ORIGINAL

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:

21 5210 020 1

Internal use only	School Code	Type	Region	Sequence

School Name
Hedgepeth-Williams Middle School

School Address
301 Gladstone Ave

School City, State, Zip
Trenton, NJ 08629

Grade Span of School
6th-8th

Dr.Bernard X. James Sr. 609-656-4760
School Principal Name Phone #

School Program Director Name

School Program Director Telephone

School Program Director Fax/email

Total amount of funds requested for school application: Year 1 $ 1,999,999 Year 2 $ 1,896,731 Year 3 $ 1,913,417

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.

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 Trenton Public Schools school district (county code 21, District Code 5210, School Code 301).

Signature of Chief School Administrator — Superintendent Title — March 31, 2014 Date

Business Manager: Jayne Howard — Phone:609-656-5464 — Fax: 609-989-2860

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.

Trenton Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Hedgepeth-Williams Middle 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	Board of Education of the City of Trenton
Address (including zip + 4 code)	108 N. Clinton Avenue, Trenton, NJ 08609
DUNS number	069891984
Expiration Date of SAM registration	7/15/2014
Congressional District	4th and 12th

Part II – Primary Place of Performance under this award

City	Trenton, New Jersey
County	Mercer

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

Francisco Durán, Superintendent
Name and Title

Form S-4

Date: 4/1/2014 **Page** 1 **of** 2

PROJECT ABSTRACT

LEA : Trenton Public Schools

Name of School: Hedgepeth-Williams Middle School

Mission	Hedgepeth/Williams School is a community of learners, committed to building an educational foundation for the 21st century. We are dedicated to providing an environment that is engaging and inclusive; cultivating high expectations, critical thinking, creativity and a desire to learn for all students as they enter a global environment. We value individual responsibility, integrity and compassion in a safe, healthy and supported setting.
Vision	In partnership with our community, Hedgepeth-Williams Middle School envisions a school where all students successfully meet or exceed the local, state, and national performance standards while building a foundation for their development into life -long contributing members of society.
Project Implementation Summary	• Hedgepeth-Williams Middle School proposes to use SIG funding to implement programs and strategies that will improve students' academic achievement levels, reduce retention rates, provide extensive professional development and coaching, increase the use of technology across the curriculum, improve parental and community involvement, and expand students' exposure with enriching experiences. This plan reflects multiple components towards achieving that goal:Leadership—in conjunction with a Transformation Leadership Provider Hedgepeth-Williams Middle School will begin a program of thorough and comprehensive leadership development over 3 years. • Therapeutic Services—in conjunction with a Transformation Therapeutic Services Provider Hedgepeth-Williams Middle School will ensure on-site services are available for students and families in addressing social-emotional needs that hinder school performance. • Staff support in addressing Climate and Culture—in conjunction with a Transformation Behavioral Strategist Hedgepeth-Williams Middle School will provide staff with the necessary support to successfully engage and support struggling students in classrooms through comprehensive Professional Development. • Extended Learning opportunities—in conjunction with a Community Partner, the SMILE/GEAR UP, BOYD, and Living Hope Empowerment Center, Hedgepeth-Williams Middle School will provide students with extended learning opportunities after school hours and during the summer months. • Professional Development designed to develop and embed strong academic

	programming that is sustainable after three years. • Enhanced Academic Programming that is interactive and evolving as today's technology evolves. • Strong Community and Parent Partnerships that are intended to develop a "Community School" and provide parents with the tools they need for success. • Ongoing monitoring of Hedgepeth-Williams Middle School's efforts and adherence to the 9 metrics through a collaborative relationship with a Transformation School Improvement Consultant.

Form S-5

Date: 4/1/2014

REPORTING METRICS

LEA : Trenton Public Schools

Name of School: Hedgepeth-Williams Middle School

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation Model
Number of minutes within the school year	6hrs. 30mins/school day x 180 days = 70,200 minutes/year 5hrs.50mins/school day x 180 days = 63,000 instructional minutes/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	**Grade 6 Reading/Language Arts** **Students: 154** Partially Proficient: 80.8% Proficient: 19.2% Advanced Proficient: 0% **Student Subgroups:** **African American:** Partially Proficient: 85.9% Proficient:14.1% Advanced Proficient: 0% **Economically Disadvantaged:** Partially Proficient: 80% Proficient: 20% Advanced Proficient: 0% **Gender:** **Female:** Partially Proficient:80.6% Proficient: 19.4% Advanced Proficient: 0% **Male:** Partially Proficient: 81% Proficient: 19%

Metric	2012-2013 Data
	Advanced Proficient: 0% **Grade 6 Mathematics:** **Students: 154** Partially Proficient: 62.5% Proficient: 30.3% Advanced Proficient: 7.2% **Student Subgroups:** **African American:** Partially Proficient: 68.4% Proficient:26.6% Advanced Proficient: 5.1% **Economically Disadvantaged:** Partially Proficient:60% Proficient: 32.6% Advanced Proficient: 7.4% **Gender:** **Female:** Partially Proficient: 61.1% Proficient: 30.6% Advanced Proficient: 8.3% **Male:** Partially Proficient:63.8% Proficient: 30% Advanced Proficient: 6.3% **Grade 7 Reading/Language Arts** **Students: 146** Partially Proficient: 76.9% Proficient: 23.1% Advanced Proficient: 0% **Student Subgroups:** **African American:** Partially Proficient: 81.7% Proficient: 18.3% Advanced Proficient: 0% **Economically Disadvantaged:** Partially Proficient: 78.4% Proficient: 21.6%

Metric	2012-2013 Data
	Advanced Proficient: 0% **Gender:** **Female:** Partially Proficient: 77.2% Proficient: 22.8% Advanced Proficient: 0% **Male:** Partially Proficient: 76.6% Proficient: 23.4% Advanced Proficient: 0% **Grade 7 Mathematics:** **Students: 146** Partially Proficient: 55.9% Proficient: 38.5% Advanced Proficient: 5.6% **Student Subgroups:** **African American:** Partially Proficient: 61% Proficient:36.6% Advanced Proficient: 2.4% **Economically Disadvantaged:** Partially Proficient: 55.7% Proficient: 40% Advanced Proficient: 4.3% **Gender:** **Female:** Partially Proficient: 56.4% Proficient: 37.2% Advanced Proficient: 6.4% **Male:** Partially Proficient: 55.4% Proficient: 40% Advanced Proficient: 4.6% **Grade 8 Reading/Language Arts** **Students: 127** Partially Proficient: 69.4% Proficient: 30.6%

Metric	2012-2013 Data
	Advanced Proficient: 0% **Student Subgroups:** **African American:** Partially Proficient: 64.4% Proficient: 35.6% Advanced Proficient: 0% **Economically Disadvantaged:** Partially Proficient: 71.7% Proficient: 28.3% Advanced Proficient: 0% **Gender:** **Female:** Partially Proficient: 63.8% Proficient: 36.2% Advanced Proficient: 0% **Male:** Partially Proficient: 76.4% Proficient: 23.6% Advanced Proficient: 0% **Grade 8 Mathematics:** **Students: 127** Partially Proficient: 68.5% Proficient: 29.8% Advanced Proficient: 1.6% **Student Subgroups:** **African American:** Partially Proficient: 68.5% Proficient: 30.1% Advanced Proficient: 1.4% **Economically Disadvantaged:** Partially Proficient: 67.7% Proficient: 30.3% Advanced Proficient: 2% **Gender:** **Female:** Partially Proficient: 69.6% Proficient: 27.5% Advanced Proficient: 2.9% **Male:** Partially Proficient:67.3% Proficient: 32.7% Advanced Proficient: 0%

Metric	2012-2013 Data
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	**Language Arts** Total Students: 98% African-American: 99% Economically Disadvantaged: 99% **Mathematics:** Total Students: 98% African-American: 99% Economically Disadvantaged: 98%
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	**Grade 6 Language Arts** Total Students: 175.6 General Education: 179.4 Special Education: 162.2 Limited English Proficient: 181.9 Male: 172.4 Female: 179.2 White: 151.5 Black or African American: 172.9 Asian: 188.3 Pacific Islander: 0.0 Hispanic or Latino: 178.4 Amer.Indian/AK Native: 0.0 Other: 197.5 Econ. Disadvantaged: 176.1 Non-Econ Disadvantaged: 172.1 Migrant: 0.0 Non-Migrant: 175.6 **Grade 6 Mathematics** Total Students: 188.1 General Education: 194.8 Special Education: 164.0 Limited English Proficient: 193.1 Male: 188.0 Female: 188.2 White: 139.5

Metric	2012-2013 Data
	Black or African American: 181.2 Asian: 238.3 Pacific Islander: 0 Hispanic or Latino: 196.1 Amer.Indian/AK Native: 0 Other: 169.5 Econ. Disadvantaged: 189.1 Non-Econ Disadvantaged: 180.1 Migrant: 0 Non-Migrant: 188.1 **Grade 7 Language Arts** Total Students:183.1 General Education: 187.7 Special Education:161.4 Limited English Proficient:174.1 Male: 180.0 Female:185.6 White: 185.3 Black or African American:179.7 Asian: 192.5 Pacific Islander:0 Hispanic or Latino: 187.1 Amer.Indian/AK Native: 180.0 Other: 209.0 Econ. Disadvantaged: 182.4 Non-Econ Disadvantaged:186.0 Migrant:0 Non-Migrant:183.1 **Grade 7 Mathematics** Total Students: 189.9 General Education:196.4 Special Education:159.1 Limited English Proficient:171.5 Male: 190.6 Female:189.3 White:191.7 Black or African American:182.1 Asian:237.0 Pacific Islander: 0.0

Metric	2012-2013 Data
	Hispanic or Latino:198.1 Amer.Indian/AK Native:213.0 Other:182.0 Econ. Disadvantaged:190.2 Non-Econ Disadvantaged:188.9 Migrant:0 Non-Migrant:189.9 **Grade 8 Language Arts** Total Students: 182.1 General Education: 185.4 Special Education:157.8 Limited English Proficient:169.8 Male:178.4 Female:185.0 White:139.0 Black or African American:184.5 Asian:152.0 Pacific Islander:0 Hispanic or Latino:180.6 Amer.Indian/AK Native:0 Other:165.5 Econ. Disadvantaged:181.0 Non-Econ Disadvantaged:186.4 Migrant:0 Non-Migrant:182.1 **Grade 8 Mathematics** Total Students:182.7 General Education:185.5 Special Education:160.8 Limited English Proficient:155.8 Male:182.9 Female:182.5 White:146.0 Black or African American:182.6 Asian:141.0 Pacific Islander:0 Hispanic or Latino:185.5 Amer.Indian/AK Native:0.0 Other:181.0 Econ. Disadvantaged:182.6

Metric	2012-2013 Data
	Non-Econ Disadvantaged:183.0 Migrant:0.0 Non-Migrant:182.7
Percentage of limited English proficient students who attain English language proficiency	9.4% of the student population is classified as LEP and 15.2% attained English Language Proficiency
Graduation rate	n/a
Dropout rate	n/a
Student attendance rate	92%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n/a
College enrollment rates	n/a
Student Connection and School Climate	
Discipline incidents	Violent = 14.3% Non-Violent = 29.4%
Truants	17.7%
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	There is a mixture of partially effective and effective teachers.
Teacher attendance rate	96%

Form S-6

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STATEMENT OF NEED

LEA : Trenton Public Schools

Name of School: Hedgepeth-Williams Middle 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)	NJ ASK, SRI, and Benchmarks	In 2012-2013, 19.2% of grade 6 students scored at the proficient level. In 2012-2013, 23.1% of grade 7 students scored at the proficient level. In 2012-2013, 30.61% of grade 8 students scored at the proficient level. The lack of basic literacy skills has a major impact on student ability to "Read to Learn" as they do in the upper grades. Also the recent Model Curriculum Unit 3 Assessment indicated that only 47% of the students were proficient on the ELA Assessment. Additionally 25% of the instructional staff is non-tenured, creating a deficit in staff proficiency. Lack of proper training for concepts, curriculum, differentiation, and appropriate interventions adds to the existing problem.
Academic Achievement – Writing	NJ ASK and Benchmarks	Writing Benchmark Scores for quarters 1, 2, and 3 and NJ ASK scores indicated that more than 75% of students were not proficient in writing. Our students scored below the just proficient mean in every category on the NJ ASK. Additionally 25% of the instructional staff is non-tenured, creating a deficit in staff proficiency. Lack of proper training for writing and the proper processes as well as the absence of writing across the curriculum continue to add to this deficiency.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind	NJ ASK, SMI, and Benchmarks	In 2012-2013, 37.5% of grade 6 students scored at the proficient level. In 2012-2013, 44.1% of grade 7 students scored at the proficient level. In 2012-2013, 31.4% of grade 8 students scored at the proficient level. As of January SMI administration data revealed that 80% of the population did not have the necessary skills to be successful on grade level Math. Also the recent Model Curriculum Unit 3 Assessment indicated that only 31% of the students were proficient on the Math Assessment. Additionally 25% of the instructional staff is non-tenured, creating a deficit in staff proficiency. Lack of proper training for concepts, curriculum, differentiation, and appropriate interventions adds to the existing problem.
Subgroup: Homeless		Homeless students are under reported due to possible fears from parents that their children will removed from them by authorities.
Subgroup: Students with Disabilities		IEPs for Students with Disabilities are many times written broadly and do not provide the teacher with specific learning Needs and appropriate strategies. Many classes contain students that have broad ranges of learning levels and disabilities. Teachers in the Self-Contained classes are all non-tenured with less than 2 years' experience and require additional PD to successfully support their students.
Subgroup: English Language Learners		**Phonemic awareness** is difficult for ENGLISH LANGUAGE LEARNERSs because they may not yet have enough experience with English to be able to distinguish sounds that differ from those of their native language. These are sounds that either don't exist in the native language (most of the short vowel sounds of English don't exist in Spanish, for example), or sounds that are perceived as different in English but the same in the native language (such as /b/ and /v/ for speakers of Spanish). **Phonics** can be problematic because ENGLISH LANGUAGE LEARNERS often have difficulty discriminating between similar sounds, and because the English language does not have a regular system of correspondence between letters and sounds. **Fluency** is difficult for ENGLISH LANGUAGE LEARNERS

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		because their lack of proficiency in English slows down their ability to decode words and hinders their ability to understand the meanings of the words and how the words combine to produce meaningful sentences and discourse. **Vocabulary** is difficult for ENGLISH LANGUAGE LEARNERS; even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can have negative effects on comprehension. *ENGLISH LANGUAGE LEARNERS are more likely than native speakers to lack the background knowledge necessary for understanding texts.* The language level of the text to be read, compared with ENGLISH LANGUAGE LEARNERS' language proficiency, is a major factor in how much they will understand of the text. *Also, interrupted education, or lack of attending school in their native country is a root cause for lack of achievement.*
Subgroup: Economically Disadvantaged	NJASK, SMI, SRI and Model Curriculum Unit Assessment	Students that are deemed Economically Disadvantaged many times come from unstable households that lack some of the basic necessities we take for granted. This coupled with the ongoing unrest in the community makes it difficult at times for our students to be focused in school when they worry about these crime, murder, lack of necessities (food, electric) absent parents due to work or for other reasons. Although we have free breakfast and lunch provided, not all families qualify for it. Many parents lack higher education degrees to obtain the jobs necessary to be financially stable.
Parent Involvement	Parent Surveys, Parent/Teacher Conferences, Monthly Parent Meetings, Back to School Night	1. Through surveys, conversations, and evaluations it has been noted that parents struggle with concepts that their children are learning which makes participating with homework assignments difficult. 2. Many parents lack an educational foundation that is supportive of student success. Enrolling parents in GED programs and post-secondary education courses would benefit their children's academic progress. 3. We have a core Parent Teacher Organization but they are

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		struggling with building parent involvement. Many parents do not view this age as important believing that their children are "grown" and able to fend for themselves. Parents who do desire to be involved are many times too tired from working more than 1 job to be financially able to support their families. Sometimes the methods used to communicate to parents the various workshops and activities happening in the school are archaic and do not work.
Professional Development	Professional Development improvement Plans, Administrative Walk-Through, Formal and Informal Evaluation	1. There is a need to collaboratively revisit classroom management strategies based on observations, discipline referrals, and teacher input. Best Practices in Literacy and Mathematics must be reemphasized and consistently implemented due to lack of fidelity or teachers not being properly trained. A need for specific focus on teaching how to write is indicated based on the scores on the Benchmark and NJ ASK. Teachers and administrators also report needing more support in effective uses of technology in the classroom. Hedgepeth-Williams currently has 90 iPads and 4 uninstalled SmartBoards with projectors, but teachers are not utilizing these devices due to lack of computers and technical assistance to install these devices. 2. Improvement plans and staff evaluations show the need for equity of focus on strategies across the curriculum with substantial in class modeling and support.
Extended Learning Opportunities	N/A	There were no after school programs or other extended learning opportunities for students this year.
School Culture	School Culture and Climate Survey, Discipline Referrals, Student Suspensions, Staff Attendance, Student Attendance, Human Resources	The school has not been able to develop a strong culture and climate due to the fact that in the past 12 years there has been no continuity in the leadership of the school. There were a total of 9 different principals with 3 of them being assigned here on an Interim basis. Human Resources reports a lack of qualified principal applicants. Discipline records including 14.3% violent incidents, 29.4% nonviolent incidents, 14% suspensions, and a truancy rate of 17.7% indicate that student behavior is an area of high need. A teacher attendance rate of

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		96% shows that most teachers come to school on a regular basis. Student attendance is on average 92%.
Leadership	Human Resources	Human Resources reports that there are a lack of qualified candidates applying for principal and vice principal openings. Leadership evaluations indicate that the Leadership is providing a very "guided" leadership, prompting teachers and staff to reach out to them and encouraging them to seek assistance. The root cause for this could be the fact that 50% of the staff were reassigned to Hedgepeth-Williams Middle School effective July 2013 and that they have yet to learn to trust and engage leadership in providing assistance, but instead rely upon leadership to come to them. Current School Leadership is comprised of a Principal, Vice Principal Climate and Culture Leader, ELA Leader, and Math Leader. This is the first year this team has been together. The Math Leader and ELA Leader are new to the Middle School position.
Highly Qualified Staff	Human Resources	As per NJ State Code 100% of teachers and support staff are Highly-Qualified. However lack of achievement is evident based upon the current year's data, most specifically the Model Curriculum Unit Assessments. Teacher observations indicate a mix of basic and effective performance for teachers. Some root causes could be: 13 of 53 staff members are non-tenured and that staff came from 5 different schools to staff the newly configured Hedgepeth-Williams Middle School without any consistent professional development provided between these schools. More than 70% of the staff came from K-8 schools that operated more as an Elementary School than a Middle School.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	**Data was collected and analyzed and the QSR was used to determine the needs assessment.**
2.	Describe methods used to collect and compile data for student subgroups.	The data from NJASK was used to identify proficiency for the various subgroups. The school gathered data from SRI, SMI, Model Curriculum Unit Assessments, Power School Attendance, and Discipline Data. This data was used to identify different subgroups for At-Risk. In addition, Walk Thru data was analyzed for trends in instructional behaviors to inform on needs throughout the school.
3.	Explain how the data from the collection methods are valid and reliable.	**This data is collected by the state of New Jersey and disseminated to the school and public.**
4.	What did the data analysis reveal regarding classroom instruction?	**The data revealed a need to improve instructional strategies that would increase student achievement. Teachers utilized limited strategies to support the needs of every student. More professional development is needed in differentiated instruction in order for all students to succeed.**
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	**Professional development was limited in scope and did not meet the needs of teacher development. A professional development plan must have an emphasis on individual and group implementation strategies and follow-up.**
6.	How are educationally at-risk students identified in a timely manner?	**Teachers are able to identify at-risk students at the beginning of the year based on their reading SRI/SMI and previous NJASK scores. At-risk students are then referred to the Intervention Referral Service Team (IR&S) immediately. Strategies used to differentiate assistance for at-risk students are** small group instruction, re-teaching opportunities and review. Unfortunately, with the exception of 1 intervention ELA Teacher, the only supports available to students are within the realm of the classroom. Teachers currently do not have the toolkit of differentiation strategies within their knowledge base to effectively provide these supports. There is a definite need to provide staff with the professional development needed to develop their toolkits of strategies and be better prepared to differentiate in the classroom.
7.	How are educationally at-risk students provided with effective assistance?	**The IR&S team along with the teacher designs and implements strategies to support and assist academically at-risk students.**
8.	How does the needs assessment address migrant	**N/A**

	student(s) needs?	
9.	How does the needs assessment address homeless student(s) needs?	Homeless students are under reported due to possible fears from parents that their children will removed from them by authorities.
10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	**Teachers compiled data, analyzed it, and determined the need for alternative strategies and instructional programs that would support improved student achievement. To follow up on this identified problem and evaluate solutions, Hedgepeth-Williams will** train teachers in using the needs assessment and selection of strategies during Professional Learning Community (PLC) time. During PLC meetings, teachers and administrators must believe a shared goal of improving instruction through collaborative learning has the potential to improve instruction and promote distributed leadership. Without effective school-based professional learning communities, changes in attitudes and knowledge brought about by targeted academic assessment data analysis do not make it into the classroom in any meaningful way. Improving PLCs into collaborative, comfortable workgroups will enable Hedgepeth-Williams to re-visit identified problems and evaluate effectiveness of strategies.
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 process of determining the priority problems and root causes for this plan were taken from the QSR along with an analysis of the data retrieved from the school, district, and state sources. Data used to select priority problems included QSR, SRI/SMI, Benchmarks, NJ ASK, Attendance and Discipline data from Power School, and data from School Climate and Culture Survey.
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	The data analysis revealed that instructional practices and instructional aptitude did not meet the needs of the student in order to increase student academic achievement. Specifically, teacher input and data pointed to a lack of consistency in the leadership of the school, training of teachers on instructional programs, and lack of materials and resources.
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)?	Hedgepeth-Williams staff discussed each of the criteria for each model relative to the needs of the school. Staff concluded that the transformation model would be the best choice for the school in order to build the capacity of current staff, including keeping a long-term administrator to follow through on SIG reform methods. We realize the reform process will not be easy, and that change presents challenges for all stakeholders, but we believe in our staff and students to succeed in this endeavor. Furthermore, the needs assessments results illustrate limited proficiency in both Math and Language Arts. The Transformation Model promotes extensive and comprehensive ideology to improve student performance.
15	What is the process for removal of staff	Limited understanding of the evaluation tool and inconsistent follow-up to professional

	members deemed to be ineffective?	development has led to a prolonged removal process of ineffective staff members.
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	There is a monetary incentive given to Nationally Board Certified Teachers and Principals.

Form S-7

Use only one model template for each school

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TRANSFORMATION PROJECT DESCRIPTION

LEA : Trenton Public Schools **Name of School:** Hedgepeth-Williams Middle 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.	The leader of the school will be able to: • identify best instructional strategies • develop systems that will support teachers in improving/increasing their instructional delivery • focus on the lesson planning and instructional delivery processes and provide feedback to staff that will promote the quality of teaching • develop clear systems of communication internally and externally that will promote the school's efforts and garner support of its success • create and manage an environment that supports teaching, learning, and collaboration • engage parents and the community in the success of student achievement in the school. A Transformational Leadership Provider, Foundation for Educational Administration (FEA), will work with the leadership at Hedgepeth-Williams Middle School to support efforts to build sustainable leadership capacity.	May 2014-May 2017
2. The LEA selects and hires a principal with the necessary competencies to be a	The Principal has only been in this position since September 2013 (8 months) and therefore is not subject to removal. Additional leadership PD support will not only expand his effectiveness but also help Hedgepeth-Williams implement a distributed	May 2014-June 2017

transformation leader.	leadership structure that empowers all staff members to recognize, employ, and grow leadership skills. The district and school recognize that principals need to be about setting direction, helping their faculty grow professionally, and redesigning the organization (Leithwood et al, 2004). We know that without consistent, effective leadership, our schools and our district are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano, Waters, and McNulty, 2005).	
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will build capacity within the building by identifying a critical group of teachers that demonstrate the capacity to lead. In collaboration with the Transformational Leadership Consultant (FEA), Hedgepeth-Williams will develop a Leadership Academy. This will ensure that the success that is achieved during the transformation process can be sustained when the funding is over. Within this Academy there will be job-embedded professional development that prepares the future leaders with the knowledge and skills needed to assume leadership positions in future. The Academy will recruit, prepare, and support the teacher leaders and help them to create a bridge between theory and practice. Finally, the principal will use the model of distributive leadership which promotes allocation of responsibility and accountability for staff in reaching the goals of the school.	July 2014- June 2017
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 Principal will serve as the instructional leader in the school. It is expected that he will establish systems to increase organizational as well as individual knowledge through the use of a variety of professional practices, such as the development of personal improvement plans, professional learning communities (PLC's), direct instruction to staff in an area of need, and speakers. Additionally, the school leadership team will receive increased professional development to further develop themselves as the governing body of the school. Without these school-based professional learning communities, changes in attitudes and knowledge brought about by targeted professional development do not make it into the classroom in any meaningful way (Darling-Hammond et al., 2009; Goldenberg, 2004).	July 2014 - Ongoing

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 Trenton Public Schools and Hedgepeth-Williams will implement the Teacher Evaluation System in accordance with TEACH NJ. Observations will be conducted in accordance with NJ State Law. Staff will be evaluated based upon a comprehensive plan incorporating Charlotte Danielson's Evaluation Tool, Student Growth Objectives and Student Growth Percentiles. Hedgepeth-Williams Middle School will adhere to the protocols and procedures set forth by the Board of Education of the Trenton Public Schools.	July 2014-June 2017
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.	Hedgepeth-Williams Middle School will use the Board Approved Evaluation Tools for the evaluation of administrators and teachers. Charlotte Danielson's Tool will be used to conduct teacher observations and the Kim Marshall Safal Tool will be used to conduct administrator's evaluations. Other methods of evaluation will include a district walkthrough tool, lesson plan review, and student work samples. Scores from these tools will be used to guide PD, create teacher support plans, and make personnel decisions.	July 2014-June 2017
3. The SEA and LEA document and provide training regarding the evaluation process.	All staff will be trained on the evaluation process. Hedgepeth-Williams has 4 Danielson Teacher Trainers in the building that will provide monthly Professional Development to staff on the evaluation tool. The current principal has been trained and has passed the certification test for the Danielson Evaluation Tool. Additional PD will be offered throughout the year for all staff on topics such as but not limited to: developing SGO's and SGP's, developing rigorous and engaging lessons, and TEACH NJ Legislation.	August 2014 – July 2017
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The principal will provide periodic review of the evaluation process and staff evaluations. The use of instructional improvement and corrective action plans will help improve teacher effectiveness. Additionally, to ensure that they are aligned to district standards and practices and that the information garnered from these reviews will guide production development (PD) and allow staff to be assigned professional	

	development (PD) based on their individual needs.	
5. The LEA monitors the evaluation process and reviews results.	The District Evaluation Accountability Committee meets monthly to discuss the implementation of TEACH NJ. Stakeholders from all units are represented and District Protocols, Procedures, and professional development (PD) Opportunities around TEACH NJ are reviewed and when necessary adaptations are made. At the building level, the principal will review data quarterly and share this information with teachers. Professional development needs and supports will be adjusted to target specific skills/content to staff/student needs.	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.	The LEA will implement a policy that indicates the following when it comes to transparent performance based incentives for the principal, staff, and students. Incentives will be given when targets are met on benchmark, formative, summative, and common assessments. The principal will also use the TEACH NJ Teacher Evaluation System to determine whether performance based incentives were met. The Teachers Final Evaluation Score will be the basis for this determination. This will ensure that the method is transparent, valid, and fair. Examples of the incentives include but are not limited to: • Staff Welcome Packet • Mini grants to develop programs of interest for students • Dinner tickets after benchmarks • Celebrations for academic success • iPads for significant incremental gains on state assessment and yearly gains on benchmarks in specific content areas.	July 2014 – June 2017

2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	All stakeholders will be held accountable. Incentives will be used to provide additional support to staff in implementing rigorous based curriculum and improving student performance. Incentives can include: welcoming gift upon recruitment and placement in school, increasing student achievement on benchmarks, grade level achievement in a content area and raising the number of students who are proficient on the end of the year state assessment. A Parent University will be created to provide monthly workshops on various topics. Additionally, the Parent University will offer a program where parents can work online and earn credits toward receiving their high school diploma. Parents will be given incentives once they graduate from the Parent University. Incentives may include a home computer, family night out, family library, educational software or games, and celebrations for recognition of accomplishments. Staff will be identified in the Year 1, Year 2 and Year 3.	July 2014-June 2017
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Using TBOE Protocols following the guidelines established in TEACH NJ legislation, the school will utilize Instructional Improvement Plans and Corrective Action Plans to support staff who have rated ineffective or partially effective.When necessary, following District Protocols and Due Process, requests for dismissal will be taken.	Sept. 2014-June 2017
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Hedgepeth-Williams Middle School administration will work closely with TBOE Human Resources Department to actively recruit and develop systems to retain Highly Qualified Teachers. The School Leadership Team will attend recruitment job fairs at various colleges to attract the best candidates for Hedgepeth-Williams School.	June 2014-June 2017
5. LEAs and schools provide targeted assistance to underperforming teachers.	Staff receiving unsatisfactory or basic in their formal observations will receive an Instructional Improvement and/or a Corrective Action Plan. Job embedded professional development (PD) that is specific and targeted to each individuals needs will be provided. These teachers will also receive coaching support from one of the Instructional Leaders in the building.	Sept. 2014-June 2017

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.	Through the use of data gathered and analyzed for trends from multiple sources (NJ ASK, Model Unit Assessments, Informal/Formal Walk Throughs, Surveys, Discipline Data) Professional Development topics will be developed in conjunction with School Leaders, and the Foundation for Educational Administration. With guidance from the Learning Resource Center, Regional Achievement Center (RAC4) personnel sessions will be conducted. Professional Development (PD) will be provided in the following formats. • PLC Time—44 minutes 3 days a week (2 days content based (1 day will be data driven (SRI, Unit Assessment, SMI), 1 day Climate and Culture Based) • Transformation PD Time—45 minutes 2 days a week (plan will be a focus on successful teaching strategies that are universal and not content specific (Assessment—(checks for understanding, Questioning/discussion strategies, differentiation, pedagogy) • Extended Faculty Meetings (8 times a year) PD will be differentiated as needed and staff provided opportunities for growth relevant to their needs/Instructional Improvement Plans or Corrective Action Plans. This will have a direct impact on their performance. Research provides substantial evidence of the importance of an effective data-driven culture as a necessary driver of a high-performing school (Center on Education Policy, 2009). Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use stops being a separate, isolated activity and is, instead, incorporated into meetings, curriculum planning, professional development, and, most importantly, into daily teaching and learning as a matter of course.	July 2014- June 2017

2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	Through the use of data gathered and analyzed for trends from multiple sources (NJ ASK, Model Unit Assessments, Informal/Formal Walk Throughs, Surveys, Discipline Data) Professional Development topics will be developed and in conjunction with School Leaders; Foundation for Educational Administration; Learning Resource Center,, RAC4 personnel sessions will be conducted. PD will be provided in the following formats. • PLC Time—44 minutes 3 days a week (2 days content based (1 day will be data driven (SRI, Unit Assessment, SMI…), 1 day Climate and Culture Based) • Transformation PD Time—45 minutes 2 days a week (plan will be a focus on successful teaching strategies that are universal and not content specific (Assessment—(checks for understanding, questioning/discussion strategies, differentiation, pedagogy) • Extended Faculty Meetings (8 times a year)	Sept.2014-June 2017
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	After the completion of school-wide or teacher specific PDs, the Walk Through Tool will be updated to add the new practice and it will be monitored. Trend data will be used to determine the implementation, effectiveness, and need for further or more specific PD. Differentiated PD will be provided as needed based upon this data. In addition through a relationship with a Transformation Leadership Consultant, select staff will be identified for their Leadership potential. They will participate in Cohorts developing their Leadership potential to ensure sustainability and capacity building.	Sept.2014-June 2017
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	In conjunction with the Foundation for Educational Administration and New Jersey Principal Supervisors Association through the current School Leadership Grant Program, PLCs will be formed with a focus on understanding CCS and improving instructional planning. Using the Connected Action Roadmap (CAR), staff will receive PD in unpacking and flushing standards to gain a clear understanding of how to break the CCS down to more suitable student learning objectives. Following initial training, staff will use dedicated PLC Time (4 hours a month) to continue this work, developing solid Instructional Units. These units will be used to ensure lessons planned and delivered are highly rigorous, engaging and utilize assessment to inform instruction as they go. Over three years the units will be revised and upgraded to include clear alignment to the CCS and 21st Century Learning Skills. Ultimately the units will become cross curricular connecting the various contents to ensure a more through, comprehensive educational experience. The school will develop Instructional Leaders amongst staff building capacity for after	July 2014- June 2017

	grant sustainability.	
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	Using the Request For Proposal Process the Trenton Public School District will provide oversight and ensure that Board Policies and Procedures are adhered to. An evaluation rubric, based upon the initial RFP, will be utilized at the conclusion of each year to determine the effectiveness of the Provider.	June 2015 June 2016 June 2017

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

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.	Working in conjunction with the Teacher Leadership Institute (Identified in Indicator 1) (developed and facilitated by the Transformation Leadership Consultant), the School and District will work collaboratively to identify funding sources for Long Term Program Sustainability.	July 2014 – June 2015
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The current Human Resources Screening Process identifies HQT Status; as part of this process the school will develop systems for applicants to conduct demonstration lessons to better inform Administration of the applicant's abilities. In addition, through TEACHNJ legislation, we will ensure a system for removal of staff that prove to be ineffective. Research is abundant and clear that teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and classroom heterogeneity (Darling-Hammond, 1999; Nye et al., 2004; Sanders & Rivers, 1996).	July 2014 July 2015 July 2016
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	In collaboration with a Transformation Leadership Consultant, a program for Leadership will be developed based upon the premise that a critical core of teachers is needed to sustain the school transformation beyond the proposed funding. Secondly this relationship will address embedded professional development. That is, what does the "critical core" need to be learning today, to prepare them to assume key teacher leadership positions tomorrow? Building on these two points, the Teacher Leadership Academy will be designed to recruit, prepare, and support a cohort of teacher leaders. The program will be designed to help teachers draw connections between theory and practice, focusing on how to facilitate learning as they assume leadership roles at Hedgepeth-Williams Middle School	July 2014 – Ongoing
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The Trenton Public School District has delegated leadership to the School Based Personnel responsible for the success of the school.	Ongoing
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	In collaboration with a Transformation Leadership Consultant, a program for Leadership will be developed with the goal of creating and nurturing teams of stakeholders who will collectively assume leadership roles in implementing the needed strategies to improve student success on multiple metrics.	Ongoing

	• To put in place essential conditions that will support the efforts of school leaders to improve curriculum and instruction and raise student achievement. • To provide a modular professional development program based on what successful leaders need to know and be able to do to improve schools in corrective action.	
6. The LEA includes non-monetary incentives for performance.	The and/or LEA will provide non-monetary incentives that can include but are not limited to: • Mini grants to develop programs of interest for students • Sponsorship to achieve National Board Teacher Certification • Sponsorships to Content Specific Conferences • Recognition in Weekly/Monthly Bulletin • Staff Recognition Banquet • Preferred parking space • This school wide Teacher incentive plan will be implemented throughout the three year grant period and beyond.	Ongoing

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.	A relationship will be developed with a Transformation School Improvement Consultant whose primary responsibility will be to assist the school in the development of a through and strategic Needs Assessment. This Assessment will provide Data that is analyzed in collaboration with the SLT and will be used to develop a thorough plan of action that supports the key initiatives identified in the Transformation Grant. The LEA uses Power School to collect and analyze data.	Ongoing
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 SEA/LEA and school leadership will assess and disaggregate data from annual state assessment scores, quarterly school benchmarks, common formative and yearly summative assessments, SRI/SMI, as well as any other pertinent data and use it to inform decisions about instruction, remediation, and enrichment.	Ongoing
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	Research indicates an aligned and balanced curriculum increases student achievement; test scores have shown a dramatic increase in subjects where the curricula is deeply aligned (English & Steffy, 2001). In addition, because of deep curriculum alignment, teachers have more time to focus on lessons and to provide more meaningful content; therefore, students are more actively engaged. In addition, best practices in curriculum alignment involve continual review and revision of curriculum documents to verify that students are being taught that which is most valuable to learn and understand (Armstrong, Henson, & Savage, 2005). The school will continue to follow and enhance its use of the NJ Model Curriculum, along with Unit Assessments and establishing benchmarks consistent with the NJ Model Curriculum and CCS. This process will include a compilation of skills to determine what is taught at each grade level. This improved process will include: • Backmap from Grade 8 – Vertical Alignment • Look for gaps in the curriculum • Determine teacher proficiency in content areas	Ongoing

	• Provide Professional Development • Horizontal alignment- Develop Content Units, Curriculum Maps • Continue improving assessments	
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The district through bi-weekly principal/vice principal meetings will provide yearly assessments, data and benchmark quarterly assessment data to principals. The Curriculum Instruction and Assessment (CIA) Department provides data to both principals and data captains from the school to facilitate data training during weekly PLC meetings and faculty meetings. Sessions on data analysis, strategies and best practices based on needs assessments around an issue of data such as using checks for understanding will be presented at bi-weekly faculty meetings.	Ongoing
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	A Data Team will be developed and will receive comprehensive training and coaching from the Transformation School Improvement Provider. These Teams will be reflective of the Content Teams and the Core members will facilitate weekly Data Discussions based around the summative data (NJASK) initially and the formative data gathered daily and weekly in classes. This experience will be Cyclical (developing common assessments, analyzing data, developing needs from the results, identifying strategies, providing instruction around the needs gathered from the data, monitoring these results and reflecting on the new data).	Ongoing

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. Student's social emotional needs will be identified and met to ensure that they have the strategies to address the behaviors that interfere with their learning.	It has been observed that sixth and seventh grade students in Trenton are in need of tremendous support upon entering middle school as many are at risk of dropping out of school. Most have attended K-8 elementary schools and the transition to middle school can be challenging. These students are now expected to change classes for all subjects in addition to navigating different teaching styles and crowded classrooms. Hedgepeth-Williams Middle School's current student population draws from four elementary schools throughout Trenton. The mixing of Trenton neighborhoods in addition to racial diversity at Hedgepeth-Williams is challenging. Sixth grade students are adjusting to developmental changes as well and often have difficulty expressing themselves in appropriate ways. For some, problems are solved through aggression and verbal insults, and the ability to make sound decisions is lacking. In addition, many students come from homes that are chaotic, and absenteeism is high. Students need a program that provides support as well as teaches them the skills they need to be successful with their peers, their families, at school and in their community. By partnering with a Transformation Therapeutic Provider we will implement an evidence-based	Aug.2014-June 2017

	program focusing on engaging the whole child – socially, academically and emotionally. Such Provider will use an experiential education methodology with a focus on: • Social and emotional learning (SEL) that allows students to develop a sense of belonging in a safe and healthy environment • Positive peer support through weekly group meetings led by highly trained youth social workers • Leadership skills development • Academic advisement, individual counseling and attendance outreach that fosters high expectations, pride in success and a culture of learning that allows participants to set and achieve personal goals, problem solve and accept challenges Program Goals are: • Development of leadership and EQ (Emotional Quotient/Emotional Intelligence) skills through social and emotional learning curriculum • On-time credit accumulation throughout the year • Articulation to the next grade at the end of the school year • On-time middle school graduation • Family involvement	
2. Teachers will be provided PD and strategies to use when addressing off task student behaviors so as to defuse the situation and maintain as much on task teaching time as possible,	As all staff members supporting challenging students are faced with increased demands on time, energy, and emotional resources, the Transformational Behavioral Provider would emphasize the practical ability of implementing an intervention. "Support staff morale" and "Learn from the experts' effective strategies will successfully manage off task/inappropriate behavior ensuring more time teaching," These are two areas that the Provider will address upon entering the classroom. In addition to providing classroom support, the provider will also train members of Intervention & Referral Services (I&RS) committees in behavioral assessment and intervention in order to build competency and capacity to serve students who demonstrate more challenging behavioral profiles. Supporting both general education and special education classrooms, the Transformation Behavioral Provider can provide an on-site behavior specialist responsible for creating, maintaining, and building capacity for the sustainment of a school-wide Positive Behavior Support Intervention System (PBSIS) program at Hedgepeth-Williams Middle School. This method of primary prevention promotes positive and pro-social behavior amongst all students and would involve training all staff (teaching and non-teaching) in positive behavioral intervention. Typically, all students are rewarded by school staff for the demonstration of adaptive social and behavioral goals. Rewards may be token based (good behavior coupons) or socially based (staff recognition).	Aug.2014-June 2017

3. The school will ensure that students are equipped with the skills and strategies needed to be critical thinkers, problem solvers, mentors and leaders.	Hedgepeth-Williams Middle School will implement a research based program that supports and eases student's successful transition into middle school and then middle to high school. This program will focus on themes such as identity, community and leadership. 8th grade students will be trained by staff in leadership and mentoring. They will work with 6th graders throughout the year; inevitably building their leadership skills as they grow.	Aug.2014-Ongoing

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.	Evidence states that extended learning during the day and school year enables students to retain learning at an increased level. Student Learning Time will be increased by 300 hours; 5 days prior to the start of the traditional school year and 1.5 additional hours during the school day (8:00-4:00) As a result students will be afforded the opportunity to participate in elective courses. These courses will be offered for an hour per day and they will have 2 different electives per Marking Period. There will be opportunities for students to experience 4-8 different electives a year. These electives will range from academic intervention, enrichment in the arts, social learning, to counseling and life skills.	August 2014-June 2017
2. The LEA identifies community needs and partnership opportunities.	The school will utilize parent surveys, focus groups, anonymous suggestion boxes and community forums (Town Hall Meetings) to identify the needs of the community. The school will establish partnerships with local businesses, organizations, universities/colleges, community services and parochial groups to provide educational and enrichment opportunities that address the specific needs of the surrounding community. Current partnerships with Rider University's Minding Our Business (MOB) Program, Living Hope Academic Tutoring Program, and The College of NJ's Bonner Institute will be further developed.	Ongoing
3. The LEA allocates funding for extended-learning programs.	The LEA will allocate sufficient funding to support an extended learning program. This funding will facilitate the implementation of enrichment programs that are aligned with the curriculum and instruction in core academic areas. The school will also utilize funds to establish partnerships with community organizations who will assist in establishing programs that provide enrichment in subject areas that contribute to well-rounded education including: health and physical education, technology, visual and performing arts, service learning opportunities and college and career exposure opportunities. Partnerships include 94ft Academic Academy, Building Our Youth's Development, and Project SMILE/GEAR	August 2014-June 2017

	Up.	
4. The LEA supports school leadership in developing and sustaining community partnerships.	Working closely with the Trenton Public Schools FACE department (Family and Community Engagement), Hedgepeth-Williams Middle School will continue to develop and expand their partnerships.	Ongoing
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	The Extended Learning Programs will be aligned with the curriculum and initiatives. A staff member will continue to serve as a Liaison to these various partnerships ensuring this alignment.	Ongoing
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	Surveys and Evaluations will be conducted at the midpoint of the programs. A database will be used to identify the students enrolled in the programs and their academic progress made throughout the year, focusing on an identifiable improvement.	Ongoing

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 Academic Program will be enhanced to ensure higher rigor and alignment to 21st Century Skills: --ELA will implement Reader/Writer's Workshop working in conjunction with a Professional Development Consultant to provide quality PD and embedded support in both components.---Math will implement the Progressive Mathematics Initiative program. The program has an exceptional technology piece, allowing for more engaging instruction, formative assessments and technology integration checks for understanding. --Social Studies will further develop the current use of CICERO, upgrading technology to allow for more engaging instruction. ---Science Instruction will be enhanced with the implementation of Mobile Labs and Technology to support the current curriculum ----Intervention ELA Classes will be offered utilizing READ 180 and System 44. ----Intervention Math Classes will be provided utilizing iReady, a technology based Math Intervention program.	July 2014- June 2017

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).	A parenting center will be developed in an existing location at Hedgepeth-Williams School. The Parent University will be the hub of parent activities at Hedgepeth-Williams School. Parent University: Offer PD opportunities for parents to engage in learning experiences that help them become more successful. Become a Satellite site for Daylight/Twilight utilizing the Advanced Academics Program for parents to acquire HS credits. Parent and Community representation is included in our School Leadership Team makeup and will continue. Partnerships: Project SMILE/GEAR UP- Program in which students participate in math, science, communications, self-development, computer classes with online internet help, cooperative learning groups, and interdisciplinary study. Students will receive academic enrichment through the school year, Saturday classes, and a 6 week summer institute. TCNJ Bonner Academy- Provides an intensive writing workshop throughout the year that focuses on 75 students over a 16 week period. Living Hope Empowerment Center- Afterschool enrichment program which provides tutoring and mentoring services. Princeton House- Provide acute care services for mental health and behavioral conditions. CARES/St. Francis Medical Center- Provide in-patient and outpatient acute care services for mental health and behavioral conditions. Greater Trenton Behavioral Health- In home and onsite counseling for students and parents. Prevention Education Inc- Provides children, families, and caregivers with prevention strategies, education, and intervention programs regarding personal safety, sexual abuse, and the overall well being of the child. Catholic Charities- Resource for parents and students that deal with homelessness, clothing, food, shelter, and clothing. INSPIRE- Provides training for teachers on team building and working with disaffected students. Provides mentoring services for students as well as individual and family counseling. Building Our Youth's Development- character education and life-skills that are designed to empower students in grades 3-12. BOYD also includes parents and guardians of participants to creative cohesive shifts in family paradigms.	July 1,2014 to June 30, 2017

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.	Parent Involvement will become a more focused initiative. Parent volunteers will be utilized to reach out to other parents; encouraging them to become more involved. The School Leadership Team consists of the principal, instructional staff, support staff, community partner, parent partner, union representative, and student representative.	July 1,2014 to June 30, 2017
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The Transformation Behavioral Provider will develop and implement PD for staff around the most effective ways to work with partnering agencies. This PD will be offered at the onset of the school year and revisited as needed until staff becomes comfortable with their ability to engage partnering agencies effectively to support students.	July 1,2014 to June 30, 2017
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	Parent/Community Summits will be held quarterly to engage and include parents and Community Members in the school improvement process. The School Leadership Team meets monthly and reports back to all stakeholders via meetings and/or email.	July 1,2014 to June 30, 2017

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
The school day will be restructured to add time so that relationships are strengthened between students and school staff, leading to a more positive school culture.	The Master schedule will be restructured to include an Elective Period (1hr) for students that changes quarterly. Such offerings may include: Intervention ELA and Math, Creative Writing, Science Enrichment, Band, Art Enrichment, Dance and Movement, Musical Keyboarding, Technology, Red Cross Life Guard Certification, CPR, High School Preparation /Counseling for 8th graders and Counseling Groups for 6th and 7th graders	July 2014-June 2017
The school will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports	Hedgepeth-Williams Middle School will develop and implement a Positive Behavioral Supports Program that helps develop a systemic approach to improving the Climate and Culture of the school. This program will provide rewards for student behavior and academic performance.	July 1, 2014-June 30, 2017

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.	A relationship will be developed with a Transformation School Improvement Consultant whose primary responsibility will be to assist the school in the development of a through and strategic Needs Assessment. This Assessment will provide Data that is analyzed in collaboration with the SLT and will be used to develop a thorough plan of action that supports the key initiatives identified in the Transformation Grant. The responsibility of this Consultant will be to work collaboratively with Hedgepeth-Williams Middle School in the implementation of the Transformation Grant. They will align the initiatives, provide support to the SLT and Teacher Leaders to ensure their work is rigorous and aligned to the goals.	July 2014- June 2017
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	Through the relationship with the Transformation School Improvement Consultant the school based leadership will continue to develop as strong instructional leaders. This consultant will ensure the collaboration between the school based leaders and the external providers are focused on the initiatives outlined in the grant and that all initiatives are preparing the school for sustainability after the grant.	July 2014- June 2017
3. The LEA has established annual goals for student achievement.	Hedgepeth-Williams Middle School has established annual goals for student achievement. These goals are aligned to the district goals of 15-25% over three years.	July 2014- June 2017
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	Hedgepeth-Williams Middle School will continue to use Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) to provide students Lexile and math readiness data quarterly. In addition the NJ Model Curriculum Unit Assessments will continue to be administrated and the data used to identify students at-risk and Student Learning Objectives of needed improvement.	1.1.1.July 2014- June 2017
5. The LEA and school share student progress data with parents and students.	Student progress data will be shared in the following ways: reports sent home, school data posted on the school website, parents will continue to have access to Power School to view student attendance, assignments, test data, disciplinary data.	August 2014- June 2017

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**

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 Trenton Public School District is committed to supporting all grants management responsibility of SIG. The SIG grant at Hedgepeth-Williams Middle School will be managed by the Principal and School Leadership Team. This responsibility is consistent with School-Based budgeting and management. All District grants are supported by the Office of Grants and Funded Programs. This office reports to the business office, providing a direct line of communication regarding school budgets, entitlement programs, and supplementing not supplanting guidance. Academic Programs are under the direction of the District's Chief Academic Officer and Assistant Superintendent of Curriculum, Instruction, and Assessment and Professional Development. Principals report to the Asst. Superintendent for school support. Hedgepeth-Williams will hire a staff member (selected via Union Process) who will report to the Principal and will serve in the role as the SIG Program Coordinator to ensure that SIG Reporting metrics/indicators and the various SIG components as outlined in the program plan are fully executed. These key positions will work monthly with the assigned STC to support the implementation of Hedgepeth-Williams Transformation Model. In addition, through the family and community engagement required elements, monthly and annual progress reports on SIG outcomes will be shared with stakeholders via school website, the district website, and other community vehicles, such as Title I Parent Advisory Council, The Trenton Prevention Policy Board, Trenton Area Stakeholders, and so on. An annual report of SIG performance will be part of the reporting process when the district presents to the Trenton Board of Education and the public on Spring assessment outcomes.	July 2014- June 2017
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	See above.	July 2014- June 2017

Form S-8

Date: April 1, 2014

ANNUAL STUDENT TARGETS

LEA : Trenton Public Schools **Name of School:** Hedgepeth-Williams Middle School

	LANGUAGE ARTS					MATH				
	NJ ASK	2013 Baseline	2014 Target	2015 Target	2016 Target	NJ ASK	2013 Baseline	2014 Target	2015 Target	2016 Target
Total Students	418	23.9%	29.9%	35.9%	41.9%	419	37.9%	43.1%	48.3%	53.5%
Students with Disabilities	73	4.1%	11.5%	18.9%	26.3%	72	13.8%	20.6%	27.4%	34.2%
Limited English Proficient Students	40	17.5%	24.6%	31.7%	38.8%	43	27.9%	34%	40.1%	46.2%
White	6	33.3%	38.4%	43.5%	48.6%	6	33.3%	37.1%	40.9%	44.7%
African-American	233	22.3%	28.6%	34.9%	41.2%	232	34.4%	40.2%	46%	51.8%
Asian/Pacific Islander	8	50%	56.2%	62.4%	68.6%	9	44.4%	49.6%	54.8%	60%
American Indian/Native American	0	0	0	0	0	0	0	0	0	0
Hispanic	165	24.2%	29.8%	35.4%	41%	164	42.6%	47%	51.4%	55.8%
Others	5	40%	45.6%	51.2%	56.8%	5	0%	6.5%	13%	19.5%
Economically Disadvantaged	349	22.8%	28.8%	34.8%	40.8%	350	39.2%	44.3%	49.4%	54.5%

TEACHER SCHEDULES HEDGEPETH WILLIAMS
2014-15

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Tchr Name	Rm #	subject/grade	Block 1-A	Block 1-B	Block 2-A	Block 2-B	Block 3-A	Block 3-B	Block 3-L	Enrichment	Block 4-A	Block4-B	Homeroom
2				8:23-9:03	9:03-9:43	9:46-10:26	10:26-11:06	11:09-11:49	11:52-12:32	12:35-1:15	1:18-2:18	2:21-3:01	3:01-3:41	3:43-3:55
3				PD 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	Pd 7	Pd 8	Pd 9	Pd 10	
4	Garvey-Jaque	B205	LA 1-6th	601	601	603	603	Lunch	CP	Prep		605	605	
5	Johnson, Dor	B212	LA 2-6th	604	604	606	606	Lunch	CP	Prep		602	602	
6	Wiley, Jeff	B203	MA 1-6th	605	605	604	604	Lunch	CP	Prep		603	603	
7	Williams, Bru	B204	MA 2-6th	602	602	601	601	Lunch	CP	Prep		606	606	
8	Langford, Dav	B200	SCI 1-6th	603	606	602	605	Lunch	CP	Prep		601	604	
9	Gabriel, Carm	B201	SS 1-6th	606	603	605	602	Lunch	CP	Prep		604	601	
10	Bloom, Andre	Gym/A139	PE 1-6th	701	704	803	802	Lunch	601	602		Prep	CP	
11	Waniak, Carly	A149	Music-S1	SC5	Q	806	801	Lunch	602	601		Prep	CP	
12			Music-S2											
13	Drummond, (	B224	Art-S1	Q	Q	606	SC-2	Lunch	603	604		Prep	CP	
14			Art-S2											
15	Rawls, Donna	B213	Technology-S1	702	705	SC-3	805	Lunch	SC-5	Q		Prep	CP	
16			Technology-S2											
17	McCoy, Paula	A114A	SE-SC-SC-161	LA-SC-1	LA-SC-1	MA-SC-1	MA-SC-1	Lunch	CP	Prep		SCI-SC-1	SS-SC-1	
18	Gonzales, Izzi	A114A	Para-SC-1	LA-SC-1	LA-SC-1	MA-SC-1	MA-SC-1	Lunch	Prep	ISS-M, T, W		SCI-SC-1	SS-SC-1	
19	Robles, Carm	B207	SE-SC-CM-SC-S	Prep	CP	LA-SC-5	LA-SC-5	Lunch	MA-SC-5	MA-SC-5		SCI-SC-5	SS-SC-5	
20	McPhail, Gert	B207	Para-SC-5	Prep	Duty	LA-SC-5	LA-SC-5	Lunch	MA-SC-5	MA-SC-5		SCI-SC-5	SS-SC-5	
21	Harrington, T	Gym/A139	PE 4-SE	705	702	SC-2	806	Lunch	603	604		Prep	CP	
22	Tatter-Mancini,	Mary Ellen	SE ICT-SS	Rm B204 INC-MA-606 Res-LA-A139-	Rm B204 INC-MA-606 Res-LA-A139-	Prep	CP	Lunch	Rm B200 INC-SCI-605	Rm B201 INC-SS-606		Rm B204 INC-MA-605 Res-LA-A139-	Rm B204 INC-MA-605 Res-LA-A139-	
23	Vacancy LA	A139	SE-Resource-L	605	605	806	Res-LA A139-806	Lunch	CP	Prep		606	606	
24	Beigley, Dian	A105	LA 3-7th	Prep	CP	704	704	703	Lunch	703		705	705	
25	Harker, Court	B209	LA 4-7th	Prep	CP	701	701	706	Lunch	706		702	702	
26	Cannon, Mari	B202	MA 3-7th	Prep	CP	705	705	704	Lunch	704		703	703	
27	Goff, Pamela	B215	MA 4-7th	Prep	CP	702	702	701	Lunch	701		706	706	
28	Gaffin, Jonath	A111A	SCI 2-7th	Prep	CP	703	706	702	Lunch	705		701	704	
29	Moore, Jame	B206	SS 2-7th	Prep	CP	706	703	705	Lunch	702		704	701	
30	Dice, Michell	Gym / A125	PE 2-7th	703	706	SC-2	SC-3	Lunch	SC-1	SC-4		Prep	CP	
31	Lecke, Rochelle		SE ICT-MA	Res-MA-A159- 706	Res-MA-A159- 706	Prep	CP	Rm B206 INC-SS-706	Lunch	Rm A111 INC-SCI-706		Rm B209 INC-LA-706	Rm B209 INC-LA-706	
32	Kramer, Gavi	A157	World Lang-S1	704	701	802	803	Lunch	SC-4	SC-1		Prep	CP	
33			World Lang-S2											
34	Scheibel, Trac	A114B	SE-SC-SC-271	LA-SC-2	LA-SC-2	Prep	CP	MA-SC-2	Lunch	MA-SC-2		SCI-SC-2	SS-SC-2	
35	Clark, Ronald	A114B	Para-SC-2	LA-SC-2	LA-SC-2	Prep	ISS-W,Th, F	MA-SC-2	Lunch	MA-SC-2		SCI-SC-2	SS-SC-2	
36	Harris, Armor	B220	SE-SC-SC-281	LA-SC-3	LA-SC-3	Prep	CP	MA-SC-3	Lunch	MA-SC-3		SCI-SC-3	SS-SC-3	
37	Neal, Marlen	B220	Para-SC-3	LA-SC-3	LA-SC-3	Prep	SS-M, T/Hall-I	MA-SC-3	Lunch	MA-SC-3		SCI-SC-3	SS-SC-3	
38	Campbell, Shi	A103	LA 5-8th	802	802	Prep	CP	804	804	Lunch		806	806	
39	Wood, Jennif	A104	LA 6-8th	805	805	Prep	CP	801	801	Lunch		803	803	
40	Taylor, Derek	A102	MA 5-8th	803	803	Prep	CP	805	805	Lunch		801	801	
41	Allen, Shanika	A106	MA 6-8th	806	806	Prep	CP	802	802	Lunch		804	804	
42	Gregorio, Lau	A159	SCI 3-8th	801	804	Prep	CP	803	806	Lunch		802	805	

TEACHER SCHEDULES HEDGEPETH WILLIAMS

2014-15

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
43	Rena Moanin	A101	SS 3-8th	804	801	Prep	CP	803	803	**Lunch**		805	802	
44	Mosley, Byro	Gym / A125	PE 3-8th	Q	SC-5	805	804	**Lunch**	805	606		Prep	CP	
45	Nagy, Melissa	A107B	SE-Resource	Prep/CP	Prep/CP	Rm A104 INC-LA-806	Rm A104 INC-LA-806	Rm A106 INC-MA-806	Rm A106 INC-MA-806	**Lunch**		Res-Sci-A125-806	Rm A101 INC-SS-806	
46	O'Brien, Kevin		SE ICT-LA	Rm A104 INC-LA-805	Rm A104 INC-LA-805	Prep	CP	Rm A101 INC-SS-805	Rm A159 INC-SCI-805	**Lunch**		Rm A106 INC-MA-805	Rm A106 INC-MA-805	
47	Berkarciak, M	A107B	:-Resource-M:	Res-MA-A107B-606	Res-MA-A107B-606	Prep	CP	Res-MA-A107B-806	Res-MA-A107B-806	**Lunch**		Res-MA-A107B-605	Res-MA-A107B-605	
48	Oliver, Dana		SE-ICT-SCI	Rm B212 INC-LA-605	Rm B212 INC-LA-605	Prep	CP	Rm B201 INC-SS-606	Rm B201 INC-SS-606	Rm B200 INC-SCI-605		Rm B212 INC-LA-606	Rm B212 INC-LA-606	
49	Anderson, Su	B211	:E-SC-MD-6,7,	LA-SC-4	LA-SC-4	MA-SC-4	MA-SC-4	**Lunch**	CP	Prep		SCI-SC-4	SS-SC-4	
50	Byrd, Vivian	B211	Para-SC-4	LA-SC-4	LA-SC-4	MA-SC-4	MA-SC-4	**Lunch**	Prep	ISS-W,Th, F		SCI-SC-4	SS-SC-4	
51	Marke, Mare	A107A	ESL											
52	Lynne, Beth	A121	ISS	ISS-A121	ISS-A121	ISS-A121	Prep	**Lunch**	ISS-A121	CP		ISS-A121	ISS-A121	
53	Sanders, Lesli	B208	Literacy Ldr											
54	Espisale, Barb	B208	Media Specialist					ISS-M,T	606	**Lunch**				
55	Aubry, Curtis	B208	Math Ldr											
56	Briggs, Talithe	B211	mate/Culture Ldr											
57	Thompson, R	A100	Parent Liaison											
58	Dublin, Shere	A100	Guidance					Duty-Lunch						
59	Hoover, Ted	A100	Guidance							Duty-Lunch				
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TEACHER SCHEDULES HEDGEPETH WILLIAMS

2014-15

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Section# 601 (Sample Hedgepeth Student Schedule 2014-15)

Period	Time	Min	Block	Monday	Tuesday	Wednesday	Thursday	Friday
	8:05-8:20	Meeting-15 min						
1	8:23-9:03	40	1	L/A	Math	Science	L/A	Math
2	9:03-9:43	40		L/A	Math	Social Studies	L/A	Math
3	9:46-10:26	40	2	Math	Science	L/A	Math	Science
4	10:26-11:06	40		Math	Social Studies	L/A	Math	Social Studies
5	11:09-11:49	40	3	Lunch	Lunch	Lunch	Lunch	Lunch
6	11:52-12:32	40		P/E	Art-F/Music-S	P/E	Art-F/Music-S	P/E
7	12:35-1:15	40		Art-F/Music-S	P/E	Art-F/Music-S	P/E	Art-F/Music-S
8	1:18-2:18	60	Enrichment					
9	2:21-3:01	40	4	Science	L/A	Math	Science	L/A
10	3:01-3:41	40		Social Studies	L/A	Math	Social Studies	L/A
	3:43-3:55	Homeroom-12min						

Section# 701 (Sample Hedgepeth Student Schedule 2014-15)

Period	Time	Min	Block	Monday	Tuesday	Wednesday	Thursday	Friday
	8:05-8:20	Meeting-15 min						
1	8:23-9:03	40	1	P/E	World Language-1/Technology-2	P/E	World Language-1/Technology-2	P/E
2	9:03-9:43	40		World Language-1/Technology-2	P/E	World Language-1/Technology-2	P/E	World Language-1/Technology-2
3	9:46-10:26	40	2	L/A	Math	Science	L/A	Math
4	10:26-11:06	40		L/A	Math	Social Studies	L/A	Math
5	11:09-11:49	40	3	Math	Science	L/A	Math	Science
6	11:52-12:32	40		Lunch	Lunch	Lunch	Lunch	Lunch
7	12:35-1:15	40		Math	Social Studies	L/A	Math	Social Studies
8	1:18-2:18	60	Enrichment					
9	2:21-3:01	40	4	Science	L/A	Math	Science	L/A
10	3:01-3:41	40		Social Studies	L/A	Math	Social Studies	L/A
	3:43-3:55	Homeroom-12min						

Section# 801 (Sample Hedgepeth Student Schedule 2014-15)

Period	Time	Min	Block	Monday	Tuesday	Wednesday	Thursday	Friday
	8:05-8:20	Meeting-15 min						
1	8:23-9:03	40	1	L/A	Math	Science	L/A	Math
2	9:03-9:43	40		L/A	Math	Social Studies	L/A	Math
3	9:46-10:26	40	2	P/E	World Language-1/Music-2	P/E	World Language-1/Music-2	P/E
4	10:26-11:06	40		World Language-1/Music-2	P/E	World Language-1/Music-2	P/E	World Language-1/Music-2
5	11:09-11:49	40	3	Math	Science	L/A	Math	Science
6	11:52-12:32	40		Math	Social Studies	L/A	Math	Social Studies
7	12:35-1:15	40		Lunch	Lunch	Lunch	Lunch	Lunch
8	1:18-2:18	60	Enrichment					
9	2:21-3:01	40	4	Science	L/A	Math	Science	L/A
10	3:01-3:41	40		Social Studies	L/A	Math	Social Studies	L/A
	3:43-3:55	Homeroom-12min						

Form S-9

Date: April 1, 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.

SEE ATTACHED

SIG School Improvement Plan Template - Transformation

Template Version 2.0
Date of Version 3/20/14

INSTRUCTIONS: **Please follow the 10 steps below.**

Overall Guidelines

Green sheets require content to be entered.
Yellow boxes correspond to the step number
Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.
Click on the purple button on the top of each sheet to return to this "Instructions" page.
CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

1 Rename the file **RACREGION#_SCHOOLNAME_CDS.xls**. Example **RAC4_NJELEMENTARY_000000001.xls**

Steps to input the information

2 Go to sheet "Title." Select the school from the drop down menu.
3 Input the principal's name.
4 State assessment goals for 2014-15 can be found on the Title 1 Accountability website. Please use the link and access information located on the Goals tab.
5 Go to sheet "QSR Summary." Follow the instructions on the sheet
6 Go to sheet "Highest Priority Issues." Follow the instructions on the sheet.
7 Go to sheet "Required Activity (2)." Follow the instructions on the sheet. Go to a new 'Required Activity' or 'Other Intervention Strategy' sheet for each intervention.

Review output and check quality of information

8 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
9 Review pages and correct any sheets as necessary.
10 Submit file to both (1) the Application Control Center with the remainder of the 2013 SIG Renewal Application and (2) your State Turnaround Coach.

For questions, please contact your State Turnaround Coach.

RETURN TO INSTRUCTIONS

Regional
ACHIEVEMENT
CENTERS

School:	2	**Hedgepeth-Williams Middle School**
Region:		4
County:		Mercer
District:		Trenton City
CDS:		215210301
RAC Classification:		Priority School
Principal:	3	**Dr. Bernard X. James Sr.**

School Goals - Hedgepeth-Williams Middle School

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 • 23.9% **percent of students proficient in ELA**[1] 4 • 43.1% **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	Leadership communicates school mission and vision focused on student achievement. Leadership ensures that the b uilding is safe. Leadership communicates withstaff the school priorities. Leadership conducts frequent walk-throughs. Leadership provides professional development for staff.	While collaborative data events occur, it is not evident that the leadership ensures instructional changes at the classroom levels. Lesson plans are reviewed, however implementation is not eveident in some classrooms. Teacher observations do not align with how professional development topics are selected.
	1.2	Developing		
	1.3	Developing		
	1.4	Developing		
	1.5	Developing		
	1.6	Developing		
	1.7	Underdeveloped		
	1.8	Developing		
	1.9	Developing		
	1.10	Developing		
2- School Climate & Culture	2.1	Developing	High expectations are communicated to staff. Leadership tracks, organizes, and analyzes disciplinary and attendance data. Leadership communicates a belief in the potential of all students. Good teacher rapport was eveident in some classrooms.	Academic learning time is not consistent with bell-to-bell instruction in some classrooms. There were several inconsistencies and concerns with how behavioral issues were addressed during observations. There were pockets of classrooms where there were no common classroom routines and a significant amount of down time. There were low expectations among staff in regards to student achievement, where student work lacked rigor in almost every grade level.
	2.2	Developing		
	2.3	Developing		
3 - Effective Instruction	3.1	Underdeveloped	School curriculum is aligned with the CCSS via the Model Curriulum.	Written teacher feedback to students was inconsistent. Checks for understanding were not eveident in most classrooms. There was little or no differentiaition evident in all content areas and grade levels. Many teachers struggled to assess mastery of the objective taught. Active student engagement continues to be a challenge across all grade levels. Multiple teachers lack necessary content knowledge. Teachers were not consistent with implementing the instructional framework for a gradual release of responsibility. Balanced literacy was not eveident in many classrooms.
	3.2	Underdeveloped		
	3.3	Underdeveloped		
	3.4	Underdeveloped		
	3.5	Developing		
	3.6	Developing		
4 - Curriculum, Assessment and Intervention System	4.1	Developing	It was evident that an intervention period exists and students are selected as a result of low test scores.	Lesson plans show a lack of rigor across all grade levels and content areas. There were inconsistencies amongst classrooms with assessing mastery of the objectives at the end of the lesson. There was no evidence of how end of unit assessments were actually informing interventions in most classrooms. The intervention period needs to be properly planned for small group instruction to be effective. Students are provided intervention, however, it is unclear how the students are chosen and the list of students is not updated on a regular schedule so that the maximum number of students can be serviced. There were inconsistencies with common planning and execution across grade levels.
	4.2	Developing		
	4.3	Developing		
	4.4	Developing		
	4.5	Developing		

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	Developing	After completion of walk-throughs the principal provides immediate feedback to the staff.	Professional Development calendar is not consistently aligned to improving student achievement.
	5.2	Developing		
	5.3	Underdeveloped		
	5.4	Developing		
	5.5	Developing		
6 - Enabling the Effective Use of Data	6.1	Developing	Some teachers are utilizing end of unit assessments to guide instruction. Teachers have data events to collaborate on the next steps to increase student achievement.	The data collected by the leadership team is not consistently evident in the classroom. There was no student data found in a few classrooms. Data is not effectively utilized for targeted instruction during the intervention period.
	6.2	Developing		
	6.3	Developing		
7- Effective Use of Time	7.1	Developing	Warm-ups/Do Nows were consistently evident in many classrooms.	It was evident that several teachers allotted excessive amounts of time for assignments. There were a few classrooms where pacing was slow with a lack of rigor. The entire instructional period is not fully utilized for effective on task instruction in some classrooms.
	7.2	Developing		
	7.3	Underdeveloped		
8- Family & Community Engagement	8.1	Developing	Leadership and teachers communicate with student families regarding student progress, attendance, and behavior. School partnering with the PTO and the community was evident.	None stated on QSR.
	8.2	Developing		

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
There is limited Leadership throughout the school resulting in a lack of mentors and support for staff instructional improvement.	Leadership scores average 2 on the QSR Rubric.	As a new school reconfigured July 1, 2013, Hedgepeth-Williams inherited staff from 5 different schools throughout the city. There are 53 certificated staff members on roster, 13 of them are non-tenured.	Students (ELA, MATH, SWD, ELL, Economically Disadvantaged, all gender and ethnicity groups) Staff and Parents/Guardians
The Climate and Culture of Hedgepeth-Williams is one of limited respect for : Peers, adults, materials, belongings, thoughts and differences.	Climate and Culture scores average 2 on the QSR Rubric. In addition the School Discipline Reports indicate that as of March 2014 the Out of School Suspension rate is 14%. Non-Violent incidences are 29.4% and Violent Incidences are 14.3%. The truancy rate is 17.7%.	Hedgepeth-Williams recently opened (July 1, 2013) as a full-fledged Middle School. Many of the students came from K-8 schools that operated as an Elementary School and they did not: move freely through the halls, use lockers, have such personal responsibility.	Students (ELA, MATH, SWD, ELL, Economically Disadvantaged, all gender and ethnicity groups) Staff and Parents/Guardians
Instructional practices are minimally rigorous; student engagement is uneven and focus is limited and interventions are few.	QSR scores for Instructional Practices are an average of 2, developing. Staff observations for Round 1 and 2 are a combination of Partially Efficient and Efficient. Walk-Throughs and informal observations identify large pockets of poor instruction and non-engagement. The recent Model Curriculum Unit 3 Assessment indicated that only 47% of the students were proficient on the ELA assessment and only 31% on the Math.	Inadequate fidelity of implementation and timelines. Lack of teacher mastery of content; inconsistent checks for understanding; lack of consistent implementation of the literacy block; gradual release model; active engagement during bell-to-bell instruction; little differentiation.	Students (ELA, MATH, SWD, ELL, Economically Disadvantaged, all gender and ethnicity groups) Staff and Parents/Guardians

Description of Highest Priority Issues

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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
Inappropriate student behavior is a hinderance to quality instruction and minimizes learning time.	Discipline data indicates: 14.3% violent acts and 29.4% non-violent acts recorded in Power School. Attendance Data indicates: Staff attendance is 96% as of 3/2014. Student attendance 82.3% with a truancy rate of 17.7%.	This is a result of : combining students from 5 different schools across the city as of 9/1/13. Lack of student proficiency in ELA and Math.	Students (ELA, MATH, SWD, ELL, Economically Disadvantaged, all gender and ethnicity groups) Staff and Parents/Guardians
Data is not used to identify student needs in a timely manner and the instruction is not individualized to meet those needs.	The recent Model Curriculum Unit 3 Assessment indicated that only 47% of the students were proficient on the ELA Assessment and only 31% on the Math.	Inadequate fidelity of implementation and timelines. Data collection is not consistent from class to class. Data is not used effectively to target instruction.	Students (ELA, MATH, SWD, ELL, Economically Disadvantaged, all gender and ethnicity groups) Staff and Parents/Guardians
Parental and community involvement are minimal and in order to be successful we must have positive ongoing relationships.	Attendance logs for parental involvement indicates that less than 3% of the population comes to workshops and meetings.	We are struggling to build a core Parent Teacher Organization. The cause is that many parents work two jobs and are too tired to come back to the school in the evening. Sometimes the methods used are not effective because the students do not pass along the information to parents.	Parents, At-Risk students

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

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SIG Required Activity - 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model.		
SMART goal	**Using the ISSLC Competencies the principal will be provided with professional supports and operational flexibility to effectively lead a Transformation School and based upon Danielson's framework for teaching Domains 3 and 4; staff scoring basic to proficient will increase 25% and staff scoring proficient to distingushed will increase 10% from the 13-14SY to the14-15 SY.**	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, If applicable	**There is limited teacher leadership througout the school based on the high administrative turnover and a lack of mentors and support for staff instructional improvement.**	**Primary Turnaround Principle addressed**	1
Measurable Effectiveness Data	**Danielson's Framework for Teaching**	**Secondary Turnaround Principle addressed**	2
Owner of strategy	**Principal and Vice Principal**	**Other Turnaround Principle addressed**	3
Target population	**Staff who display leadership potential and desire.**	**Other Turnaround Principle addressed**	4

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	The School Leadership Team will be formed according to the bylaws develop in January 2014.	7/15/2014	SLT Chair	$0.00
2	I&RS Team members will be identified(replace those leaving) and identified for 14-15 SY.	7/15/2014	I & RS Chair	$0.00
3	School Safety Team will be identified from various stakeholder groups	7/15/2014	Vice Principal	$0.00
4	Provide summer PD to principals and staff on team building and operating within a transformation school using effective practices.	9/1/2014	Foundation of Educational Administration	$25,000.00
5	In conjunction with the SIG Transformation Leadership Consultant, potential teacher leaders will be identified for participation in a Leadership Program facilitated by an institute of higher learning.	9/1/2014	Principal and Vice Principal	$0.00
6	10-12 identified teachers will participate in Cohort 1 of a teacher leadership program. The module will focus on what successful leaders need to kno to be able to improve schools in corrective action.	6/30/2015	Transformation Leadership Consultant and Institute Facilitators	$187,650.00
7	Create an Implementation Team including the principal and Transformation Leadership Consultant to provide sufficient time during the summer for preimplementation purposes.	7/1/2014	Transformation Leadership Consultant, Principal, and Staff	$6,300.00
8	Establish a PD Committee that will develop a Professional Development Calendar.	7/15/2014	Principal, Vice Principal, TLC, and SLT	$4,500.00
9	School Leadership Team will attend AMLE Yearly Conference and ASCD Yearly Conference to engage in instructional leadership conversations with colleagues and acquire new knowledge and ideals for improvement and growth.	6/30/2015	Principal, Vice Principal, TLC, and SLT	$10,000.00
10	The effectiveness of the leadership component will be evaluated through surveys and adaptations made as needed for the following year.	6/30/2015	Transformation Leadership Consultant and Institute Facilitators	$0.00
11	SIG Leadership Academy receive training as required by NJDOE	7/1/2014	Principal, Vice Principal, and SLT	$2,500.00
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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

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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	**As a result of focused Professional Development and embedded coaching support, 80% of the staff will receive a rating of effective or highly effective on the TEACHNJ Component at the conclusion of the 2014-2015 school year.**	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous, student engagement is uneven, and focus is limited and interventions for academics are few.**	**Primary Turnaround Principle addressed**	**3**
Measurable Effectiveness Data	**TEACHNJ Components (Danielson MSGP and SGO's)**	**Secondary Turnaround Principle addressed**	**5**
Owner of strategy	**School Administration**	**Other Turnaround Principle addressed**	**2**
Target population	**Teachers**	**Other Turnaround Principle addressed**	**1**

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	During the Summer of 2014 for two days staff will be provided with professional development in the TEACHNJ ACT Evaluation System (SGO's, MSGP's, and Danielson). They will participate in mock observations and rate the actors using the Danielson model thereby gaining a clearer understanding of the process and expectations. (59 staff members @ $36.00 for 10 hours and 4 Danielson Teacher Trainers @ $42.00 for 10 hours)	9/1/2014	Principal, Vice Principal, Danielson Teacher Trainers	$22,920.00	
2	Staff will be provided ongoing support throughout the year in the Charlotte Danielson Pathways to Performance Observation Tool	6/30/2015	Principal, Vice Principal, Danielson Teacher Trainers	$0.00	
3	Follow-Up Professional Development will take place after the school day to keep staff abreast of the changes in the legislation and attuned to the expectations.	6/30/2015	Principal, Vice Principal, Danielson Teacher Trainers	$22,920.00	
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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

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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	**As a result of focused professional development and embedded coaching support 80% of the staff will receive a rating of effective or highly effective on the TEACHNJ Components at the conclusion of the 2014-2015 SY.**	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous; student engagement is uneven and the focus is limited and interventions for academically struggling students are few.**	**Primary Turnaround Principle addressed**	5
Measurable Effectiveness Data	**TEACHNJ Components(Danielson, MSGP's and SGO's), Benchmarks, and NJASK.**	**Secondary Turnaround Principle addressed**	3
Owner of strategy	**School Administration**	**Other Turnaround Principle addressed**	1
Target population	**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	Create a system of incentives which outlines levels of rewards for staff that might include but not limited to quarterly benchmark assessments, student formative and summative performance goals, and final evaluations.	6/30/2015	Principal, Vice Principal, and SLT	$25,000.00	
2	Hedgepeth-Williams Administration will work closely with the Trenton Board of Education Human Resources Department to actively recruit and develop systems to retain high quality teachers.	9/1/2014	Principal and Vice Principal	$0.00	
3	The School Leadership Team will attend job recruitment fairs with the sole purpose of actively recruiting high quality teachers when vacancies arise (4 staff would attend 5 job fairs for 5 hours).	6/30/2015	Principal, Vice Principal, and SLT	$3,600.00	
4	Based upon formal/informal observations; staff with two or more basics in either domains 2, or 3 will receive an instructional improvement plan. PD will be embedded in the school day and will be provided based uponn trends and needs.	6/30/2015	Principal and Vice Principal		
5	Using the TBOE protocols following the guidelines established in TEACHNJ Legislation, the school will utilize instructional improvement plans and corrective action plans to support staff who have rated ineffective or partially effective and when needed, following district protocols and Due Process, request for dismissal will be taken.	5/1/2015	Principal and Vice Principal		
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Project Activity Plan - Transformation

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

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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**	**As a result of high quality focused Professional Development and embedded coaching support, the Spring 2015 PARCC scores of Hedgepeth-WilliamsMiddle School students will grow 6% in Language Arts and 5.2% in Mathematics.**	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous; student engagement is uneven and focus is limited and interventions for academics are few.**	**Primary Turnaround Principle addressed**	**3**
Measurable Effectiveness Data	**PARCC, Benchmark Assessments**	**Secondary Turnaround Principle addressed**	**4**
Owner of strategy	**School Administration and Literacy and Math Leaders**	**Other Turnaround Principle addressed**	**2**
Target population	**Teachers and student population.**	**Other Turnaround Principle addressed**	

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

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Time will be alloated from the Master Schedule to ensure collaborative opportunities(44 minutes per day, 3 times per week)	8/1/2014	Principal, Vice Principal, and SLT	$0.00	
2	Time will be allocated via the Increased learning time model at least two days per week for an additional 90 minutes; this time wil be used to focus on research based best practices, differentiated instruction, formative assessments, and instructional frameworks.	8/1/2014	Principal, Vice Principal, and SLT	$0.00	
3	Faculty Meetings will be extended to 2 hours in length and used for PD sponsored by the FEA with the sole purpose to develop Unit Plans utilizing the Common Core Standards ensuring the instruction planned from that document is engaging, rigorous, and across content areas.	6/30/2015	Principal, Vice Principal, Transformation Leadership Consultant and FEA Consultants	$46,800.00	
4	Continue Team Building PD Sessions throughout the year during quarterly Saturday Institutes.	6/30/2015	Principal, Staff, Transformation Leadership Consultant and Contracted Consultants	$28,080.00	
5	Provide PD on the following: building a culture of learning throughout the school year; team teaching and co-teaching; writing across the curriculum; mathematics instructional strategies and programs; integrating technology; differentiated instruction; balanced literacy	6/30/2015	Principal, Vice Principal, Transformation Leadership Consultant and Contracted Consultants	$0.00	
6	Professional development topics will be identified using data from multiple sources (NJ ASK, Benchmark Assessments, Surveys, Informal/Formal Walkthrus, and Discipline Data)	6/30/2015	Principal, Staff, Transformation Leadership Consultant and Educational Information and Resource Center	$0.00	
7	Professional Learning Communities will be expanded to after school hours and developed around book clubs some of which are: Educating Urban Minority Youth, A Framework for Poverty, and This we Believe: Keys for Educating Young Adolescents.	6/30/2015	Principal, Vice Principal, and Instructional Leaders	$5,000.00	
8	Formal and Informal Observations will be conducted daily. This data will be used to identify trends in instructional practice and inform on needed PD topics.	5/30/2015	Principal, Vice Principal, and Instructional Leaders	$0.00	
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Project Activity Plan - Transformation

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

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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	Through the implementation of a Master Schedule that includes electives, staff will have the opportunity to develop syllabi and advocate for an elective of their choosing, increasing job satisfaction and attendance 3% from the 13-14 SY to the 14-15 SY	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Staff recruitment and retention	**Primary Turnaround Principle addressed**	5
Measurable Effectiveness Data	Staff and student attendance, increased time on instructional tasks, and decrease in student behavior issues.	**Secondary Turnaround Principle addressed**	2
Owner of strategy	Administration	**Other Turnaround Principle addressed**	1
Target population	Staff and Student Population	**Other Turnaround Principle addressed**	

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

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Working in conjunction with the Teacher Leadership Academy (Identified in indicator 1) the School and District will work collaboratively to identify funding sources for Long-Term Program Stability.	6/30/2015	Principal, Vice Principal, Instructional Leaders	$0.00	
2	The current Human Resources Screening Process identifies HQT Status; as part of this process the school will develop systems for applicant's to do demonstration lessons to better inform school screening team of the applicants abilities. In addition to the use of NJ Achieve will help to ensure a systen for removal of staff that prove to be ineffective.	6/30/2015	TBOE Human Resources, Principal, Vice Principal, Screening Team	$0.00	
3	In collaboration with a Transfromation Leadership Developer, a program for Leadership will be developed based upon the premise that a critical core of teachers is needed to sustain the school transformation beyond the proposed funding. Secondly, this relationship will address job-embedded professional development. That is, what does the "critical core" need to be learning today, to prepare them to assume key teacher leadership positions tomorrow? Building upon these two points, The Teacher Leadership Academy will be designed to recruit, prepare, and support a cohort of teacher leaders. The program will be designed to help teachers draw connections between theory and practice, focusing on how to facilitate learning as they assume leadership roles at Hedgepeth-Williams Middle School.	6/30/2015	Principal, Vice Principal, Transformation Leadership Consultant	$0.00	
4	Staff will be provided with the followng opportunites for incentives to perform: iPads, dinner tickets, theater/movie tickets, mini grants for educational programs, certificates, awards (trophies, plaques, mugs, etc.), conference stipends, and welcome packages.	6/30/2015	Principal, Vice Principal, SLT.	$25,000.00	
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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

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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	**As a result of focused, job-embedded PD and embedded coaching support, the Spring 2015 PARCC scores of Hedgepeth-Williams Middle School students will grow 6% in Language Arts and Literacy and 5.2% in Mathematics.**	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous, student engagement is uneven and focus is limited and interventions for academically struggling students are few.**	**Primary Turnaround Principle addressed**	**3**
Measurable Effectiveness Data	**PARCC, Benchmark Assessments**	**Secondary Turnaround Principle addressed**	**4**
Owner of strategy	**Math and Literacy Leaders**	**Other Turnaround Principle addressed**	**2**
Target population	**Total student population**	**Other Turnaround Principle addressed**	

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

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	NJ Smart, Power School, and the SAMS data collection systems will be utilized as the Data Collection System. Professional Development will be provided to the staff on these systems.	6/30/2015	Principal, Vice Principal, Data Captain, Technical Support Person	$0.00	
2	The school will continue to use the NJ Model Curriculum, assess using the Benchmark Assessments and establish benchmarks consistent with the RAC4 expectations. An additional Scantron machine will be purchased to maximize time and ensure speedier data results.	6/30/2015	Principal, Vice Principal, Instructional Leaders	$5,000.00	
3	A data team will be developed and will receive comprehensive training and coaching from the Transformation School Data Consultant. This team woll be reflective of Content Teams and the Core Members will facilitate weekly data discussions based on summative data from the the NJ ASK initially, and the formative data gathered daily and weekly in classes. This experience will be cyclical.	6/30/2015	Transformation Leadership Consultant, Transformation Data Consultant, Principal, Vice Principal, Data Team, and Instructional Leaders	$125,046.00	
4	The Data team will receive training for 3 days in the Summer of 2014. They will learn how to analyze data and begin to learn the process for leading data conversations.	9/1/2014	Principal, Vice Principal, Data team, and Instructional Leaders	$5,940.00	
5	The Data Team will begin by analyzing the NJ ASK results from the Spring of 2014, developing a presentation for staff along with documentation on their prior students results and their new students results. This data will be a jump start to the school year and the first data discussion will be held with staff prior to receiving students for the 14-15 SY.	9/1/2014	Principal, Vice Principal, Instructional Leaders, Data Team	$5,940.00	
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Project Activity Plan - Transformation

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

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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	As a result of increased learning time and individualized student schedules allowing for intervention and enrichment the Spring 2015 PARCC scores for Hedgepeth-Williams Middle School studetns will grow 6% in Language Arts and Literacy and 5.2% in Mathematics	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	Instructional practices are minimally rigorous; student engagement is uneven and focus is limited and interventions for academically struggling students are few.	Primary Turnaround Principle addressed	3
Measurable Effectiveness Data	PARCC and NJ Model Benchmark Assessments	Secondary Turnaround Principle addressed	4
Owner of strategy	Principal, Vice Principal, Math and Literacy Leaders	Other Turnaround Principle addressed	6
Target population	Total Student Population	Other Turnaround Principle addressed	

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

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Student learningtime will increase by 300 hours , 5 days prior to the start of traditional school and 1.5 additional hours during the school day (8 am- 4pm). Teachers will be compensated as per their bargaining unit for their increased learning time (See attached Schedules)	7/15/2014	Trenton Board of Education, Principal, and Vice Principal	$468,070.00	
2	Student learning time will increase by 300 hours, 5 days prior to the start of traditional school and 1.5 additional hours during the school day (8am-4pm). Paraprofessionals will be compensated as per their bargaining unit for their increased learning time(See attached Schedules)	7/15/2014	Trenton Board of Education, Principal, and Vice Principal	$21,600.00	
3	Student learningtime will increase by 300 hours , 5 days prior to the start of traditional school and 1.5 additional hours during the school day (8 am- 4pm). Administrators will be compensated as per their bargaining unit for their increased learning time (See	7/15/2014	Trenton Board of Education, Principal, and Vice Principal	$8,000.00	
4	As a result of increased learning time students will be afforded the opportunity to participate in elective courses. These courses will be offered for 60 minutes a day and they will have 2 different electives a marking period. There are opportunities for students to have experienced 4-8 different electives a year. These electives will range from academic intervention, enrichment to the arts, social learnng, counseling, and Life Skills (See attached schedules).	8/15/2014	School Administration/School Leadership Team	$40,000.00	
5	The school will expand a partnership with the Foundation for Educational Administration: specifically Connected Action Roadmap (CAR). And the development of engaging rigorous unit planning for all contents. Summer PD will be offered to staff in preparation for the work around developing units of learning.	8/1/2014	Principal, Vice Principal and SLT Team	$5,250.00	
6	Working closely with the Trenton Public Schools FACE Dept.(Family and Community Engagement) the Hedgepeth Williams Middle School will continue to develop and expand their partnerships	8/30/2014	Principal, Vice Principal and SLT Team	$0.00	
7	Partnership with Rider University's Minding Our Business(MOB) Program will be forged to provide students with the opportunity to refine math skills through the entrepreneurial program.	8/1/2014	Principal, Vice Principal, Rider University	$8,000.00	
8	The Extended Learning Programs will be aligned with the curriculum and initiatives. A staff member will continue to develop and expand these partnerships.	6/30/2015	Principal, Vice Principal, SLT Team	$45,360.00	
9	Surveys and Evaluations will be conducted at the midpoint of the programs. A data base will be used to identify the students enrolled in the programs and their academic progress made throughout the year focusing on an identifiable improvement.	1/15/2015	Program Liasion	$0.00	
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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	**As a result of the newly forged relationships with parents and community members the percentage of parental involvement will increase by 15% from the 13-14 SY to the 14-15 SY**	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Parental and community involvement are minimal and in order to be successful, we must have positive, ongoing relationships.**	**Primary Turnaround Principle addressed**	**8**
Measurable Effectiveness Data	**Attendance Logs for workshops, parent center activities,, and school-wide activities.**	**Secondary Turnaround Principle addressed**	**2**
Owner of strategy	**Parent Liasion, Principal, and Vice Principal**	**Other Turnaround Principle addressed**	
Target population	**Parents and Community**	**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 Parent University with available technology will be developed in an existing location in the school. The Center will be the hub of parent activities at Hedgepeth-Williams Middle School.	12/30/2014	Principal, Vice Principal, and Parent Liasion	$15,000.00	
2	A Parent Academy will be established and in addition to PTO meetings, workshops will be held 1 to 2 times per month.	12/30/2014	Parent Liasion	$30,000.00	
3	Parent Involvement will become a top priority. Parent volunteers will be utilized to attract additional parents, encouraging them to become more active.	9/1/2014	Principal, Vice Principal, and Parent Liasion	$0.00	
4	The Transformation Behavior Provider woll develop and implement PD for staff around the most effective ways to work with community agencies. This PD will be offered at the onset of the school year and revisited as needed until staff becomes comfortable with their ability to engage partnering agencies effectively to support students and parents.	9/15/2014	Principal, Vice Principal, and Parent Liasion, Transformation Behavior Consultant	$0.00	
5	Parent and Community Summits will be held quarterly to engage and include parents and community members in the school improvement process.	6/30/2015	Principal, Vice Principal, Parent Liasion, and SLT	$4,500.00	
6	Parents will have access to take online classes enabling them to earn credits towards their high school diploma.	6/30/2015	Parent Liasion	$5,000.00	
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Project Activity Plan - Transformation

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

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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**	**Through a relationship with a provider who will support the changes required in the transformation model, the Spring 2015 PARCC scores for Hedgepeth-Williams Middle School Students will increase by 6% in Language Arts and Literacy and 5.2% in Mathematics**	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous, student engagement is uneven and focus is limited and interventions for academically struggling students are few.**	**Primary Turnaround Principle addressed**	**3**
Measurable Effectiveness Data	**Spring 2015 PARCC Data and Benchmark Assessments**	**Secondary Turnaround Principle addressed**	**4**
Owner of strategy	**Principal, Vice Principal, Literacy, and Math Leader**	**Other Turnaround Principle addressed**	**6**
Target population	**Total student popoulation, students with disabilities, and at-risk ELA & Math 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	A 3 year Partnership will be developed with a Transfromation School Improvement Provider whose primary responsibility will be to assist the school in the development of a thorough and strategic Needs Assessment, this assessment will provide data that is analyzed in collaboration with the SLT and will be used to develop a thororugh plan of action that supports the key initiatves identified in the Transformation Grant.	9/1/2014	Principal, Vice Principal	$275,000.00	
2	Hedgepeth-Williams Middle School has established annual goals for student achievement. These goals are aligned to the ESEA Waiver Annual Progress targets received by the Trenton Board of Education. These targets are differentiated to meet the needs of the different subgroups.	8/1/2014	Principal and Vice Principal	$0.00	
3	Hedgepeth-Williams Middle School will continue to use the Scholastic Reading Inventory and Scholastic Math Inventory to provide students Lexile and math readiness data quarterly. Read 180 will be used as an intervention to at-risk students in Language Arts and Literacy and iReady will be used as an intervention for at-risk students in Mathematics. Additionally, the NJ Model Curriculum Benchmark Assessments will continue to be administered and the data will be used to identify students at-risk and the Student Learning Objectives that need improvement.	6/30/2015	Literacy and Math Leaders	$0.00	
4	Student progress data will be shared in the following ways: reports will be sent home, teachers will receive data on students tjat they service and school data will be posted on the website. Parents will have access to the Parent Portal through Power School in order to view student attendance, assignments, grades, test data, and disciplinary data.	12/1/2014	Principal, Vice Principal, SLT, and Data Leader	$0.00	
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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	In June 2015, Hedgepeth-Williams Middle School will have met all indicators with 90% proficiency as outlined in the Transformation Grant.	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Instructional practices are minimally rigorous; student engagement is uneven and focus is limited and interventions for academics are few.**	**Primary Turnaround Principle addressed**	**1**
Measurable Effectiveness Data	**Transformation Grant Metrics**	**Secondary Turnaround Principle addressed**	**6**
Owner of strategy	**Administration and SIG Coordinator**	**Other Turnaround Principle addressed**	**7**
Target population	**Total students, Students with Disabilities, At-Risk for ELA, Math**	**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	SIG Program Coordinator to ensure compliance with the SIG leading indicators and alignment with the external providers. (45 weeks x 5 days x 2 hours x 36.00) July 30, 2014			$17,440.00	
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Intervention Strategy Details

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

7

SMART goal	As a result of the intensive focus on Best Practices in the Core Content areas, Spring 2015 PARCC scores at Hedgepeth-Williams Middle School students will grow 6% in Language Arts and Literacy and 5.2% in Mathematics.	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	Instructional practices are minimally rigorous, student engagement is uneven and focus is limited and interventions for academically struggling students are few.	Primary Turnaround Principle addressed	
Intervention Strategy	To develop Academic Programs to ensure they are highly rigorous, supportive, and engaging to students.	Secondary Turnaround Principle addressed	
Owner of strategy	Principal, Vice Principal, and Instructional Leaders	Other Turnaround Principle addressed	
Target population	Total student population, students with disabilities, at-risk mathematics and langague arts and literacy 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 develop the Reader's and Writer's workshop through a relationship with a Professional Development Provider whose area of focus is Writing. This will be accomplished through intial, on-going, and job-embedded coaching.	9/1/2014	Principal, Vice Principal, Literacy Leader, Consultants	$22,500.00	
2	Language Arts and Social Studies Teachers will attend Summer Institute on Reader's and Writer's Workshop.	9/1/2014	Principal, Vice Principal, Literacy Leader, Consultants	$14,400.00	
3	The Math Teachers will utilize the resources and professional development from consultants at the Progressive Math Institute. This PD will support the new PMI Math Program and is aligned to the Common Core Standards and Model Curriculum. This program has engaging, technology embedded lessons. Teachers will receive summer PD as well as job-embedded PD throughout the 3 years of the grant. This will provide math teachers the skills and strategies to deliver more rigorous and engaging lessons.	9/1/2014	Principal, Vice Principal, Math Leader, PMI Consutants	$143,000.00	
4	Math Teachers will attend summer PD initially, focused on Math instruction, methods, and content.	9/1/2014	Principal, Vice Principal, Math Leader, PMI Consutants	$14,400.00	
5	Social Studies Teachers will further enhance their instruction by utilizing CICERO resources(currently in the school) and the technology that is used to "bring it alive".	9/1/2014	Principal, Vice Principal, Consultants	$10,000.00	
6	A Professional Development Provider with a focus on Instructional Technology will develop and implement PD for Language Arts, Social Studies, and Science Teachers on the use of technology in instruction.	3/1/2015	Principal, Vice Principal, Instructional Leaders, and Consultants	$28,800.00	
7	Science classes will be enhanced with the use of Mobile Science Labs. These labs will allow students to have a hands-on approach to Science instruction.	9/1/2014	Principal, Vice Principal, Instructional Leaders, and Consultants	$30,000.00	
8	Science Teachers will receive PD in he use of the Labs.	1/31/2015	Principal, Vice Principal, Instructional Leaders, and Consultants	$2,304.00	
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Intervention Strategy Details

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

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SMART **goal**	**As a result of the implementation of the social emotional supports identified in the Transformation Grant, Out of School Suspensions(OSS) and in-School Suspensions(ISS) rates will decrease by 5% from the 13-14 Sy to the 14-15 SY.**	Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	
Highest Priority Issue Being Addressed	**Inappropriate student behavior is a hinderance to quality instruction and minimizes learning and instructional time.**	**Primary Turnaround Principle addressed**	
Intervention Strategy	**Implement a structured PBIS Program with interventions fo therapeutic services built in as well as staff supports for improvement.**	**Secondary Turnaround Principle addressed**	
Owner of strategy	**Principal, Vice Principal, Guidance Counselors, and Climate and Culture Leader**	**Other Turnaround Principle addressed**	
Target population	**Students at-risk for behavior 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 partnership with a Transformation Behavioral Specialist will be forged. They will support staff in the development if a positive Climate and Culture that addresses the individual students needs.	8/1/2014	Principal, Vice Principal, SLT, Instruction Leaders	$100,000.00	
2	A partnership with a Transformation Therapeutic Provider will be forged, this will be an evidence-based program focusing on engaging the "whole child", socially, academically, and emotionally. Such Provider will use an experiential methodology with a focus on developing students Social Emotional Learning, positive peer support and interactions, focus on appropriate school behaviors to improve academic achievement, attendance, and decrease discipline referrals.	7/1/2014	Principal, Vice Principal, SLT, Instruction Leaders	$268,800.00	
3	A Saturday Program will be developed to provide support and an avenue for those students who have documented attendance problems, to receive support in the work they missed so that they are better prepared to improve academically. 4 staff in conjunction with Love Thy Neighbor CDC for 20 weeks at 3 hours perday to provide mentoring and tutoring.	6/30/2015	Principal, Vice Principal, SLT, Instruction Leaders	$28,440.00	
4	Hedgepeth-Williams Middle School will implement a program that supports and eases student's successful transition into middle school and then the high school. This program will focus on themes such as identity, community, and leadership. 8th grade students will be trained by staff in leadership and mentoring. They will work with the incoming 6th graders throughout the year; inevitably building their leadership skills as they grow.	6/30/2015	Principal, Vice Principal, SLT, Instruction Leaders	$30,000.00	
5	Hedgepeth-Williams Middle School will identify 4 staff members to attend an intensive training for the peer leadership mentoring program for 45 hours during the summer of 2014 and additional time (54 hours) during the year(This will be beyond the regular school day).	8/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$10,512.00	
6	Hedgepeth-Williams Middle School in conjunction with the Project SMILE/GEAR Up program, will implement a College and Career Readiness program that supports students, prepares them for the rigors of High School and empowers them to be self-driven learners.	10/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$25,000.00	
7	Intervention Language Arts and Literacy Classes will be offered utilizing Read 180 and System 44 (44 licenses).	8/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$10,000.00	
8	Identified staff will be trained during the summer for PD on Read 180 and System 44 (2 days for 6 staff for 10 hours)	8/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$21,060.00	
9	Intervention Mathematics classes will be provided utilizing technology based intervention programs iReady and Study Island.	8/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$7,500.00	
10	Identified staff will be trained during the summer for PD on iReady and Study Island (2 days for 6 staff for 10 hours)	8/31/2014	Principal, Vice Principal, SLT, Instruction Leaders	$21,060.00	
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Form S-10

Date: April 1, 2014

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Trenton Public Schools **Name of School:** Hedgepeth-Williams Middle

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA				
Total Budget	$1,999,999	$1,715,485	$1,516,271	5,231,755

Budget Narrative

See attached

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

	SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
	1.7	School Leadership (Principal, V-Principal, Climate/Culture, Math and ELA Leaders) will attend AMLE Yearly Conference to engage in Instructional Leadership conversations with colleagues and acquire new knowledge and ideas for improvement and growth. Budget Detail Form F, 200-580	10,000	10,000	10,000	30,000
		Total - Travel	**10,000**	**10,000**	**10,000**	**30,000**
4		**Supplies. Supplies needed for implementation of Required Activities under the Model.**				
	6.2	The school will continue to follow the NJ Model Curriculum, assess using the Unit Assessments and establish benchmarks consistent with the RAC 4 expectations. An additional Scantron will be purchased to maximize our time and ensure speedier data results. Year 1. Years 2 and 3 as needed. Budget Detail Form, 200-600.	5,000	2,000	2,000	9,000
	7a.4	The students will be afforded the opportunity to participate in elective courses.	25,000	30,000	35,000	90,000
	7b.12	be the Hub of Parent Activities at Hedgepeth/Williams Middle School. Supplies needed to create the space. Budget Detail Form C, 200-600	7,500	7,500	7,500	22,500
	7b.2	Creation of a Parent's Academy - Program Offerings in the Parent's Academy for parents to engage in learning experienes that help them become more successful and implemented 2 times a month. Budget Detail Form C, 200-600	5,500	5,000	5,000	15,500
	4.6	Professional Learning Communities will be developed around Book Clubs. Some of which are: Ruby Payne-A Framework for Poverty, This We Believe: Keys for Education Young Adolescents (AMLE). Budget Detail Form, 200-600	5,000	7,500	10,000	22,500
	7b.3	Parent/Community Summits, above and beyond the Title I Parental Involvement, will be held monthly to engage and include parents and Community Members in the school improvement process. Budget Detail Form, 200-600.	4,500	6,000	10,000	20,500
		Achieve 3000 Believe - Software Budget Detail Form D, 100-600	17,000	17,000	17,000	51,000
		Rosetta Stone Site License for approximate student/faculty population of 485. Budget Detail Form D, 100-600.	10,500	10,500	10,500	31,500
		Parent Engagement - Computers for Parenting Center. Budget Detail Form D, 200-600	9,800	9,800	9,800	29,400
		Parent Engagement - Printers, toner cartridges, misc. supplies for Parenting Center. Budget Detail Form D, 200-600	1,125	1,500	1,500	4,125
		Parent Engagement - Refreshements Budget Detail Form D, 200-600	5,000	7,000	7,000	15,000
		Progressive Mathematics Initiative (PMI) - Furniture - Budget Form D, 200-600	47,000	5,000	5,000	57,000

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

	SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
		Curriculum Associates - Site License Budget Form D, 100-600	36,300	36,300	36,300	108,900
		Learning.com site license - Budget Form D, 100-600	10,200	10,200	10,200	30,600
		School Outfitters Furniture for Outside Amphitheater - Budget Form D, 100-600	17,800	7,500	5,000	30,300
		Furniture for Inside PMI Budget Form D, 100-600 **(need quote)**				0
		Computers for Interactive Projectors - Budget Form D, 100-600	29,000	15,000	15,000	59,000
		Student Laptops and Carts - Budget Form D, 100-600	183,000	100,000	83,000	366,000
		Laptops Staff - Budget Form D, 100-600	29,000	10,000	10,000	49,000
		Total - Supplies	**448,225**	**287,800**	**279,800**	**1,015,825**
5		**Contractual. Services selected consistent with procurement process under 18:A and needed for implementation of Required Activities under the Model.**				
	1.6	Transformation School Leadership Developer: Selected by competitive RFP process, the Treansformation School Leadership Developer will be responsible for supporting Principal in all components of model implementation including: job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; extended learning for students; curriculum alignment and pacing; infusion of technology to support curriculum; parental involvement; community engagement and support; student attendance and discipline; teacher attendance and instructional effectiveness; quarterly reporting on all school metrics required under SIG; regular formative assessment of student achievement and so on. Estimated Average Costs Year 1 @ $2000 per day x 200 days= $400,000; Year 2 @ $2000 per day x 120 days= $240,000; Year 3 @ $2000 per day x 60 days =$120,000 Budget Detail Form C, 200-300 **(up to 10 days in Year 1 for pre-implementation: $20,000)**	187,650	212,750	212,750	613,150
		Building Our Youth's Development - Budget Detail Form C, 100-300	52,000	55,000	58,000	165,000
		Progressive Mathematics Initiative (PMI) - Embedded Professional Development - Budget Form C, 200-600	142,200	142,200	142,200	426,600
		Youth Development Program - Budget Form C, 100-300	5,000	10,000	10,000	25,000

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

	SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
		Learning.com Professional Development - Budget Form C, 200-300	6,000	6,000	6,000	18,000
		Standards Solution - Budget Form C, 200-300	32,000	32,000	32,000	96,000
	6.3	Consultant for a Data Team Development and Embedded Coaching. The team will receive comprehensive training and coaching from the Data Consultant. The teams will be reflective of the Content Teams and the Core members will facilitate weekly Data Discussions based around the summative data and formative data gathered daily and weekly in classes: Consultant Budget Detail Form A, 200-300	125,046	125,046	125,046	375138
	4.7	The school will expand a partnership with the Foundation for Educational Administration; specifically Connected Action Roadmap (CAR) and the development of engaging and rigorous unit planning for all contents.	5,250	5,250	5,250	15750
	7.9	The school will engage in a partnership with a local university to offer the Minding Our Business (MOB) Program. It will be extended to provide students with the opportunity to refine math skills through an entrepreneurial program.	8,000	8,000	8,000	24000
	7a.7	A 4-week Summer Program with a local provider. Budget Detail Form C, 100-300				0
	7a.8	An afterschool program with a local provider. Budget Detail Form C. 100-300				0
	7b.5	A Health and Wellness Program with a local provider. Budget Detail Form C. 200-300				0
	OIS 2.3	Mentoring Program with Love Thy Neighbor Community Development Corporation	25,000	28,000	31,000	84,000
	OIS 1.4	PD for Math Teachers. Budget Detail Form C 200-300				0
	OIS 1.8	PD for Instructional Technology Budget Detail Form C 200-300				0
	OIS 1.11	PD for Science Teachers. Budget Detail Form C 200-300				0
		Total- Contractual Services	**588,146**	**624,246**	**630,246**	**1,842,638**
7		**Equipment needed to implement Required Activities under the Model.**				
						0
		Total - Equipment	**0**	**0**	**0**	**0**
9.						
		Other Items. Items needed to implement Required Activities under the Model.				
		Total - Other Items	**0**	**0**	**0**	**0**
12.		**Total Costs**	**1,999,999**	**1,896,731**	**1,913,417**	**5,810,147**

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

	SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
1.		**Personnel**				
		Full-time Salaries. Salaries of staff aligned with Required Activities under the Model.				
	7a.1	Supplemental pay for Increased Learning Time - Certificated Staff - 56.5 staff members with an average salary of $65,000 x 12% = $440,700. (FICA = $33,714.00) (TPAF = $33,714) Budget Detail Form A, 200-100	440,700	440,700	451,718	1,333,118
	7a.1a	Supplemental pay for Increased Learning Time - Certificated Staff - .5 SAC staff members with an average salary of $65,000 x 12% = $3,900. (FICA = $298) (TPAF = $298.00) Budget Detail Form A, 200-100	3,900	3,900	3,998	11,798
	7a.1b	Supplemental pay for Increased Learning Time - Certificated Staff - 3 School Leaders (ELA, Math, Climate/Culture) with an average salary of $65,000 x 12% = $23,400. (FICA = $1,790.00) (TPAF = $5,383.00) Budget Detail Form A, 200-100	23,400	23,400	23,985	70,785
	7a.1c	Supplemental pay for Increased Learning Time - Paraprofessionals - 6 staff members with an average salary of $30,000 x 12% = $21,600. (FICA = $1,652.00) Budget Detail Form A, 200-100	21,600	21,600	22,140	65,340
	7a.1c	Supplemental pay for Increased Learning Time - Administrative - 2 staff members. (FICA = $612.00+ TPAF = $1,840) Budget Detail Form A, 200-100	8,000	8,000	8,200	24,200
		Part-time Salaries. Supplemental salaries of staff aligned with Required Activities under the Model and based on union-negotiated rates.				
	2.1	Supplemental pay for Summer Professional Development for Teach NJ Evaluation System - instructional staff: Certified Teachers @ $36 /hr. x 5 hrs. x 2 days 59 staff members = $21,240.00. (FICA = $1,625) Budget Detail Form A, 200-100	21,240	21,240	21,771	64,251
	2.1	Supplemental pay for Summer Professional Development for Teach NJ Evaluation System - instructional staff: Teacher Trainers @ $42 /hr. x 5 hrs. x 2 days 4 staff members = $2,680.00. (FICA = $129) Budget Detail Form A, 200-100	1,680	1,680	1,722	5,082
	3.4	Supplemental pay for SLT members to attend recruitment job fairs at various colleges, luring the best candidates to Hedgepeth/Williams School. Teachers @ $36/hr. x 5 hrs. x 5 days x 4 SLT Members = $3,600. (FICA = $275.00). Budget Detail Form A, 200-100	3,600	3,600	3,690	10,890
	1.4	Supplemental pay for School Based Team Building Activities, I & RS, and Emergency Crisis Management Response Team Members (ECMR): Certificated Staff @ $36/hr. x 6 hrs. x 65 staff members = $23,400 .(FICA = $1,790.00) Budget Detail Form A, 200-100	23,400	23,400	23,985	70,785
	4.3	Supplemental pay for extended faculty meetings that will be used for PD to develop Unit Plans utilizing the CCS: Certified Teachers @ $36 /hr. x 1 hrs. x 20 days x 65 staff = $46,800 (First Year)(Second and Third Years 10 days. (FICA = $3,580) Budget Detail Form A, 200-100	46,800	46,800	47,970	141,570
	6.6	Supplemental pay for Data Team to be trained to analyze data and begin to learn the process for leading data conversations. Teachers @ $36/hr. x 5 hrs. x 3 days x 11 staff = $5,940. (FICA = $454.00). Budget Detail Form A, 200-100	5,940	5,940	6,089	17,969
	6.7	Supplemental pay for Data Team to begin analyzing data from summative assessments and develop a presentation for staff along with documentation of their prior students' results and their new students' results. Teachers @ $36/hr. x 5 hrs. x 3 days x 11 staff = $5,940. (FICA = $454.00) Budget Detail Form A, 200-100	5,940	5,940	6,089	17,969

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
9.1	Supplemental pay for a SIG Program Coordinator to ensure compliance with SIG leading indicators and program components. Costs: 2 hrs/day x 5 days/week x 45 weeks x $36/hr. x 1 instructional staff = $12,960. (FICA = $991.00) Budget Detail Form A, 200-100	16,200	16,200	16,605	49,005
1.9	Supplemental pay for School Leadership Team to attend NJDOE SIG Leadership Academy meetings. Cost: Daily = 2 days x 8 hours per day x 6 SLT Members = $3,456.00.(FICA = $264.00) Budget Detail Form A, 200-100	3,456	3,456	3,542	10,454
1.9	Supplemental pay for School Leadership Team to attend NJDOE SIG Leadership Academy meetings. Cost: Daily = 2 days x 8 hours per day x 1 SLT Member (Parent Liaison) = $352.00.(FICA = $27.00) Budget Detail Form A, 200-100	352	352	361	1,065
2.3	Follow-up Danielson Training - Teachers (10 hrs x 1 day x 1 week x $36/hr x 59 staff members - $21,240. (FICA $1,625)	21,240	21,240	21,771	64,251
2.3	Follow-up Danielson Training - Teacher Trainers (10 hrs x 1 day x 1 week x $42/hr x 4 staff members - $21,240. (FICA $129)	1,680	21,240	21,771	44,691
4.4	Team building - Saturdays Teachers (3 hrs x 1 day x 4 weeks x $36 x 65 staff members - $28,080 (FICA = $2,148)	28,080	28,080	28,782	84,942
4.4	Team building - Saturdays Custodian (3 hrs x 1 day x 4 weeks x $50 staff members - $600 (FICA = $46)	600	600	615	1,815
OIS1.2	English Language Arts Professional Develoopment	14,400	14,400	14,760	43,560
OIS1.5	Math Professional Development	14,400	14,400	14,760	43,560
OIS1.9	Social Studies Professional Development	1,152	1,152	1,181	3,485
OIS1.11	Science Professional Development	1,440	1,440	1,476	4,356
OIS 2.3	SAT School	10,080	10,080	10,332	30,492
OIS 2.3	SAT School Custodial	3,000	3,000	3,075	9,075
OIS 2.8	English Language Arts Professional Development Intervention	2,160	2,160	2,214	6,534

School Improvement Grant - Hedgepeth/Williams School

Three Year Budget Narrative

Period: 07/01-2014 - 06/30/2015

	SIG Required Activity		Year 1	Year 2	Year 3	Total SIG Request
	OIS2.10	Math Professional Develoopment - Intervention	2,160	2,160	2,214	6,534
	OIS 1.7	Team Implementation (7 staff members x 5 hrs/day x 5 days x 4 weeks x $36 = $4,500 (FICA = $482.)	6,300	6,300	6,458	19,058
	OIS 1.7b2	Parent Academy Teacher Presenters (8 staff members x 2 hrs/day x 1 days x 4 weeks x $42 = $2,688 (FICA = $206.)	2,688	2,688	2,755	8,131
	OIS 1.7b2	Parent Academy Parent Liaison Presenters (1 staff members x 2 hrs/day x 1 days x 10 weeks x $29 = $580 (FICA = $44.)	580	580	595	1,755
	OIS 1.7b5	Parent Summit Parent Teacher Presenters (8 staff members x 2 hrs/day x 1 days x 4 weeks x $42 = $2,688 (FICA = $206.)	2,688	2,688	2,755	8,131
	OIS 1.7b5	Parent Summit Parent Liaison Presenters (1 staff members x 2 hrs/day x 1 days x 4 weeks x $29 = $232 (FICA = $18.)	232	232	238	702
	OIS 1.6	PD for LA, Science, SS on Instuctional TEchnology (40 staff members x 5 hrs/day x 4 days x 1 weeks x $36 = $28,800 (FICA = $2,203.)	28,800	28,800	29,520	87,120
	OIS2.5	Peer Leadership Training PD Teachers (4 staff members x 5 hrs/day x 5 days x 2 weeks x $36 = $7,200 (FICA = $551.)	7,200	7,200	7,380	21,780
	OIS2.5	Peer Leadership Training PD Teacher Trainers (4 staff members x 1.5 hrs/day x 2 days x 18 weeks x $42 = $9,702 (FICA = $694.)	9,072	9,072	9,299	27,443
		Total - Personnel Salary Costs	**784,160**	**803,720**	**823,813**	**2,411,693**
2.		**Fringe Benefits**				
		Fringe benefits for supplemental pay as per Budget Detail Form B	169,468	170,965	169,558	509,991
		Total - Fringe Benefits	**169,468**	**170,965**	**169,558**	**509,991**
3.		**Travel/Other Purchased Services**				