Form S-1

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

SECTION I:

NGO#:10-SG01-H02 Title: School Improvement Grant

SECTION II, PART A: Asbury Park Middle School	Internal use only	School Code	Type	Region	Sequence
School Name 1200 Bangs Ave.					
School Address Asbury Park, New Jersey 08723					
School City, State, Zip 6-7-8					
Grade Span of School					

Howard Mednick 732-776-2559
School Principal Name Phone #

Dr. Denise Lowe
School Program Director Name

732-776-206
School Program Director Telephone

732-774-8067
School Program Director Fax/email

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

Duration of the Year 1 project: 9/1/10 to 8/31/11

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.

Denise Lowe _____
Certification of Chief School Administrator Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Asbury Park school district (county code 25, District Code 0100, School Code _____).

Dr Denise Lowe Superintendent _____

Denise Lowe
Signature of Chief School Administrator Title Date

Business Manager: Corey Lowell Phone: 732-776-2606 Fax: 732-988-7315

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 Network Turnaround Officer 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.

Asbury Park Public School District
Applicant LEA

Signature: *Chief School Administrator*

Asbury Park Middle School
Applicant School

4/29/2010
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*Asbury Park Public Schools*
Address	*603 Mattison Av. Asbury Park, New Jersey, 08723*
DUNS number	*043991322*
Expiration Date of CCR registration	*11/25/2010*
Congressional District	*12th Congressional District*

Part II – Primary Place of Performance under this award

City	*Asbury Park*
County	*Monmouth*

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator
Dr. Denise Lowe, Superintendent Denise M. Lowe

Name and Title

Form S-4

Date: 4/29/2010 **Page** 1 **of** 1

PROJECT ABSTRACT

LEA : Asbury Park Public School District **Name of School:** Asbury Park Middle School

The Asbury Park Middle School, in implementing the transformation model over the period of three years, will take the following actions:

(1) Retain the principal who was not in place prior to the 07-08 School-year;

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor.

(3) Provide staff ongoing, high-quality, job-embedded professional development 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;

(4) Implement such strategies as, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

(5) 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, after ample opportunities have been provided for them to improve their professional practice, have not done so,

(6) Comprehensive instructional reform strategies.

(7) Increase learning time and creating community-oriented schools.

(8) Provide operational flexibility and sustained support.

Form S-6

Date: 4/29/2010

STATEMENT OF NEED

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

A Needs Assessment Committee consisting of all school building stakeholders met on 3/30/2010, 4/13/2010 and on 4/22/2010 to discuss the school's needs as well as possible solutions. The stakeholders reviewed school documents such as the Collaborative Assessment for Planning and Achievement (CAPA) Two Year Report on Instructional Priorities, Asbury Park Middle School Quality Assurance Annual Report (QAAR) and the district Professional Development plan. These documents serve as a blueprint to create academic rigor, which will impact student achievement. This plan will be shared with all stakeholders, NCLB committee and School Leadership Committee for discussion, recommendations and revisions. Data has been collected from NJASK, Buckle Down Benchmarks, and teacher created benchmarks. Spreadsheets are made to specify cluster needs for each group. Standardized test data such as NJASK are reviewed analyzed. Reading and math tests are reviewed by coaches, teachers, and specialists. Item-analysis sheets are prepared to easily identify students/class strengths and weaknesses Standardized test data such as NJASK and early warning assessments such as Buckle Down are reviewed analyzed. Reading and math tests are reviewed by coaches, teachers, and specialists. Item-analysis sheets are prepared to easily identify students/class strengths and weaknesses. As all subgroups have not met AYP, the data shows that students are at a lower level than we are teaching to. We need to meet the students at their level

in order to improve skills. Data analysis revealed that teachers need to use data to inform instruction and well as to differentiate and tier instruction. In addition the District initiated a curriculum management audit to determine the district and individual school needs.

Phi Delta Kappa Curriculum Management Audit Report

With the recent advent of a new superintendent and administrative leadership team, the school district is at a natural point for reviewing, evaluating, and affirming or changing its practices and plans. This juncture is an ideal time to request external review such as that given through the Curriculum Management Audit and its analysis protocol. The audit invitation also expresses the commitment of the governing board and the Superintendent on behalf of district and school leaders to ongoing improvement.

The Asbury Park School District faces numerous challenges, not the least of which is addressing the declining student performance on achievement assessments and diminishing revenues anticipated from the state level. Most school systems are facing a tightening of revenues, increasing requirements of the *No Child Left Behind* law, and an increase in the diverse needs among students. New Jersey is anticipating a significant change in revenues and in support for local schools. For Asbury Park School District, the school improvement challenges have been present for several years but have recently inspired new direction and actions to establish informed focus on improving learning for all students. An emphasis has been placed on data-driven decisions and practices and a commitment to addressing the deficiencies in curriculum and instruction results as depicted in student achievement data.

The intent of this audit report is to identify areas in which the education program and supporting district operations do not meet Curriculum Management Audit criteria for effectiveness and to offer reasonable recommendations related to the identified areas of need. The report contains 18 findings, for which auditors have provided seven comprehensive packages of recommendations with action steps to help bring the specified conditions to a status of congruence with audit standards.

STATEMENT OF NEED

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

Standard One

The auditors found that many board policies were outdated and that existing policies do not meet the audit criteria for adequacy in directing management of the district's educational program and operations (Finding 1.1). Partly due to their not being recognized as current, the policies are not consistently used for many decisions other than those related to personnel and student conduct or to specific state legal requirements.

When reviewing the planning functions within the school district, the auditors found that planning is not of sufficient quality to lead the district toward achievement of intended goals and to accomplish desired improvements (Finding 1.2). District, school, and departmental plans are disconnected and varied in content and format. Most plan documents are those mandated by funding sources or state requirements, such as Title I, and are not consistently implemented across the district.

The auditors also analyzed the table of organization (organizational chart) and job descriptions (Finding 1.3). The current table of organization failed to meet all audit criteria for sound organizational management. However, the district's job descriptions met the audit criteria for clarity in regard to qualifications, links in the chain of command, responsibilities and duties, and relationship to curriculum work when applicable.

Teacher appraisal processes and forms (Finding 1.4) were found to lack a teacher performance evaluation process that supports their goals of reinforcing district priorities, supporting teacher growth, and reducing the number of ineffective teaching staff.

Standard Two

The auditors found that the current curriculum management plan is incomplete and does not meet audit criteria for a quality plan to guide design, training, delivery, monitoring, evaluation, and review/revision of curriculum (Finding 2.1). The necessary components for directing a curriculum management system are not completely present in either documents or practice.

The scope of written curriculum (i.e., the percentage of offered curriculum available in documents) is inadequate to ensure a quality Pre-Kindergarten through Grade 12 curriculum with consistent implementation across schools and classrooms (Finding 2.2). Audit criteria require 100 percent of all four core academic areas have curriculum guides and 70 percent of the remaining offerings to have guides. Auditors found that

district-wide only 78 percent of the core academic areas and only 53 percent of the offered curriculum outside the four core academic areas were represented in the documents presented to the auditors as the written curriculum. The Pre-Kindergarten curriculum had 100 percent representation of the taught curriculum in the written documents for that program.

The quality of the curriculum guidance documents was found to be inadequate to effectively direct classroom instruction and provide quality control of the taught curriculum (Finding 2.3). Only eight (seven percent) of the 121 guides analyzed met audit criteria for adequacy in quality and specificity. In a small sampling of curriculum materials and assessments, the auditors found general topical congruence with some contextual and cognitive alignment. The audit team reviewed the written curriculum for linkage between the curriculum for regular classes (core curriculum) and that for students enrolled in services for English as a Second Language and Special Education and found that documents and interviews reflected the blend of prescribed special services according to assessed needs while also delivering the core content standards and using available curriculum documents.

Standard Three

The auditors found that although staff development opportunities occur in the Asbury Park School District, planning for this function is inadequate to provide the necessary support for professional growth, curriculum implementation, and school improvement (see Finding 3.1). There is no comprehensive and coordinated staff development program. Most staff development consists of individuals choosing workshops and trainings to attend or teams planning and sharing ideas in Common Planning Time.

The auditors found little documentation of expectations for specific instructional practices beyond some occasional mention of integrating technology in the classroom and differentiating instruction to meet student needs (see Finding 3.2). During their brief classroom visits to acquire understanding of the context in which the district curriculum is delivered, the auditors identified the most prevalent instructional activity as teacher directed or focused and the most prevalent student activity as seat work (working at their desks on some type of worksheet or paper exercise other than a quiz/test/report).

The audit team reviewed the current direction and practices for monitoring of curriculum delivery and instructional practices (see Finding 3.2). They found no system-wide approach to the monitoring of curriculum delivery and varying practices across schools. Principals and Vice

STATEMENT OF NEED

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

Principals engaged in that work in some schools and Supervisors doing most of the monitoring in others. Some of the monitoring practices by Principals and Vice Principals are classroom visits focused on student management and instructional activities more than curriculum implementation.

Three areas of concern surfaced in the audit team's review of data to identify inequities and/or inequalities that might impact student learning (see Finding 3.3). They found that the ethnic/racial composition of the teaching staff does not match that of the students, with about 55 percent of the staff being White and only three percent of the students identified as White. The enrollment served in the district is comprised of 66 percent Black students, but only 41 percent of the staff members are Black. Likewise, even though 31 percent of the students are identified as Hispanic, only 4 percent of the staff are Hispanic. Data on disciplinary actions reflected a disproportionate representation of Black students with 86 percent of the actions reported in the data. A third area of inequality was observed in the per-student ratios of computers available in the schools. Auditors learned that this is one of the priorities for service improvement since infusion of technology is considered a high value; however, at the present time not all teachers have access to the Internet and email and not all students or teachers have frequent and reliable access to technology for classroom or lab use.

Standard Four

The auditors found that the school district has no comprehensive plan for student assessment and program evaluation (see Finding 4.1). Student assessment consists primarily of the New Jersey state assessments and optional testing such as the Scholastic Aptitude Test, along with some use of diagnostic assessments. No district developed assessments are used, and dependence on teacher testing for formative information is high. Program evaluation is virtually non-existent and is referred to only in the context of overall, general evaluation of the curriculum in the Five-Year Curriculum Plan.

The district's scope of student assessment was found to be insufficient to provide adequate evaluation of the comprehensive educational efforts of the Asbury Park Public Schools (see Finding 4.2) and ongoing feedback to the curriculum management system. The present scope of assessed curriculum at the elementary, middle, and high school seriously limits the ability of the district to monitor student learning and achievement in a

useful way. Without adequate assessment in all subject areas, the board, administration, staff, and public do not have all the information needed to evaluate student success or instructional and curriculum effectiveness.

Trend data from state assessments indicate that the overall performance of district students at Grades 3, 4, 5, 6, 7, 8, and 11 has been in steady decline between the years of 2006 and 2009 (see Finding 4.3). The rate of decline in performance comparison between students in Asbury Park Public Schools and the state is high at all grade levels. Female students have been performing at a slightly higher rate than the male students. Similarly, general education students are performing at a higher rate than special education students. Very few seniors are taking high school college level tests and fewer of those who take the tests score high enough for college credits.

Auditors reviewed the various uses of data evident in the school district. For the most part, these data consist of state assessments of student learning, attendance and discipline data, and information from state Department of Education monitors or related reviewers (see Finding 4.4). Some classroom assessments provide formative data, but there are minimal focused efforts on these data for modification of lesson planning and curriculum pacing. The audit team found the breadth and depth of data to be limited.

The audit team found that the district does not require ongoing program evaluation to determine the effectiveness of the curriculum in general or of the supplemental programs selected for use at schools (see Finding 4.5). Program decisions are not systematically determined by review of results providing feedback on how the programs selected are impacting student learning and achievement. No plan drives program evaluation, and board policies are inadequate to accomplish that guidance (see Findings 1.1 and 4.1). Information provided to auditors regarding programs currently used in schools indicated minimal assessment of results; most evaluation reported consisted of subjective feedback.

Standard Five

The auditors found that the school district's financial decision-making and budget development processes lack cost-benefit analyses, are not adequately linked to curricular goals and priorities, and do not reflect possible pending reductions in funding (Finding 5.1). The auditors also found an absence of direct linkages among department goals and budget priorities. No formal, routine effort has been made to link student achievement or program performance feedback to budgetary decisions. A new budgeting step is being launched with the planning of a budget for FY2011 that emphasizes prioritization in the requesting stage of budget development.

STATEMENT OF NEED

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

The auditors found that many programs in the district have been chosen as interventions. However, these interventions generally lack the processes and implementation strategies that will lead to success or, at least, to meaningful feedback about the effectiveness of the intervening action (Finding 5.2). Also, there is no formalized plan to monitor implementation and evaluate the impact of the interventions based on the originally identified needs and subsequent results or to determine whether the funds provided are resulting in any benefit (Findings 4.4 and 5.1).

The auditors concluded a few features in some facilities diminish the quality of the learning environment for students (Finding 5.3). These were, for the most part, related to space appropriateness, technology upgrades, and incidents of custodial or maintenance needs. The master facilities plan addresses district building needs but is outdated and no longer linked to district priorities and goals.

The PDK/CMS audit team has suggested several steps for improving all areas in which the current practices precluded the district's meeting audit criteria. Additional actions might be developed by district leaders and staff to implement these recommended changes, but most of the suggested actions have a history of success in other districts and merit focused attention.

The critical first step is for the Superintendent to develop a work plan for responding to the findings and recommendations. Eventually, the board should approve an implementation plan that spans the next three to five years.

Overall, the auditors recognized the immense challenges facing the leaders of Asbury Park Public Schools. In light of the pending reduction in funding and the identified needs in areas of curriculum and instruction, major changes will be needed to address necessary actions with reduced funding and staff. Given the core of committed administrators and staff, the audit team expresses confidence that focused efforts and courageous decisions and actions will bring the desired results in the next few years.

Form S-7

Date: 4/29/2010

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park M ddle School

The Asbury Park Middle School SIG Committee consisting of school building stakeholders met on 3/30/2010, 4/13/2010 and 4/22/2010 to develop the following program design based on the Transformational Model.

Asbury Park Middle School

- We need stability in administration
- We need to create an effective evaluation system which holds administrators and teachers accountable:
  - Attendance: continue to improve
  - Teacher self assessment rubric
  - Learning Communities have a lead teacher
  - Guidance Counselors work closely with learning communities
  - Instructional Deans work closely with lead teachers
  - Informal Walkthroughs: 2 per month
  - Tuning protocol/ Common Planning Time: each day ½ Block
  - Learning Rounds: 1 per month
- We need to show student growth through various measures:
  - Student Portfolios: 1 per month through all content
  - Pre-Post Test
  - Benchmarks
  - Students show growth in standardized tests: 5 points in each content area.
    - NJASK
      - General Ed.
      - Bilingual
      - Sped
  - Special Education Modifications across the board (set)

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park M ddle School

- We need staff rewards
  - Teacher of the months
  - Self promotion through learning communities
- We need to retain effective staff
  - Continue to support staff and acknowledge achievement

Instructional and Support Strategies

- Understanding by Design
- Global Learning Project
- RIISA Partnership
- L.A. Coach, Specialist & Math Coach analyze data and work with staff
- Basic Skills classes during the day
- After School Learning academies based on standardized testing data analysis
- ISS! PASS

Time and Support

- After school and Saturday Learning Academies
- Invite Parents and Community members in for special events and projects
- Reach out to all stakeholders for support

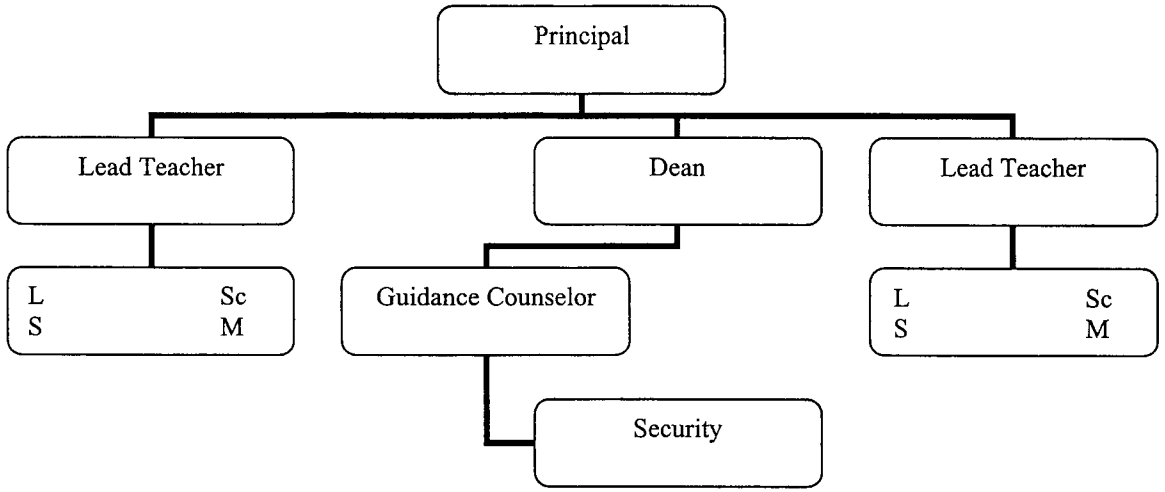
PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park M ddle School

Governance

8th Grade Organizational Chart

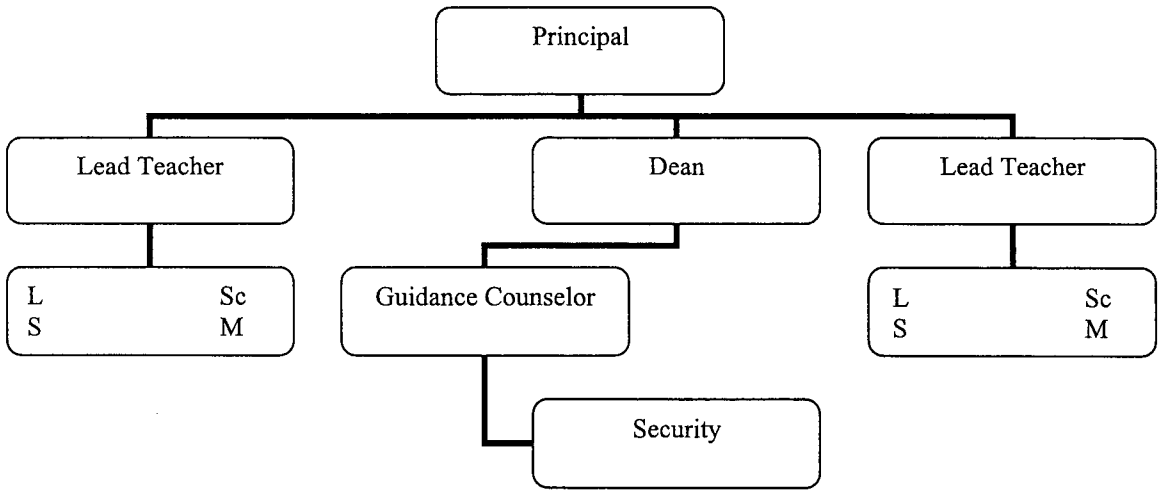
1 ELL
3 Special Ed
1 Health
1 Basic Skills Math/LAL



PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

7th Grade



3 Special Ed
Bilingual/ESL-Lead Teacher
1 Health
1 Basic Skills Math/LAL

Form S-7

Date: 4/29/2010

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

The Asbury Park Middle School, in implementing the transformation model over the period of three years, will take the following actions:

(1) Retain the principal who was not in place prior to the 07-08 School-year;

(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;

(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, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(4) Provide staff ongoing, high-quality, job-embedded professional development 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;

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

(5) Implement such strategies as, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

(6) Comprehensive instructional reform strategies.

(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, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
(c) Conduct 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;
(d) Implement a school wide "response-to-intervention" model;
(e) Provide 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) Use and integrate technology-based supports and interventions as part of the instructional program;

(7) Increase learning time and creating community-oriented schools.

(a) Establish schedules and strategies that provide increased learning time; and
(b) Provide ongoing mechanisms for family and community engagement.
(c) Partner 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;
(d) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(8) Provide operational flexibility and sustained support.

(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 District and the State DOE.

NJDOE OVERSIGHT

The NJDOE to provide oversight to the Asbury Park Middle School using on-site visits, an external evaluation as well as through reports from the school's Network Turnaround Officer.

On-Site Visits
The NJDOE will conduct quarterly on-site visits to each school receiving a SIG grant. This oversight is consistent with New Jersey's Statewide System of Support. On-site visits will be conducted by NJDOE to evaluate the implementation of the SIG plan and to determine if the schools are executing the selected model with fidelity. The monitoring will determine barriers to the implementation and assist the school and district in resolution to ensure the success of the project.

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

Leadership Academy

Research suggests that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development is necessary to refine and develop the skills that will assist the principal in effecting dramatic change in the level of student achievement. Working in conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational school leaders, the NJDOE will establish a leadership academy to train the SIG principals. This academy will start this summer by delivering a training during a three-week intensive program on such topics as effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions. This professional-learning community will also serve as a resource to principals to problem-solve and share successful interventions. The academy will prepare the school-turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students, and, as the culture changes, to fill open positions in the school based on candidates' qualifications. The principal will also be given the maximum amount of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The training sessions will be integrated with LEA superintendents to assure a shared vision and coherent implementation. The formal "networks" for both principals and superintendents will be reconvened throughout the year to ensure that the collaborative network is sustained. It is anticipated that the leadership academy will begin in August, 2010.

Network Turnaround Officer

The Network Turnaround Officer (NTO) will play a critical role in turning around struggling schools. As a facilitator of reform, the NTO will be responsible for initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to

problems with student learning. In collaboration with the school principal, the NTO will set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The NTO will also help the principal develop turnaround management skills. As an evaluator, the NTO will monitor the schools' adherence to the intervention plan and tracking performance metrics, including academic achievement, against quantifiable plan objectives and assist the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO will participate in the Leadership Academy along with the district and school staff.

NJDOE will conduct a nation-wide selection process to find candidates who are outstanding and highly skilled school leaders. NJDOE will develop an NTO Job Description and post notices regarding applications for the position. Once a pool of qualified candidates is collected, LEAs will select and the NJDOE will hire a NTO from the state-developed list. The NTO contract with the LEA will be renewed on an annual basis, depending upon progress as determined by the LEA. The State will create LEA networks comprised of 3-5 schools, taking into account geographic factors, each school's root causes of low performance, and school context. The LEA superintendents within networks will convene to determine the NTO selection. The state will act in an advisory capacity with regard to NTO placement. In some cases, all the schools will be located in one district, while in others, the NTO will serve schools in multiple districts and will be responsible for coordinating operations across the LEAs in which the schools reside. In these cases, New Jersey's long history with shared services among LEAs will be a strong foundation on which to build. The NTO will support the cross-LEA relationships necessary to build a collaborative work group among the LEA superintendents and school leaders. The LEA superintendent(s) will evaluate the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions.

The NJDOE will fund the NTOs for the first year of the SIG grant. Thereafter, the LEA will be responsible to fund these services using their SIG grant funds.

External Evaluation
On an annual basis, the NJDOE will conduct an external implementation audit of curriculum, academic growth, school climate, teacher evaluations, and accompanying targeted professional development. The report will address all areas of the model implementation and explicitly

PROJECT DESCRIPTION FOR THREE YEARS

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

report on progress against the quantifiable benchmarks of the intervention plan. These annual audits of each persistently-low-performing school will include constructive feedback and recommendations for program improvements, as appropriate. In the absence of sufficient progress or lack of implementation fidelity, the audit may include a recommendation for school closure or restart. The results of this audit will be reported publicly and will serve as part of the evaluation of the Network Turnaround Officer who is assigned to the school. These audits will be submitted to the LEA superintendent for review. A face-to-face meeting will occur with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results will assist the NJDOE in annual SIG renewal decisions.

The Curriculum and Assessment Spine consists of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement. Closely aligned with state content standards, this expanded set of exemplar lessons and units will be supported by a formative-assessment system that is designed to assist teachers in the customization of instruction to meet their students' specific academic needs. A team of supervisors, content-focused instructional coaches and effective teacher leaders, assigned by the LEA, will assist teachers and school leaders in analyzing formative-assessment data, selecting customized comprehensive instructional interventions that meet the academic needs of individual students, and continuously monitoring student progress toward proficiency. This team of content-focused instructional leaders will support and maintain professional learning communities, and target and adapt professional development in response to specific teacher needs and the instructional demand of the content, in exemplar lessons throughout the school year. At its heart, this work will drive a data-based culture within the school and foster professional communities of practice. This focus on a coherent curriculum with regular opportunities for teachers to continuously improve their instruction has been demonstrated to have the most impact on student achievement. If the school will participate in the Curriculum and Assessment Spine, information should be included in the Project Description, Budget Narrative and Budget Detail.

Project Timeline Fiscal Year 2011	
Project Period Begins	September 2010
Quarterly on-Site Visit	October 2010
1st Quarterly Report	December 2010
Quarterly On-Site Visit	February 2011
2nd Quarterly Report	March 2011
Quarterly on-Site Visit	May 2011
3rd Quarterly Report	June 2011
External Evaluation	July 2011
Application & Renewal Decision	August 2011
Fiscal Year 2012	
Year 2 Project Period Begins	September 2011
Year 1 Final Report	October 2011
Quarterly on-Site Visit	October 2011
1st Quarterly Report	December 2011
Quarterly On-Site Visit	February 2012
2nd Quarterly Report	March 2012
Quarterly on-Site Visit	May 2012
3rd Quarterly Report	June 2012
External Evaluation	July 2012
Application & Renewal Decision	August 2012
Fiscal Year 2013	
Year 3 Project Period Begins	September 2012
Year 2 Final Report	October 2012
Quarterly on-Site Visit	October 2012
1st Quarterly Report	December 2012
Quarterly On-Site Visit	February 2013
2nd Quarterly Report	March 2013
Quarterly on-Site Visit	May 2013
3rd Quarterly Report	June 2013
External Evaluation	July 2013
Project Ends	August 2013

Form S-8

Date: 4/29/2010

GOALS, OBJECTIVES AND INDICATORS

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

I. MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the grant-defined Transformation Model for the Asbury Park Middle School as measured by monitoring efforts of the New Jersey DOE including on-site visits and an external evaluation process.
OBJECTIVE: To continue the current principal and (2) Student Resource Coordinators to aid the positive school climate and continued academic achievement prior to commencement of the transformation model, as required.
OBJECTIVE: To adopt the Transformation Model.
INDICATOR: Adoption of the Transformation Model.
INDICATOR: Participation of principal at the Summer Academy

II. MEASURABLE GOAL: During the 2010-11 school year, Asbury Park Middle School staff will develop and implement a plan for shared leadership that will include 60% of the staff of the entire school building as measured by .
OBJECTIVE: To identify school leaders, teachers, and other staff who, in implementing this model, will empower small learning communities to increase student achievement.
INDICATOR: Shared Leadership Plan
INDICATOR: Continuation of CPT.

III. MEASURABLE GOAL: During the 2010-11 school year, the District will develop and implement an evaluation system that will be used in evaluating 100% of the teaching staff.
OBJECTIVE: To create an evaluation system to identify teachers, and other staff who, in implementing this model, have increased student achievement.
INDICATOR: Evaluation plan.
INDICATOR: Related documents.

GOALS, OBJECTIVES AND INDICATORS

LEA: Asbury Park Public School District Name of School: Asbury Park Middle School

IV. MEASURABLE GOAL: Based upon participation of staff in Professional Development during the 2009-2010 school year, 10% of the staff will participate in, model, and facilitate ongoing, high-quality, job-embedded professional development measured by staff Professional Development documents.
OBJECTIVE: To provide staff ongoing, high-quality, job-embedded professional development.
INDICATOR: Ongoing, high-quality, job-embedded professional development by Asbury Park Middle School staff.
INDICATOR: Implementation of Global Learning

V. MEASURABLE GOAL: During the 2010-2011 school year, at least 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
OBJECTIVE: Improve upon the Small Learning Community Model
OBJECTIVE: To use data to identify and implement an instructional program
OBJECTIVE: To utilize alternate assessments and benchmarks
OBJECTIVE: To give the school sufficient operational flexibility.
INDICATOR: AYP
INDICATOR: Data informed programs

Form S-9

Date: 4/29/2010

ANNUAL STUDENT TARGETS

LEA : Asbury Park Public School District

Name of School: Asbury Park Middle School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: _____	State Assessment	Baseline	2011 Target	2012 Target	2013 Target	State Assessment	Baseline	2011 Target	2012 Target	2013 Target
Total Students	State Assessment	27%	30%	32%	35%	State Assessment	20%	23%	25%	28%
Students with Disabilities	State Assessment	8%	8%	10%	10%	State Assessment	6%	6%	8%	8%
Limited English Proficient Students	State Assessment	30%	25%	27%	30%	State Assessment	30%	35%	37%	40%
White	State Assessment	25%	25%	30%	30%	State Assessment	37%	40%	43%	45%
African-American	State Assessment	27%	30%	32%	35%	State Assessment	22%	25%	28%	30%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment	30%	32%	35%	35%	State Assessment	30%	33%	35%	38%
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	27%	30%	33%	35%	State Assessment	24%	26%	30%	33%

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

1) MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the Transformation Model for the Asbury Park Middle School as measured by the required New Jersey DOE on-site visits and external evaluation.

1.1) OBJECTIVE: To continue the current principal and (2) Student Resource Coordinators to aid the positive school climate and continued academic achievement prior to commencement of the transformation model, as required.

STRATEGY/PROGRAM: Transformation Model

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
1.1.1: Continue to support the current Principal who was placed during the 2007-2008 school year.	Board of Education	Human Resources	Staff Assignments	Δ			
1.1.2: Principal to attend the NJDOE Summer Academy that includes a three-week intensive program on topics such as effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions.	Board of Education Superintendent Principal	NJDOE	Academy Attendance	Δ			
1.1.3:Conduct periodic reviews in line with the recent curriculum audit to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	Director of Curriculum and instruction Assistant Director of Curriculum and Instruction	PDK Audit Results	Review Report	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010 **Page** 2 **of** 21

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

1) MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the Transformation Model for the Asbury Park Middle School as measured by the required New Jersey DOE on-site visits and external evaluation.
1.2) OBJECTIVE: To adopt the Transformation Model.
STRATEGY/PROGRAM: Transformation Model

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
1.2.1: Implement a school wide "response-to-intervention" model in effort to revise school plan to meet the needs of the students.	Director of Curriculum and Instruction Assistant Director of Curriculum and Instruction	NTO Officer	Response-to-Intervention Report	Δ			
1.2.2: Develop and implement a comprehensive curriculum management plan that directs the process and procedures for design, delivery, training, monitoring, and evaluation of the curriculum to establish quality control of the school district's education program.	Board of Education Superintendent Director of Curriculum of Instruction Assistant Director of Curriculum and Instruction	PDK Audit Results	Curriculum Management Plan	Δ			
1.2.3: Purchase and impalement the Curriculum Spine Program.	Director of Curriculum of Instruction Assistant Director of Curriculum and Instruction	NJDOE	Curriculum Spine	Δ	Δ	Δ	Δ

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

1) MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the Transformation Model for the Asbury Park Middle School as measured by the required New Jersey DOE on-site visits and external evaluation.
1.2) OBJECTIVE: To adopt the Transformation Model.
STRATEGY/PROGRAM: Transformation Model

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
1.2.4: Revise the planning process to provide clear direction for district initiatives, improve system connectivity, increase productivity from district resources, and enhance implementation of goals. Update long-range facility and technology planning, providing evidence of the tangible connections between the district's educational goals for students and the facility needs within the plans	Board of Education Superintendent Director of curriculum of Instruction Assistant Director of Curriculum and Instruction	PDK Audit Results Human Resources	Planning Process Board Policy	Δ Δ			
1.2.5: Revise job descriptions and the organizational chart to reflect principles of sound management and accurately direct administrative job performance. Realign staffing and classifications of administrative positions to clarify responsibilities and optimize cost effectiveness while meeting program management needs during the current funding reduction period.	Board of Education Superintendent Human Resources	PDK Curriculum Audit	Completed/Revised Job descriptions				
1.2.6: Ensure that the school receives ongoing, intensive technical assistance and related support from the District and the NJ DOE.	Network Turnaround Officer (NTO)	NJ DOE	Meeting Minutes	Δ			

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

1) MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the Transformation Model for the Asbury Park Middle School as measured by the required New Jersey DOE on-site visits and external evaluation.
1.2) OBJECTIVE: To adopt the Transformation Model.
STRATEGY/PROGRAM: Transformation Model

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
1.2.7: Establish expectations and system guidance through updated and new board policies and administrative regulations to support quality control of the educational program and school district operations	Board of Education Superintendent Director of Curriculum of Instruction	PDK Curriculum Audit	Board Policy	Δ			
1.2.8: Design and implement a more performance-based and curriculum-driven budget development process with decisions based on goals and priorities established through data review and cost-benefit analyses. Communicate clearly the linkages between the budget decisions and planned goals and strategies for ongoing school improvement.	Board of Education Superintendent Director of Curriculum of Instruction	PDK Curriculum Audit Business Administrator	Performance-based/Curriculum-Driven Budget Development Process	Δ			

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

1) MEASURABLE GOAL: By September 2010, the Asbury Park School District will adopt the Transformation Model for the Asbury Park Middle School as measured by the required New Jersey DOE on-site visits and external evaluation.
1.2) OBJECTIVE: To adopt the Transformation Model.
STRATEGY/PROGRAM: Transformation Model

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
1.2.9: Cooperate with the Network Turnaround Officer (NTO) program.	Superintendent	NJDOE	On-Site Visit Report	Δ	Δ	Δ	Δ
1.2.10: To participate in the NJDOE quarterly on-site visits. The on-site visits will be conducted by NJDOE to evaluate the implementation of the SIG plan and to determine if the school is executing the selected model with fidelity. The monitoring will determine barriers to the implementation and assist the school and district in resolution to ensure the success of the project.	Superintendent	NJDOE	NJDOE annual External Evaluation	Δ	Δ	Δ	Δ
1.2.11: To participate in the NJDOE annual External Evaluation, will occur to make a recommendation regarding renewal of the SIG for the following year.	Superintendent	NJ DOE	NJDOE annual External Evaluation				Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, shared leadership will include 60% in the entire school building as measured by the District staff attendance system.

2.1) OBJECTIVE: To identify school leaders, teachers, and other staff who, in implementing this model, will empower small learning communities to increase student achievement.

STRATEGY/PROGRAM: Small Learning Communities

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.1.1: Create roles, recruit and hire Instructional Deans and Student Resource Coordinator with grant funds.	Board of Education Superintendent Human Resources	Human Resources	Job Posting/	Δ			
Student Resource Coordinator • Is directly responsible to the school principal. • Assists the principal in administering and leading a complete school unit within the policy framework developed by the Board of Education and the superintendent of schools. • Scheduling pupils for programs and activities. • Developing pupil reporting procedures. • Holding conferences with parents and other citizens.	Principal Director of Curriculum and Instruction Student Resource Coordinator	NJDOE Shared Leadership Committee (SLC)	Principal Evaluation Logs Job Descriptions	Δ	Δ	Δ	Δ

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Date: 4/29/2010 **Page** 7 **of** 21

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, shared leadership will include 60% in the entire school building as measured by the District staff attendance system.

2.1) OBJECTIVE: To identify school leaders, teachers, and other staff who, in implementing this model, will empower small learning communities to increase student achievement.

STRATEGY/PROGRAM: Small Learning Communities

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.1.2: Instructional Deans will work closely with lead teachers to assist with the implementation of the transformational model. • Assume responsibility for school in absence of principal • Middle school experience • Conduct "Town Hall Meetings" • Responsible for coordinating parent contact • Meet with SLC weekly • Meet with Principal daily • Meet with teacher Leaders daily • Meet with attendance officers daily & weekly • Meet with security daily and as needed	Instructional Deans	Principal	Staff Logs Job Descriptions	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, shared leadership will include 60% in the entire school building as measured by the District staff attendance system.

2.1) OBJECTIVE: To identify school leaders, teachers, and other staff who, in implementing this model, will empower small learning communities to increase student achievement.

STRATEGY/PROGRAM: Small Learning Communities

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.1.3: Appoint a lead teacher for each Learning Community. • Facilitate Common Planning • Assist with Understanding By Design • Cross-Curricular Lesson Development • Facilitate Learning Rounds • Assist and Support Global Project	Dean Principal	Principal Dean Student Resource Coordinators SLC	Staff Assignments	Δ			
2.1.4: Guidance Counselors will work closely with each learning community. • Assignments—follow students through grade levels. • Create and implement support groups. • Work with the Crisis Response Team: Security, Nurse, Dean.	Guidance Security Crisis Response Team	Principal De Student Resource Coordinators Teacher Leaders	Staff Logs	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, shared leadership will include 60% in the entire school building as measured by the District staff attendance system.

2.1) OBJECTIVE: To identify school leaders, teachers, and other staff who, in implementing this model, will empower small learning communities to increase student achievement.

STRATEGY/PROGRAM: Small Learning Communities

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.1.5: Implement increased opportunities for promotion and career growth. • Modeling to SLC • Professional Development • Presentation to CPT • Continue CPT ½ block per day • Learning Rounds	Teacher Leaders Staff Coaches Deans	Small Learning Communities Principal Student Resource Coordinator	Staff, logs and agendas Climate Surveys	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, the District will develop and implement an evaluation system that will be used in evaluating 100% of the teaching staff.
2.2) OBJECTIVE: To create an evaluation system to identify teachers, and other staff who, in implementing this model, have increased student achievement.
STRATEGY/PROGRAM: Evaluation system.

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.2.1: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that • 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 • Are designed and developed with teacher and principal involvement.	Superintendent Principal Student Resource Coordinator Deans Coaches Teacher Leaders	Director of Curriculum Coaches Deans Coordinator of Professional Development Framework for Teaching	Formal observations Informal walk through Portfolios Benchmark-- pre/post tests	Δ	Δ	Δ	Δ

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Date: 4/29/2010 **Page** 11 **of** 21

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

2) MEASURABLE GOAL: During the 2010-11 school year, the District will develop and implement an evaluation system that will be used in evaluating 100% of the teaching staff.
2.2) OBJECTIVE: To create an evaluation system to identify teachers, and other staff who, in implementing this model, have increased student achievement.
STRATEGY/PROGRAM: Evaluation system.

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
2.2.2: Principal and Deans will implement one (1) informal walkthrough per month. • Self assessment rubrics • Walk through logs • Tuning Protocol	Principal and Deans Student Resource Coordinator	CAPA RIISA	Walk through logs/reports	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

3) MEASURABLE GOAL: Due to 100% participation of staff in Professional Development during the 2009-2010 school year, 10% of the staff will participate, model, teach, and present ongoing, high-quality, job-embedded professional development measured by staff Professional Development documents.
3.1: OBJECTIVE: To provide staff ongoing, high-quality, job-embedded professional development.
STRATEGY/PROGRAM: Professional Development

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
3.1.1: Provide staff ongoing, high-quality, job-embedded professional development 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 to include: • Understanding by Design • Teaching American History Grant Professional Development • Global Learning	Asbury Park Middle School Staff Coordinator of Professional Development	UBD TAH Grant Curriculum Coordinator Global Learning Student Resource Coordinator	Staff evaluation of presentation Agenda Logs (sign-in) Observation of implementation in classroom	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
4.1) OBJECTIVE: Improve upon the Small Learning Community Model
STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.1: Establish and implement after-school and Saturday Learning Academies.	Principal Assistant Director of Curriculum of Instruction Staff	Principal Director of Curriculum of Instruction	Program Schedule/Attendance Records Pre/post assessments	Δ	Δ	Δ	Δ
4.1.2: Invite Parents and Community members in for special events and projects. • Award assemblies • Town hall meetings • Academic assemblies • Class presentation • Extended Media Center Hours	Deans Student Resource Coordinators Community Relations Coordinator Student Resource Coordinator	Principal Global connect Global Connect	Program Schedule/Sign-in Sheets	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.

4.1) OBJECTIVE: Improve upon the Small Learning Community Model

STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.3: 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. • Maintain current student/teacher ratio to improve academic achievement. • Continue Wilson Reading Program • Add Math Basic Skills Classes • Add reading/writing Basic Skills Classes	Director of Curriculum and Instruction Assistant Director of Curriculum and Instruction Human Resources	CAPA Team Coaches Deans Board Office Principal Teachers	Pre/Post Benchmarks Teen Biz NJASK TOWRE CAPA Report Staff Assignments TOWRE Pretest/post test	Δ	Δ	Δ	Δ
4.1.4: Continue to improve the climate and safety as demonstrated by the decline in number of student suspensions and violent incidents upon which impacts student achievement. • Increase the number of Security Guards by three (3). • Continue the In-school and Out of School suspension program (PASS)	Principal Teachers Coach Student Resource Coordinator Teachers Coaches	Board of Education Principal	Suspension Data ISS Logs	Δ	Δ	Δ	Δ

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Date: 4/29/2010 **Page** 15 **of** 21

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.

4.1) OBJECTIVE: Improve upon the Small Learning Community Model

STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.5: Instructional Deans will work closely with lead teachers to utilize evaluation tools. • Tuning protocol • Common Planning Time: each day ½ Block • Learning Rounds: 1 per month • Teacher Portfolios	Principal Deans Teachers Teacher Leaders Assistant Director of Curriculum and Instruction	Coaches Director of Curriculum and Instruction	Pre-post test benchmarks Portfolios	Δ	Δ	Δ	Δ

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
4.1) OBJECTIVE: Improve upon the Small Learning Community Model
STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.6: Provide 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.	Director of Curriculum and Instruction Assistant Director of Curriculum and Instruction PD Coordinator Principal Deans	Network Turnaround Officer (NTO)	Response-to-Intervention Report	Δ	Δ	Δ	Δ
4.1.7: Purchase 6 computers per LAL classroom with headset and microphones and integrate technology-based supports and interventions as part of the instructional program.	Director of Curriculum and Instruction Principal Deans Technology Coordinator	Network Turnaround Officer (NTO)	Professional Development Schedule/Reports Purchase Order	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
4.1) OBJECTIVE: Improve upon the Small Learning Community Model
STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.8: Establish expectations and system guidance through updated and new board policies and administrative regulations to support quality control of the educational program and school district operations.	Board of Education Superintendent Director of Curriculum of Instruction Student Resource Coordinator	PDK Curriculum Audit	Board Policy	Δ	Δ		
4.1.9 Design and implement a more performance-based and curriculum-driven budget development process with decisions based on goals and priorities established through data review and cost-benefit analyses. Communicate clearly the linkages between the budget decisions and planned goals and strategies for ongoing school improvement.	Board of Education Superintendent Director of Curriculum of Instruction	PDK Curriculum Audit Business Administrator	Performance-based/Curriculum-Driven Budget Development Process	Δ	Δ		

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
4.1) OBJECTIVE: Improve upon the Small Learning Community Model
STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period			
				#1	#2	#3	#4
4.1.10: Revise job descriptions and the organizational chart to reflect principles of sound management and accurately direct administrative job performance. Realign staffing and classifications of administrative positions to clarify responsibilities and optimize cost effectiveness while meeting program management needs during the current funding reduction period.	Board of Education Superintendent Human Resources	PDK Curriculum Audit	Completed/Revised Job descriptions	Δ	Δ		

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District

Name of School: Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.
4.1) OBJECTIVE: Improve upon the Small Learning Community Model
STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period			
				#1	#2	#3	#4
4.1.11: Partner 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.	Principal Deans Community Relations Officer Student Resource Coordinator	Guidance Community Relations Officer Global Connect	Partnership Agreements	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.

4.1) OBJECTIVE: Improve upon the Small Learning Community Model

STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.12Extend the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. To include but not limited to: • Camera Club • Computer Club • Games Club • Create a Bulletin Board Club • Chess Club	Principal Deans Teachers	Staff Deans Principal Student Resource Coordinator	Schedule	Δ	Δ	Δ	Δ
4.1.13: Implement approaches to improve school climate and discipline, to include implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (Behavior Modification program)	Deans Teachers Staff Student Resource Coordinator	Principal	Behavior Modification Program	Δ	Δ	Δ	Δ

Form S-10

Date: 4/29/2010 **Page** 21 **of** 21

PROJECT ACTIVITY PLAN

LEA: Asbury Park Public School District **Name of School:** Asbury Park Middle School

4) MEASURABLE GOAL: During the 2010-2011 school year, 5% of the partially proficient students of the total population of Language Arts and Mathematics students in the 7th and 8th grade will achieve proficiency.

4.1) OBJECTIVE: Improve upon the Small Learning Community Model

STRATEGY/PROGRAM: Language Arts and Mathematics

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period #1	#2	#3	#4
4.1.14: Implement sufficient operational flexibility including; flexible work hours for staff, to implement fully a comprehensive approach to The Middle School as a "Community Center", to substantially improve student achievement outcomes.	Board of Education Superintendent Community Relations Officer	Network Turnaround Officer (NTO)	Staff Schedule	Δ	Δ	Δ	Δ
4.1.15: Ensure that the school receives ongoing, intensive technical assistance and related support from the District, and the NJ DOE.	Network Turnaround Officer (NTO)	NJ DOE	Meeting Minutes	Δ	Δ	Δ	Δ

S-12

BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: 4/29/2010

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
2.1.1	100-100	(3) Instructional Deans	3 X105,000 total annual salary , 100% of time to the grant project = $315,000	315,000
2.1.1	100-100	(3) Student Resource Coordinators	3 x 90,000 total annual salary , 100% of time to the grant project = $270,000	270,000
4.1.1	100-100	Teachers for After-School Academies	20 Teachers x $35 per hour x 15 hours per week x 36 weeks = 378,000	378,000
4.1.1	100-100	Teachers for Saturday Learning Academies	10 Teachers x $35 per hour x 4 hours per week x 36 weeks =50,400	50,400
4.1.1	100-100	Coordinator for After-School Academies	$35 per hour x 15 hours per week x 36 weeks =18900	18,900
4.1.1	100-100	Coordinator for Saturday Learning Academies	$35 per hour x 4 hours per week x 36 weeks =5040	5,040
2.1.3	100-100	Lead Teacher Stipends	Lead Teacher Stipends 4 x $5,000	20,000
4.1.9	100-100	Reading Program Teacher/Coordinator	$70,000 x 50% time on grant = $35,000	35,000
4.1.9	100-100	PT Media Center Specialist (2)	2 x $35 per hour x 3 hours per week x 42 weeks =18900	8,820

S-13
BUDGET DETAIL FORM B
Personal Services – Employee Benefits
Function & Object Code 200-200

Date: 4/29/2010

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 8.46%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH 16.00%	OTHER SPECIFY: ____ ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Instructional Dean (3)	315,000	24,09.75	26,649					50,400		32.11	101,147
Student Resource Coordinator (3)	270,000	20,655	22,842					43,200		32.11	86,697
Lead Teacher Stipends 4 x $5,000	20,000	1,530	1,692							16.11	3,222
Teachers for After-School Academies	189,000	14,458.5	15989.4							16.11	30,448
Teachers for Saturday Learning Academies	25,200	1,927.8	2,131.92							16.11	4,060
Coordinator for After-School Academies	18,900	1,445.85	1,598.94							16.11	3,048
Coord. for Saturday Learning Academies	5,040	385.56	426.384							16.11	811
Reading Prog.Teach.	35,000	2,677.5	2,961					5,600		32.11	11,239
PT Media Specialist	8,820	674.73	746.17							16.11	1,421

S-14

BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
3.1.1	100-300	Global Learning Program: Performance-based learning (PBL) school training program allowing USA schools to develop multidisciplinary, standards-based projects.	18,000		18,000
4.1.9	100-300	Reading intervention program that directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.	194,428		194,428
1.2.3	100-300	Curriculum Spine	60,000		60,000
4.1.9	200-300	Technical Consulting and Installation of Application Server for Reading intervention program.	7,000		7,000
	200-300	Workshops for Parents 10 x $500 each =5,000	5,000		5,000
4.1.5	200-300	Professional Development for Teachers on Portfolios 4 workshops plus follow-up classroom modeling.	15,000		15,000
4.1.6	200-300	Professional Development for Teachers on supporting students with disabilities.	35,000		35,000
2.1.3	200-300	Shared Leadership Consultant	1,132		1,132

S-15
BUDGET DETAIL FORM D
Supplies and Materials
Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1.9, 1.2.3	100-600	128 Desktop Computers	900	128	115,200
4.1.9, 1.2.3	100-600	Headsets for above computers	47	56	2,632
4.1.9	100-600	CD Players	30	56	1,680
4.1.9	100-600	DVD Player	150	8	1,200
4.1.9	100-600	Color Printer	120	8	960
4.1.1	100-600	Textbooks for after-school and Saturday classes.	65	100	6,500
4.1.1	100-600	Workbooks for after-school and Saturday classes.	25	100	2,500
2.1.1, 2.1.2, 4.1.2	100-600	Media Selections for Community/Parent Involvement	25	50	1,250
4.1.2	100-600	Parent involvement recognition supplies for Award assembles, Town hall meetings, Academic assembles, Class presentation	10	50	500
4.1.2	100-600	Food supplies for Parental Involvement activities	7	500	3,500

S-16
BUDGET DETAIL FORM E
Equipment
Function & Object Codes 400-731 and 400-732

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
1.2.3	400-731	Interactive Whiteboard w/ Mobile Projector Unit. features include: 65 1/4" W × 49 1/2" H × 5 1/8" D (165.7 cm × 125.7 cm × 13.0 cm) 77"Diagonal Active Screen Area. Projector specifications: DLP projector display; 2300 ANSI lumens; Width: 9.7 inches, Depth: 7 inches; Height: 2.8 inches, Weight: 3.5 pounds.	3,490	20	69,800
4.1.9	400-731	Application Server for Reading Intervention program.	5,000	3	15,000

S-17
BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
1.2.4	100-500	Wireless network for entire building.	100,000
1.1.2	200-580	Travel for staff to attend the NJDOE Summer Academy that includes a three-week intensive program and networking meetings throughout the year. 25 trips x 60 miles each x .31 per mile = $465	465

Form S-18

NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Asbury Park Public Schools

School Name: **Asbury Park Middle School** County/LEA/School Code: 25-0100

NGO Title: School Improvement Grant NGO#: 10-SG01-H02

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			1,101,160		1,101,160
Purchased Professional & Technical Services	100-300			272,428		272,428
Other Purchased Services	100-500			100,000		100,00
Supplies and Materials	100-600			135,922		135,922
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				1,609,510		1,609,510
SUPPORT SERVICES						
Personal Services - Salaries	200-100					
Personal Services – Employee Benefits	200-200			242,093		242,093
Purchased Professional & Technical Services	200-300			63,132		63,132
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580			465		465
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				305,690		305,690
Buildings	400-720					
Instructional Equipment	400-731			84,800		84,800
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				84,800		84,800
TOTAL COST				2,000,000		2,000,000

Cathy Lavell

Business Administrator/Chief Fiscal Officer

Date 4/29/10

10-SG01-H02

MONITORING AND ACCOUNTABILITY PLAN

LEA: Asbury Park Public Schools **Name of School: Asbury Park Middle School**

The NJDOE is to provide oversight to the Asbury Park Middle School using on-site visits, an external evaluation as well as through reports from the school's Network Turnaround Officer.

On-Site Visits
The NJDOE will conduct quarterly on-site visits to each school receiving a SIG grant. This oversight is consistent with New Jersey's Statewide System of Support. On-site visits will be conducted by NJDOE to evaluate the implementation of the SIG plan and to determine if the schools are executing the selected model with fidelity. The monitoring will determine barriers to the implementation and assist the school and district in resolution to ensure the success of the project.

Network Turnaround Officer
The Network Turnaround Officer (NTO) will play a critical role in turning around struggling schools. As a facilitator of reform, the NTO will be responsible for initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. In collaboration with the school principal, the NTO will set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The NTO will also help the principal develop turnaround management skills. As an evaluator, the NTO will monitor the schools' adherence to the intervention plan and tracking performance metrics, including academic achievement, against quantifiable plan objectives and assist the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO will participate in the Leadership Academy along with the district and school staff.

NJDOE will conduct a nation-wide selection process to find candidates who are outstanding and highly skilled school leaders. NJDOE will develop an NTO Job Description and post notices regarding applications for the position. Once a pool of qualified candidates is collected, LEAs will select and the NJDOE will hire a NTO from the state-developed list. The NTO contract with the LEA will be renewed on an annual basis, depending upon progress as determined by the LEA. The State will create LEA networks comprised of 3-5 schools, taking into account geographic factors, each school's root causes of low performance, and school context. The LEA superintendents within networks will convene to determine the NTO selection. The state will act in an advisory capacity with regard to NTO placement. In some cases, all the schools will be located in one district, while in others, the NTO will serve schools in multiple districts and will be responsible for coordinating operations across the LEAs in which the schools reside. In these cases, New Jersey's long history with shared services among LEAs will be a strong foundation on which to build. The NTO will support the cross-LEA relationships necessary to build a collaborative work group among the LEA superintendents and school leaders. The LEA

MONITORING AND ACCOUNTABILITY PLAN

LEA: Asbury Park Public Schools **Name of School: Asbury Park Middle School**

superintendent(s) will evaluate the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions. The NJDOE will fund the NTOs for the first year of the SIG grant. Thereafter, the LEA will be responsible to fund these services using their SIG grant funds.

External Evaluation

On an annual basis, the NJDOE will conduct an external implementation audit of curriculum, academic growth, school climate, teacher evaluations, and accompanying targeted professional development. The report will address all areas of the model implementation and explicitly report on progress against the quantifiable benchmarks of the intervention plan. These annual audits of each persistently-low-performing school will include constructive feedback and recommendations for program improvements, as appropriate. In the absence of sufficient progress or lack of implementation fidelity, the audit may include a recommendation for school closure or restart. The results of this audit will be reported publicly and will serve as part of the evaluation of the Network Turnaround Officer who is assigned to the school. These audits will be submitted to the LEA superintendent for review. A face-to-face meeting will occur with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results will assist the NJDOE in annual SIG renewal decisions.

The Curriculum and Assessment Spine consists of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement. Closely aligned with state content standards, this expanded set of exemplar lessons and units will be supported by a formative-assessment system that is designed to assist teachers in the customization of instruction to meet their students' specific academic needs. A team of supervisors, content-focused instructional coaches and effective teacher leaders, assigned by the LEA, will assist teachers and school leaders in analyzing formative-assessment data, selecting customized comprehensive instructional interventions that meet the academic needs of individual students, and continuously monitoring student progress toward proficiency. This team of content-focused instructional leaders will support and maintain professional learning communities, and target and adapt professional development in response to specific teacher needs and the instructional demand of the content, in exemplar lessons throughout the school year. At its heart, this work will drive a data-based culture within the school and foster professional communities of practice. This focus on a coherent curriculum with regular opportunities for teachers to continuously improve their instruction has been demonstrated to have the most impact on student achievement. If the school will participate in the Curriculum and Assessment Spine, information should be included in the Project Description, Budget Narrative and Budget Detail.