

S1.

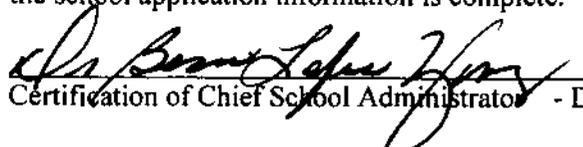
**Signed School
Application Page**

Form S-1

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

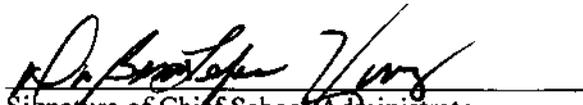
SECTION I:
 NGO#: _____ Title: School Improvement Grant

SECTION II, PART A:	Internal use only	030 School Code	Type	Region	Sequence
School Name Camden High School					
School Address 1700 Park Blvd					
School City, State, Zip Camden, New Jersey					
Grade Span of School 9 th thru 12 th					
					James Thompson (856) 966-5100
					School Principal Name Phone #
					Sharon Woodridge
					School Program Director Name
					856-966-2305
					School Program Director Telephone
					<u>(856) 966-2395 / swoodridge@camden.k12.nj.us</u>
					School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$ 1,996,213.00 Year 2 \$ _____ Year 3 \$ _____
 Duration of the Year 1 project: 9/1/11 to 8/31/12
 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 - Dr. Bessie LeFra Young, Superintendent 3/9/2012
Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Camden Board of Education school district (county code 07, District Code 0680, School Code 030).

 Superintendent 3/9/2012
Date
 Signature of Chief School Administrator
 Dr. Bessie LeFra Young, Superintendent

Business Manager: Celast Rickert Phone: 856-966-2036 Fax: 856-966-2139

S2.

**Signed School
Statement of Assurances**

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 Address *Camden Board of Education- Camden High School
1700 Park Blvd. Camden, New Jersey 08102*

DUNS number *114949936*

Expiration Date of CCR registration *1/03/2012*

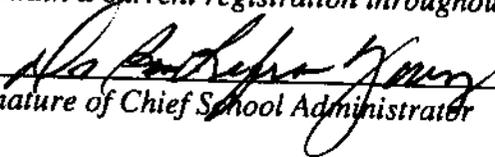
Congressional District *5th*

Part II – Primary Place of Performance under this award

City *Camden City, New Jersey*

County *Camden*

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. Bessie LeFra Young, Superintendent
Name and Title

1/3/12

S4.

Project Abstract

Form S-4

Date: March, 2011
 Revised: 11-22-2011

PROJECT ABSTRACT

LEA : Camden City Board of Education Name of School: Camden High School

Mission	The mission of Camden High School is to provide a personalized education for students, who will be in a safe and orderly environment. Our students will be preparing to become critical thinkers who are formulating career pathways for lifelong learning.
Vision	<p>Camden High School's vision is to work with teachers, students, parents, businesses and community to provide a quality education for our students in a safe and orderly environment where they can pursue their academic and career interests. The environment provides a rigorous, collaborative, education incorporating school, work, and project-based learning so that students develop critical thinking skills and a strong knowledge base.</p> <p>The Camden High community embraces involvement in the education of all students. The parents and other community members will demonstrate respect for education through their support for all members of the school environment. At Camden High School we envision an educational environment where the learning atmosphere is exciting, stimulating, and success-oriented.</p>
Project Implementation Summary	<p>The Camden High School SIG will implement the Turnaround Model of school reform and will engage in the following activities:</p> <ol style="list-style-type: none"> 1. Conduct a search for and hire a dynamic principal who will inspire staff and students to strive to achieve the mission of the school and who will successfully improve academic outcomes for students. 2. Develop criteria for teacher efficacy based on a range of competencies, measure teacher performance against this criteria, screen existing staff, rehire no more than 50% of existing staff and hire new staff based on the criteria. 3. Establish mini-grants, provide exceptional professional development, offer tuition assistance, create monetary incentives for participation in optional enrichment training, identify career growth opportunities, and create an atmosphere that supports, attracts, and retains excellent teachers. 4. Develop and implement a comprehensive professional development plan that is responsive to the needs of teachers and improves their instructional effectiveness. 5. Integrate Camden High SIG activities with the district "Turnaround Office" by working closely with the turnaround officer and the state department of education. 6. Hire an education specialist to oversee the ongoing, daily use of data to drive decision-making on all fronts and at all levels. 7. Develop and implement a data analysis plan that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected. 8. Implement block scheduling and add 300 learning hours per year (through before-school, after-school, and summer programming) to improve student academic outcomes. 9. Increase social-emotional and community-oriented services and supports for students, including hire of a substance abuse intervention counselor, consultation with a child psychiatrist, increased services for parenting teens, increased strategies to encourage students to aspire to enroll in post-secondary education, concentrating heavily on the needs of ninth-graders, and increasing wrap-around services available at the school or through referral for students and their families. 10. Implement the following research-based programs: Teachscape Reflect (for classroom observation, assessment, and reflection that strengthens teacher professional development and effective teaching practice).

S5.

Reporting Metrics

Date: March, 2011
 Revised: 11-22-2011

REPORTING METRICS

LEA : Camden City Board of Education

Name of School: Camden High School

School Data	Metric	2010-2011 Data
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	AYP status	Turnaround
Which AYP targets the school met and missed		Year 8 Made Safe Harbor in <u>Language Arts Literacy</u> for Total Population and Economically Disadvantaged missed all other subgroups. Made Safe Harbor in <u>Math</u> for Total Population, African American and Economically Disadvantaged missed all other subgroups.
School improvement status		Restructuring Year 3
Number of minutes within the school year		6 hrs. 30 minutes /school day X 180 days = 70,200 minutes/yr. 5 hrs. 50 minutes /school day X 180 days = 63,000 instructional minutes/yr.
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		
HSPA LAL		
Yr	Pp	Prof.
09-10	81.4%	18.6%
08-09	80.5%	19.5%
07-08	74.4%	25.6%
HSPA Math		
09-10	95.2%	4.8%
08-09	94.7%	5.3%
07-08	87.5%	12.5%
2010 HSPA LAL		
Total	81.4%	18.6%
Gen Ed	74.6%	25.4%
SPED	94.8%	5.2%
*LEP	100%	0%

Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup

	White	Black	Asian	Hispanic	Econ.	Disadv.
	n/a	78.9%	n/a	89.7%	81.8%	
	n/a	21.1%	n/a	10.3%	18.2%	
	n/a	0%	n/a	0%	0%	
* < 10 in subgroup						
2010 HSPA Math						
Total	95.2%	4.8%				0%
Gen Ed	92.9%	7.1%				0%
SPED	100%	0%				0%
*LEP	100%	0%				0
White	n/a	n/a				n/a
Black	94.6%	5.4%				0%
Asian	n/a	n/a				n/a
Hispanic	97.4%	2.6%				0%
Econ.						
Disadv.	96.3%	3.7%				0%

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

	2010 HSPA LAL		2010 HSPA Math	
	# of Enrolled	# of Valid Scores	# of Enrolled	# of Valid Scores
Total	196	172	196	168
Gen Ed	132	114	132	112
SPED	64	58	64	56
*LEP	1	1	1	1
White	n/a	n/a	n/a	n/a
Black	151	133	151	130
Asian	n/a	n/a	n/a	n/a
Hispanic	45	39	45	38
Econ.				
Disadv.	123	110	123	107

	2010 HSPA Avg. LAL Score	2010 HSPA Avg. LAL Score
Total	166.9	165.0
Gen Ed	177.4	168.6
SPED	146.3	157.8
*LEP	135.0	156.0

Percentage of limited English proficient students who attain English language proficiency

White	n/a	n/a	n/a
Black	170.0	166.0	
Asian	n/a	n/a	
Hispanic	156.1	161.6	
Econ. Disadv.	166.4	164.1	

* < 10 in subgroup

0%

Graduation rate Data taken from the NJ School Report Cards

Dropout rate

Class of:	School	District	State	2009-10			2008-09		
				Dropout Rates	School	District	State	School	District
Class of 2010 (09-10)	42.19%	56.9%	94.7%	33.3%	35.0%	0.9%	15.4%	20.0%	0.9%
Class of 2009 (08-09)	39.8%	54.9%	93.3%	21.5%	16.1%	3.7%	25.6%	9.5%	3.5%
Class of 2008 (07-08)	49.9%	65.6%	92.8%	28.8%	20.0%	2.9%	16.8%	7.3%	2.9%
Graduation Type: % of students satisfying the state testing requirements through different means									
Regular students by passing HSPA									
All who graduated by passing HSPA	21.2%		90.6%						
All who graduated via the AHSA process	17.5%		82.5%						
All who graduated exempt from passing HSPA	58.2%		9.4%						
Dropout Rates	24.3%		7.7%						
White									
Black									
Hispanic									
Arner. Ind/ Alaska Native									
Asian									
Nat. Hawaiian ?Pac. Islander									
Two or more									

Metric	2009-10				2008-09				
	School	State	School	State	School	State	School	State	
Student attendance rate	Races								
	Male	23.9%	19.7%	1.9%	18.5%	11.0%	1.9%		
	Female	22.3%	15.5%	1.5%	13.0%	6.5%	1.4%		
	With Disabilities	18.8%	18.9%	2.7%	16.2%	11.1%	2.7%		
	LEP	64.3%	12.1%	4.0%	0.0%	1.2%	2.7%		
	Econ. Disadv.	20.6%	16.1%	2.5%	23.5%	13.4%	1.9%		
	Total	23.1%	17.5%	2.7%	25.9%	8.7%	1.7%		
	Attendance Rates	2009-10				2008-09			
	Percentage of students present on average each day.								
	Grade 9	71.7%	94.1%	61.0%	94.0%				
Grade 10	78.8%	94.0%	67.8%	94.0%					
Grade 11	81.2%	93.8%	73.3%	93.6%					
Grade 12	80.6%	92.4%	74.8%	92.3%					
SE students in specialized classes	76.4%	92.0%	64.0%	92.0%					
Total	77.4%	94.6%	67.4%	94.6%					

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

Metric	2009-10		State Average	
	School	State Average	School	State Average
College enrollment rates	Advanced Placement Results			
	Number of test scores 3 or higher: 0			
	Advanced Placement Participation for Gr. 11 & 12			
	2009-10	0.2%	School	19.9%
	* The total number of test takers may exceed the number enrolled as students may take the test without taking the class.			
	Class of 2010 Post-Graduation Plans			
	Intended Pursuits (self reported)		Class of 2010	
	Four-yr. College/University			28.6%
	Two-yr. College			27.0%
	Other College			3.7%
Other Post-Secondary School			1.6%	

Metric	2010-2011 Data			
Student Connection and School Climate Discipline incidents: 2010-2011 Data	Military	4.2%		
	Employment	13.8%		
	Undecided	3.7%		
	Other	16.4%		
Talent Distribution of teachers by performance level on LEA's teacher evaluation system. The percentage of teachers who performed Satisfactory was 95%. The percentage of teachers who performed Unsatisfactory was 5%. Teachers were assessed based on their attendance and student failure rate. Teacher attendance rate	Student Suspensions			
		School	District Avg.	State Average
	2009-10	38.0%	19.0%	14.0%
	2008-09	27.0%	18.0%	14.0%
	2007-08	25.0%	18.0%	14.0%
	Student Expulsions			
	The number of students expelled during the school year.			
	2009-10	0	0	90
	2008-09	2	2	35
	2007-08	1	1	66
	55.0%			
<p>In 2010-2011, 100% of Camden High School teachers are highly qualified. Five teachers were transferred to other schools to insure that all teachers were highly qualified. Although formal evaluations are performed by administrators, the district does not have a system for recording the distribution of teachers across performance levels.</p>				
Faculty Attendance Rate				
Percentage of faculty present on average each day				
	School	State Average		
2009-10	93.9%	96.0%		
2008-09	94.5%	95.6%		
2007-08	96.6%	95.9%		

S6.

Statement of Need

Date: March, 2011
 Revised: 11-22-2011

LEA : Camden City Board of Education

STATEMENT OF NEED

Name of School: Camden High School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Level of Achievement
Academic Achievement - Reading	<ul style="list-style-type: none"> • NJASK8 • PSAT • SAT • Small Learning Community Survey • Spanish Reading Survey • Access Test and W-APT Speaking Test • District Pre/Post Tests • High School Proficiency Assessment (HSPA) • High School Alternative Assessment 	<p>Students' academic proficiencies are below the state proficiency levels. The Total Population and Economically Disadvantaged Students made Safe Harbor in 2009. However, all subgroups had a decline in proficiency rates in Spring 2010 in all cluster skill areas: Reading, Interpreting Text, and Analyzing/Critiquing Success. The District Pre/Post Tests also illustrate low achievement in this area.</p> <p>Root Causes:</p> <p>Students enter high school two or more years deficient in basic skills. Teachers lack support and training in utilizing differentiated instructional strategies to bridge the gap between expected and actual performance levels. Instructional strategies don't address gross deficiencies contributing to a pattern of failure that includes low grades and high absentee and drop-out rates. Teachers rely upon traditional resources to remediate and evaluate student performance.</p>
Academic Achievement - Writing	<ul style="list-style-type: none"> • NJASK8 • PSAT • SAT • Small Learning Community Survey • Spanish Reading Survey • Access Test and W-APT Speaking Test • District Pre/Post Tests • High School Proficiency Assessment (HSPA) • High School Alternative Assessment 	<p>Student's academic proficiencies are below the state proficiency levels. The Total Population and Economically Disadvantaged Students made Safe Harbor in 2009. However, all subgroups had a decline in proficiency rates in Spring 2010 in all cluster skill areas: Writing, Expository, and Persuasive. The District Pre/Post Tests also illustrate low achievement in this area.</p> <p>Root Causes:</p> <p>Students enter high school two or more years deficient in basic skills. Teachers lack support and training in utilizing differentiated instructional strategies to bridge the gap between expected and actual performance levels. Instructional strategies don't address gross deficiencies contributing to a pattern of failure that includes low grades and high absentee and drop-out rates. Teachers rely upon traditional resources to remediate and evaluate student performance.</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Causes of Lack of Achievement
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • NIASK8 • PSAT • SAT • Small Learning Community Survey • Spanish Reading Survey • Access Test and W-APT Speaking Test • District Pre/Post Benchmarks • High School Proficiency Assessment (HSPA) • High School Alternative Assessment 	<p>The student's academic deficiencies are below the state proficiency level. The Math scores have been steadily increasing over the 07; 08; 09 school years. The Total Population, African-American, and Economically Disadvantaged Students subgroups made Safe Harbor in 2009. The HSPA 2010 scores dropped considerably compared to the 2009 scores. All subgroups had a decline in proficiency rates in Spring 2010 in all cluster skill areas: Number and Numerical Operations, Patterns and Algebra, Data Analysis, Probability, and Discrete Mathematics, Knowledge, and Mathematical Process-Problems Solving. However some progress is evident from the District Assessments.</p> <p>Root Causes:</p> <p>Students enter high school two or more years deficient in basic skills. Teachers lack support and training in utilizing differentiated instructional strategies to bridge the gap between expected and actual performance levels. Instructional strategies don't address gross deficiencies contributing to a pattern of failure that includes low grades and high absentee and drop-out rates. Teachers rely upon traditional resources to remediate and evaluate student performance.</p> <p>There is a serious lack of parental involvement in the school. Due to high community mobility and other outside variances that preclude parents from participating on a consistent basis student attendance and academic performances are adversely affected. However, we have a small parental base that is consistently supportive and productive.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> *Parents do not feel welcome in the school environment due to negative perceptions based on their personal high school experiences. *Parents' experiences with their children have been negative. Often they are summoned to school because of misbehavior or underachievement. *Language barriers limit level of contact. *Parents hold multiple jobs, which limits contact with the school. *Parents lack the technology and skills to interface with teachers online. This is exacerbated by the closing of some public libraries where both technology and assistance were available.
Parent Involvement	Attendance; District Parent Center	<p>There is a serious lack of parental involvement in the school. Due to high community mobility and other outside variances that preclude parents from participating on a consistent basis student attendance and academic performances are adversely affected. However, we have a small parental base that is consistently supportive and productive.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> *Parents do not feel welcome in the school environment due to negative perceptions based on their personal high school experiences. *Parents' experiences with their children have been negative. Often they are summoned to school because of misbehavior or underachievement. *Language barriers limit level of contact. *Parents hold multiple jobs, which limits contact with the school. *Parents lack the technology and skills to interface with teachers online. This is exacerbated by the closing of some public libraries where both technology and assistance were available.
Professional Development	Professional Development Science Survey; Teachers' Professional Development Plans; District Professional Development Schedule of Activities; Professional Development Evaluation Forms; Administrative Walkthroughs and	<p>Need for more Professional Development in data driven instruction and analysis. Our Professional Development should be designed to render more support to our teachers in the use of data for instructional purposes.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> *Limited administrative support in applying principles and strategies taught in professional development workshops. *Lack of dedicated time for teachers to plan cooperative learning activities.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Extended Learning Opportunities	<p>Observations</p> <p>High School Proficiency Assessment (HSPA) scores: ASPJRA; Summer Bridge; Saturday Reinstatement; Prophecy Club; Upward, Bound Virtual Instruction Program; Summer Alternate High School (AHSAs) Program; School Report Card Dropout Information and Attendance Rate; District Promotion Data; District Graduation Lists</p>	<p>*Some teachers express disinterest and hesitancy in applying innovative practices. *Teachers reluctant to express their lack of familiarity with technology do not embrace it in their classrooms.</p> <p>Extending the day/year can be beneficial for students. More teachers across the curriculum need to be involved. The programs need to provide accurate data to prove students are improving in LAL and Math skills. Both extended day and extended year opportunities are critical to meet the needs of an at risk populations whose lifestyles may hinder school attendance during traditional school hours. Additionally diverse programs and offerings are needed to meet the needs of a variety of learners.</p> <p>Root Causes: Poor attendance, truancy, a lack of interest in school, and outside influence all contribute to high failure, absenteeism, truancy and low graduation rates. Measures to combat these problems are sporadic and often ineffective.</p>
Homeless	<p>District Homeless Records; High School Enrollment Report</p> <ul style="list-style-type: none"> Reviewed homeless enrollment data with the Project Manager of Human Services to identify the homeless students attending Camden High School. Examined the test results reports for the 2010 NJASK assessments. <p>Used NJSMART to locate data for students who may have been tested at other schools or in other districts in the state of NJ.</p>	<p>The homeless population at Camden High School has ranged from 22 at the beginning of the year to a current enrollment of 17. Homeless students face unique challenges that directly impact achievement. Whether families are fleeing from domestic violence or thrust into an economic downturn caused by unemployment, poverty, substance abuse, or loss of the primary breadwinner, students do not leave their problems at the schoolhouse doors.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> *Homeless students may have high mobility, excessive absenteeism, truancy, and both emotional and behavior problems. *Students enter the district with fragmented and incomplete academic history records. This can preclude placing students at the correct grade level. *When living in group homes and shelters students lack privacy and support needed to study at home. *Homeless students living alone may be required to work for a living. Often they lack the discipline, support, and coping skills needed to be successful in school while also working at a job. *Students coping with caregivers who have mental health and addiction problems often find themselves responsible for the care of younger siblings. They sacrifice their studies to provide younger children with a support system. The homeless population by grade level is: <ul style="list-style-type: none"> Gr. 9- 5 students or 1.9% of Gr. 9 enrollment Gr. 10- 4 students or 2.2% of Gr. 10 enrollment Gr. 11- 3 students or 1.6% of Gr. 11 enrollment

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Students with Disabilities	Fall Child Count 2009-2010 School Report Card Attendance Data Suspension Data Report Cards; Master Schedule Report	<ul style="list-style-type: none"> Gr. 12- 5 students or 2.3% of Gr.12 enrollment. <p>Assessment histories were available for 4 students (23.6%). The remaining 12 students (76.4%) had no state assessment data</p> <p>In ninth grade assessment data was available for 2 of the 5 homeless students. These students had tested partially proficient in both LAL and Math on the eighth grade assessment. Of the 4 homeless tenth graders; one had scores available from the eighth grade assessment. This tenth grader had tested partially proficient in both LAL and Math. The analysis identified 3 eleventh graders who were currently homeless. Only one student had a NJ assessment history. This student was partially proficient in both LAL and Math on the eighth grade assessment. The HSPA results were not available at the time of submission of this proposal. The data revealed 5 twelfth grade students who are currently homeless. None of these students had an assessment history in NJ. Lack of assessment data on students and high mobility rates inhibits the ability to ensure continuity of instruction.</p>
English Language Learners	Not applicable at this school.	<p>Services are provided for approximately 319 students with disabilities including 70 assigned to the Goodwill Program located nearby in an industrial park. Services are also provided for behavior disabled students, mild cognitive learners, and specific learning disabled students. A notable decline behavior disabled student enrollment occurs between September and June. Poor student achievement is evident on grade reports of self-contained LD students.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> *High absenteeism, class cutting, and truancy. *Disciplinary infractions resulting in suspensions. *Lack of highly qualified core course teachers. *Shortage of qualified inclusion teachers. *Schedule changes to compensate for staffing shortages. *Shortage of highly qualified special needs math and science teachers. <p>No ELL students at this school.</p>
Economically Disadvantaged	See Results and Outcomes box to the right.	Almost 100% of students at Camden High School are economically disadvantaged so all areas and measures apply to the student demographic served.
School Culture	CBOE Incident Reports; Staff and	More collaborative and comprehensive planning needs to be done to proactively

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Leadership	Student Attendance SLC Survey	prevent serious incidents such as gang related activity, drug use and sales, and frequent fights. Inconsistency in Educational Leadership. Constant changes in Leadership for the past 4 years.
Highly Qualified Staff	School Staff Listing, SLC Survey; Attendance Reports; observations/evaluations by administration	Vacancies have existed in math and science (Special Needs) for at least seven years. Literacy Coach position has been vacant for three years. District cutbacks due to budgetary problems may have an adverse effect on our staffing needs. Survey needs to specify individual high school responses. Staff attendance is at 65%; below an acceptable level.
Other: Education Reform	High School Proficiency Assessment (HSPA) scores; Smaller Learning Community (SLC) Survey; Master Class Schedules, 2007-2010	Previous district initiatives were not consistent, did not incorporate all components of selected models, and did not result in desired outcomes. Root Causes: *School leadership was not totally committed to the effort. *School administration had a limited understanding of processes and revised the model to suit perceived needs. *Faculty was reluctant to change, was not included in planning stages, and did not buy into the process.

Evaluation & Needs Assessment Summary

<p>1. Describe the process and techniques used in the needs assessment.</p>	<p>Using a facilitative approach, a restructuring team composed of school staff, district staff and community members identified the overall committee goal. Next, members surveyed students and staff to get their input regarding weaknesses and strengths affecting both academics and morale. The committee then reviewed data including assessment results, student attendance and grade reports, teachers' grade distribution reports, and other information relative to staff attendance and turnover. Specific problems identified include high student grade retention and mobility, poor academic outcomes for students, building upkeep, staff and student morale, leadership, parent and community involvement. Each area was examined separately and solutions recommended. Final recommendations culminated in this application.</p>
<p>2. Describe methods used to collect and compile data for student subgroups.</p>	<p>Using a facilitative approach, a restructuring team composed of school staff, district staff and community members identified the overall committee goal. Next, members surveyed students and staff to get their input regarding of weaknesses and strengths affecting both academics and morale. The committee then reviewed data including assessment results, student attendance and grade reports, teachers' grade distribution reports, and other information relative to staff attendance and turnover. Specific problems identified include high student grade retention and mobility, poor academic outcomes for students, building upkeep, staff and student morale, leadership, parent and community involvement. Each area was examined separately and solutions recommended. Final recommendations culminated in this application.</p>
<p>3. Explain how the data from the collection methods are valid and reliable.</p>	<p>Primary data sources included HSPA reports, AHSA reports and cohort reports from New Jersey SMART. Locally derived data (attendance, grade reports, and promotion-retention reports) are edited daily or before they are published. These assessments are deemed valid and reliable. Online student and teacher surveys were completed in one computer laboratory under the supervision of the school technology coordinator.</p>
<p>4. What did the data analysis reveal regarding classroom instruction?</p>	<p>Attendance, truancy, and a high mobility rate are the greatest factors impacting instruction. In 2009-10 the school reported a 77.45% attendance rate as compared to a statewide average of 94.6%. Also, last year 55.2% of Camden High School students had 10 or more unexcused absences. Curriculum remodeling, professional development programs, and technology are rendered ineffective when students are absent from classes. Teacher surveys also indicated additional administrative support is needed to assist teachers challenged by disruptive classroom behaviors.</p>
<p>5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?</p>	<p>A Professional Development Team composed of 4 teachers and 2 administrators surveyed staff and organized activities to occur on 6 professional development days. In-service training was provided on Reading and Writing across the Curriculum, Changing the School Culture, Smaller Learning Communities, and using Whiteboards, Smart Boards, and Voice Thread. Subject area professional development activities were offered by district supervisors throughout the year. Data was not available to determine the degree to which strategies learned in professional development were implemented in classrooms.</p>
<p>6. How are educationally at-risk</p>	<p>New registrants who possess factors that may put them at risk are identified by guidance counselors and Child</p>

students identified in a timely manner?	Study Team members during intake and they are referred for needed services. A school data team headed by a vice principal meets regularly to examine report cards and assessment results. Members are charged with identifying students who are at risk academically. The Attendance Accountability Team meets weekly to examine attendance reports and identify students whose absences and tardiness put them at risk for quitting school.
7. How are educationally at-risk students provided with effective assistance?	A wide array of interventions are available to at risk students, including a School Based Youth Services Program that employs a full-time social worker, a health and human services coordinator, a family therapist, a case manager to work with pregnant and parenting students, a health education specialist, and a nurse. The school Child Study Team provides individual and group counseling to behavior disabled students and guidance counselors help students strive for academic success. Camden High School also employs a full time drop-out prevention coordinator whose primary responsibility is to work with at risk students and their parents to keep these students in school.
8. How does the needs assessment address migrant student(s) needs?	Not Applicable.
9. How does the needs assessment address homeless student(s) needs?	Data relative to the numbers and grade assignments of homeless students was obtained from the Office of Research and Planning. Other assessments reported aggregate student data and did not disaggregate information by categories of at risk students. The District homeless coordinator was the source of information about problems homelessness poses to a student's academic success.
10. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers met in subject area teams to analyze data from state and local assessments and recommend strategies for addressing deficiencies. Department chairpersons sit on the Principal's Cabinet and were asked to share recommendations with the Restructuring Team at Cabinet meetings.
11. Describe the transition plan for preschool to kindergarten, if applicable.	Not applicable.
12. Describe the process used to select the priority problems and root causes for this plan?	The Restructuring Team used a facilitative approach; first studying data, then developing a comprehensive list of problems. Problems were then sorted into groups under common headings and root causes. These common headings became the priority problem list. Once the priority problem list was complete, problems were examined individually in the same manner and recommendations were made to address them.
13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	Three problems were identified: 1) ninth-graders lack necessary skills to perform high school work, 2) lack of instructional rigor, and 3) attendance. A review of cohort data indicates students are entering ninth grade well below grade level. Performance on eleventh grade assessments indicates that most students do not master basic skills in three years. Administrators frequently note the need for an increased level of rigor on instructional walkthroughs. During the 2009-10 school year, 55% of Camden High students had 10 or more unexcused absences. In 2009-10 the school reported a 77.45% attendance rate as compared to a statewide average of 94.6%.

<p>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)?</p>	<p>Needs assessments and evaluations identified the existence of many problems at Camden High School including failure to make AYP for eight years, poor student attendance, a high drop-out rate, a high mobility rate, facility problems, and high staff turnover. These problems may appear to be insurmountable in a school challenged by a large and diverse population of at risk students, but to community members they are obstacles to be overcome. Camden High School is a fixture in this community. It has strong community support and boasts a high number of accomplished and distinguished graduates who have gone on to lead successful lives. Many students want to carry on family traditions of graduating from Camden High School. Restructuring Team members organized interventions on a continuum. Camden High School has had several different principals in the past years with little change; however, the transformation model was not selected for this reason. The turnaround model was selected because it is the logical next step. This option requires that a new principal be hired after a national search and that at least 50% of the staff be replaced. In addition, a turnaround officer will be present to oversee the implementation of project goals. These interventions have not been tried before. By embracing them, addressing priority problems, and harnessing the support of community members, the Committee is optimistic that improvement in all areas will result.</p>
<p>15. What is the process for removal of staff members deemed to be ineffective?</p>	<p>The school has a veteran teaching staff. Many members are approaching retirement; others will choose not to participate in restructuring. Selected options will respect teachers' choices as well as the need for change. The following strategies will be utilized to remove ineffective staff members: 1) voluntary retirement for eligible staff; 2) voluntary transfers; and 3) involuntary transfers.</p>
<p>16. Describe the incentive for Nationally Board Certified Teachers and Principals.</p>	<p>The district currently has no incentive for Nationally Board Certified Teachers and Principals.</p>

S7.

Project Description

LEA : Camden City Board of Education

TURNAROUND PROJECT DESCRIPTION

Name of School: Camden High School

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

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 LEA will develop rules and regulations as well as procedures and protocols for school leadership to support the development and implementation of the turnaround model. The LEA will revise the governance manual, written procedures/protocols, organizational charts, and job descriptions to promote the necessary school change.	August 2011
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA (including the District Turnaround Leader) will follow district procedures for hiring a principal including posting of position, screening, interviewing, and ultimately selecting a principal with the necessary competencies outlined above to be a turnaround leader.	July 2011
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The LEA grants the principal the operational flexibility and authorized decision-making in staffing, resource allocations, budget, time/calendars, and purchases as evidenced by Board of Education approval.	July 2011
4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continue to offer training and formal professional development (PD) to potential turnaround leaders to establish a pool of future leaders with the requisite competencies to turnaround schools. The LEA will further develop existing partnerships with local colleges and universities to provide graduate coursework to support educational leadership. The LEA will offer teachers assistance with the cost of tuition so they can pursue an administrative credential.	Sept 2011 - May 2012
5. 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 LEA will assist the principal in developing staff instructional capacity and provide opportunities for leadership to guide the learning agenda by: 1) offering PD through the District Professional Development Department, and 2) providing operational flexibility. School teams and departments will have teachers in leadership positions, and the principal will actively support potential teacher leaders by sharing authority when	July 2011 - July 2012

appropriate and by conferencing with teachers to promote leadership qualities.

Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.

Implementation Guidance
 The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	<p>The LEA will establish a transparent system of procedures and protocols to evaluate staff based on the competencies required to fully implement the Turnaround Model. Staff must possess and/or demonstrate the following competencies:</p> <ul style="list-style-type: none"> • Technical skills to perform assigned job at a high level • Commitment to professional improvement and development • Trust and integrity • Ability to motivate and support others • Drive for results • Ability to manage time effectively • Flexibility, adaptability, and openness to change and criticism • Interpersonal skills and valuing of diversity • Problem-solving 	Summer 2011
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	<p>The LEA will establish a system to evaluate teachers and administrators in the skills and knowledge needed to fully implement the Turnaround Model using a variety of valid and reliable tools including formal and informal observations, self-reflection, and student achievement. These evaluations will be used to guide professional development and to offer other support and ultimately to make personnel decisions. Formal evaluations will be conducted according to district and state-mandated policies. The following tools will be used to evaluate teacher and administrator skills:</p> <ul style="list-style-type: none"> • Charlotte Danielson's Framework • The Three Minute Classroom Walkthrough • Alternate Teacher Evaluation Process • School Professional Development Plan • Individual Professional Development Plan • Observation Reports 	Sept 2011-June 2013

	<ul style="list-style-type: none"> • Teacher Lesson Plans <p>The LEA will administer assessments to determine the number and level of PD activities needed to implement the turnaround model. Assessment results will be used to guide PD activities.</p>	
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>The SEA and LEA will document all aspects of the evaluation process to ensure fidelity and will provide training to all involved in the evaluation process on a regular basis including all new and existing staff.</p>	<p>June 2012</p>
<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>The SEA and LEA will periodically assess the quality and usefulness of the evaluation process. Bi-annually the LEA and Board of Education will conduct a formal review of the evaluation process and tool to determine the efficacy of the evaluation process.</p> <p>The staff evaluation process established by the LEA will take student achievement into account as well as other indicators, including reflection and formal and informal observations. Student achievement will be evaluated based on data from the following sources:</p> <ul style="list-style-type: none"> • HSPA • Limestone • Attendance records • Discipline records • Report cards • Teacher grade distribution reports • Classroom observations/walkthroughs • Teacher grade books 	<p>Sept 2011-June 2013</p>
<p>5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.</p>		<p>September 2011 – July 2013</p>
<p>6. The LEA monitors the evaluation process and reviews results.</p>	<p>The LEA will monitor the evaluation process and review the results annually. Additionally, the Transition Plan developed for Year One will be reviewed at the end of year one by the LEA to support ongoing District improvement.</p>	<p>June 2012</p>

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

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. The LEA should analyze Placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. If incentives are implemented, the SEA and/or LEA will develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>The LEA will implement the following procedures to develop valid, fair, and transparent methods of determining whether performance based incentives have been met:</p> <ol style="list-style-type: none"> 1) <i>Revise staff evaluations and walkthrough forms to include criteria that measures and reports the level that turnaround objectives are observed in classrooms.</i> <ul style="list-style-type: none"> • <i>Differentiated Instruction</i> • <i>Student engagement</i> • <i>Technology infusion</i> • <i>Data Walls</i> • <i>Team Teaching (where applicable)</i> 2) <i>Convene a School Turnaround Committee comprised of administrators, teachers, support staff, parents, community members, and students, who will recommend non-financial incentives to recruit and recognize staff that best reflects turnaround goals and positively impacts student academic performance.</i> <ul style="list-style-type: none"> • <i>Individual incentives for exemplary performance based on school rubric awarded to teachers to purchase items of their choice for use in the classroom</i> • <i>Mini Grants awarded to deserving teachers/grade levels for projects to enhance student learning/enrichment activities awarded by Leadership Team</i> 3) <i>The committee will develop a rubric to tangibly determine whether performance</i> 	<p>July 2011</p>

	<p><i>based incentives have been met. The rubric may include but not be limited to use of technology in the classroom, administrative feedback on walkthroughs and observations; improved results on assessments, and administrative feedback on lesson plans.</i></p> <p><i>4) The performance based incentive plan will be approved by the School Board and disseminated to district schools.</i></p> <p><i>5) LEA administrative staff and school administrators will explain the incentive plan to school staffs.</i></p>	<p>August 2011</p> <p>September 2011</p>
<p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.</p>	<p>The committee of stakeholders will use a facilitative approach consisting of the following steps to identify and eliminate problems inherent in recruiting, retaining, and placing teachers in turnaround schools:</p> <ol style="list-style-type: none"> 1) <i>Utilize data from turnaround schools to develop a list of problems.</i> 2) <i>Combine problems into smaller related groups; classify all problems in each group under major descriptive categories</i> 3) <i>Develop performance based incentives that address major categories. They may include but not be limited to mini grants, attendance at workshops, field trips, opportunities to demonstrate lessons, opportunity to mentor new teachers, and featuring teacher in a district-wide publication.</i> 	<p>July 2011</p>
<p>3. The SEA and LEA will develop policies that facilitate performance-based dismissals.</p>	<p>The LEA supports the school leadership in establishing a single level of performance that is required of all teachers. Using multiple measures of high quality performance, stakeholders set the parameters of instructional ineffectiveness. The LEA will develop a definition of inadequacy of classroom performance in consultation with teachers, teachers' union and other relevant stakeholders.</p>	<p>August 2011</p>
<p>4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.</p>	<p>The LEA will redesign a system to recruit and hire high quality teachers exhibiting the necessary skills to implement the turnaround model with the Camden High School student population. The LEA, with input from the school and the collective bargaining unit, will redesign the point system used during the hiring process. The LEA will post all positions internally and externally, screen all applications, and schedule and hold interviews on a regular and timely basis to provide a continuous and current list of available, high quality teachers. The LEA will adjust the budget to assure that no positions are vacant. The interview panel will apply the new point system and select only high quality candidates.</p>	<p>August 2011</p>

<p>5. LEA and school will provide targeted assistance to underperforming teachers.</p>	<p>Underperforming teachers will receive a host of supports and PD opportunities to address inefficacy in the classroom, including coaching, mentoring, training, opportunities for collaboration, participating in a Professional Learning Community, and an Individual Professional Development Plan that is followed and tailored to the strengths and weaknesses of the teacher. Every effort will be made to assist underperforming teachers in improving their teaching practice.</p>	<p>June 2012</p>
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Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

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
<p>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.</p>	<p>The LEA will develop and implement a comprehensive PD plan that is responsive to the needs of individual teachers based on experience and competence, and that improves their instructional effectiveness. The individual PD needs of teachers will be identified and PD will be tailored to meet those needs. A PD plan will be created for each teacher through a collaborative process between administrators and teachers, and PD will be provided according to those individualized plans. Administrators will provide <u>common planning time</u> for teachers to allow them to collaborate and learn from one another. Collaborative planning time will be scheduled into the day to fit around classroom schedules. Teaching teams will be established and will meet at the same time every day not only for common planning time and but also for shared PD activities.</p>	<p>Sept 2011 -June 2012</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>PD will reflect an increased focus on training in child development. Teachers will have access to peer mediation, coaching, and mentoring. PD will address the improvement of instructional effectiveness and how to apply evidence-based practices effectively (such as the Curriculum Mapper and Teach Scape). Teachers will receive targeted training in how to teach to the NJ Core Curriculum Content Standards; how to use alternative assessment systems; how to use the in-class immediate student response data collection system for</p>	<p>Sept 2011 -June 2012</p>

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

Implementation Guidance

Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.</p>	<p>The LEA will establish a District Turnaround Office to support, direct, and monitor the SIG implementation. The Turnaround Office will include a Turnaround Officer, i.e. an Assistant Superintendent or Director, with strong leadership and school improvement skills. The school will create its own turnaround team to support the turnaround process.</p>	<p>May 2011</p>
<p>2. The LEA allocates resources to support the turnaround office or team.</p>	<p>The LEA will allocate all necessary resources to support the District Turnaround Office including qualified staff, space, time, technology, and equipment to allow the Turnaround Office to function efficiently and effectively.</p>	<p>July 2011-July 2014</p>
<p>3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.</p>	<p>The Superintendent and District Turnaround Office will review operating procedure and policies and share this review with the Board of Education to assure that potential barriers to reform are identified and addressed to provide for successful implementation of the proposed School Improvement Grant. The LEA will collaborate with the district bargaining unit for Board of Education approval to address concerns while fully implementing all components of the grant.</p>	<p>May 2011</p>
<p>4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.</p>	<p>The Board of Education, Superintendent, School Business Administrator, and Purchasing Department have a Board of Education approved process in place to screen, select, and monitor all external partners based on state-mandated and district criteria aligned to meeting school needs.</p>	<p>Aug 2011-June 2012</p>
<p>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</p>	<p>The Board of Education and LEA leadership will work through the District Turnaround Office to develop a plan to sustain reform beyond the funding period and to disseminate district wide those reform processes, programs, and policies which will improve student achievement. This plan will allow for monitoring, replication, and recursive evaluation of all aspects of the implementation of the Turnaround Model to provide for district wide improvement at all indicated, individual schools.</p>	<p>April-June 2012</p>
<p>6. The LEA and school will align SIG resources with other resources to sustain interventions.</p>	<p>The District Turnaround Office and School Turnaround Team will develop a plan to align SIG resources with other resources to sustain interventions. Through considerable collaborative partnerships with local organizations, agencies, and local educational institutions, the LEA will develop valuable, ongoing support systems. The District Turnaround Office will network, communicate, and engage in outreach and research to</p>	<p>Aug 2011-June 2012</p>

investigate other potential grants and funding sources.

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

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 Tier I or Tier II 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
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>SEA and LEA implement a real time data collection system that supports reflective professional practice, frequent administrator monitoring of all aspects of instruction, and identifies curriculum gaps by generating reports that provide formative information across all grade levels and subject areas. The data collection system also synthesizes instructional strategies, resources, and accommodations.</p>	<p>June 2011 - June 2012</p>
<p>2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.</p>	<p>SEA, LEA and school leadership identify and adopt systems that accommodate a range of data sources offering feedback on the fidelity of instruction to support planning in real time and to drive real time improvements in teaching and learning. Data includes standardized test scores as well as daily classroom observation data.</p>	<p>June-August 2011</p>
<p>3. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>LEA supports school leadership in identifying alternatives to fixed scheduling to provide regular, consistent blocks of time for teacher collaboration and curriculum refinement based on the reports generated by data collection systems. PD and staff collaboration around data interpretation will occur during these blocks of time.</p>	<p>May-August 2011</p>
<p>4. 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.</p>	<p>LEA supports school leadership in establishing a curriculum alignment, improvement and assessment process that collects data and drives articulation of the most pressing and significant influences on the turnaround situation and the opportunities that can be implemented quickly and efficiently to put the school on a healthy track. Teacher and administrator teams meet to review data and plan improvement as an integral part of this process. An education specialist will be hired for the school to maintain data (monitor data collection) that will inform the progress of the implementation model.</p>	<p>June 2011 - June 2012</p>

<p>5. The LEA and School will provide instructional supplies and materials.</p>	<p>LEA supports school the need for students to enhance their learning with the implementation of a Technology Research Lab. This Lab will be designated specifically for the students to complete their PBL (project-based learning) activities, for research, for remediation, etc. The instructional supplies and materials will equip the Lab in order for it to be fully functional.</p>	<p>August 2011- October 2011</p>
<p>6. The LEA and School will provide instructional equipment.</p>	<p>LEA supports school the need for students to enhance their learning with the implementation of a Technology Research Lab. This Lab will be designated specifically for the students to complete their PBL (project-based learning) activities, for research, for remediation, etc. The instructional equipment will enhance the Lab in order for it to be fully functional.</p>	<p>August 2011- October 2011</p>

Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and LEA will provide the school's Data Management Team access to timely data.</p>	<p>The SEA and LEA will organize a system of timely benchmark reporting that will accurately gauge student proficiency in constructing responses that align with the rigor expressed in the Common Core Standards including but not limited to analysis and synthesis of information from multiple sources, as well as the examination and explanation of alternate perspectives across a variety of sources. This data will be provided to the schools on a monthly basis, and the school's Data Management Team will disseminate the data to the teachers with explanation, and suggestion.</p>	<p>October 2011-June 2012</p>
<p>2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA and school will modify the daily schedule to accommodate staff's routine engagement in the compilation, reporting and articulation of data resulting from benchmark assessments. Administrators and staff will participate in PD to support their interpretation of the data. Teachers will learn how to use data to adjust instruction to improve student achievement.</p>	<p>Benchmark Data PD will be held Oct., Dec., Feb., & Apr.</p>
<p>3. The LEA has established annual goals for student achievement</p>	<p>Growth targets framed by raw point scoring will be identified through an analysis of current trends and scores then rendered as targets to be evidenced in classroom formative assessments.</p>	<p>Oct., Dec., Feb., & Apr.</p>

<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>	<p>The LEA and the District Turnaround Office will develop a system and programs to monitor and evaluate the annual goals and benchmarks developed to assess student achievement and instructional practices to determine which are effective and efficient. The system and programs will include a wide variety of formative and summative data and opportunities for staff, students, parents, and community stakeholders to participate in the review of the collected data.</p>	<p>Data can be presented (display) during parent-teacher conference in Dec., Feb., & April</p>
<p>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.</p>	<p>The LEA and school will identify a model structure for the effective use of data to improve instruction that involves teachers and administrators. The School Turnaround Team with support from the LEA and the District Turnaround Office will establish a process with a schedule of monthly, quarterly, and annual data meetings to review all available data and make appropriate adjustments to increase individual student and school wide academic progress. Professional Learning Teams will meet regularly (weekly and monthly) to review student data to improve instructional practice and lesson planning and to intervene promptly to address individual student needs.</p>	<p>Oct., Dec., Feb., & Apr</p>
<p>6. The LEA and school share student progress data with parents and students.</p>	<p>The LEA and school will work together to facilitate sharing of student progress data with parents and students. The LEA and the District Turnaround Office and principal, with support from the School Turnaround Team, will conduct open, annual meetings at the school with all stakeholders to disseminate school wide student progress data including support for students. The School Turnaround Team will develop and facilitate quarterly opportunities for parents and students to review student data with instructional and support staff. School wide meetings will be held as well as individual parent-student-teacher conferences at each report card period and at the beginning of the school year to review student goals and Individual Learning Plans</p>	<p>Oct., Dec., Feb., & Apr</p>

Turnaround SIG Required Activity - 8: Establish schedules and implement 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. Increased academic learning time will positively affect the quality of instruction by allowing more time for instruction, increasing student engagement, and increasing productive learning time.

	instructional focal and delivery strategies.	
7. The LEA and school will provide student incentives.	<p>The LEA and school will provide student incentives that encourage student achievement, improved/perfect attendance, and overall deportment within the school. The LEA and school will provide students incentive vouchers for:</p> <ul style="list-style-type: none"> • PSAT • SAT • College Application Fee • School Uniforms • Prom Tickets • Sport Events 	September 2011 - June-2012

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The LEA will implement a research-based academic program that addresses the "whole child." School Based Youth Services (SBYS) staff at each school will address the ongoing needs of students in the areas of health, mental health and social services. A comprehensive approach will ensure a vibrant learning environment based on the individual needs of students and families.</p> <p>The district will create a partnership with local universities and colleges to increase college acceptance, attendance rates, promote university awareness, college representation forums, financial aid workshops and parent information sessions. The district will ensure the school has a strong academic program by partnering with various businesses such as Xerox, The New Jersey Aquarium, Cooper's Hospital, Rutgers University, Rowan College and Chestnut Hill College to improve the quality of our academic program so students are prepared for college and careers upon graduation. Students in ninth grade academies will participate in a global studies program using videoconferencing equipment to study the following topics: human rights, racism and racial discrimination, terrorism, war-affected children, cultural perspectives of other nations, and the environment. Students will interact with representatives from the United Nations, Global Education Motivators, US Government representatives and other students throughout the world using teleconferencing technology</p>	<p>July, 2011 – June 2014</p>

	<p>and through other activities scheduled during the school year. Throughout the year, students will address world concerns, cultures and related topics through video conferences and class work. Technology, the business community, and local institutions of higher education will assist the LEA in providing a strong academic program that prepares students to lead productive lives in the contemporary world.</p>	
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).</p>	<p>Each school currently has on site a Community School Coordinator who will continue to act as the contact point for parents and community members and a liaison between them and school staff. The Community School Coordinator will be responsible for forming a committee of all stakeholders and conducting meetings at least twice a month. Camden High will pair with the Boys and Girls Club to form an after school program to accommodate an academic and athletic program consisting of swimming, basketball, baseball, football, soccer, dance, music and tennis. Other programs will include computer classes, extra support for academic subjects (tutoring, homework help, etc.), etiquette, careers, drug abuse prevention, community service projects. Essential to a comprehensive learning environment are strong community partnerships that establish each school as an integral part of the larger community. Agencies and local governmental departments who provide services to families and children will be invited to establish a presence at the school. SBYS will act as a conduit for student and family access to these services. Subcontracts will be established for services provided on site (i.e. extended day and summer activities, such as tutoring, visual and performing arts enrichment classes, support groups, individual and family counseling, and bridge activities for incoming freshmen.</p>	<p>July 2011 - June 2014</p>
<p>3. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.</p>	<p>The school administration will collaborate with district administrators and parents to educate teachers, administrators, and other school personnel on how to reach out to and communicate with parents and on how schools and parents can work together as equal partners to support student academic achievement and social-emotional health. Teachers will receive PD in how to implement and coordinate parent programs and build ties between parents and the school and how to strengthen ties between the community and the school. The LEA and school principal will facilitate monthly community forums, including families, students, community and staff. These forums will provide the District and School Leadership with the opportunity to report on school improvement and receive valuable feedback from stakeholders.</p>	<p>July 2011 - June 2014</p>
<p>4. The LEA and school will provide refreshments for parent meetings in school.</p>	<p>The LEA and school will provide light dinner refreshments for parents attending the monthly Parent Group meetings, Family Nights, and FASA nights. Parents will also participate in Book Clubs and Technology Training. The Alumni Association will be invited to participate in all of the aforementioned activities.</p>	<p>September 2011 - June 2012</p>

Turnaround SIG Required Activity – 10: 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
<p>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.</p>	<p>Ongoing monitoring of student and teacher data will occur to determine levels of implementation and effectiveness of turnaround strategies. Data monitoring will be used to determine if teachers are implementing research-based program models with fidelity. Data will be used to see if students are mastering skills, content, and concepts both on a daily basis and over time. Data will be collected and used to determine where teachers are weak and need PD to improve practice. Data will be used to identify individual student need so students receive a responsive academic program. Data will be used for: 1) data dialogue, 2) data analysis, 3) data-driven decision-making on all fronts and at all levels, 4) provision of data-driven instruction (to determine whether instruction is effective or ineffective so PD can be adjusted accordingly to improve instruction). Parents will be included in the data collection plan so that they have the opportunity to give input. Self-assessments will be done by students, teachers, administrators, parents, and community partners. Technology will be used to broadcast results of data collection to parents and to provide community access to the analyses of the data as well as action to be taken as a result. The Youth Risk Behavior Survey will be conducted annually to measure student risk and protective factors that contribute to academic achievement and social-emotional health. NJ Smart and Measurement, Inc. provides the district with data gathered for and/or by the SEA. NJ DOE provides a host of data to the LEA (as well as comparison data across the state). The nine metrics that constitute the leading indicators for the SIG program will be measured within the data management system for the project and results will be provided to all stakeholders regularly to monitor progress and make adjustments.</p>	<p>July 2011 – June 2014</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The LEA and the District Turnaround Office in collaboration with the School Turnaround Team will complete all required plans and documentation including the inputting of data on the nine leading indicators into the Genesis system which is then transmitted into the NJ Smart system. The LEA will provide appropriate school staff access to Genesis information so that staff may effectively and efficiently perform their assigned duties in improving student outcomes.</p>	<p>July 2011 – June 2012</p>

Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies that impacts student academic growth.

Implementation Guidance

The strategies include:

- (i) Any of the required and permissible activities under the turnaround model;
- (ii) A new school model (e.g., themed, dual language academy).

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA will support introduction of evidence-based programs for use at the school.</p>	<p>The LEA will study research presented and approve a research based model which may include but not limited to:</p> <ul style="list-style-type: none"> • Teachscape Walk through Program • College 	<p>July 2011 – June 2014</p>
<p>2. A focus on ninth-grade success will impact the ability of the school to retain students and improve the attendance and graduation rates.</p>	<p>A research based reform model will be introduced to address the ninth-grade achievement, since the ninth grade is a fragile point in the education continuum, with many students dropping out at this level. It is critical to work with students as they enter their high school years to motivate them to work hard and be successful and to assist them in visioning a plan for their education and professional career.</p>	<p>July 2011 – June 2014</p>

S8.

Annual Student Targets

Date: March 2011
 Revised: 11-22-2011

Form S-8

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Camden High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Name of Measurement	Baseline	2012 Target		2013 Target		2014 Target		MATHEMATICS	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	
				V	W	V	W	V	W				V	W		
Total Students		SAT		337	340	371	374	408	411	449	453		334	367	404	445
Students with Disabilities																
Limited English Proficient Students																
White																
African-American																
Asian/Pacific Islander																
American Indian/Navajo American																
Hispanic																
Others																
Economically Disadvantaged																

S9.

Project Activity Plan

Date: March, 2011
 Revised: 11-22-2011

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Camden City Board of Education Name of School: Camden High School

SIG Required Activity - 1 Turnaround		Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendar/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. By August 30, 2011, the LEA will provide the new principal at Camden High School with authorized decision-making as evidenced by the selection of 50% of staff, delineation of scheduling, to meet flexible scheduling needs and the appropriation of resources.						
SMART Goal:		1. Principal will play a key role in the staff hiring process. 2. Principal participates in the approval of the schedule and roster.						
Indicators of Success:		<p>IBS Practice Guide: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). <i>Turning Around Chronically Low-Performing Schools: A Practice Guide</i> (NCEE #2008-4070). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Signal the need for dramatic change with strong leadership "The majority of the schools started the turnaround with new leaders; all underwent major changes in leadership practices. The research points out that school leadership is a key part of school change and turnaround." Turnaround:21 Turnaround leadership should be anchored in school improvement practices and in strategies to make rapid and substantial changes."</p>						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources <small>(List all items from budget with page #)</small>	Documentation	Q1	Q2	Q3	Q4
1	Develop job description for the hiring of a District Turnaround Leader.	LEA, District		Job Description Board Approval Job Posting	X			
2	Revise High School Principal job description to include competencies, performance expectations, and accountabilities for student achievement and school improvement.	LEA, District		Job Description Board Approval	X			
3	Conduct a national search for a high school principal who has successfully turned around one or more failing urban high	LEA, District		Job Posting Documentation of National Job Posting	X			

	schools.								
4	Remove and replace the current principal with an instructional leader who has an accomplished record and measurable success in reforming a failing urban high school.	LEA, District Turnaround Leader		Notice of removal Application, resume, interview forms and Board Approval	X				
5	Develop an evaluation process for the principal based on the standards and accountabilities established in the job description.	LEA, District Turnaround Leader, District Turnaround Office		Completed evaluation process and evaluation form	X				
6	Principal will attend intensive Leadership Training initially and will continuously participate in leadership training activities.	LEA, Principal,		Leadership Training Professional Development certificates Professional Development purchase orders/requisitions	X				
7	Principal will be evaluated by the District Turnaround Leader and District Turnaround Office.	District Turnaround Leader, Turnaround Office		Completed evaluation	X				
8	Principal will be under the supervision of the District Turnaround Leader and will have operational flexibility in staffing, resource allocations, budget, time/calendars, and purchases.	District Turnaround Leader		Board approved policy authorizing operational flexibility	X				
9	Principal will oversee all aspects of the school.	Principal		All school-related documents, including: staff evaluations, maintenance logs, records, state-mandated plans	X				
10	Principal will develop his/her state-mandated Professional Growth Plan, which will be reviewed/approved by the District Turnaround Leader and Superintendent.	Principal, District Turnaround Leader, Superintendent		Completed state-mandated and LEA approved Professional Growth Plan	X				
11	Principal and District will redesign building schedule to implement flexible Scheduling to maximize instruction and time on task.	Principal, District Turnaround Leader, Superintendent		Building schedule	X				

S10.

**Three-Year Budget Amounts
and
Narratives**

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Camden City Board of Education

Name of School: Camden High School

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
LEA	\$1,902,77	\$93,438	\$1,906,302	\$1,846,302	\$5,655,237
Total Budget	\$1,996,213	\$93,438	\$1,999,740	\$1,939,598	\$280,314
					\$5,935,551

Budget Narrative

Budget Narrative

The goal of the Camden High School Turnaround is to provide a personalized education for students, who will be in a safe and orderly environment. Our students will be preparing to become critical thinkers who are formulating career pathways for lifelong learning.

The school will redesign teaching and learning, involve parents in their children's education (improving home routines), and re-order administrative priorities. All budgeted items are directly related to the turnaround activities outlined in this proposal.

Implementation Strands

The budget for the turnaround supports the implementation of the following strands:

1. Hiring a dynamic principal as a leader for the school.
2. Developing criteria by which teacher efficacy is measured and firing, hiring, and retaining teachers based on performance.
3. Providing incentives and rewards to attract and retain good teachers (including mini-grants based on successful practice).
4. Implementing a comprehensive, extensive professional development program for all school staff.
5. Integrating all school turnaround activities with the LEA and SEA school improvement efforts through the LEA's Turnaround Office.
6. Hire of an education specialist to oversee the ongoing, daily use of data to drive decision-making on all fronts and at all levels.
7. Development of a data analysis system that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected.
8. Implementing block scheduling, increasing instructional time, and provide flexibility that better suits student needs.
9. Increase social-emotional and community-oriented services and supports for students, including hire of a substance abuse intervention counselor, consultation with a child psychiatrist, increased services for parenting teens, increased strategies to encourage students to aspire to enroll in post-secondary education, concentrating heavily on the needs of ninth-graders, and increasing wrap-around services available at the school or through referral for students and their families.

Leadership and Instructional Expertise Professional Development

The Camden High Turnaround supports district, school, and classroom leadership through modeling, mentoring, and monitoring the paradigm shift happening in the school and homes. Staff will participate in extensive instructional and content training, supporting their development as teaching and learning experts. Building a strong foundational base of knowledge will support sustainability beyond the years of the grant.

The project will invest heavily in PD. We believe that it is through supporting teachers and staff right in their classrooms, right on their feet that we will best impact adult learning. Staff will have many opportunities to work with experts on improving, clarifying, and growing their professional practices. PD is budgeted accordingly.

Materials

Materials are crucial to the success of the project vision and mission. For instance, the school is committed to creating a literary, literacy-rich environment that allows each student the opportunity to find books s/he can read, wants to read, and will read every day at school and at home. Other materials needed for teaching in all content areas are included in the budget, as are materials to support teacher PD and classroom implementation of practices learned in PD.

Teacher Expertise and Assessment

Camden High will use the national Common Core Standards and the New Jersey Core Curriculum Content Standards as the formative assessment measure. Formative assessment on a daily basis will support transformation in teaching practice. Other tools will be used to conduct periodic assessments (such as the HSPA). The periodic assessments will be used to correlate and compare formative data to ensure that student progress is being scrutinized and monitored efficiently. The goal of formative and periodic assessment is to increase teacher expertise and knowledge of how learning happens, and how to support sophisticated thinking. The more teachers know and understand about how students learn, the more effective they will be as instructors and facilitators of this learning. The principal will support this learning journey by taking a hands-on role.

Increased Teaching and Learning Time

The school day will have increased teaching and learning time which will ensure more time-on-task instructional opportunities for students with the expectation of improved student achievement. The budget will reflect this change.

School Climate and Culture

The climate and culture of the school will be turned around so that students feel safe and feel that they are known and seen by many adults at the school. Professional development for staff, restructuring of service delivery to students in need, and provision of social-emotional support services for students (and families) will contribute to improved attitudes and school culture. The budget reflects the need for these supports and services as well as training for staff to make this transformation.

S11. – S16.

Budget Detail tabs

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

REVISED
Date: 11-22-2011

NGO TITLE: School Improvement Grant
SCHOOL NAME: Camden High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITIONNAME	COST CALCULATION	GRANT REQUEST AMOUNT
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	100-100	Teacher	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 96 Teachers X \$29,000 X 1.5 hours X 180 days - Teachers will continue to perform their daily responsibility during the extended school hours.	\$751,680
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	100-100	Para Professional	6 Para Professionals X 15,09X1.5 hours X 180 days - Para Professionals will continue to perform their daily responsibility during the extended school hours.	\$24,446
Goal #: 2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Guidance	7 Guidance Counselors X \$29,000X1.5hours X 180 days The Guidance Counselor will continue to provide an atmosphere and environment conducive to the intellectual, physical, social and emotional development of all students during the extended school hours.	\$54,810

Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Nurse	2 Nurses X \$29.00 X 1.5 hours X 180 days The Nurse will continue to perform their daily responsibility during the extended school hours.	\$ 15,660
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Clerk	10 Clerks X \$16.16 X 1.5 hours X 180 days The clerks will continue to perform their daily responsibility during the extended school hours	\$43,632
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Security	20 Security Officers X \$18.98 X .5 hours X 180 days The Security Officers will continue to perform their daily responsibility during the extended school hours	\$34,164
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Dropout Prevention Officer	1 Dropout Prevention Office X \$29.00 X 1.5 hours X 180 days The Drop Prevention Officer will continue to perform their daily responsibility during the extended school hours	\$7,830
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Custodian	7 Custodians X \$29.54 X .5 hours X 180 days The Custodians will continue to perform their daily responsibility during the extended school hours	\$18,610
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Administrators	6 Administrators X \$42.00 X 1 hours X 180 days 1- Principal 4- Vice Principal 1- Athletic Director	\$45,360

Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Librarian	1 Librarian X \$29,000 X 1.5 hours X 180 days The Librarian will continue to perform their daily responsibility during the extended school hours	\$7,830
Goal #2 Extension of School year Objective/Activity: 2.1; 2.2; 2.3	200-100	Technology Coordinator	1 Tech. Coordinator X \$29,000 X 1.5 hours X 180 days The Technology Coordinator will continue to perform their daily responsibility during the extended school hours	\$7,830
SMART Goal #4 Objective/Activity 4.3	200-100	Instructional Program Specialist (RTI)	Full-Time The Response to Intervention Specialist (RTI) will work with the lowest performing students individually and in small groups to raise student achievement. The lowest performing students will receive instruction from classroom teacher and will receive additional instruction and support from the RTI Specialist in the areas of literacy and math. The RTI Specialist will be instrumental in bringing the lowest performing student to grade level. \$80,000 @ 100% = \$80,000 New Position	\$80,000
SMART Goal #6 Objective/Activity 6.6	200-100	Technology Technician	Full-Time Responsible for installation, maintaining, troubleshooting and repairing all computer hardware in the building. This includes printers, Smart Boards, Document Cameras, and other peripherals. Also responsible for basic troubleshooting network equipment. \$50,000 x 100% = \$50,000 New Position	\$50,000
SMART Goals #7 Objective/Activity 7.1	200-100	Data Management Team	Supends for data management team meetings. They will collect/analyze and disaggregate all school data to identify patterns, make projections and make conclusions about findings/trends. 25 hours during the school year for 12 staff members @ \$29 per hour = \$8,700 Meetings will be held after school hours	\$8,700

SMART Goal #3 Objective/Activity 3.2	200-100	School Turnaround Committee Revised from the School Leadership Committee (SLC)	Teacher Stipends Meetings with Turnaround Committee members for after-school hours monthly to review status of overall school climate and benchmarks. 20 members @ \$29 per hour x 2 hours x 10 meetings = \$3,480	\$11,600
SMART Goals #7 Objective/Activity 7.1	200-100	Data Management Team (Summer)	Stipends for data management summer team meetings. They will collect/analyze and disaggregate all school data to identify patterns, make projections and make conclusions about findings/trends. 25 hours during the summer for 12 staff members @ \$29 per hour = \$8,700	\$8,700
Administration	200-100	Administrative Education Program Specialist	Full-Time 100% X \$65,000 The educational program specialist will assist in implementing SIG curriculum projects, programs and activities to improve program effectiveness. The educational program specialist will use data to identify and group students who need additional support and develop appropriate interventions. In addition, he/she will be responsible for maintaining all required written documentation that supports program implementation. New Position	\$65,000

S-12
BUDGET DETAIL FORM B
Personal Services - Employee Benefits
Function & Object Code 200-200

REVISED
Date: 11-22-2011

NGO TITLE: School Improvement Grant
SCHOOL NAME: Camden High School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PEBS	WORKERS COMP	UNEMPL.Y.	DISABIL.	HEALTH	OTHER SPECIFY:	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teachers	\$751,680	7.65%	7.05%	5.5%	4.25%	4.25%	____%	30%	____%	51.25%	\$ 57,504
Para Professional	\$24,446	\$1,870								7.65%	\$ 1,870
Guidance	\$54,810	\$4,193								7.65%	\$4,193
Nurse	\$15,660	\$1,198								7.65%	\$1,198
Clerk	\$43,632	\$3,338								7.65%	\$3,338
Security	\$34,164	\$2,614								7.65%	\$2,614
Drop Out Prevention Officer	\$7,830	\$599								7.65%	\$599
Custodian	\$18,610	\$1,424								7.65%	\$1,424
Educational Program Specialist	\$80,000	\$6,120	\$5,640		\$500	\$340		\$24,000		45.75%	\$ 36,600

Technology Technician	\$50,000	\$3,825		\$2,750	\$313	\$213		\$15,000		44.20%	\$22,100
Administrators	\$45,360	\$3,470								7.65%	\$3,470
Librarian	\$7,830	\$599								7.65%	\$599
Technology Coordinator	\$7,830	\$599								7.65%	\$599
Supends Data Management Team	\$8,700	\$666								7.65%	\$666
Supends Turnaround Committee	\$11,600	\$887								7.65%	\$887
Supends Data Management Team Summer	\$8,700	\$666								7.65%	\$666
Administrative-Educational Program Specialist	\$65,000	\$4,973		\$3,575	\$406	\$276		\$19,500		44.20%	\$28,730

BUDGET DETAIL FORM C
 Purchased Professional and Technical Services
 Function & Object Codes 100-300 and 200-300

REVISED
 Date: 11-22-2011

NGO TITLE: School Improvement Grant
SCHOOL NAME: Camden High School

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

PROGRAM GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
SMART Goal #4 Objective/Activity 4.2.	200-300	Professional Development for Data Analysis will provide training on how to analyze data and will be designed for all subject content area Department Chairpersons, Math/Literacy Coaches, and the Data Team.	\$1,750 per day	8 days	\$14,000
SMART Goal #4 Objective/Activity 4.1, 4.5, 4.6	200-300	60-technical assistance, professional development days will be provided by the same entity from which we purchase PD to help design block scheduling.	\$1,750 per day	60 days	\$105,000
SMART Goal #4 Objective/Activity 4.2	200-300	Supports research that documents implementation and outcomes of the curriculum. PD Consists of administration and analysis of annual student data and faculty climate surveys, facilitator reports, attendance, achievement, and promotion data. PD will also provide reports to the school each year on these analyses, identifying areas of success and recommendations for improvement, includes customization and localization of the research-based curriculum and linkage to district and state standards/assess.	\$25,000	1 year	\$25,000
SMART Goal #4 Objective/Activity 4.1, 4.5, 4.6	200-300	Professional Development For Teachers of the Handicapped in the areas of Differentiated Instruction, Student Engagement, Classroom and Behavior Management, and Team Teaching.	\$1,750	10 days	\$17,500
SMART Goal #4 Objective/Activity 4.7	200-300	Professional Development for SMART Boards for Non-Core classes that includes 32 teachers.	\$1,750	5 days	\$8,750
SMART Goal #4 Objective/Activity 4.1, 4.5, 4.7	200-300	Writers and Readers Professional Development Workshop. Teachers will receive PD in order to improve student academic achievement in Reading and Writing.	\$1,750	12 days	\$21,000

SMART Goal #9 Objective/Activity 9.3	200-500	Childcare Consultants - Provide direct care to the children (infants and toddlers) of the students who attend the High School. The childcare site is located within the High School.	\$135	150 days	\$20,250
SMART Goal #9 Objective/Activity 9.4	200-500	Counselor Consultants -will provided additional case management and counseling to the parents and students of High School Students	\$131	119 days	\$15,590
SMART Goal #6 Objective/Activity 6.8	200-300	Training for Teacher Evaluation for 7 administrators to participate in the PD initiative.	\$1,500	4 days	6,000.00

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

Date: 11-22-2011
REVISED

NGO TITLE: School Improvement Grant
 SCHOOL NAME: Camden High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – Desktop computers	\$1,200	25	\$30,000
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – Printers	\$300	5	\$1,500
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – iPods	\$250	100	\$25,000
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – Laptops AND Security Tracking Device for Laptops for students	\$1,000	100	\$100,000
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – Camcorders	\$100	25	\$2,500
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			
SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students – External hard drives.	\$80	10	\$800
SMART Goal #6 Objective/Activity 6.7	100-600	Students will use item for PBL's,(project-based learning) research, remediation, etc.			

SMART Goal #6 Objective/Activity 6.7	100-600	Technology Resource Lab for students - LCD projectors Students will use item for PBL's, (project-based learning) research, remediation, etc.	\$1,000	2	\$2,000
SMART Goal #6 Objective/Activity 6.7	100-600	lpad Projectors for student's labs- This item is in lieu of Smart Boards that are not in the lab.	\$1,000	8	\$8,000
SMART Goal #6 Objective/Activity 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices. Supplies include paper, stapler, toner, hanging file folders, makers, post- its, flip charts, training material, and ink cartridges.	\$450	5	\$2,250
SMART Goal #6 Objective/Activity: 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices- Desk machines	\$100	5	\$500
SMART Goal #6 Objective/Activity: 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices - Fax machines	\$300	2	\$600
SMART Goal #6 Objective/Activity: 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices - File Cabinets	\$400	6	\$2,400
SMART Goal #6 Objective/Activity: 6.11	200-600	Supplies and Materials for SIG, Data and RTI offices - Portable USB Flashes	\$19	40	\$760
SMART Goal #9 Objective/Activity 9.6	200-600	Supplies and Materials for SIG, Data and RTI offices - Printers	\$300	4	\$1,200
SMART Goal #6 Objective/Activity 6.11	200-600	Student and Career & College Access Center - 30 chairs @ \$100 each = \$3,000; 4 computer tables @ \$300 each = \$1,200; 2 storage cabinets @ \$250 each = \$500.	\$100 \$300 \$250	30 4 2	\$3,000 \$1,200 \$500
SMART Goal #6 Objective/Activity 6.11	200-600	Office Set-up Supplies and Materials for the RTI Specialist, Education Specialist, and Administrative Specialist.	\$250	2	\$500
					\$1,500

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: 11-22-2011
 REVISED

NGO TITLE: School Improvement Grant
 SCHOOL NAME: Camden High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
SMART Goal #6 Objective/Activity 6.7	400-731	Smart Boards which are interactive Whiteboards engage the students with creating technological projects. We 5 with installation @ \$5,000 each = \$25,000	\$5,000	5	\$25,000
SMART Goal #6 Objective/Activity 6.7	400-731	(24 in a set) 2 sets of MOB!s @ \$4,000 each = \$8,000 The MOB! Interactive System is a small slate that allows an ordinary screen to become interactive (24 in a set) 10 sets of clickers @ \$2,500 each = \$25,000	\$4,000	2	\$8,000
SMART Goal #6 Objective/Activity 6.7	400-732	Color/Poster laminating Machine to post data and school information around the school	\$2,500	10	\$25,000
SMART Goal #6 Objective/Activity 6.11	400-732	Color/Poster laminating Machine to post data and school information around the school	\$10,000	1	\$10,000

BUDGET DETAIL FORM

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

Date: 11-22-2011
REVISED

NGO TITLE: School Improvement Grant
SCHOOL NAME: Camden High School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
SMART Goal #4 Objective/Activity 4.14	200-580	Conference registration for National Education Conference for 5 people which includes hotel and meals. Hotel for 5 people X 150 per night X 3 nights Meals 5 people X \$70 per day X 4days Air Fare/ ravel 5 people X \$600	\$6,650
SMART Goal #4 Objective/Activity 4.14	200-500	Registration 5 people X 500	\$2,500
SMART Goal #4 Objective/Activity 4.14	200-580	Travel to various SIG meetings and trainings, etc. 700 miles X .31per/mile X 20 people	\$4,340
SMART Goal #4 Objective/Activity 4.9 & 4.10	200-500	Transportation for Academies - Bus fees for educational trips @\$350 per bus for 8 educational trips.	\$2,800
SMART Goal #6 Objective/Activity 5.7	200-500	Technology Resource Lab for students - License and programs (Microsoft, PowerPoint, Excel) \$79 x 100 Licenses	\$7,900

SMART Goal #9 Objective/Activity 9.2	200-500	Refreshments for Stakeholders which includes parents and community. Family Nights where we will provide educational information about the students, the new SIG and school mission and philosophy. Monthly Parent Groups, FASA nights, Book Clubs, Technology Training. (Light dinner) @ \$10 per person x 20 events x 100 people = \$20,000	\$20,000
SMART Goal #4 Objective/Activity 4.10	100-800	Admissions for trips such as Liberty Science Museum, Franklin Institute, Philadelphia Flower Show, The Philadelphia Auto Show. Each student will have 2 outings per 4Academy @ \$15.00 per trip x 55 admissions (50 students and 5 instructors) x 8 trips = 440 admissions x 15	\$6,600
SMART Goal #8 Objective/Activity 8.7		Incentives for Students will include: payment vouchers for students to complete the PSAT @ \$14.00 x 100 students = \$1,400 and SAT's @ \$35.00 x 100 and 1X application fees @ \$75.00 x 50 students = \$3,750	\$8,684
SMART Goal #9 Objective/Activity 9.3	100-800	A behavior modification initiative project that encourages students to increase attendance and improve behavior.	\$15,000
SMART Goal #3 Objective/Activity 3.4	200-800	Individual incentives for exemplary performance based on school rubric awarded to teachers to purchase items of their choice for use in the classroom \$1,000 X 25 Teachers = \$25,000	\$37,500
		Mini Grants awarded to deserving teachers/grade levels for projects to enhance student learning/enrichment activities awarded by Leadership Team \$500 X 25 teachers/grade levels = \$12,500	

S17.

Signed Budget Summary

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY-REVISED 1/22/2011

LEA Name: Camden Board of Education

School Name: Camden High School, County/LEA/School Code: 07006890/030

NGO Title: School Improvement Grant (Cohort 2 - Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	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			\$776,126		\$776,126
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600			\$169,800		\$169,800
Other Objects	100-800			\$30,284		\$30,284
SUBTOTAL - INSTRUCTION				\$976,210		\$976,210
SUPPORT SERVICES						
Personal Services - Salaries	200-100			\$394,726	\$65,000	\$459,726
Personal Services - Employer Benefits	200-200			\$138,326	\$28,730	\$163,587
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320			\$197,250		\$197,250
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580			\$69,040		\$69,040
Supplies and Materials	200-600			\$10,990		\$10,990
Other Objects	200-800			\$13,910		\$13,910
				\$37,500		\$37,500

Indirect Costs	200-860			
SUBTOTAL - SUPPORT SERVICES		\$861,742	\$90,261	\$952,003
Buildings	400-720			
Instructional Equipment	400-731	\$68,000		\$68,000
Noninstructional Equipment	400-732	\$68,000		\$68,000
SUBTOTAL - FACILITIES		\$136,000		\$136,000
TOTAL COST		\$1,905,952	\$90,261	\$1,996,213

Business Administrator/Chief Fiscal Officer

Christie
Date 3/10/12