Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO# **14-SG07-H03**

Title: School Improvement Grant

SECTION II, PART A:

Henry Snyder High School
School Name

239 Bergen Ave
School Address

Jersey City, NJ 07305
School City, State, Zip

9th-12th
Grade Span of School

Internal use only: 17-2390-0 0 0 0
School Code Type Region Sequence

Michael Kell
School Principal Name

201-915-6600
Phone #

Ellen Ruane
School Program Director Name

201-413-6934
School Program Director Telephone

eruane@jcboe.org
School Program Director Fax/email

Total amount of funds requested for school application: Year 1 $2,000,000 Year 2 $2,000,000 Year 3 $2,000,000

Duration of the Year 1 project: 7/1/14 to 8/31/15

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.

Marcia V Lyles
Certification of Chief School Administrator

March 31, 2014
Date

SECTION II PART B

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

Signature of Chief School Administrator

Superintendent
Title

3/31/14
Date

Business Manager: Rhonda Cy

Phone: (201) 915-6255

Fax: (201) 915-9533

Form S-2

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.
- A State Turnaround Coach is assigned to each school.
- 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.

Jersey City Public School District
Applicant LEA

Signature: *Chief School Administrator*

Henry Snyder High School
Applicant School

March 31, 2014

Date

Form S-3

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	Henry Snyder High School
Address (including zip + 4 code)	239 Bergen Ave, Jersey City, NJ 07305
DUNS number	*077542912*
Expiration Date of SAM registration	*February 24, 2015*
Congressional District	*9.10.13*

Part II – Primary Place of Performance under this award

City	Jersey City
County	Hudson County

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

Signature of Chief School Administrator

Marcia Lyles, State District Superintendent
Name and Title

Form S-4

Date: __March 31, 2014

Page ____ of ____

PROJECT ABSTRACT

LEA : ____Michael Kell_____

Name of School: _Henry Snyder High School_____

Mission	Henry Snyder High School will provide a supportive and stimulating educational environment where students will acquire 21st Century Skills to process information from multiple sources using higher order thinking skills across the curricula. Student learning will be maximized to ensure all students, of all ability levels, are well equipped to meet the global challenges of life, education, and career readiness.
Vision	All students at Henry Snyder High School will gain the knowledge, skills, and ethics necessary to succeed in a highly competitive, technologically advanced, multi-ethnic, and diverse global society. We will transform the teaching and learning environment for all at Henry Snyder High School to accelerate those who are behind, improve graduation rates and prepare students for post-secondary success.
Project Implementation Summary	In 2014, the LEA selected the **Transformation Model** for implementation at Henry Snyder High School based on a comprehensive needs assessment and identification of root causes for its continuing failure to achieve federal, State and LEA outcomes for improved school effectiveness, student achievement, and graduation rates. All reform strategies and project activities were aligned with identified school needs, goals were set and success indicators determined to measure the improvement of school effectiveness, student academic achievement, and graduation rates. Interventions will impact on our three highest needs areas: academic support for students, instruction, and culture and climate. Students will receive increased learning time. This will include a remediation and enrichment period. Our freshmen class suffers the highest dropout rate and highest failure rate. These students will receive increased support in the newly designed Freshmen Academy. This academy will deploy teamed teachers, promote relationship building, provide a science camp for students, and will focus on two academic areas identified as high need - numeracy and literacy. Students who are "off track" for graduation will attend an alternative program after school where they will complete courses online. Presently, instruction is teacher centered. The expectation will be that all professional development and coaching will transform pedagogy to be student directed with a focus on project based learning and student choice. Instruction

	will become differentiated with varied levels of text with student groupings based on formative assessments. Instruction will be improved by employing teaching and learning best practices in the classroom. Consultants instruct the staff on: restorative practices; how to form, maintain and sustain effective professional learning communities; depth of knowledge; Common Core Curriculum Standards; text complexity; and assessment literacy. A math coach, language arts coach, data coach, and technology coach will provide embedded instructional coaching in these four key areas. A cadre of faculty will be trained as instructional mentors to the non-tenured teachers. Teachers will participate in Professional Learning Communities. Culture and climate will be improved through restorative practices. Positive Behavior Supports in Schools (PBSIS) will continue. Attendance and behavior for students will be more closely monitored utilizing a non-intrusive, radio frequency identification system (RF). Teacher attendance will also be monitored by the RF system. Students will benefit from increased field trip opportunities. Staff will receive incentives, such as attending national conferences, for increasing student academic achievement and positive behavioral change. Parents will be invited to attend family nights where they will have a choice of workshops to attend. Parents and family will be invited to events that celebrate students' academic successes, character development, and good citizenship.

Form S-5

Date: __March 31, 2014__ **Page ____ of ____**

REPORTING METRICS

LEA : ___Jersey City Public Schools

Name of School: ___Henry Snyder High School_____

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation
Number of minutes within the school year	57, 330 (5hr 15 min per day x 182 day for the 2013-2014 school year)
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	**See "HSPA" Table below**
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	100% Participation Rate (school-wide)
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	**See "Mean Scores by Subgroup" Table below**
Percentage of limited English proficient students who attain English language proficiency	N/A
Graduation rate	53%
Dropout rate	2%
Student attendance rate	87.9%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	17.3% (29 students)
College enrollment rates	67%
Student Connection and School Climate	
Discipline incidents	324
Truants	16 students
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Teachers receive an average score of 2.9 out of 4 on the student growth section of their evaluation.
Teacher attendance rate	80%

HSPA - Spring Test (School Year: 2012-2013)							
Language Arts Literacy							
Economically Disadvantaged	Race/Ethnicity	Special Ed	First Time Test Taker	Performance Level	# Students	Percent	Percent of Total
No	American Indian	No	Yes	Proficient	2	100	2.5
No	Asian	No	Yes	Proficient	1	100	1.2
No	Black	No	No	Partially Proficient	2	100	2.5
No	Black	No	Yes	Partially Proficient	2	8.7	2.5
No	Black	No	Yes	Proficient	20	87	24.7
No	Black	No	Yes	Advanced Proficient	1	4.3	1.2
No	Black	Yes	Yes	Partially Proficient	8	66.7	9.9
No	Black	Yes	Yes	Proficient	4	33.3	4.9
No	Pacific Islander	No	Yes	Proficient	1	100	1.2
No	White	No	Yes	Advanced Proficient	1	100	1.2
No	White	Yes	Yes	Partially Proficient	1	100	1.2
No	Hispanic	No	Yes	Partially Proficient	1	20	1.2
No	Hispanic	No	Yes	Proficient	4	80	4.9
No	Hispanic	Yes	Yes	Partially Proficient	1	33.3	1.2
No	Hispanic	Yes	Yes	Proficient	2	66.7	2.5
Yes	Asian	No	Yes	Proficient	1	100	1.2
Yes	Black	No	No	Proficient	2	100	2.5
Yes	Black	No	Yes	Partially Proficient	1	9.1	1.2
Yes	Black	No	Yes	Proficient	10	90.9	12.3
Yes	Black	Yes	Yes	Partially Proficient	10	100	12.3
Yes	Pacific Islander	No	Yes	Proficient	1	100	1.2
Yes	Hispanic	No	Yes	Partially Proficient	1	50	1.2
Yes	Hispanic	No	Yes	Proficient	1	50	1.2
Yes	Hispanic	Yes	Yes	Partially Proficient	3	100	3.7

HSPA - Spring Test (School Year: 2012-2013)							
Math							
Economically Disadvantaged	Race/Ethnicity	Special Ed	First Time Test Taker	Performance Level	# Students	Percent	Percent of Total
No	American Indian	No	Yes	Proficient	2	100	1.8
No	Asian	No	No	Partially Proficient	2	100	1.8
No	Asian	No	Yes	Proficient	1	100	0.9
No	Black	No	No	Partially Proficient	9	75	8
No	Black	No	No	Proficient	3	25	2.7
No	Black	No	Yes	Partially Proficient	13	56.5	11.5
No	Black	No	Yes	Proficient	10	43.5	8.8
No	Black	Yes	Yes	Partially Proficient	8	66.7	7.1
No	Black	Yes	Yes	Proficient	4	33.3	3.5
No	Pacific Islander	No	No	Partially Proficient	1	100	0.9
No	Pacific Islander	No	Yes	Partially Proficient	1	100	0.9
No	White	No	No	Partially Proficient	1	100	0.9
No	White	No	Yes	Advanced Proficient	1	100	0.9
No	White	Yes	Yes	Partially Proficient	1	100	0.9
No	Hispanic	No	Yes	Partially Proficient	1	20	0.9
No	Hispanic	No	Yes	Proficient	4	80	3.5
No	Hispanic	Yes	Yes	Partially Proficient	1	33.3	0.9
No	Hispanic	Yes	Yes	Proficient	2	66.7	1.8
Yes	Asian	No	Yes	Proficient	1	100	0.9
Yes	Black	No	No	Partially Proficient	14	100	12.4
Yes	Black	No	Yes	Partially Proficient	8	72.7	7.1
Yes	Black	No	Yes	Proficient	3	27.3	2.7
Yes	Black	Yes	Yes	Partially Proficient	9	90	8
Yes	Black	Yes	Yes	Proficient	1	10	0.9
Yes	Pacific Islander	No	Yes	Proficient	1	100	0.9
Yes	White	No	No	Proficient	1	100	0.9
Yes	Hispanic	No	No	Partially Proficient	3	60	2.7
Yes	Hispanic	No	No	Proficient	2	40	1.8
Yes	Hispanic	No	Yes	Partially Proficient	1	50	0.9
Yes	Hispanic	No	Yes	Proficient	1	50	0.9
Yes	Hispanic	Yes	Yes	Partially Proficient	3	100	2.7

Mean Scores by Subgroup Spring 2013 First-Time Gr.11		
Demographic	LAL Mean	Math Mean
All	211.3	196.8
Gen Ed	222.7	204.4
SWD	176.8	173.8
LEP	N/A	N/A
Female	222.8	203.3
Male	199.7	194.1
White	196.8	184.7
Black	210.8	196.0
Hispanic	208.5	192.8
Asian	221.5	0.3
FRL	213.0	198.9
Non-FRL	207.4	192.1

Form S-6

Date: __March 31, 2014__

STATEMENT OF NEED

LEA : _____Jersey City Public Schools

Name of School: __Henry Snyder High School_____

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled "QSR Summary".

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)	HSPA Scores, DORA data	HSPA Performance: The school average in Reading on the March 2013 HSPA was 6.1 points below the State mean. In the sub-skill Interpreting Text, the school average was 2.2 points below the state mean and in the sub-skill Analyzing /Critiquing Text, the school average was 3.9 points below the state mean. DORA Data: 45% of students testing on the Diagnostic Online Reading Assessment (DORA) were below their grade level in reading scores. 12% of students were 7 or more grade levels behind. **Root Cause**: Students need further instructional support to increase their skills around reading. Students need support in their reading skills.
Academic Achievement – Writing	Quarterly Assessment Scores, HSPA Scores	District-Developed Quarter Assessments: Only 59 students out of the 937 who were tested were proficient on the first quarter assessment for Language Arts, which is a 9% proficiency rate. For the second quarter assessment, 112 out of the 850 were proficient, a rate of 14%. HSPA Performance: The school average in Writing on the March 2013 HSPA was

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		.4 points below the state mean. **Root Cause:** Students' writing skills need to be developed.
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind	HSPA Scores	HSPA Performance: Only 57.8% of students tested were proficient in math on the HSPA test. **Root Cause:** Students do not have the grade-level appropriate skills to be able to do high school level math.
Subgroup: Homeless	Monthly Homeless Report	
Subgroup: Students with Disabilities	HSPA Scores, Quarterly Assessment Scores	HSPA Performance: In Language Arts, only 26.5% of students were proficient. In Math, only 26.4% of students were proficient. District-Sponsored Quarterly Assessment Scores: In Language Arts, only 2% of special education students were proficient for the first marking period quarterly assessment and only 12% of special education students were proficient on the midterm. In Math, only 1% of special education students were proficient on the first quarterly assessment and only 14% were proficient on the midterm. **Root Cause:** The special education population at Henry Snyder is large, 31% of the student body. These students do not have enough academic, social, and emotional supports to properly master the curriculum.
Subgroup: English Language Learners	N/A	N/A
Subgroup: Economically Disadvantaged	HSPA Scores	HSPA Scores: 77.9% of our economically disadvantaged students were proficient on the HSPA. **Root Cause:** 71.2% of the overall population of the school is economically disadvantaged.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Parent Involvement	Culture and Climate Regional Achievement Centers (RAC) Survey, Open House Attendance	RAC Survey: Only 5% of parents took this survey. Open House Attendance: Between 200-300/event **Root Cause:** Parents do not actively partner with the school. Many have conflicting priorities.
Professional Development		No surveys or data was collected.
Extended Learning Opportunities	N/A	N/A
School Culture	Suspension Data Student Attendance Data	Suspension Data: 29.2% of students were suspended in 2012-2013. 1011 non-duplicated suspensions and the average suspension were for 3 days for a total 2400 days of lost instructional time. Student Attendance Rate: 86% average daily student attendance for 2012-2013 **Root Cause:** Teachers do not employ appropriate RTI interventions. The student information tracking system is not available.
Leadership	Leadership Vacancies	High Leadership turnover rate (4 principals and 12 vice principals over 8 years.) **Root Cause:** Promotions, retirements, transfers and reassignments.
Highly Qualified Staff	Highly Qualified Report 2012-2013	92% of teaching staff was highly qualified in 2012-2013. **Root Cause:** Due to district hiring timelines and practices, many highly qualified candidates are no longer available for hire.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The leadership team used the School Improvement Plan, District Walkthrough Data, and Evaluation Data to complete the Quality School Review. Other data was pulled from state test scores and the school report card.
2.	Describe methods used to collect and compile data for student subgroups.	The data was pulled from state assessments, the Diagnostic Online Reading Assessment (DORA), Scantron Achievement Series, and the School Improvement Plan.
3.	Explain how the data from the collection methods are valid and reliable.	The data is all collected through data reporting through secure systems.
4.	What did the data analysis reveal regarding classroom instruction?	The summative data from evaluations revealed that teachers need the most improvement on using questions and questioning techniques and using assessment in instruction.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Insufficient data is available on professional development.
6.	How are educationally at-risk students identified in a timely manner?	At-risk students are identified through their grades, attendance data, and the tracking of behavior that disrupts the educational process.
7.	How are educationally at-risk students provided with effective assistance?	Two social workers work with at-risk students. An attendance policy is in place to address at-risk students with three tiers of interventions.
8.	How does the needs assessment address migrant student(s) needs?	N/A
9.	How does the needs assessment address homeless student(s) needs?	Homeless students are assigned a social worker and a service broker, who follow up with them regularly.
10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers were engaged in decisions through discussion in their PLC's. Department coordinators give input through monthly meetings.
11	Describe the transition plan for preschool to kindergarten, if applicable.	N/A
12	Describe the process used to select the priority problems and root causes for this plan?	The graduation rate, the drop out rate, and correlative data was found through NJSMART Graduation Cohort data. Student attendance and academic failures were found through our data system in Infinite Campus. Scantron Achievement Series is used to collect data regarding student achievement. Diagnostic data collected through DORA reveals a lack of literacy skills, resulting in students reading 3-5 grade levels below their current grade.

		NJASK data reveals that students are not proficient in language arts, mathematics, and science.
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	State testing data from the HSPA revealed that African American, Special Education students, and Economically Disadvantaged Students are three subgroups that are continually low performing.
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	The Transformational Model was chosen because of its four goals: 1) Developing teacher and school leader effectiveness. 2) Comprehensive instructional reform strategies. 3) Extending learning time and creating community-oriented schools. 4) Providing operating flexibility and sustained support. These four goals are congruent with our three highest need areas of instruction, academic support for students, and climate and culture.
15	What is the process for removal of staff members deemed to be ineffective?	The current process is dictated by the Human Resources Department of the district central office. The Danielson Method is used to evaluate teacher effectiveness.
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	Currently, there are no incentives for Nationally Board Certified Teachers and Principals.

Form S-7

Use only one model template for each school

Date: __March 31, 2014__

TRANSFORMATION PROJECT DESCRIPTION

LEA : Jersey City Public Schools **Name of School:** Henry Snyder High School

Transformation SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.		
Implementation Guidance Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	Use competencies and behaviors for school leaders that are consistent with the NJ Professional Standards for School Leaders as vacancies occur. In addition, the *Strong Leader Effectiveness Performance Evaluation Model* is used to evaluate school administrators twice annually.	August 2014-June 2015
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Research practices for Transformational Leaders were used in the selection process for the position of principal. The position was posted, interviews were held, and the LEA selected a principal possessing the capacity and prior experience to develop strong connections to parents, the community, and external partnerships; demonstrated proficiency for collaborative and distributive leadership, shared problem solving and decision making; and flexible scheduling.	August 2014-June 2015
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA encourages and recognizes leaders among the staff in the school for the purpose of increasing leadership density. The LEA selects a new cohort of potential leaders from across the district to participate in a leadership development training each year. A supervisor will be hired to manage the implementation of the grant and work under the supervision of the principal.	August 2014-June 2015
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 Board of Education will assure the principal will have extensive operational flexibility. The principal will have the autonomy to develop teacher leadership. The principal will establish weekly focused walkthroughs and timely feedback to staff regarding data results. The principal will attend the Leadership Convocation and workshop sessions in the beginning of the year outlining district expectations. The LEA will provide training to principals on trends resulting from district	August 2014-June 2015

	walkthroughs with the understanding of turn-keying this information to instructional staff members.	

Transformation SIG Required Activity – 2

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

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Priority School to implement that model beginning in the 2014-2015 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	The LEA uses the Danielson model to evaluate teachers. Teachscape is used to provide transparent data for the teachers on what critical attributes of the model. Administrators are evaluated through the Stronge system. The My Learning Plan format allows for transparency and data for the principal, vice principals, and evaluators.	August 2014
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	Teachscape provides reports that show summative data on each critical attribute of the Danielson framework. These reports will be used to plan Professional Development based upon identified, low-scoring domains. Walkthroughs will look at formative data using a googledoc form, which will facilitate the analysis of these observations in order to generate summative conclusions	August 2014
3. The SEA and LEA document and provide training regarding the evaluation process.	The teaching and administrative staff will be instructed on the Danielson Framework and Teachscape system in the beginning of the year and on an on-going basis as needed.	September 2014
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	Quarterly reports will be generated by the Data Team for the Administrative Team with the assistance of LEA personnel.	September 2014-June 2015
5. The LEA monitors the evaluation process and reviews results.	Through the Teachscape system, the LEA is able to look at individual evaluation data as well as summative reports of the evaluations conducted in the building.	September 2014-June 2015

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

Implementation Guidance
The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	A transparent method is in place for teachers to access data and reports reflecting the performance levels for student achievement in areas, such as the Student Growth Objectives and quarterly assessments. The process includes notification to all stakeholders and a rubric for determination of what constitutes high teacher performance as well as the available incentives.	September 2014-June 2015
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	In agreement with the collective bargaining units of teachers and administrators, staff will receive additional compensation for meeting performance objectives.	September 2014-June 2015
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The LEA employs the Danielson Framework for Teaching that includes fully developed procedures for performance-based dismissals. Performance-based staff evaluations are used for removal of staff, who after ample opportunities have been provided to improve their performance and improve student academic achievement. The timelines for removal have been set by the New Jersey Department of Education in the AchieveNJ law.	September 2014-June 2015
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	The LEA needs to refine current hiring practices to be more responsive to school needs. In order to effectively staff our school, vacancies need to be filled within 30 days, and teachers must be highly qualified in the subjects they will be teaching.	September 2014-June 2015
5. LEAs and schools provide targeted assistance to underperforming teachers.	Teachers who are identified as needing assistance will receive increased professional development, mentoring and coaching from mentors within the school and by outside consultants based on a specific, individualized, prescriptive plan generated collaboratively by the school administration and these teachers.	September 2014-June 2015

Transformation SIG Required Activity – 4

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

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	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 will be driven through scheduled Professional Learning Communality (PLC) time for all four core areas (Math, ELA, Science, and Social Studies). PLC's will be differentiated depending on the needs identified. They will focus on data and student work. Horizontal PLC's will meet after school. PD sessions will also be held on Depth of Knowledge, text complexity and the Common Core Curriculum Standards, and formative and summative assessment.	September 2014-June 2015
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	A data coach will be hired to promote data-usage in improving instruction. The data coach will provide "Data 101" PD sessions for staff. The coach will also work with PLC's to provide guidance on content-area data use. The coach will work one-on-one with teachers who have specific needs as well. A technology integrationist will work with teachers on how to effectively use technology in the classroom. The Data Coach will also monitor and assist in the maintenance of equipment.	September 2014-June 2015
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	High levels of practices will be defined through the Danielson Framework. A quality mentoring program will be developed to mentor our new teachers on how to be effective instructionally. A math coach and ELA coach will work with teachers to ensure quality instruction.	September 2014-June 2015
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	PLC's will be differentiated depending on the needs identified. Horizontal PLC's will occur after school. Professional development will be provided to the PLC's in all four core areas (Math, ELA, Science, and Social Studies) and the Horizontal PLC's based on the needs they each identify.	September 2014-June 2015
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high	The LEA has developed rigorous, Request For Proposal procedures that include performance reviews to evaluate the PD that is offered. Teachers review the PD through surveys. Providers not meeting the LEA's expectations are not renewed.	September 2014-June 2017

quality. The LEA provides approval oversight to PD providers selected by the school.		

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; b) Instituting a system for measuring changes in instructional practices resulting from professional development; or c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs to students	In agreement with the collective bargaining units of teachers and administrators, staff will receive incentives for meeting performance objectives.	August 2014-June 2015
2. Instituting a system for measuring changes in instructional practices resulting from professional development	During direct observations of classroom instruction, the principal and vice principals will utilize rubrics to determine the level of change in instructional practices resulting from the PD each teacher has received. These data and other data will be stored in a data warehousing system. The data coach will be able to upload multiple forms of data and assessments from multiple data warehouses. These data will be used to generate reports on the effect of PD on instruction.	August 2014-June 2015
3. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	This will be implemented in agreement with the collective bargaining units of teachers and administrators.	August 2014-June 2015

Transformation SIG Required Activity – 5 Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
Implementation Guidance Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA and LEA secure funding for long-term program sustainability.	The LEA has developed and implemented a clearly articulated plan to sustain reform beyond the funding period, including integration of policies, procedures and structures into the existing district system and alignment of SIG resources with district resources and other funding sources (i.e. Title 1) to support and sustain interventions. The LEA will review the components of the SIG program twice annually to ensure that the strategies will be sustained after the third year of the grant. The school, having gained human resource capacity and tangible improvements of its infrastructure, will be able to sustain many aspects of the improvement plan utilizing many of its own resources.	September 2014-June 2015
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	Highly qualified teachers will be retained though an evaluation and support system. A member of the administrative team will represent the school at local college job fairs to recruit new teachers who the requisite skills and background necessary to meet the needs of the students they will teach. The school will work to develop partnerships with Future Educators of America and local higher education teaching programs in an attempt to get more highly educated teachers into the school and to recruit more student teachers to complete their practicum in the building.	September 2014-June 2015
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The LEA recruits school leaders from the ranks of the instructional staffs of the schools. Teachers receive tuition reimbursements when they successfully complete courses which include the supervision and administration of schools. To provide teachers with experience in working directly with their colleagues to improve instruction and to take on leadership responsibilities, the school will develop an instructionally-focused mentoring program. To ensure an effective mentoring program will be in place in future years, mentors will be turn-key train other staff. This group of mentors will continue to develop and be called upon to coach teachers and to fill other leadership roles.	September 2014-June 2015

4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA and Jersey City Board of Education will grant operational flexibility and autonomy to the school leadership, and will address policies and procedures that present barriers to reform.	September 2014-June 2015
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The LEA will provide leadership PD opportunities to help develop the leadership and instructional skills that are needed in the school. The Associate Superintendent for the Secondary Division, will mentor the principal and they will collaboratively review all aspects of the available student and staff performance data for making sound, informed decisions.	August 2014
6. The LEA includes non-monetary incentives for performance.	High-performing teachers will be given preference over their schedules where scheduling permits.	September 2014-June 2015

Transformation SIG Required Activity – 6

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

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Priority Schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The SEA and LEA utilize NJSMART, a database that integrates multiple forms of data and assessments including student demographics. It can be used to provide summative and disaggregated data that will be utilized to indicate the needs for instructional strategies and practices.	August 2014-June 2015
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	The school will implement a system to collect data from multiple sources and incorporate it into a single data warehouse including student state assessment scores, student referrals, suspensions and other disciplinary actions, and attendance and latest. A Radio Frequency Information System for students and staff will record entry and exit data which will feed directly into the data warehouse. A data coach will ensure that timely data will be available to decision-makers. Teachers will be given access to the behavior module, Infinite Campus, to better track student discipline data.	August 2014-June 2015
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	School and LEA administrators conduct weekly walkthroughs to ensure that the standards and benchmarks are being aligned to instruction. All LEA approved curricula are aligned to the state standards.	August 2014-June 2015
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	Two additional full days for PD will be held during the school year. These will be in addition to the half-day PD sessions that are built into the school calendar. PD consultants and providers will hired to provide appropriate PD as needed to meet the PD needs of the teachers.	August 2014-June 2015
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	The school will form a school-based data team that will view and discuss the data with the administrative team. After viewing the data, recommendations will be made on a monthly basis as to how to proceed with instruction. The implementation of this "data-wise" process directed by the data coach and data team will occur within the Professional Learning Communities.	August 2014-June 2015

data and plan improvement.		

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. AP students will receive extended learning time to bridge their skills and prepare them for their AP classes.	AP students will receive classes on skills needed to help them pass the tests. Students will also take a pre-test before the classes begin. Those students enrolled in AP classes for the following academic year will be invited to attend "AP Boot Camp" during the summer and on Saturday classes during the year.	August 2014-June 2015

2. The school will implement a response to intervention program.	Teachers and school staff will be trained in response to intervention. Intervention strategies will be refined by the PLC's in order to determine the most effective ways to implement them in their classrooms.	August 2014-June 2015
3. Students will have an opportunity to earn credit via online classes.	Students who are behind in classes will be able to earn credit online. The LEA already offers many courses, several of which are on the freshman level.	August 2014-June 2015
4. A Freshman Academy will be created to decrease freshmen failures and the drop out rate.	Freshmen classes will be teamed to allow for increase collaboration and support. Freshmen will attend a one-day team-building camp experience to build unity at the beginning of the year and the end of the year. Students in the Freshman Academy will receive extra social and emotional support. All Freshmen identified as performing below proficiency in mathematics will take Math Lab during the intervention period. Students will be grouped homogeneously according to their assessed skill levels. The schedule will be fluid to allow for students to move between groups based on their performance. In order to allow students to build the appropriate math skills to succeed in science, students will take Biology in their sophomore year. To get the students prepared for Biology, students will attend a Science Boot Camp on eight Saturdays.	September 2014-June 2015
5. Students will receive one-to-one computers in the classroom.	Computer carts will be used in the classroom. Additional SMARTBoards or interactive LCD boards will be installed in classrooms. All Freshman Academy classrooms will have computer carts and interactive boards.	August 2014-June 2015
6. Climate and culture will be improved through increased communication.	To enhance communication, daily schedules and announcements will be posted on large monitors in strategic locations around the building. These monitors will also flash information during emergencies.	September 2014-August 2017
7. Students will participate in a college and career readiness course.	The intervention/enrichment period will include a college and career readiness course. This will be a 2.5 credit course that will include guest speakers from community colleges, universities and trade schools. SAT Prep, writing college essays and how to complete the FASFA form will be key elements to this course. This course will be offered to Juniors and Seniors.	September 2014-August 2017

Transformation SIG Required Activity – 7a

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

Implementation Guidance

"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	Implementation Description	Timeline
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	Recognizing the research findings on the positive impact additional time can have on student achievement, the school will extend student learning time. Adjusting the school schedule from an eight period day to six, 60 minute periods will reduce the amount of time lost in transition while providing more time for instruction during each period. An intervention period will be built onto the end of the day. This period will be 40 minutes. Lunchtime will be reduced to 27 minutes for students and staff. Students will remain on campus during lunch. The school day will be adjusted to start at 8:10. The revised schedule will yield an extra 55 minutes a day of instructional time. All Freshman students will have double periods of Math and Language Arts. All Sophomore students will have a double period of Language Arts. All Juniors and Seniors will have the opportunity for test prep. This will provide over 300 hours of extended learning time. An afternoon/evening "Rebound" program will be created to provide an alternative opportunity for students to pursue a high school diploma and credit recovery. Students will receive academic support through individual tutoring, small group instruction delivered by certified mathematics, science, language arts and social studies teachers and accredited on-line classes. As students progress through the on-line lessons, their work is assessed as they progress through the curriculum by a certified district staff member. Certified staff communicates with the students providing critical feedback on their performance. Grades are issued based on unit assessments, a final average is given and credit is assigned when the course is completed.	August 2014- June 2015

2. The LEA identifies community needs and partnership opportunities.	The job placement coordinator will develop partnerships with local businesses and community organizations. The school will seek out more internships and apprentices for students in our certificated programs.	August 2014- June 2015
3. The LEA allocates funding for extended-learning programs.	The LEA will employ resources in the budget for extended learning programs, school and curriculum supervisors, administrative and support services, instruction and non-instructional staff, instructional materials, facilities, and technologies. Extended day clubs and activities will be provided for students. Many of these clubs will be enrichment opportunities for students. Homework help will support students who are in need of academic remediation.	September 2014- June 2015
4. The LEA supports school leadership in developing and sustaining community partnerships.	Partnerships will be established with The Urban League, the local Rotary clubs, Ministerial Alliance, and other service groups in the community. The school will also establish partnerships with universities, community colleges and trade schools. Those students pursing Career and Technical Education certifications (i.e. culinary arts, building trades and the arts) will have a modified schedule to facilitate internships, apprenticeships and job-embedded experiences. Dual enrollment opportunities will be pursued.	August 2014-June 2015
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	The extended learning programs will use curricula, online learning programs and courseware provided by the LEA. The LEA will provide any additional PD required for the school to implement these components.	August 2014- June 2015
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	The LEA has longitudinal data to use to assess the impact of the extended day on student achievement. Walkthroughs conducted by LEA supervisors reveal instructional practices and the effectiveness of the instruction being carried out. The school has a system in place to access the progress and effectiveness of the extended learning program using data from school-based assessments, student interviews and its own Walkthroughs.	August 2014-June 2015

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

Implementation Guidance
In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	The LEA will ensure the school follows the district-developed curriculum, which has been aligned to state standards. All credit bearing courses of study incorporate specific standards. All enrichment classes support the further development of the students' core competencies while following state standards.	August 2014- June 2015
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	Partnerships will be established with The Urban League, the local Rotary clubs, Ministerial Alliance, and other service groups in the community. The school will also establish partnerships with universities, particularly for those students pursing Career and Technical Education certificates. The job placement coordinator will work to facilitate and maintain these relationships.	August 2014- June 2015
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.	The school has a Parent Council, the role of which will be expanded to recruit additional members by offering more activities that will be co-sponsored by the school including monthly meetings focused on topics of importance to the entire school community including parents, community members, school staff, and other stakeholders. During each quarter, Parent nights will commence with dinner. Parents will select their workshops on topics such as, how the tap into and use of community resources, and how to select a university, college or career preparatory program for your child. Parents will be invited to accompany their children on trips to two year and four colleges and career preparation programs.	August 2014-June 2015
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The School-based support services and social workers will provide PD to all staff on the availability of resources and community organizations.	August 2014- June 2015

5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	The school will survey parents in the beginning and end of each school year to measure their level of satisfaction with the programs offered, their comfort with the school administration, the level of student achievement attained, the extra-curricular activities offered, their involvement in parent activities, and for their ideas on what the school is doing well and how it can improve. These data will be summarized and complied into a report which will be disseminated to all parents, the LEA and other stakeholders.	August 2014-June 2015

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. School climate and discipline will improve through implementing a system of positive behavioral supports	The school will implement a safer, saner schools whole school reform (restorative practices). To achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community. The school leadership and staff will develop a customized plan based on their own needs and goals. Everyone on the school staff has a role in implementation. Several staff will be selected and trained by a restorative practices consultant to be professional development instructors to ensure program sustainability. The model includes these elements *affective statements*, *restorative questions*, *fair process*, *small impromptu conferences*, *proactive circles*, *responsive circles* and *restorative conferences*. Staff teams, working in small professional learning groups, focus on understanding and using these elements. The school will partner with the national PBSIS (Positive Behavior Supports and Interventions in Schools) organization to develop a school-wide positive behavior support and intervention program. This system includes rewards and incentives for students and staff. For example, academic performance will be rewarded with a" Breakfast of Champions". Students can reward their teachers with a coupon that they can redeem for duty free periods, reserved parking, etc.	September 2014-June 2015

2. All students will receive emotional and social support	Once a month, the School-based support services and school social workers will visit all classes to provide support and lead group sessions on social and emotional issues that effect students.	September 2014-June 2015

Transformation SIG Required Activity - 8

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

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The LEA's human resource (HR) offices plays a crucial role in the success of school improvement efforts by assessing the staffing needs of all of the schools and following through with the hiring of qualified teachers and recruiting leadership candidates. HR helps principals find teachers who meet their school's particular needs and supports ongoing teacher performance evaluations. HR conducts annual job fairs and widely advertises vacancies for all positions.	August 2014-June 2015
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA provides consultants who provide professional development for the school leaders. The principal has a mentor assigned who serves to orient the principal to the LEA, assist in decision-making, and provide access to resources.	August 2014-June 2015
3. The LEA has established annual goals for student achievement.	Annual goals are established collaboratively with the state Regional Achievement Centers (RAC)	August 2014-June 2015
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	RAC reviews, quarter assessment data, and state data will be reviewed to provide evidence on student learning. Effective practices will be observed through district walkthroughs and summative reports through Teachscape. Diagnostic assessments will also be reviewed to provide data on the progress of students.	August 2014-June 2015
5. The LEA and school share student progress data with parents and students.	Student progress will be shared between the LEA and the school through the online portal, Infinite Campus. Teachers' gradebooks will be available online. Parents receive student report cards and detailed explanations on how to interpret state assessment outcome. Parents are invited and attend open school nights to conference with their children's teachers.	August 2014-June 2015

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or b) Implementing a per-pupil school-based budget formula that is weighted based on		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
The school incentivizes teachers and administrators to maximize their performance.	The incentives could include pursuing National Board Certification, or attending leadership training conferences and workshops to enhance their teaching and leadership skills. Teachers will able to apply for mini-grants to purchase additional instructional materials, attend field trips, and attend professional development opportunities. Administrators and teachers will be eligible for tuition reimbursement.	August 2014- June 2015

Transformation SIG Required Activity – 9

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

Implementation Guidance

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	Implementation Description	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 SEA collects student data utilizing the NJSMART database. The LEA is provided access to it. The LEA uses a web-based data analysis system called Achievement Series to collect and analyze assessment scores on district created Quarterly Assessments. Quarterly Assessments are created through the formation of content specialized committees, comprised of content area supervisors and teachers. The district is in the process of acquiring SchoolNet IIS, an instructional educational improvement software to capture data.	August 2014- June 2015
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The data from Achievement Series is available and reviewed by the Regional Achievement Center Representatives, Division Director, Supervisors, Principal and School Leadership Team during each cycle review. The cycle review is done six times during the school year. QSR review is done annually with a mid-year check. The QSR is completed by the school, RAC Specialists, the district and SLC. In addition, with the implementation of SchoolNet IIS, will address data driven decision making that will impact student performance. Infinite Campus and NJ SMART are used extensively by the school and it has access to the Behavior Module in Infinite Campus to further assist the monitoring of data on all nine indicators.	August 2014-June 2015

Form S-8

Date: __March 31, 2014__

ANNUAL STUDENT TARGETS

LEA : _____Jersey City Public Schools_____ **Name of School:** _Henry Snyder High School__

	LANGUAGE ARTS					MATH				
	HSPA	2013 Baseline	2014 Target	2015 Target	2016 Target	HSPA	2013 Baseline	2014 Target	2015 Target	2016 Target
Total Students	173	75.2%	79.7%	82%	84.3%	173	57.8%	58%	62.7%	67.4%
Students with Disabilities	56	26.5%	43.9%	50.2%	56.5%	55	26.4%	31.9%	39.5%	47.1%
Limited English Proficient Students	0	0%	0%	0%	0%	0	0%	0%	0%	0%
White	0	0%	0%	0%	0%	0	0%	0%	0%	0%
African-American	122	76.5%	75.3%	78%	80.7%	121	55.8%	51.2%	56.7%	62.2%
Asian/Pacific Islander	0	0%	0%	0%	0%	0	0%	0%	0%	0%
American Indian/Native American	0	0%	0%	0%	0%	0	0%	0%	0%	0%
Hispanic	33	0%	90%	90%	90%	34	64.7%	73.7%	76.6%	79.7%
Others	0	0%	0%	0%	0%	0	0%	0%	0%	0%
Economically Disadvantaged	130	77.9%	79.2%	81.5%	83.8%	130	43%	57.4%	62.2%	67%

Form S-9

Date: __March 31, 2014__ _____

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:
The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.
The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: __March 31, 2014__

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____Jersey City Public Schools_____ **Name of School:** ___Henry Snyder High School_____

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
Henry Snyder High School	$2,000,000.00	$2,000,000.00	$2,000,000.00	$6,000,000.00
Total Budget	$2,000,000.00	$2,000,000.00	$2,000,000.00	$6,000,000.00

Budget Narrative

The Jersey City Public Schools is submitting a School Improvement Grant Application with the corresponding budget requests for Henry Snyder High School, which is eligible for the SIG-Cohort 3 funding as a priority school for the July 1, 2014 – August 2017 grant period. Project goals, reform strategies and activities are consistent with required and permissible SIG activities for the Transformation Model. This model was selected based on the needs and root causes identified by a comprehensive School Needs Assessment. The proposed project budget for the SIG grant is directly tied to the project goals, reforms strategies, activities and indicators of success for desired outcomes which are delineated in the project activity plan.

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

Form S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: __March 31, 2014__

NGO TITLE: School Improvement Grant

SCHOOL NAME: Henry Snyder High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 1 Objective 4	100-100	SIG Summer Leadership Academy	5 Teachers x 5 hours x 5 days x $40.00 per hour	$5,000
Goal 1 Objective 4	100-100	SIG Summer Leadership Academy	4 Administrators x 5 days x 1 days pay (1/209 = $600/day/admin)	$12,000
Goal 1 Objective 3	200-100	1 SIG Supervisor Annual Salary ($100,000)	1 Full Time Supervisor x 100% effort = $100,000	$100,000
Goal 4 Objective 2	200-100	Hiring a Full Time Technology Integrationist will coach staff on integrating tech into the classroom.	1 Full Time Technology Integrationist x 100% effort = $70,000	$70,000
Permissible Activity Objective 1	100-100	AP Camp for Students	4 Teachers x 4.5 hrs x 4 days x $40.00 per hour	$2,888
Goal 7A Objective 1	100-100	Extended Learning Time Extra Compensation for Teachers	101 Teachers x 182 Days x 55 minutes per day x $40.00 per hour	$674,007
Goal 7A Objective 1	100-100	Extended Learning Time Extra Compensation for Support Staff Teacher Aide	3 Teacher Aides x 182 Days x 55 minutes per day x $15.00 per hour	$7,507
Goal 7A Objective 1	100-100	Extended Learning Time Extra Compensation for Support Staff Teacher Assistant	2 Teacher Assistants x 182 Days x 55 minutes per day x $28.00 per hour	$9343
Goal 7A Objective 1	100-100	Afterschool Rebound Extra Compensation for Teachers	4 Teachers x 3 hrs x 180 days x $40.00 per hour	$86,400

Form S-12

BUDGET DETAIL FORM B

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

Date: __March 31, 2014__

NGO TITLE: School Improvement Grant
SCHOOL NAME: Henry Snyder High School

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 0 ----------%	WRKR'S COMP 0 ----------%	UNEMPLY. ----------%	DISABIL. ----------%	HEALTH 23.75 ----------%	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Extra Compensation	$777,257	$59,460								7.65	$59,460
SIG Supervisor Full Time	$100,000	$7,600	$14,250					$23,750		45.65	$45,600
Technology Integrationist Full Time	$70,000	$5,320	$9,975					$16,100		45.65	$31,395

Form S-13

BUDGET DETAIL FORM C

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

Date: __March 31, 2014__

NGO TITLE: School Improvement Grant
SCHOOL NAME: Henry Snyder High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 4 Objective 1	100-300	Contract with service provider for balanced literacy	$1500.00 per day	30 Days	$45,000.00
Goal 4 Objective 1	100-300	Contract with service provider for instructional strategies	$400.00 per teacher x 20 teachers	9 Days	$72,000.00
Goal 4 Objective 1	100-300	Contract with service provider for Depth of Knowledge/Questioning Techniques	$1500.00 per day	9 Days	$13,500.00
Goal 4 Objective 1	100-300	Contract with service provider for Validating Assessments	$1500.00 per day	12 Days	$18,000.00
Goal 4 Objective 1	100-300	Contract with service provider for Embedding Differentiated Instruction	$1500.00 per day	5 Days	$7,500.00
Goal 4 Objective 1	200-300	Contract with service provider for RTI	$1500.00 per day	5 Days	$7,500.00
Goal 4 Objective 4	100-300	Contract with service provider to provide PLC Training	$50,000 Flat Fee	n/a	$50,000.00
Goal 5 Objective 2	100-300	Partnerships with Future Educators of Tomorrow, and Local Teaching Programs	$125.00 Flat Fee	n/a	$125.00
Goal 5 Objective 3	100-300	Contract with service provider to provide an Instructionally Focused Mentoring Program	$400.00 per teacher x 20 teachers	5 Days	$40,000.00

Permissible Activity Objective 4	100-300	Contract with service provider from Freshman Academy Team Building Experience to provide 4 follow up sessions at Snyder High School	$1500.00 per day	4 Days	$6,000.00
Goal 7B Objective 5	200-300	Contract with service provider to provide parent workshops on various topics	1500.00 per day	5 Days	$7,500.00
Permissible Activity 2 Objective 1	200-300	Contract with service provider for Safer Saner Schools Program implementation	$47,500.00 Flat Fee for Entire School Staff	Ongoing	$47,500.00

Form S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: __March 31, 2014__

NGO TITLE: School Improvement Grant

SCHOOL NAME: Henry Snyder High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 6 Objective 2	200-600	Radio Frequency Tags for ID/Attendance System	$10.00 per tag	1500	$15,000.00
Permissible Activity Objective 5	100-600	Purchase 12 Computer Carts with 25 computers per cart with an image, software and tracking and furnished with a printer for each 9th grade classroom.	$30,000.00 per cart	12 Carts	$360,000.00
Permissible Activity 2 Objective 1	100-600	Purchase student incentives for the PBSIS program.	$11,150	n/a	$11,150.00

Form S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: __March 31, 2014__

NGO TITLE: School Improvement Grant

SCHOOL NAME: Henry Snyder High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 6 Objective 2	400-731	Attendance Radio Frequency System Linked to current student information system (including 1200 cards)	$34,332	1	$34,332
Permissible Activity Objective 6	400-731	Monitors for each floor of the school to project school messages	$2,000.00 per monitor	3	$6,000.00
Permissible Activity Objective 5	400-731	Wall Mounted Smart boards	$4,500.00 per board	5	$22,500.00

Date: __March 31, 2014__

Form S-16

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Henry Snyder High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal 3 Objective 1	200-800	Tuition Benefits for Administrators (Application Pool)	$5,000.00
Goal 3 Objective 1	100-800	Mini Grants 10 x $1,000.00	$10,000.00
Goal 3 Objective 1	100-800	National Board Certification for up to 3 Teachers x $2,000.00 each	$6,000.00
Goal 3 Objective 1	100-800	Tuition Benefits for Instructional Staff (Application Pool)	$15,000.00
Goal 3 Objective 1	100-800	Workshop Awards (Application Pool)	$10,000.00
Goal 3 Objective 2	100-800	Performance Based Incentive System (3% of Teachers Salary x 20% of Teaching Staff)	$30,000.00
Goal 4 Objective 2	200-500	Technology Maintenance Contract with a Service Provider	$10,000.00
Permissible Activity Objective 1	100-800	Admission to a Play as an incentive for participating in the AP boot camp ($50.00 per ticket x 50 tickets)	$2,500.00
Permissible Activity Objective 1	200-580	Transportation for the Incentive trip to the play (1 School Bus = $500.00)	$500.00
Permissible Activity Objective 4	100-500	Freshman Academy will attend a team building experience ($82.00 per student x 300 students)	$24,600.00
Permissible Activity Objective 4	200-580	Transportation for the Freshman Academy Team Building Experience (1 School Bus = $500.00 x 3 Buses)	$1,500.00
Goal 7B Objective 3	200-500	Guest Speakers for Parent Activities ($1,000.00 per speaker x 7 speakers)	$7,000.00

Goal 7B Objective 3	100-500	Food for parents on trip to colleges and trade schools ($10.00 per person x 7 trips x 60 parents per trip)	$ 4,200.00
Goal 7B Objective 3	200-580	Transportation for parent trips to colleges and trade schools (7 trips x 2 buses per trip x $300.00 per bus)	$ 4,200.00
Goal 1 Objective 4	200-580	Mileage for Summer Leadership Training 5 R/T x 150 miles x 5 Teachers x $ .31	$1,163.00
Goal 1 Objective 4	200-580	Mileage for Summer Leadership Training 5 R/T x 150 miles x 4 Administrators x $ .31	$930.00

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Jersey City Public Schools

School Name: Henry Snyder High School County/LEA/School Code: __ __ / __ __ __ __ / __ __

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: **14-SG07-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			$797,145		$797,145
Purchased Professional & Technical Services	100-300			$252,125		$252,125
Other Purchased Services	100-500			$28,800		$28,800
Supplies and Materials	100-600			$371,150		$371,150
Other Objects	100-800			$73,500		$73,500
SUBTOTAL - INSTRUCTION				$1,522,720		$1,522,720
SUPPORT SERVICES						
Personal Services – Salaries	200-100			$170,000		$170,000
Personal Services – Employee Benefits	200-200			$136,455		$136,455
Purchased Professional & Technical Services	200-300			$62,500		$62,500
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			$17000		$17000
Travel	200-580			$8,293		$8,293
Supplies and Materials	200-600			$15,000		$15,000
Other Objects	200-800			$5,000		$5,000
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				$414,348		$414,348
FACILITIES ACQUISITION & CONSTR. SVCS						

Buildings	400-720					
Instructional Equipment	400-731			$62,832		$62,832
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				$62,832		$62,832
TOTAL COST				$2,000,000		$2,000,000

Business Administrator/Chief Fiscal Officer

Date 4/1/14

APPENDIX I: COMPLETING THE BUDGET INSTRUCTIONS

The budget section of your grant application should be as specific and detailed as the narrative section of your application. It should reflect the estimated costs of activities outlined in your Project Activity Plan, and contain no surprises or unjustified requests.

This information does not supersede the rules and regulations for procurement purposes.

Note that grant funds provided through any discretionary grant program may **not** be expended for costs prohibited by federal OMB circulars A-87, A-21, or A-122, as applicable

The School Improvement Grant (SIG) has specific components that are required to be completed – for example: Extended Learning Time and Incentives/Rewards. Please be aware that salaries and benefits for extended learning times **must be for hours outside of the employees' normal contract hours.** Additionally, incentives/rewards may not have any "personal value" for the recipient. For example, disallowed costs may include but are not limited to: gift cards to restaurants or book stores, IPADS, IPods, or personal computers to mention a few. However, grants can be awarded to a teacher to buy supplies to do something different or creative in a classroom; IPADS/IPODS may be purchased by the school for staff to sign out and use but not own.

STEP 1: COMPLETING THE BUDGET DETAIL FORMS

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget**. Itemization and/or detail are required to ensure that the cost is eligible generally under the Federal Cost Principles, specifically under the *NGO,* and that it is budgeted in the appropriate line.

NOTE: The same set of forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget. There is a space on each form to identify a specific subgrant agency as opposed to the applicant (lead) agency.

General Instructions

RETURN TO INSTRUCTIONS

School:	2 **Henry Snyder**
Region:	3
County:	Hudson
District:	Jersey City
CDS:	172390050
RAC Classification:	Priority School
Principal:	3 Michael Kell

School Goals - Henry Snyder

RETURN TO INSTRUCTIONS

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 SIG - 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 - 2013 School Profiles and Progress Targets. When prompted enter User ID: PT@2013 and Password: NJPTS@13

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

RETURN TO INSTRUCTIONS

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, enter the summary of findings aligned to each indicator based on data and/or observations.
Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	Developing	We have a School Improvement Plan that is shared with the faculty on a regular basis. This plan has specific goals that are based on student data. This information was also shared with the Parent Council. Another strength is our partnerships with the community. We work with several college preparatory programs and the military. We have had scheduled meetings for parents to meet with local colleges and receive information about FAFSA. We have begun the process of collecting walkthrough data and have begun to analyze it and apply it to instruction.	The vision and mission need to be based on a more significant base of data. Data needs to be monitored more closely to make sure that teachers are using it to differentiate for their students. We would also like to have more input and autonomy over our hiring practices. We would like to be able to hire individuals in a more timely manner.
	1.2	Proficient		
	1.3	Developing		
	1.4	Developing		
	1.5	Developing		
	1.6	Developing		
	1.7	Developing		
	1.8	Developing		
	1.9	Underdeveloped		
	1.10	Proficient		
2- School Climate & Culture	2.1	Underdeveloped	High expectations are communicated to teachers and students. We have begun the process of implementing PBSIS, Positive Behavior Support in Schools. This is a planning year for the program that will be implemented next year.	The facility is in disrepair. The building was built in 1923 and needs significant updating. The environment is not conducive to learning. We need laborors who could me assigned to our building with frequency. In addition, it is difficult for us to get our custodial requests met in a timely manner. We struggle to get qualified custodial staff.
	2.2	Developing		
	2.3	Developing		
3 - Effective Instruction	3.1	Developing	Learning objectives are posted and in the three-part format, for the most point. Walkthroughs are done regularly, and the data is shared with teachers. Behavior expectations are set as a school.	Learning objectives are not always explained to students. Students do not know why they are completing a particular task. Teachers do not consistently use a check for understanding for students. Interventions are not always planned based on academic data. Some students are engaged and on task, but others are not. While some teachers use data to inform instruction, others are properly using data, particularly quarter exam scores, to inform instruction. Not all teachers enforce behavior expectations uniformly. Consequences are not always consistent in the classroom.
	3.2	Developing		
	3.3	Developing		
	3.4	Developing		
	3.5	Developing		
	3.6	Developing		
4 - Curriculum, Assessment and Intervention System	4.1	Proficient	The curriculum is aligned to the CCSS and there is a calendared sequence for skills and objectives. Lesson plans of non-tenured teachers are reviewed weekly. We are progressing towards daily walkthroughs of each teacher in the building. Students have access to 21st century resources. Money from the budget is monitored to provide additional resources for technology.	There is a need for teachers to use a greater variety of formative assessments. That data also needs to be analyzed in PLC meetings. One of the challenges using 21st Century resources is the fact that students do not have Internet access or computer access at home. We also do not have enough interventions for students who are two to three grade levels behind in Math and ELA.
	4.2	Developing		
	4.3	Developing		
	4.4	Proficient		
	4.5	Underdeveloped		

Quality School Review Details

5

RETURN TO INSTRUCTIONS

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, 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	Underdeveloped	Most of the teachers are certified. Teachers are evaluated and receive contstructive feedback and additional support based on their evaluation. Teachers receive professional development based on the data results from evaluations. Teachers meet in PLC's weekly to review the needs of their departments. Staff are evaluated regularly. Those that are underperforming receive improvement plans and extensive documentation with an urgency to dismiss them.	We have many vacancies with teachers throughout the year. We would like to have more control over the hiring policies. We wish for teachers who are coming in to teach a sample lesson for the administrators before being hired. We also need to improve the mentoring practices for first year teachers to be more instructionally based. When teachers are underperforming, we do not have the control to remove them from their position as quickly as is needed. We have a goal of increasing the amount of input from teachers to make professional development very teacher-driven.
	5.2	Proficient		
	5.3	Proficient		
	5.4	Proficient		
	5.5	Developing		
6 - Enabling the Effective Use of Data	6.1	Proficient	Parents receive regular progress reports in a consistent format. Climate and cultural surveys are given to students and parents and that data is analyzed. Teachers have regularly scheduled collaboration time and focus on analyzing the data. Walkthoughs are scheduled.	A need for our school is to have a data coach who can cultivate data and train staff on how to effectively use it in their classroom. Data review protocols also needs to be established and enforced. We would like more control over data systems to be able to monitor the data more effectively.
	6.2	Developing		
	6.3	Proficient		
7- Effective Use of Time	7.1	Developing	Teachers have time to meet with PLC's in their content area. They meet weekly. Professional developent is given during those PLC times.	We are working to have a master schedule done before the end of the school year despite challenges with building and program changes. The master schedule needs to provide for more flexibility for students who need interventions and remediations.
	7.2	Underdeveloped		
	7.3	Proficient		
8- Family & Community Engagement	8.1	Developing	Family members are informed about student learning through traditional methods and parent workshops are held at the school on a regular basis. Our school has a Tiger's Den with social workers and service brokers. We also have two additional social workers that meet with our students.	We need development in our Parent Council, as there was a recent change in leadership. It is difficult to maintain accurate family records.
	8.2	Proficient		

Description of Highest Priority Issues

6

RETURN TO INSTRUCTIONS

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
Climate and Culture	School Climate Survey, drop out rate, suspension rate, attendance for faculty and students	High turnover rate of faculty and administrators, high rate of poverty, parents lack of education, high rate of special education students	Economically Diasadvantaged, Special Education population, African American
Instruction	Evaluation data, walkthrough data	High turnover rate of faculty and administrators, lack of control at the buidling level for hiring and firing teachers and staff	Economically Diasadvantaged, Special Education population, African American
Academic Support for Students	Failure rate, student retention rate, attendance rate, graduation rate	Students often enter two to three grade levels behind. A higher rate of absenteeism leads to lack of continuity in instruction.	Economically Diasadvantaged, Special Education population, African American

Project Activity Plan - Transformation

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

7

SIG Required Activity - 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must **(a) establish schedules and strategies that provide increased learning time for all students.**		
SMART **goal**	By June 2017, state test scores will increase by 10%. By the end of June 2017, participation in clubs will increase by 20% each year.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Climate and Culture, Academic Support for Students, Instruction**	**Primary Turnaround Principle addressed**	3
Measurable Effectiveness Data	**Extended day reporting sheets**	**Secondary Turnaround Principle addressed**	7
Owner of strategy	**SEA, Instructional Leaders**	**Other Turnaround Principle addressed**	4
Target population	**All students and teachers**	**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 school will provide students extended learning time by adjusting the schedule. The school will adopt a 6 period day each period will be 60 minutes. A forty minute intervention/enrichment period will be built onto the end of the day. Lunchtime will be reduced to 27 minutes for students and staff. Students will not go outside during lunch periods. The school day will start at 8:10. The revised schedule will yield an extra 55 minutes a day of instructional time. All freshmen students will receive double periods of math and language arts. All sophomores will have a double period od langauge arts. Juniors and Seniors will have the opportunity to complete hours in preparation for tests. This will give us over 300 hours of additional time. An afternoon/evening "Rebound" program will be developed to provide an alternative opportunity for students to pursue a high school diploma and credit recovery. Students will receive additional academic support through tutoring, small group instruction, and accredited online classes delived by certified mathematics, science, language arts, and social studies teachers. Certified staff communicates with students providing critical feedback on their performance. Grades are based on unit assessments. A final average is given and credit is assigned when they complete the coure.	August 2014-June 2015	School principal and vice principals, teachers and Instructional Leaders	$743,707.00	6/20/2015
2	The job placement coordinator will be developing partnerships with local businesses and community organizations. The school will develop increased internships and apprentices for our certificated programs.	August 2014-June 2015	Job Placement Coordinator	$0.00	6/20/2015
3	Extended day clubs and activities will be provided for students. Many of these clubs will be enrichment opportunities for students. Homework help will support students who are in need of academic remediation.	August 2014-June 2015	Teachers, Instructional Leaders	$0.00	6/20/2015
4	Partnerships will be established with The Urban League, the local Rotary clubs, Ministerial Alliance, and other service groups in the community. The school will also establish partnerships with universities, community colleges, and trade schools. Those students pursing Career and Technical Education certificates will have a modified schedule with internships, apprenticeships, and the opportunity for college credit.	August 2014-June 2015	School Principal, Job Placement Coordinator, Guidance Counselors	$0.00	6/20/2015
5	Extended learning programs will use district-developed curriculum.	August 2014-June 2015	LEA	$0.00	6/20/2015
6	The LEA has developed an assessment process for monitoring extending learning.	August 2014-June 2015	LEA, instructional leaders.	$0.00	6/20/2015
7	The intervention/enrichment period will include a College and Career Readiness Course. This will be a 2.5 credit course that will include guest speakers from community colleges, universities, and trade schools. SAT Prep, writing college essays, and how to complete the FAFSA form will be key elements of this course. This course will be offered to upperclassmen.	August 2014-June 2015	LEA, Instructional Leaders	$0.00	6/20/2015
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

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

7

SIG Required Activity - 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model.		
SMART **goal**	Each year by September, the LEA will train and develop the SEA which will result in an increase in the score of the SEA's evaluation.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Climate and Culture, Instruction, Academic Support for Students**	**Primary Turnaround Principle addressed**	**1**
Measurable Effectiveness Data	**SEA's evaluation through the Stronge evaluaton**	**Secondary Turnaround Principle addressed**	**2**
Owner of strategy	**LEA**	**Other Turnaround Principle addressed**	
Target population	**LEA, SEA, All teachers**	**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

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

Objective/ step number	**Strategy Objectives / Action Steps (no more than 15 steps)**	**Deadline**	**Owner**	**Funding amount required**
1	Use competencies and behaviors for school leaders that are consistent with the NJ Professional Standards for School Leaders as vacancies occur. In addition, the Strong Leader Effectiveness Performance Evaluation Model is used to evaluate school administrators twice annually.	August 2014-June 2017	LEA	$0.00
2	Research practices for Transformational Leaders were used in the selection process for the position. Position was posted, interviews were held, and the LEA selected an experienced principal recognized for capacity to develop strong connections to parents and the community, as well as external partnerships. In addition, to showing proficiency for collaborative and distributive leadership, shared problem solving and decision making and flexible scheduling.	August 2014-June 2017	LEA	$0.00
3	The LEA encourages and recognizes leaders among the staff in the school for the purpose of increasing leadership density. The LEA selects a new cohort of potential leaders from across the district to participate in a leadership development training each year. A supervisor will be hired to manage the implementation of the grant and work under the supervision of the principal. The principal will conduct the interview process and have the authority to choose and dismiss this supervisor.	August 2014-June 2017	LEA	$100,000.00
4	The Board of Education will assure the principal will have extensive operational flexibility. The principal will have the autonomy to develop teacher leadership. The principal will establish weekly focused walkthroughs and timely feedback to staff regarding data results. The principal will attend the Leadership Convocation and workshop sessions in the beginning of the year outlining district expectations. The LEA will provide training to principals on trends resulting from district walkthroughs with the understanding of turn-keying this information to instructional staff members.	August 2014-June 2017	LEA, School Principal	$19,093.00
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

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

7

SIG Required Activity - 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.		
SMART goal	By June 2017, all teachers will be able to use data to improve	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instruction**	**Primary Turnaround Principle addressed**	
Measurable Effectiveness Data	**Teachscape**	**Secondary Turnaround Principle addressed**	**3**
Owner of strategy	**LEA, SEA**	**Other Turnaround Principle addressed**	**1**
Target population	**All teachers**	**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 LEA and school-based administrators use the Danielson model to evaluate teachers. Teachscape is used to provide transparent data for the teachers on what critical attributes of the model. Administrators are evaluated through the Stronge system. The "My Learning Plan" format allows for transparency and data for the principal, vice principals, and evaluators.	September 1, 2014	LEA Supervisors and Instructional Leaders, School principal and vice principals	$0.00	6/30/2015
2	Teachscape provides reports that show summative data on each critical attribute of the Danielson framework. These reports can be used to plan Professional Development around low-scoring domains. Walkthroughs will look at formative data using a googledoc form.	September 1, 2014	LEA Supervisors and Instructional Leaders, School principal and vice principals	$0.00	6/30/2015
3	Training on the Danielson Framework and Teachscape system will be given to staff in the beginning of the year and on an on-going basis as needed.	October 1, 2014	All teachers	$0.00	6/30/2015
4	Calibration will occur on a quarterly basis for the Administrative Team.	September 2014-June 2017	Administrative Team	$0.00	6/30/2015
5	Through the Teachscape system, the LEA is able to look at individual evaluation data as well as summative reports of the evaluations conducted in the building.	September 2014-June 2017	LEA, school principal Instructional Leaders	$0.00	6/30/2015
6					
7			*Resources will be provided through the LEA.		
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

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

7

SIG Required Activity - 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.		
SMART goal	**By September 2016, 70% of faculty and staff will see an 20% increase on their summative evaluation every year.**	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, If applicable	Culture and Climate, Academic Support for Students, Instruction	**Primary Turnaround Principle addressed**	**2**
Measurable Effectiveness Data	**Teacher evaluations**	**Secondary Turnaround Principle addressed**	**4**
Owner of strategy	**LEA, SEA**	**Other Turnaround Principle addressed**	**3**
Target population	**All faculty and staff**	**Other Turnaround Principle addressed**	

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

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	A policy has be put in place regarding the process available to teachers who have met high performance for student achievement in areas such as Student Growth Objectives and quarterly assessments. The process includes notification to all stakeholders and a rubric for determination of the amount of the award. The incentives could include pursing National Board Certification and attending leadership training conferences/workshops.Teachers will offered mini-grants to purchase additional instructional materials, attend field trips, and attend professional development opportunities. Administrators and teachers will be eligible for tuition reimbursement.	September 2014-June 2017	LEA, School administrators	$46,000.00	6/20/2015
2	In agreement with the collective bargaining units of teachers and administrators, staff will receive additional compensation for meeting performance objectives.	September 2014-June 2017	LEA and school administrators	$30,000.00	6/20/2015
3	The Danielson Framework for Teaching includes fully developed procedures for performance-based dismissals. Performance-based staff evaluations are used for removal of staff, who after ample opportunities have been provided to improve their performance and improve student academic achievement. The timelines for removal have been set by the New Jersey Department of Education in the AchiveNJ law.	September 2014-June 2017	LEA and school principal	$0.00	6/20/2015
4	The LEA needs to refine current hiring practices to be more responsive to school needs. In order to effectively staff our school, vacancies need to be filled within 30 days by highly qualified teachers.Teachers must be highly qualified.	September 2014-June 2017	LEA	$0.00	6/20/2015
5	Teachers who are struggling will receive appropriate Professional Development to improve their performance. These teachers will also receive mentoring and coaching from instructional coaches and consultants.	September 2014-June 2017	School Principal Instrucitonal Leaders	$0.00	6/20/2015
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

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

7

SIG Required Activity - 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
SMART goal	By June 2015, 25% of teachers will demonstrate proficiency in questioning strategies and the technique of implementing higher order thinking skills (depth of knowledge) as teaching strategies that promote higher levels of student engagement; and an increase of 50% of teachers will provide written meaningful feedback on	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instruction, Academic Support for Students**	**Primary Turnaround Principle addressed**	3
Measurable Effectiveness Data	use data and technology to differentiate instruction based on student needs. 2.After providing PD on depth of knowledge, text complexity, and effective instruction, teachers will raise quarter exams scores. 3. Based on Walk Through data and Teacher observation data, the school will be able to measure change in teaching behaviors in effective instruction and data/technology usage to reach the	**Secondary Turnaround Principle addressed**	4
Owner of strategy	SEA, Instructional Leaders	**Other Turnaround Principle addressed**	
Target population	All teachers	**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	Column1	Deadline	Person Responsible	Resources	Date Completed
1	Professional development will be driven through scheduled PLC time for all four core areas (Math, ELA, Science, and Social Studies). PLC's will be differentiated depending on the needs identified. PLC's will focus on data and student work. Horizontal PLC's will meet after school. PD sessions will also be held on Depth of Knowledge, text complexity, the Common Core Curriculum Standards, and formative and summative assessment.	September 2014-June 2017	Instructional Leaders, Math Coach, LAL Coach, All Teachers	$163,500.00	6/30/2015
2	A data coach will be hired to promote data-usage in improving instruction. The data coach will provide "Data 101" PD sessions for staff. The coach will also work with PLC's to provide guidance on content-area data use. The coach will work one-on-one with teachers who have specific needs as well. A technology integrationist will also be available to work with teachers on how to use technology in the classroom. This coach will also monitor and assist in the maintenance of equipment.	September 2014-June 2017	Instructional Leaders, All Teachers, Data Coach, Technology Integrationist	$101,395.00	6/30/2015
3	High levels of practices will be defined through the Danielson framework. A quality mentoring program will be developed to mentor our new teachers on how to be effective instructionally. A math coach and ELA coach will work with teachers to ensure quality instruction.	September 2014-June 2017	Instructional Leaders	$0.00	6/30/2015
4	Professional development will be driven through scheduled PLC time for all four core areas (Math, ELA, Science, and Social Studies). PLC's will be diffentiated depending on the needs identified. Horizontal PLC's will meet after school. Faculty will receive training.	September 2014-June 2017	Instructional Leaders, All Teachers	$50,000.00	6/30/2015
5	The LEA has developed a system with an RFP and review process that will evaluate the PD that is offered and available. Teachers will review the PD through surveys.	September 2014-June 2017	All Teachers	$0.00	6/30/2015
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

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

7

SIG Required Activity - 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
SMART goal	By June 2017, our faculty retention rate will be 95%. By June 2015, all first year teachers will be partnered with a trained mentor.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Culture and Climate, Instruction**	**Primary Turnaround Principle addressed**	**3**
Measurable Effectiveness Data	**Teacher retention rate; Teacher Evaluation Scores**	**Secondary Turnaround Principle addressed**	**2**
Owner of strategy	**SEA**	**Other Turnaround Principle addressed**	**5**
Target population	**All teachers and non-instructional 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	Through flexible scheduling, department coordinators will be given the time to meet with and coach teachers in their department in content-specific instructional strategies and pedagogy.	September 2014-June 2017	LEA	$0.00	6/30/2015
2	Highly qualified teachers will be sustained though an evaluation and support system that will improve their job satisfaction. A member of the administrative team will represent the school at local college job fairs. The school administration will work to develop partnerships with Future Educators of America and local teaching programs in an attempt to get more highly educated teachers into the school and to recruit more student teachers to complete their practicum in the building.	September 2014-June 2017	School administrators	$125.00	6/30/2015
3	The school will develop an instructionally focused mentoring program with the help of an outside consultant. This program will be developed in a systematic way that will provide for an effective mentoring program in future years. The training will be turn-keyed to staff in future years. This group of mentors will continue to develop and be a group of teachers that can be called upon to coach teachers and enhance instruction in the building.	September 2014-June 2017	School administrators and teachers	$40,000.00	6/30/2015
4	The school's instructional team will work collaboratively with the leadership of the building. Together they will work to develop the leadership capacity of teachers in the educational program to lead to them becoming department coordinators and highly effective teachers.	September 2014-June 2017	School administrators and teachers	$0.00	6/30/2015
5	The LEA will provide PD before school begins to help develop the leadership and instructional skills the school needs.	August 2014, August 2015, August 2016	LEA	$0.00	6/30/2015
6	High-performing teachers will be given preferential consideration over their schedules where scheduling permits.	September 2014-June 2017	Scheduler, instructional leaders	$0.00	6/30/2015
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

RETURN TO INTRODUCTION

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

7

SIG Required Activity - 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
SMART **goal**	By June 2017, student failure rate will decrease by 20% and the drop	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instruction, Academic Achievement of Students**	**Primary Turnaround Principle addressed**	4
Measurable Effectiveness Data	**Infinite Campus data and NJSMART data**	**Secondary Turnaround Principle addressed**	3
Owner of strategy	**Instructional Leaders, Teachers**	**Other Turnaround Principle addressed**	6
Target population	**All teachers, particularly those of Freshmen 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 school will select a data warehousing system that will accommodate the unloading and integration of multiple forms of data and assessments from	August 2014-June 2017	Data Coach	$0.00	6/20/2015
2	Data will be collected through Infinite Campus, an Online System, and a swipe card system for students. A data coach will ensure that data is driving instructional change. Teachers will be given access to the behavior module with Infinite Campus to better track student discipline data.	August 2014-June 2017	Data Coach	$49,032.00	6/20/2015
3	Weekly walkthroughs are conducted to ensure that the standards and benchmarks are being aligned to instruction.	August 2014-June 2017	PD Consultant, Instructional Leaders	$0.00	6/20/2015
4	Two additional full day PD sessions will be held during the school year. These will be in addition to the half day PD sessions that are built into the school calendar. PD consultants and providers will come to help provide the PD.	August 2014-June 2017	PD Consultants	$0.00	6/20/2015
5	The school will create a school-based data team that will view and discuss the data with the administrative team. After viewing the data, recommendations will be made as to how to proceed with instruction. This will occur on a monthly basis. The implementation of this "data-wise" process directed by the data coach and data team will occur within the Professional Learning Communities.	August 2014-June 2017	School Instructional Leaders and Principal	$0.00	6/20/2015
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

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

7

SIG Required Activity - 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA must **(b) provide ongoing mechanisms for family and community engagement.**		
SMART **goal**	By June 2017, parent involvment will increase by 20% as recorded by the attendance at Parent Night events.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Culture and Climate**	**Primary Turnaround Principle addressed**	**8**
Measurable Effectiveness Data	**Attendance at parent nights; participation in community events**	**Secondary Turnaround Principle addressed**	**2**
Owner of strategy	**SEA, Instructional Leaders**	**Other Turnaround Principle addressed**	**4**
Target population	**All teachers, all students, parents, community stakeholders**	**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 LEA will ensure that the school follows the district-developed	August 2014- June 2017	LEA, School Principal	$0.00	6/20/2015
2	Partnerships will be established with The Urban League, the local Rotary clubs, Ministerial Alliance, and other service groups in the community. The school will also establish partnerships with universities, particularly for those students pursing Career and Technical Education certificates. The job placement coordinator will work to facilitate and maintain these relationships.	August 2014- June 2017	Job Placement Coordinators	$0.00	6/20/2015
3	The school principal will work with the Parent Council to expand its rolls and increase its involvement in school activities. The Parent Council will transition to a Parent Teacher Association. Monthly meetings with a specific focus will be held with parents, community members, school staff, and stakeholders. Parent workshops will be given on a quarterly basis with use of community resources, such as local universities and college preparatory programs. Parent nights will be attractional with dinner and other refreshments offered. Parents will attend college visits.	August 2014-June 2017	All teachers, Instructional Leaders	$15,400.00	6/20/2015
4	The Tiger's Den and social workers will provide PD to all staff on the availability of resources and community organizations.	August 2014- June 2017	Social Workers, Tiger's Den	$0.00	6/20/2015
5	Monthly meetings with a specific focus will be held with parents, community members, school staff, and stakeholders. Bi-yearly, parent will be surveys regarding their perceptions of the school's ability to increase student achievement, the effectiveness of the school's leadership, and areas that can be improved as well as what is working well. Survey data will be complied into a report which will be disseminated to all parents, the LEA and other stakeholders	August 2014-June 2017	School Principal, Instructional Leaders	$7,500.00	6/20/2015
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

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

7

SIG Required Activity - 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
SMART **goal**	All teachers hired between August 2014 and June 2017 will be highly qualified. Teacher retention rate will be above 95% by June 2017.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Culture and Climate, Instruction, Academic Support for Students**	**Primary Turnaround Principle addressed**	**2**
Measurable Effectiveness Data	**Teacher retention rate, graduation rates**	**Secondary Turnaround Principle addressed**	**5**
Owner of strategy	**SEA**	**Other Turnaround Principle addressed**	**6**
Target population	**All teachers, All 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	Given support by the LEA, the principal will have sufficient operational flexibility to manage the staffing, calendar, timelines, and budget to implement school-wise reform strategies to improve students achievement. The budget funds will be released to the school by September 30 of each year.	August 2014-June 2017	LEA, School Principal	$0.00	6/20/2015
2	Outside consultants will provide professional development for the school leaders.	August 2014- June 2017	LEA	$0.00	6/20/2015
3	Goals will be established through the state Regional Achievement Centers (RAC) benchmarks and the goals set by the SIG grant.	August 2014- June 2017	RAC Administrators, LEA	$0.00	6/20/2015
4	RAC reviews, quarter assessment data, and state data will be reviewed to provide evidence on student learning. Effective practice will be observed through district walkthroughs and summative reports through Teachscape. Diagnostic assessments will also be reviewed to provide data on the progress of students.	August 2014-June 2017	RAC administrators, LEA	$0.00	6/20/2015
5	Student progress will be shared through the online portal of Infinite Campus. Teachers' gradebooks will be available online.	August 2014- June 2017	Teachers	$0.00	6/20/2015
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

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

7

SIG Required Activity - 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
SMART **goal**	By September 2014, the data coach will be able to collect all data needed to provide evidence for required leading indicators of the grant.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instruction, Academic Support for Students, Culture and Climate**	**Primary Turnaround Principle addressed**	**1**
Measurable Effectiveness Data	**The data that is collected.**	**Secondary Turnaround Principle addressed**	**2**
Owner of strategy	**SEA, Data Coach**	**Other Turnaround Principle addressed**	
Target population	**All teachers, all 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	Data will be cultivated by the Data Coach and the administrative team. Data management will be reviewed on a monthly basis to examine where changes and corrections need to be made. Data will be reviewed with the Data Team and School Improvement Panel to receive teacher input on how to further meet the proposed goals. Data will be a continual reviewed.	August 2014- June 2015	Data Coach, Data Team, all teachers,school administrators, guidance councelors	$0.00	6/20/2015
2	Infinite Campus and NJ SMART will be used to gather needed data. The school will have access to the Behavior Module in Infinite Campus to further assist the monitoring of data. Students and parents will have access to aspects of the portal.	August 2014-June 2015	Data Coach, Data Team, all teachers,school administrators, guidance councelors	$0.00	6/20/2015
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Intervention Strategy Details

RETURN TO INSTRUCTIONS

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

7

SMART goal	By June 2017, the freshmen dropout rate and freshmen failure rate will decrease by 20%.	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	Acadmic Support for students, Instruction	Primary Turnaround Principle addressed	
Intervention Strategy	Extended Learning Time and Freshmen Academy	Secondary Turnaround Principle addressed	
Owner of strategy	School	Other Turnaround Principle addressed	
Target population	Freshmen, All 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	School will implement a safer, saner schools whole school reform (restorative practices). To achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violences and bullying and creates a sense of community. The school leadership and staff will develop a customized plan based on their own needs and goals. Everyone on the school staff has a role in implementation. Several staff will be selected and training by a restorative practices consult to be a professional development instructors to ensure program sustainability. The model include these elements affective statements, restorative questions, fair process, small impormptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements. The school will partner with PBSIS to develop a school-wide behavior support and intervention program. This system includes rewards and incentives for students and staff. For example, academic achievements will be rewarded with the "Breakfast of Champions." Students can reward teachers with a coupon that they can redeem for duty free periods, reserved parking, etc.	September 2014-June 2015	All school personnel	$48,560.00	6/30/2015
2	Once a month, the Tiger's Den and school social workers will visit classes once a month to provide support and lead group sessions on social and emotional issues that effect students.	September 2014-June 2015	Social Workers, Counselors	$0.00	6/30/2015
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Intervention Strategy Details

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

SMART goal	By June 2017, the freshmen dropout rate and freshmen failure rate will decrease by 20%.	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	Culture and Climate, Instruction, Academic Support for Students	Primary Turnaround Principle addressed	
Intervention Strategy	Student supports, additional instructional time, enhancement of instruction using technology	Secondary Turnaround Principle addressed	
Owner of strategy	Teachers	Other Turnaround Principle addressed	
Target population	AP students, freshmen, students needing credit recovery	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	AP students will receive classes on skills needed to help them pass the tests. Students will also take a pre-test before the classes begin. This will include a "boot camp" before the school year and Saturday classes during the year.	August 2014-June 2015	AP Teachers	$5,888.00	6/30/2015
2	Teachers and school staff will be trained in response to intervention to prevent failure based on academic interventions. The response to intervention model will be informed of the strategies through the PLC process in order to implement them in their classrooms.	August 2014-June 2015	Instructional Leaders	$0.00	6/30/2015
3	Students who are behind in classes will be able to earn credit online.	August 2014-June 2015	Instructional Leaders	$0.00	6/30/2015
4	Freshmen classes will be teamed to allow for increase collaboration and support. Freshmen will attend a one-day team-building camp experience to build unity at the beginning of the year and the end of the year. Students in the academy will receive extra social and emotional component. All freshmen as identified as performing below proficiency will take Math Lab during the intervention period. Students will be grouped homogeneously according to their assessed skill levels. The schedule will be fluid to allow for students to be moved between groups based on their performance. In order to allow students to build the appropriate math skills to succeed in science, students will take Biology in their sophomore year. To get the students prepared for Biology, students will attend a Science Boot Camp on eight different Saturdays.	September 2014-June 2015	Instructional Leaders	$32,100.00	6/30/2015
5	Computer carts will be used in the classroom. Additional interactive LCD boards will be installed in classrooms.	August 2014-June 2015	Instructional Leaders, Technology Interventionist	$382,500.00	6/30/2015
6	The daily schedule and announcements will be posted on large monitors in strategic locations around the building.	August 2014-June 201	Instructional Leaders, Technology Interventionist	$6,000.00	6/30/2015
7					
8					
9					
10					
11					
12					
13					
14					
15					