provide relevant resources during the regular hours	5/2/2013	School Administrator, District Administration	$55-$75/hr	6/30/2014
9	Conduct regular parent survey	10/31/2014	Parent Coordinator, SIG Supervisor, School Administrators, Culture and Climate Teacher Mentor, Data Teacher Mentor	$0.00	6/30/2014
10	Provide professional development to staff members on effective parent and community communication	6/30/2013	School Administrators, Parent Coordinator, Data Teacher Mentor	$0.00	6/30/2014
11	Provide parents with training and materials to help their work with their child to improve their child's academic achievement. Maintain a Teacher Mentor of Parent and Family	5/30/2013	Parent Coordinator, School Administrators, Culture and Climate Teacher Mentor, Data Teacher Mentor	$0.00	6/30/2014
12		6/30/2013	Teacher PD	$90,000.00	6/30/2014
13	Continue to provide a parent resource center that will coordinate parental participation activities with other community resources and programs	5/2/2013	Parent Coordinator, School Administrators	$1,000.00	6/30/2014
14	Continue to develop regular parent meetings	4/30/2013	Parent Coordinator, School Administrators	$0.00	6/30/2014
15	P.A.I.D.E. Youth Program - Community Mentoring and Tutoring Program for Students - 4 Teachers x 2 hrs = $54/hr x 30 weeks = $7,560	5/30/2013	Program Administrator School Administrator	$8,000.00	6/30/2014
16	FICA for P.A.I.D.E. Youth Program - Community Mentoring and Tutoring Program for Students - $524	5/30/2013	Program Administrator School Administrator	$524.00	6/30/2014
17	P.A.I.D.E. Youth Program - Social/Emotional Program for Male Students - 1 Teachers x 3 hrs x Clerk x 30 weeks = $2,376	5/30/2013	Program Administrator School Administrator	$2,376.00	6/30/2014
18	FICA for P.A.I.D.E. Youth Program - Social/Emotional Program for Male Students - $200	5/30/2013	Program Administrator School Administrator	$200.00	6/30/2014
19	P.A.I.D.E. Youth Program - Social/Emotional Program for Female Students - 1 Teachers x 3 hrs x Clerk x 30 weeks = $2,376	5/30/2013	Program Administrator School Administrator	$2,376.00	6/30/2014
20	FICA for P.A.I.D.E. Youth Program - Social/Emotional Program for Female Students - $200	5/30/2013	Program Administrator School Administrator	$200.00	6/30/2014
21	P.A.I.D.E. Youth Program - Community Mentoring Program for Parents - 1 Parent Mentors x Clerk x 3 hrs x 30 weeks = $2,700	5/30/2013	Program Administrator School Administrator	$2,700.00	6/30/2014
22	FICA for P.A.I.D.E. Youth Program - Community Mentoring Program for Parents - $207	5/30/2013	Program Administrator School Administrator	$207.00	6/30/2014
23	P.A.I.D.E. Youth Program - Program Administrator - 1 Administrator x 20% hours x $80/hr = $16,640	5/30/2013	Program Administrator School Administrator	$16,640.00	6/30/2014
24	FICA for P.A.I.D.E. Youth Program - Program Administrator - $1273	5/30/2013	Program Administrator School Administrator	$1273.00	6/30/2014
25	P.A.I.D.E. Youth Program - Consultant for Intellectual Accessibility - $20,000	5/30/2013	Program Administrator School Administrator	$20,000.00	6/30/2014
26	P.A.I.D.E. Youth Program - Supplies for Mentoring, Tutoring and Social/Emotional Program - $1,000	5/30/2013	Program Administrator School Administrator	$1,000.00	6/30/2014
27	P.A.I.D.E. Youth Program - Fingerprinting for Community Mentors for Community Mentoring and Tutoring Program for Students - 25 Mentors x $15/fingerprint = $375	5/30/2013	Program Administrator School Administrator	$375.00	6/30/2014
28	P.A.I.D.E. Youth Program - Transportation for Career and College Exploration Trips - 30 Buses x $400/bus = $12,000	5/30/2013	Program Administrator School Administrator	$12,000.00	6/30/2014
29	P.A.I.D.E. Youth Program - Student Incentives for students who reach and complete an identified level of participation in the P.A.I.D.E. Youth Program as determined through a Rubric - $100 x Students 50 Different Incentives = $5,000	5/30/2013	Program Administrator School Administrator	$5,000.00	6/30/2014
				$200,000.00	

Project Activity Plan - Turnaround

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

7

SIG Required Activity - 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
SMART goal	By September 2013, 100% of the administrators and instructional st	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, If applicable	Enabling the Effective Use of Data	Primary Turnaround Principle addressed	6
Measurable Effectiveness Data	Decisions regarding instructional programs and practices are based on student achievement data. There will be a 10% increase in teacher performance on classroom walkthroughs and observations.	Secondary Turnaround Principle addressed	
Owner of strategy	School Administrators, Assessment Department	Other Turnaround Principle addressed	
Target population	Instructional Teachers/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	Principal will assume responsibility or select a designee to collect and maintain data on the nine leading indicators on a continuum basis	9/1/2013	School Administrator	$0.00	6/30/2014
2	The principal or designee will forward data on the nine indicators to the central office on a quarterly basis	10/1/2013	School Administrator	$0.00	6/30/2014
3	The central office will designate a Fiscal Specialist to assume responsibility for maintaining data on the nine leading indicators from all SIG schools	6/30/2014	Fiscal Specialist	$0.00	6/30/2014
4	The Fiscal Specialist will communicate with the NJDOE on progress toward data collection about the nine leading indicators	6/30/2014	Fiscal Specialist	$0.00	6/30/2014
5	The Fiscal Specialist will prepare and submit reports to NJDOE on the nine leading indicators	6/30/2014	Fiscal Specialist	$0.00	6/30/2014
6	Provide technology in which to gather data	9/1/2013	School Administrator and SIG Supervisor	$0.00	6/30/2014
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Intervention Strategy Details

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

7

SMART goal	By the end of 2013-2014, 95% of students receiving intervention in grades K-3 wil increase by one reading level (within their 10-15 week intervention cycle), as measured by Fountas and Pinnell Instructional Level Expectations for Reading RTI Implementation Rubric.	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	Effective Instruction	Primary Turnaround Principle addressed	3
Intervention Strategy	Provide consistent intervention structure for grades K-3 following Response to Intervention (RTI) guidelines for: time allotments, identification of students, entering/existing students.	Secondary Turnaround Principle addressed	4
Owner of strategy	Reading Specialist, English Language Arts Intervention Teacher	Other Turnaround Principle addressed	5
Target population	Grades K-3 Intervention Students	Other Turnaround Principle addressed	7

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	Column1	Deadline	Person Responsible	Resources	Date Completed
1	Utilize the following programs: Leveled Literacy Intervention (LLI); Wilson Reading Program	9/1/2013	Language Arts Intervention Teachers	$0.00	6/30/2014
2	Progress Monitor Data from STAR Reading, STAR Early Literacy Data and Unit Assessment data		Teachers, Reading Intervention Teachers, On-site Literacy Supervisor	$0.00	6/30/2014
3	Develop a criteria and plan for entering/exiting and providing intervention	9/1/2013	School Administrator, Reading Intervention Teachers	$0.00	6/30/2014
4	Hire (2) RIT Reading Intervention Teachers	9/1/2013	School Administrator, Reading Intervention Teachers, District Administration	$0.00	6/30/2014
5	Provide professional development on Response to Intervention; utilization of Leveled Literacy Intervention (LLI) and Wilson Readind System.	6/30/2014	District Administration	$0.00	6/30/2014
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Intervention Strategy Details

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

7

SMART goal	During the 2013-2014 school year, 100% of K-8 teachers will implement the STAR Math and Accelerated Math programs as measured by participation in professional development sessions, student usage reports and verified through lesson plans and data collection.	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	Effective Instruction	Primary Turnaround Principle addressed	3
Intervention Strategy	Implementation of Renaissance Learning: STAR Math for Intervention	Secondary Turnaround Principle addressed	4
Owner of strategy	Math Intervention Teacher, Math Teacher Mentor and On-site Math Supervisor	Other Turnaround Principle addressed	6
Target population	Identified Intervention Students	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	Administer STAR Math assessment aligned to CCSS to determine baseline ine data that will be used for progress monitoring throughout the year	10/15/2013	School Administrators, On-site Supervisors, Data Teacher Mentor, Literacy and Math teacher mentors	$0.00	6/30/2014
2	Administer progress monitoring assessments quarterly	6/30/2014	School Administrators, On-site Supervisors, Data Teacher Mentor, Literacy and Math teacher mentors	$0.00	6/30/2014
3	Schedule daily intervention periods for students in need of remediation	7/1/2013	School Administrators, On-site Supervisors, Data Teacher Mentor, and Math teacher mentors	$0.00	6/30/2014
4	Use identified materials and resources from Renaissance Learning during intervention sessions (i.e. Math-Facts, Math in a Flash, hand held responders flashcards, and worksheets	6/30/2014	School Administrators, On-site Supervisors, Data Teacher Mentor, and Math teacher mentor	$0.00	6/30/2014
5	Collaborate with on-site math supervisor and teacher mentors to assist with scheduling , implementation, reports and data analysis	6/30/2014	School Administrators, On-site Supervisors, Data Teacher Mentor, Math teacher mentor	$0.00	6/30/2014
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Intervention Strategy Details

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/A

10

SMART goal	**By June 2014 student and teacher attendance will increase to 96% as measured by daily attendance records**
Highest Priority Issue Being Addressed	**2.2 Climate and Culture**
Intervention Strategy	**To develop an incentive program that will meet the needs and support administration and teachers in order to raise attendance**
Owner of strategy	**Teachers, Guidance Counselor, Attendance Officer, Culture and Climate Teacher Mentor, Incentive PLC**
Target population	**All students and teachers**

Objective/ step number	**Strategy Objectives / Action Steps (no more than 15 steps)**
1	Develop incentive program for attendance to be distributed to teachers and students

	Develop attendance incentive rubrics
2	Purchase incentive items for students
3	Field trip incentive for perfect attendance
4	Retain the attendance officer
5	Monitor attendance data on a daily basis
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RETURN TO INSTRUCTIONS

ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

Specific (and Strategic) - Who ? What? Measurable - %. How?	
Primary Turnaround Principle addressed	2
Secondary Turnaround Principle addressed	3
Other Turnaround Principle addressed	6
Other Turnaround Principle addressed	

Turnaround Principle
1- School Leadership
2- School Climate & C
3- Effective Instructic
4- Curriculum, Assess
Intervention System
5- Effective Staffing P
6- Enabling the Effect
7- Effective Use of Ti

Deadline	Owner	Funding amount required
9/15/2013	Administration, Guidance Counselor, Attendance Officer, Culture and Climate Teacher Mentor	

9/30/2013	Administration, Guidance Counselor, Attendance Officer, Culture and Climate Teacher Mentor	
12/30/2013	School Administration, Incentive PLC	
6/30/2014	School Administration, Incentive PLC	
9/1/2013	School Administration	
12/15/2013	Teachers, Administration, Data Teacher Mentor,	

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MUST USE DROP-DOWN ARROWS FOR THE FUNDING SECTION. DO NOT CUT & PASTE!

Funding category	Funding source
SUPPORT SERVICES - Other Purchased Services	Other Federal

SUPPORT SERVICES - Other Objects	Other Federal
SUPPORT SERVICES - Supplies & Materials	Other Federal
INSTRUCTION - Supplies & Materials	Other Federal
SUPPORT SERVICES - Personal Services - Salaries	State/Local
	Other Federal

Form S-9

Date: June 10, 2013

BUDGET AMOUNT AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School #10

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	Retain current Principal • Embrace the 8 Turnaround Principles	No Cost
	Maintain grade span houses (K – 2, 3 – 5, 6 – 8)	No Cost
	Instructional Positions • Maintain Reading Specialist and Teacher Mentor of Data Analysis • Hire additional instructional staff - Math Intervention Teacher • Fund Teacher Mentor of Climate and Culture	Reading Specialist – $65,000 Data Analysis - $101,000 Math Intervention - $75,000 Climate and Culture - $62,000
Activity 2 - Evaluation	Implement Focal Point teacher evaluation tool	No Cost
	Continue to convene a District Evaluation Advisory Committee (DEAC)	No Cost
	Teachscape Licenses for Administrators	$14,544
Activity 3 - Incentives	Develop non-monetary incentives for teachers, students and parents • Refine rubrics • Identify type of incentive • Continue to facilitate teacher-led Professional Learning Community on incentives	Teacher Incentives - $60,000 Student Incentives - $10,000 Parent Incentives - $2,800 (included in refreshment line)
Activity 4 – Professional Development	Provide job-embedded professional development through partnership with external provider	$90,000
	Implement professional learning communities for teachers	PLCs - $34,000
	Provide registration costs for professional development conferences	Registration - $1,250
Activity 5 – Supporting Governance Structure	Maintain Internal District Committee (IDC)	No Cost
Activity 6 & 7 – Use of Data	Maintain Teacher Mentor of Data Analysis	$101,000

Activity 8 – Increase Learning Time	Extend school day and year by 300 hours		Teacher Stipends – $900,000 Administrator Stipends – $73,500 IA Stipends – $72,000 Nurse Stipend – $15,000 Secretary Stipends – $20,000 Custodian Stipend – $6,693 Security Stipend – $11,700 Parent Coordinator Stipend - $12,000 Lunch Monitor Stipends - $4,361 (Total ELO Cost = $1,115,254)
	Proposal of Extended Hours – 300 Hours Total		
	Extended Day	***Extended Year***	
	Dates: Sept 9, 2013 – June 23, 2014 Student Hours: 8:05am – 4:00pm Teacher Hours: 8:00am – 4:00pm **Additional Learning Time:** **168 days x 1.25 hrs/day = 210 Hours** **12 days (AM only) x .25 hrs/day = 3 Hours**	Dates: June 25, 2014 – July 15, 2014 Hours: 8:00am – 2:30pm **2.5 hrs on July 15, 2014 **Additional Learning Time:** **13 days x 6.5 hrs/day = 84.5 Hours** **1 day x 2.5 hrs/day – 2.5 Hours**	
Activity 9 – Services for Community and Students	Maintain parent coordinator to ELO to provide additional support for parents and community members		Parent Coordinator Stipend - $12,000
	Maintain community partnerships and community outreach programs		Refreshments/meeting costs - $2,800
	Continue to implement Paterson Pathways, a career building motivational program for students		No Cost
	Implement and Adult ESL Program for Parents		Teacher Stipends - $5,440
	Create the P.R.I.D.E. Youth Program inclusive of motivational student assemblies, male and female social/emotional support programs, community mentoring and tutoring program for students, mentoring program for parents and hiring a Program Administrator		$60,000

Activity 10 – Data Collection	Continue to collect assessment data through Performance Matters and STAR Assessments	No Cost
Additional SIG Costs	Positions • SIG Supervisor • SIG Fiscal Analyst • Substitutes for Extended Learning Opportunity and PD	SIG Supervisor - $41,000 SIG Fiscal Analyst - $6,000 Substitutes - $5,000
	Supplies • Instructional (Math Manipulatives, Science Kits, Level Libraries, Technology)	Instructional - $25,901
	Travel	Travel - $1,600
	Field Trips • Transportation • Admissions	Transportation - $2,400 Admissions - $3,500

S-10

BUDGET DETAIL FORM A

Personal Services-Salaries

Function & Object Codes 100-100 and 200-100

August 3, 2013

NGO TITLE: School Improvement Grant S-10

SCHOOL NAME: School 10, 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	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	*GRANT REQUEST AMOUNT*
1.6	100-100	**FTE Reading** Specialist	1 FTE Reading Specialists @ $65,000	***65,000.***
8.6	100-100	**Substitutes:** Substitutes for Teachers ELO Program and SIG related teacher pull-out professional development 100 teachers @ $100 per day = $10,000	Substitutes: Substitutes for Teachers ELO Program and SIG related teacher pull-out professional development 50 teachers @ $100 per day = $5,000	***5,000***
8.5	100-100	**Extended Day:** 60 Teachers x 300 hours x $50 per hr. $900,000	60 teachers x 300 hrs x $50 per hour = $900,000	***900,000.***
8.5	100-100	**Extended Day:** 6 Instructional Assistants x 300 hrs x $40 per hr. $72,000	6 Instructional Assistants x 300 hrs x $40 per hr = $72,000	***72,000***
1.7	100-100	**Math Intervention:** 1 FTE Math Intervention @ 75,000	Math Intervention @ $75,000	***75,000***

S-10

BUDGET DETAIL FORM A

Personal Services-Salaries

Function & Object Codes 100-100 and 200-100

August 3, 2013

NGO TITLE: School Improvement Grant S-10

SCHOOL NAME: School 10, Paterson Public Schools

9.15	100-100	**P.R.I.D.E. Youth Program**- 4 teachers for academics X 2 hrs x 30 wks x $34 per hr = 8,160	4 teachers x 2 hrs x 30 wks x $34 per hr = 8,160	***8,160***
9.17	100-100	**P.R.I.D.E. Youth Program** for Grades 6-8 (male) 3 teachers for peer mediation and book plan x 3 hrs x $34 hr x 20 weeks = $6,120	3 teachers x 3 hrs x $34 per hour x 20 weeks = $6,120	***6,120***
9.19	100-100	**P.R.I.D.E. Youth Program** for Grades 6-8 (female) 3 teachers for peer mediation and book plan x 3 hrs x $34 hr x 20 weeks = $6,120	3 teachers x 3 hrs x $34 per hour x 20 weeks = $6,120	***6,120***
1.8	200-100	**1 P/T SIG** Fiscal Specialist *Fiscal Specialist is shared with School 4 and School 10*	200 hours a year for School 10 @ $30 per hour =6,000. *Fiscal Specialist is shared with School 4 and School 10*	***6,000***
1.8	200-100	**1 FTE SIG** Program Supervisor to be shared between 2 SIG schools district-wide	1 FTE SIG Program Coordinator $41,000/year x 50%= $82,000	***41,000.***
8.5	200-100	**Extended Day Learning**: 4 administration salaries = $55,200	3 administrators x 300 hrs x $61 per hour = $54,900. 1 Principal Salary = 1 @ $62 per hr x 300 hrs = $18,600 Totaling = $73,500	***73,500.***
8.5	200-100	**Extended day :** 1 nurse time at $50.x 300 hours=$15,000 for the extended day learning	1 Nurse x 300 hrs x $50 per hour = $15,000.	***15,000.***
8.5	200-100	**Extended Day:** for 1 Security Guard to keep the site safe for all students. $11,700	1 Security Guard x 300 hrs x $39 per hour = $11,700.	***11,700.***

S-10

BUDGET DETAIL FORM A

Personal Services-Salaries

Function & Object Codes 100-100 and 200-100

August 3, 2013

NGO TITLE: School Improvement Grant S-10

SCHOOL NAME: School 10, Paterson Public Schools

8.5	200-100	**Extended Day Learning** 2 Support Staff x 250 hrs x $40 per hour = $20,000	2 Support Staff x $40per hr x 250 hrs = $20,000	***20,000***
8.5, 9.8	200-100	**Extended Day Learning** 1Parent Coordinator x 300 hours x $40 per hr. = $12,000	1 Parent Coordinator for Extended Learning Opportunity x 300 hr x $40 per hr = $12,000	***12,000***
8.5	200-100	**Extended Day Learning** 1 Custodian for 170 days for 1 hr per day @ $39.37 per hr = $6,693	1 Custodian for Extended Learning Opportunity for 170 days for 1 hour per day @ $39.37 per hr. = $6,693	***6,693***
8.5	200-100	**Lunch Monitors** for (5) Monitors for 98 hrs for the Extended Learning Opportunity for Summer. @ 8.90 = $4,361.00	**Lunch Monitors** for (5) Monitors for 98 hrs for the Extended Learning Opportunity for Summer. @ 8.90 = $4,361.00	***4,361***
3.7	200-100	**Professional Learning Communities** (PLC's) 50 Staff x 20 hrs x $34 per hr = $34,000	Professional Learning Communities (PLC's) 50 Staff x 20 hours x $34 per hr = $6,800	***34,000***
6.4	200-100	**Teacher Mentor of Data Analysis:**	1 FTE Teacher Mentor of Data Analysis =101,000	***101,000***
9.12	200-100	**Teacher Mentor of Climate and Culture**	1 FTE Teacher Mentor of Climate and Culture = 66,000	***66,000***
8.5	200-100	**ESL Program:** 2 Teachers for the ESL Program for Parents - (Stipends)	2 Teacher Stipends for the Adult ESL Program for Parents For 2 hours per week for 40 weeks @ $34 per hr for each teacher totaling = 5,440	***5,440***
9.21	200-100	**P.R.I.D.E. Youth Program** 2 Parent Mentors x 2 hrs x $34 per hr. x 30 weeks = $4,080	2 Parent Mentors x 2 hrs x $34 per hr. x 30 weeks = $4,080	***4,080***

S-10

BUDGET DETAIL FORM A

Personal Services-Salaries

Function & Object Codes 100-100 and 200-100

August 3, 2013

NGO TITLE: School Improvement Grant S-10	
SCHOOL NAME: School 10, Paterson Public Schools	

9.23	200-100	**P.R.I D.E. Youth Program** Program Administrator x 265 hrs x $40 per hr = 10,600	Program Administrator x 265 hrs x $40 per hr = 10,600	***10,600***
			Total	***$1,548,774***

S-11 REVISED

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 10, 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 $12,000/emp	OTHER SPECIFY: _____ _____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
1FTE **Reading** Specialist	***$65,000***	4,973	9,263					10,641.		32	***24,876***
Substitutes for Teachers (ELO) Extended Learning Opportunities	***$5,000***	383								7.65	***383***
Extended day: 60 Teachers x 300 hrs x $50 per hour = $900,000	***900,000.***	68,850								7.65	***68,850.***
Extended day: 6 Instructional Assistants x 300 hrs x $40 per hr = 72,000	***72,000***	5,508								7.65	***5,508***
MIT- Math Intervention Teacher @ $75,000	***$75,000***	5,738	10,688					12,000		37	***28,425***
P.R.I.D.E. Youth Program/Academics 4 teachers x 2 hrs x 30 weeks x $34 = 8,160	***8,160***	624								7.65	***624***

S-11 REVISED

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 10, Paterson Public Schools

P.R.I.D.E. Youth Program/Grades 6-8 Female 3 teachers x 3 hrs x $34 per hr x 20 wks = 6,120	***6,120***	468								7.65	***468***
P.R.I.D.E. Youth Program/Grades 6-8 Males 3 teachers x 3 hrs x $34 per hr x 20 wks = 6,120	***6,120***	468								7.65	***468***
1 **Fiscal Specialist** P/T $30.X 200 hrs .	***$6,000.***	459.								7.65	***459.***
SIG Program Supervisor	***$41,000***	3,137.	5,843.					2,705		28	***11,684***
Extended Day: 3Administrators Salary 300 X $59 1 Principal x 300 hrs @ $61per hr.	***$73,500***	5623								7.65	***5,623***
Extended Day: 1 Nurse at 50.x300 hours=$15,700.	***$15,000.***	1,148								7.65	***1,148***
Extended Day: 1 Security Guard $39 per hour x 300 hour = $11,700.	***$11,700***	895								7.65	***895.***
Extended day: 2 Support Staff x $40 per x 250 hrs =20,000	***20,000***	1,530								7.65	***1,530***

S-11 REVISED

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 10, Paterson Public Schools

Extended day: 1 Parent Coordinator x 300 hours x $40 per hr = $12,000	***12,000***	918								7.65	***918***
Extended day: 1 Custodian for 170 days for 1 hour per day @ $39.37 per hr = $6,693	***6,693***	512								7.65	***512***
Lunch Monitors for (5) Monitors for 98 hrs @ 8.90 = $4,361.00	***4,361***	334								7.65	***334***
Professional Learning Communities (5 PLC) x 10 Staff x 20 hours x $34 per hr = $34,000	***34,000***	2,601								7.65	***2,601***
C&C – Teacher Mentor of Climate and Culture @ $75,000	***66,000***	5,049	9,405					12,000		37	***26,454***
Data – Teacher Mentor of Data Analysis @ $101,000	***101,000***	7,727	14,393					12,000		37	***34,119***
ESL Program-2 Teachers for the ESL Program for Parents – Stipends	***$5,440***	416								7.65	***416***
P.R.I.D.E. Youth Program/2 Parent Mentor @ 2 hrs x 30 weeks x $34 per hr. = 4,080	4,080	312								7.65	***312***

S-11 REVISED

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 10, Paterson Public Schools

P.R.I.D.E. Youth Program/Program Administrator x 265 hrs x $40 per hr = 10,600	10,600	811								7.65	***811***
Total											***$217,417***

S-12 REVISED

BUDGET DETAIL FORM C

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

Date: July 11, 2013

NGO TITLE: School Improvement Grant
SCHOOL NAME: School 10, 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
9.25	100-300	P.R.I.D.E Youth Program – Consultant services are needed to facilitate assemblies geared towards motivating male and female students for success in life and overcoming obstacles. Example of assembly topics: 1. Targeted to grade 6 – 8 males, topics include solutions to equip young men with the tools needed to be successful in school and in life and encouraging at-risk males to overcome bad situations including violence, abuse, poverty and peer pressure. 2. Targeted to grade 6 – 8 females, topics include loving and respecting themselves at all times, top teen stresses, combating low self-esteem, making better decisions, fighting against abuse, focusing on academics and setting and reaching goals and dreams. 3. Targeted to select group of identified males, topics include an open forum for young men to ask hard questions, develop a blue-print for life, and debate the actions of boys vs men. 4. Targeted to parents and guardians, topics include actions that parents can take to support their children, effective communication, importance of role models, self-evaluation, and helping single mothers/fathers/guardians with solutions to help their sons and daughters navigate through school and life. 5. Targeted to educators, topics include solutions to reverse high drop-out statistics, strategies and tools needed to help retain at-risk youth, and how to	10 days (2 Assemblies per day-plus follow-up activities)	1,000	$10,000

S-12 REVISED

BUDGET DETAIL FORM C

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

Date: July 11, 2013

NGO TITLE: School Improvement Grant
SCHOOL NAME: School 10, Paterson Public Schools

		bridge the gap between parents, teachers and students.			
Total					**$10,000**

S-13 REVISED

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 10, 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)
6.12, 6.13	100-600	Latitude E6530 w/Computrace Dell Latitude Windows	974	9	*8,766*
6.12, 6.13	100-600	VLA Office Pro Plus 2013 All Languages	52	24	*1,248*
6.12, 6.13	100-600	Module Safeharbor Cart for Notebook Security	1838	2	*3,676*
		Supplies and materials needed for the 300 hours of Extended Day Program			
6.12, 6.13	100-600	882391- Dixon Pencil Cap Wedge Erasers	1.10	98	*108*
6.12, 6.13	100-600	300-525 - Crayola Colored Pencils Asstd 12/set	1.70	150	*255.*
6.12, 6.13	100-600	390848 - Perman Glue Sticks CLR, Lg 6/pk	7.00	100	*700*
6.12, 6.13	100-600	517813 - Oxford Index Cards, Ruled Wht 5'H	2.50	130	*325*
6.12, 6.13	100-600	901912 - Plastic Dividers A-Z	4.00	147	*588*

S-13 REVISED

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 10, Paterson Public Schools

6.12, 6.13	100-600	901913 – Plastic Dividers, Mthly Tabs, Asstd Color	4.00	150	*600*
6.12, 6.13	100-600	753915 – Dixon Ticond Preshar Pencils	2.8	200	*500*
6.12, 6.13	100-600	500462 – Dixon Ticond Pink Carn Erasers	2.05	222	*457*
		Supplies and materials needed for the Data Room to provide data reports on a weekly basis and for the Extended Learning Opportunity			
6.12, 6.13	200-600	Paper Mart Copy paper	26.48	150	*3,972.*
6.12, 6.13	200-600	CE401A-HP 507A Cyan Laser jet toner cartridge	217.27	6	*1,304.*
6.12, 6.13	200-600	CE402A-HP 507A Yellow Laser jet toner cartridge	217.27	6	*1,304.*
6.12, 6.13	200-600	CE403A-HP 507A Magenta Laser jet toner cartridge	217.27	6	*1,304.*
6.12, 6.13	200-600	CE400A-HP 507A black laser jet toner cartridge	145.49	8	*1,164.*
6.12, 6.13	200-600	116657 - Manila folders 100/box	5.99	10	*60.*
6.12, 6.13	200-600	3450 - 8-outlet Surge/Data protector	31.99	6	192.
6.12, 6.13	200-600	729554 -Hanging file folders	12.49	10	125.
6.12, 6.13	200-600	502112 - Chisel tip dry-erase markers/4pk	5.99	20	120.
6.12, 6.13	200-600	HP507A CE740A Toner Cartridge black	127.00	6	*762.*
6.12, 6.13	200-600	HP507A CE400A Toner Cartridge black	114.50	4	*458*

S-13 REVISED

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 10, Paterson Public Schools

9.26	100-600	***Materials needed for Grades 6-8 female students for the P.R.I.D.E. Youth Program.*** Pens (box of 60)	6.00	6	*36.00*
9.26	100-600	Notebooks (500 total)	1.58	500	*790.00*
9.26	100-600	Pencils (box of 96)	15.00	6	*45.00*
9.26	100-600	Portfolios (box of 25)	10.00	3	*30.00*
9.26	100-600	***Materials needed for Grades 6-8 male students for the P.R.I.D.E. Youth Program.*** Pens (box of 60)	6.00	7	*36.00*
9.26	100-600	Notebooks (500 total)	1.58	500	*790.00*
9.26	100-600	Pencils (box of 96)	15.00	6	*45.00*
9.26	100-600	Portfolios (box of 25)	10.00	3	*30.00*
9.26	100-600	Color Paper assorted	10.00	30	300.00
					30,090

S-15 REVISED

BUDGET DETAIL FORM F

Date: July 11, 2013

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 10, 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
3.8	100-800	Student Incentives (500) students @ $20 per student for student materials from approved vendors = $5,000 such as, awards, and or school event, and achievement celebrations.	***10,000***
8.7	100-800	Student Admissions/1 field trip each student (500 students) x 1 trip x $7 per students = $3,500 Example: Liberty Science Center, Medieval Times, Bronx Zoo, Rutgers Gardens, New York Aquarium	***3,500***
9.29	100-800	Student Incentives (150) students @ $20.00 per student for the **P.R.I.D.E. Youth Program**	***3,000***
4.11	200-500	Registration for Administrators/Coaches to attend conferences (5) staff x 5 conferences x $50 = $1,250	***1,250***
9.12	200-500	Refreshments catered for parents/family/staff community outreach nights 14 parent/family/staff outreach meetings @ $200 per event = $2,800	***2,800***
8.7	200-500	Buses for field trips for 500 students, teachers, and parents. 6 buses @ $400 = 2,400	***2,400***
2.2	200-500	Teachscape Licenses for (53 Licenses)	***14,544***
9.27	200-500	Fingerprint for volunteer mentor for **P.R.I.D.E. Youth Program**	***625***
9.28	200-500	10 @ $400 per Bus = $4,000 for Career and College preparation trips for the **P.R.I.D.E. Youth Program**	***4,000***
4.12	200-580	Travel reimbursement for Administrators/Coaches Leadership Network Meetings/Conferences throughout the year as per the NJDOE. (4) staff x 4 travel meetings x $100 = $1,600	***1,600***
3.1	200-800	Teacher Incentives (30) teachers @ $2000 for materials from vendors such as Scholastic and Teacher Created materials for a program that is over and above the normal classroom time. Also to be used for Mini Grants.	***60,000***

S-15 REVISED

BUDGET DETAIL FORM F

Date: July 11, 2013

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 10, Paterson Public Schools	

		Total	***103,719***

Form S-17
NJ DEPARTMENT OF EDUCATION

August 3, 2013

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Paterson Public Schools

School Name: School 10

County/LEA/School Code: 31 / 4010 / 140

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			1,137,400		1,137,400
Purchased Professional & Technical Services	100-300			10,000		10,000
Other Purchased Services	100-500					
Supplies and Materials	100-600			19,325		19,325
Other Objects	100-800			16,500		16,500
SUBTOTAL - INSTRUCTION				1,183,225		1,183,225
SUPPORT SERVICES						
Personal Services - Salaries	200-100			411,374		411,374
Personal Services – Employee Benefits	200-200			217,417		217,417
Purchased Professional & Technical Services	200-300			90,000		90,000
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			25,619		25,619
Travel	200-580			1,600		1,600
Supplies and Materials	200-600			10,765		10,765
Other Objects	200-800			60,000		60,000
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				816,775		816,775
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 Evans 8/6/13

Date