

**L1.**

**Signed Application Title page**

**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**

**NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA**

**SECTION I:**

		FY	NGO#	WKL
TITLE OF NGO:	<u>School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)</u>			
DIVISION:	<u>Student Services</u>			
OFFICE:	<u>Student Achievement and Accountability</u>			

**SECTION II:**

COUNTY NAME: <u>Camden</u>	COUNTY:	07
<u>Camden Board of Education</u>	LEA/OTHER:	0680
	SCHOOL:	030

APPLICANT AGENCY  
201 North Front Street

AGENCY ADDRESS  
Camden New Jersey 08102

CITY STATE ZIP  
(856) 966-2040 (856) 966-2138

AGENCY TELEPHONE NUMBER AGENCY FAX

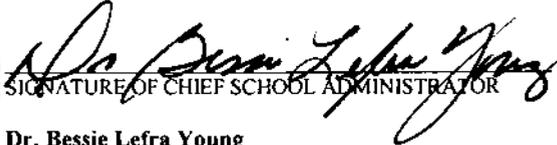
PROJECT DIRECTOR (Please print or type name): Deborah Polk  
TELEPHONE NUMBER: (856) 966-2405 FAX#: (856) 966-2456 E-MAIL: dpolk@camden.k12.nj.us  
BUSINESS MANAGER: Celeste Ricketts PHONE#: (856) 966-2036 E-MAIL: caricketts@camden.k12.nj.us

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2014

**TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$5,935,551.00**

APPLICATION CERTIFICATION: *To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

- AGENCY TITLE PAGE
- SIGNED STATEMENT OF ASSURANCES
- BOARD RESOLUTION TO APPLY
- APPLICATION NARRATIVE\*
- BUDGET SUMMARY AND BUDGET DETAIL FORMS\*
- ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

  
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent  
TITLE

3/9/2012  
DATE

Dr. Bessie Lefra Young  
(Please print or type name)

**\*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

**SECTION III:**

SEND OR DELIVER APPLICATIONS TO: NEW JERSEY DEPARTMENT OF EDUCATION APPLICATION CONTROL CENTER RIVER VIEW EXECUTIVE PLAZA BLDG. 100, ROUTE 29 – PO Box 500 TRENTON, NJ 08625-0500	APPLICATIONS MUST BE RECEIVED BY:  4:00 P.M., ON <u>03/31/2011</u>
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**L2.**

**Signed Board Resolution  
and  
Signed Commissioner's  
Assurances**

Form L-2

**BOARD RESOLUTION TO APPLY**

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FY

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NGO#

H	0	2
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WKL

The Camden Board of Education Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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for the purposes described in the application, in the amount of,

\$1,996,213.00,

starting on September 1, 2011, and

ending on August 31, 2012.

The filing of this application was authorized at the Board meeting held on,

May 24, 2011

Celeste Ricketts  
Secretary of the Board-Celeste Ricketts

3/9/2012 2011  
Date

*Handwritten initials and date*  
3/9/12

**L3.**

**Signed Statement of  
Assurances**

**Form L-3**  
**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

- (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
  - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
  - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
  - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

**Dr. Bessie LeFra Young**  
Chief School Administrator Name

  
Chief School Administrator Signature

7/20/2011 20  
Date

**L4.**

**Signed Documentation of  
Federal Assurances**

**Form L-4**

**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                      *Camden Board of Education*  
Address                                                              *2012 North Front Street Camden, New Jersey*  
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](http://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*

**L5.**

**Project Abstract**

Form L-5

Date: March 31, 2011  
 Revised: 11-22-2011

Page \_\_\_\_ of \_\_\_\_

**PROJECT ABSTRACT**

LEA : Camden Board of Education

<p><b>Mission</b></p>	<p><i>Camden City Public Schools maintains academic success and student achievement through rigorous teaching and learning and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society. We will build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.</i></p>
<p><b>Vision</b></p>	<p>To foster a love of learning that inspires students to exceed beyond the standards of excellence and to have high expectations for what they can achieve.</p>
<p><b>Project Implementation Summary</b></p>	<p>The 2011 School Improvement Grant (SIG) project for Camden High School will utilize the turnaround model to improve student achievement. The SIG project will use strategies and practices connected with the evidence-based Smaller Learning Communities (SLC) model to offer students an individualized education in an environment that engages them in the learning process and ensures that every student is known by caring adults at the school. Other strategies to improve the school include replacing the principal and at least half of the teachers with educators that are capable of delivering a quality educational program, intensive professional development for school staff (emphasis on teachers), increasing opportunities for students, parents and community stakeholders to give input into decision-making, establishing a strict accountability system for teacher performance based on data (with ongoing formative evaluation) and classroom observations, adding extensive supports for teachers (e.g., professional learning community, mentorship, coaching in content areas), increased social-emotional supports for students, adding instructional hours to the day and year and increased use of technology in the learning environment.</p>

**L6.**

**Schools to be Served**

**Form L-6**

Date: 11.22.11

Page      of     

**SCHOOLS TO BE SERVED**

Camden High School  
 LEA: Camden Board of Education

**SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)				
								Intervention	restart	closure	transformation	
1.	Camden High	07	0680	030	01346		X	X				
2.												
3.												
4.												
5.												
6.												
7.												

**L7.**

**A & B Stakeholders  
Participation (Signed)**

**Form L-7(a)**

Date: 11/2012  
Camden High School

Page \_\_\_\_ of \_\_\_\_

**STAKEHOLDER PARTICIPATION**

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application development. Include all stakeholders currently required under state and federal statutory and regulatory requirements. \*Add rows as necessary

**Stakeholder Meetings**

<b>Date</b>	<b>Location</b>	<b>Topic</b>	<b>Number Attending</b>	<b>Agenda on File</b>	<b>Minutes on File</b>
2/2/11	Camden High	Plan Development		X	X
2/4/11	Camden High	Needs Assessment	12	X	X
2/8/11	Camden High	Needs Assessment	13	X	X
2/9/11	Camden High	Needs Assessment	4	X	X
2/10/11	Camden High	Needs Assessment	6	X	X
2/14/11	Camden High	Needs Assessment	3	X	X
2/17/11	Camden High	Plan Development	3	X	X
2/18/11	Camden High	Plan Development	4	X	X
3/1/11	Camden High	Plan Development	3	X	X
3/7/11	Camden High	Plan Development	6	X	X
3/8/11	Camden High	Plan Development	3	X	X
3/9/11	Camden High	Plan Development	3	X	X
3/14/11	Camden High	Plan Development	4	X	X
3/18/11	Camden High	Plan Development	3	X	X
3/21/11	Camden High	Plan Development	3	X	X
3/22/11	Camden High	Plan Development	10	X	X
3/30/11	Camden High	Plan Development	12	X	X
3/31/11	Camden High	Plan Development	10	X	X
7/13/11	Camden High	Plan Development	4	X	X
7/27/11	Camden High	Plan Development	2	X	X
8/2/11	Camden High	Plan Development	5	X	X
8/3/11	Camden High	Plan Development	4	X	X
8/4/11	Camden High	Plan Development	17	X	X
10/17/11	Camden High	Plan Development	5	X	X
10/26/11	Camden High	Plan Development	5	X	X

**Form L-7(b)**

Date: April 5, 2011

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**STAKEHOLDER PARTICIPATION**

Page 4 of 6

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Andrea Gonzalez Kirwin	Assistant Superintendent	Yes	Yes	
Patricia Kenny	Assistant Superintendent	Yes	Yes	
Eileen Rock	Director Elementary C & I	Yes	Yes	
Deborah Polk	Director of State and Federal Grant Funds	Yes	Yes	
F. Hartie	Director of Secondary Ed.	Yes	Yes	
J. Carey	Director of Technology	Yes	Yes	
S. Ficke	Supervisor	Yes	Yes	
P. Mulle	Supervisor	Yes	Yes	
E. Ward	Supervisor	Yes	Yes	
I. Sullivant	Supervisor	Yes	Yes	
Loretta Gronau	Supervisor	Yes	Yes	
Ronald Butler	Principal	Yes	Yes	
Robert Farmer	CEA	Yes	Yes	
Pauline Bey	ARC-Community Affairs	Yes	Yes	
Christine Abernathy	Teacher	Yes	Yes	

**L8.**

**LEA**

**Commitment and Capacity**

**LEA COMMITMENT AND CAPACITY**

**LEA : Camden Board of Education**

**See details for each item on pages 24 to 26. Describe the following:**

<p>The LEA's SIG design and implementation interventions</p>	<p>The LEA will establish a district turnaround office staffed with leadership that will monitor the ongoing implementation of the SIG project at all schools.</p> <p>Because parents are so influential in the lives of their children, we will use the SIG to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. The Community School Coordinator will be charged with stepping up activities to increase parent participation in school activities and initiatives. A comprehensive professional development program will be provided to teachers. All teachers will be carefully monitored for performance. The school day will be extended to provide more instructional hours. In addition after-school activities, Saturday school, will be provided for struggling students.</p> <p>At Camden High School, the SIG project will be used to enhance the turnaround to SLCs with special attention to the ninth grade academy and the needs of the ninth-graders since this is a critical point in the education continuum. We will emphasize readiness for higher education and the world of work through an increased focus on learning driven by career choices, desire for technical/vocational education, and preparedness for college. This restructure will enhance the SLCs through Career Technical Education Initiative implemented under the direction of the assistant superintendent for post-secondary readiness and curriculum and instruction. LEA</p>
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leadership will monitor and direct unfolding SLC activities and initiatives, with a heightened focus on rigorous teaching and student achievement in the core content areas. The academic program will be infused with an approach that recognizes the importance of career preparedness and technical education to motivate students to become more engaged in the academic program because they can see that it has real life application.

Also at Camden High School, a Ninth Grade Transitional Development program will be established (integrated with the Ninth Grade Academy), with students (and their parents) meeting regularly with the student's teaching team. Teachers will receive training in how to be better facilitators and guides, working with students to help them take a more active role in their own education. For this approach to work, it is imperative that we update the technology available to students and educators at these schools. Students need to have access to the global information and resource network. Educators need the tools necessary to utilize data analysis on student test scores and progress to continually adjust and improve the educational program. Teaching teams will work collaboratively to use student data to help increase student achievement. Teachers will be trained in how to better use data to tailor instruction to student needs and how to gather data on a daily basis that offers immediate feedback on student progress and learning. A virtual recovery credit program is offered to students who have difficulty functioning on grade level. SIG will enable the program to expand and capture more students and encourage potential drop outs to remain in school. We will provide training to teachers in improving home-to-school communication, extend expanded outreach to parents, and host more school activities for families to increase parental involvement. Parents will be made to feel that their input and involvement in the education of their children is important. Expanded opportunities for decision-making will also be extended to parents. Parents must be made to feel that they have a voice in the school. A comprehensive professional development program will be provided to teachers. Teachers will be carefully monitored for performance. We will create

opportunities for students to have a greater impact on decision-making through existing student leadership groups and by recruiting students to serve on additional advisory bodies.

Parent involvement will be increased at all SIG schools (and district-wide) as a comprehensive strategy for improving student achievement. Currently, the district has parent coordinators at each school, therefore the infrastructure is in place to implement targeted outreach to parents. School staff will receive training in improving communication between school and home and opportunities (such as family nights, advisory groups, increased conferencing, etc.) for communication and input from parents will be enhanced and expanded.

The SIG project will set high instructional standards and expectations for all students as follows:

- ❖ Students will be engaged in a rigorous, relevant, and challenging content teaching and learning process on a consistent basis with the necessary supplemental supports for students who are partially proficient.
- ❖ Having student work that is observable and analyzed and students will have multiple and varied opportunities to master content.
- ❖ Maintaining a district-wide assessment system to disaggregate data to inform instruction to provide ongoing and embedded support on a school-by-school basis.
- ❖ Implementing instructional practices and strategies that are researched-based in all classrooms.
- ❖ Utilizing benchmark data at the classroom level to direct individual student growth.
- ❖ Implementing teacher collaboration on instructional practices and data will have a positive impact that focus on learning for staff and students.

- The following key LEA activities will support SIG implementation (of the selected intervention models):
- ❖ Curriculum alignment and mapping at all project schools.
  - ❖ Scheduled formative assessments to impact individualized teaching.
  - ❖ Adding additional instructional hours.
  - ❖ Professional development for administrators, teachers, paraprofessionals, counselors, and parents.
  - ❖ Professional learning communities, peer support, mentorship.
  - ❖ Creating common planning and research time for teachers.
  - ❖ SLC team collaboration using student assessment data.
  - ❖ Uniform data collection and discussion around use of data to better support student learning.
  - ❖ Training for teachers in formative assessment and optimum utilization of data.
  - ❖ Training for teachers in how to work effectively with struggling students, high-need students, and students at risk of academic failure.
  - ❖ Improving teacher-parent communication.
  - ❖ Increasing parent involvement.
  - ❖ Revising the collaborative decision-making process to include more stakeholders.
  - ❖ Engaging in vertical and horizontal articulation.
  - ❖ Implementing a process for regular observation of teachers.
  - ❖ Identifying teachers who need more training and support.
  - ❖ Providing instructional leadership training for principals and vice principals.
  - ❖ Improving internal communication systems to raise employee morale.
  - ❖ Establishing professional learning communities (PLCs).
  - ❖ Providing training for the creation of effective school leadership communities (SLCs) and PLCs.
  - ❖ Recognize parents' and teachers' perceptions of parental involvement and move to attain shared definition.

At Camden High School, departmentalization will establish a pattern

	<p>of variation that challenges the progress of improvement. The overall problem that plagues our secondary schools in Camden is the gap in student academic performance when measured against the competencies inherent in core standards. The scope of change demanded in secondary schools calls for a plan for improvement that quickly and firmly embeds in the school's daily operation to the point that all shareholders recognize its inevitability and, therefore, the demise of the old order or whatever construct prevails in their corner of the school universe. Moving from the traditional bureaucratic model to one that engages all stakeholders in a decision-making structure that is marked by efficient communication across all disciplines and levels of responsibility will dramatically call attention to a "new day" of improved operation.</p> <p>In support of the changed structure in the secondary schools described above, the LEA will redeploy central office supervisors and secondary coaches. Currently, there are six certified supervisors in the Office of Secondary Curriculum and Instruction, organized by discipline: Math, Language Arts/English, Social Studies, Science, Health and Physical Education, and Visual and Performing Arts. In addition, the district employs certified supervisors in the Office of Professional Development, Guidance and Testing, Career and Technical Education (CTE), and Research and Planning. Supervisors and coaches will be joined on the team by newly designated program specialists who together align and energize the school staff around the dynamics of the school's turnaround operation.</p>
<p>The LEA's process to analyze the needs of each school and determine the selected intervention</p>	<p>Surveys (qualitative data) as well as test scores, attendance, and student performance level (quantitative data) have been used to assess which schools should participate in the SIG project. Based on these assessments, which included data from all Tier I schools, CCPS selected which schools to include in the SIG project. In determining which schools to include in the SIG project, the needs of each school, and which intervention model would be used, the LEA relied on data from OSAC and CAPA reviews; parent, staff and student surveys; state standardized test reports; and student and teacher attendance figures from Tier I schools. The selection of the intervention model</p>

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	<p>was also based on:</p> <ul style="list-style-type: none"> <li>➤ Classroom walkthroughs</li> <li>➤ The need to develop a system for data collection so that classroom practice (and differentiated teaching) occurs based on that data, plus the effective use of a data support team</li> <li>➤ Input from leadership and staff and the need to base school change on open communication and ongoing collaborative work between administrators and teaching staff</li> <li>➤ Analysis of existing methods for district oversight responsibilities and the present role of the CSA</li> </ul> <p>Each school has a data support team that meets monthly. Coaches and administrators share the school's data with the staff during horizontal and vertical articulations. Regular meetings with the schools' stakeholders are being conducted to keep the schools up-to-date on the progress of the grants and to continue to solicit their input.</p>
<p>The LEA's recent history in improving schools</p>	<p>Camden City Public Schools (CCPS) has been addressing the challenge of low-performing students for several years, with many schools unable to make AYP based on the State's requirements. An array of school improvement plans and strategies have been implemented across the district, including action in individual schools, to improve student academic achievement.</p> <p>Learning assessments have been utilized across the district to improve student achievement. Ongoing formative evaluation occurs and measures individual student learning and progress so that teaching can be tailored to individual student needs. The district's two large, comprehensive high schools, Camden High School and Woodrow Wilson High School, received a Smaller Learning Communities (SLC) grant from the federal government and conducted this project for three years. The SLC initiative was designed to provide all students with a personalized educational program that is responsive to student</p>

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	<p>needs and interests and promotes motivation, improved academic performance, and connectedness with the school community. The goal of the SLC was to ensure that all students are known by adults in the school community and that they receive the support and attention necessary to succeed in a challenging academic program.</p> <p>In the past three years, the following activities have been conducted for school improvement:</p> <ul style="list-style-type: none"> <li>❖ Conducted district-wide professional development with grades 6-12 math teachers in September 2009 to distribute revised high school curriculum management systems and to discuss the instructional focus for all students.</li> <li>❖ Distributed NJASK8 student score reports to all ninth and eleventh grade teachers to identify their students' performance for instructional decision-making strategies. Conversations occurred during collaborative planning meetings.</li> <li>❖ Administered quarterly math assessments and utilized the data to inform instruction.</li> <li>❖ Provided professional development activities that focused on data results during district-wide professional development days and during teacher training sessions.</li> <li>❖ Conducted school visitations with walkthrough observations (formal and informal) to assess and monitor levels of instruction and student engagement; provided feedback to principals and teachers.</li> <li>❖ Provided grade level common planning time meetings to monitor, guide, and answer questions and facilitate teacher discussions.</li> <li>❖ Disaggregated school data summary reports to identify areas in need of improvement for professional development decision-making and support needed at each school.</li> <li>❖ Used school data to create school and district professional development plans.</li> </ul>
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	<p>The following programs, interventions, and strategies to improve student achievement in mathematics have been implemented in the past three years:</p> <ul style="list-style-type: none"> <li>❖ Scheduled, planned, coordinated presentations at Saturday Math Teacher Academy targeted to areas in need of instructional improvement.</li> <li>❖ Monitored district assessment data to plan teacher professional development activities during the school year and summer teacher institutes.</li> <li>❖ Provided standard math quarterly assessments for grades 9-12 teachers in collaboration with outside providers and teacher input.</li> <li>❖ Revised outdated curriculum management systems aligned to core content standards and provided training for teachers along with instructional expectations.</li> <li>❖ Conducted textbook review committees to review and recommend board adoption to upgrade instructional materials and resources to meet the needs of the 21<sup>st</sup> Century learner.</li> <li>❖ Integrated technology with instruction via Distance Learning activities, web-based programs, purchased on-line services, calculators, and computer-based projects that engage the learning process.</li> <li>❖ Provided ongoing opportunities for teachers to participate in Math/Science Programs at Rowan University during the school year and summer months. These programs build content knowledge, instructional practices, and technological training.</li> </ul> <p>In the high schools several efforts have been mounted to improve student achievement, most notably by introducing a feedback system and improving the delivery of classroom instruction. During the 2007-2008 academic year, the LEA attempted to schedule and implement a reading and writing assessment system for the high schools. Some student performance data resulted from that process but not enough to</p>
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	<p>engage staff in developing the common understandings about what was happening that impedes student progress. In addition, collaboration with <i>High Schools That Work (HSTW)</i> resulted in professional development sessions devoted to the process of backward design and unit development.</p>
<p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>Professional development providers will be selected based upon schools' needs. Several considerations will reference schools needs such as, but not limited to, student achievement data, surveys, administrators' and teachers' professional development needs, cost, recommendations, documentation of effectiveness, the provider's contact hours with the schools and commitment to the schools.</p> <p>The LEA proposes to identify layers of feedback data and methodologies that engage teachers and the school leadership in the analysis and discussion of successes and failures as well as the pursuit of a common understanding about why things happen the way they do in preparing and delivering classroom instruction. The evaluation of external providers of services will be conducted based on the rise in the average level of systemic quality and performance as evidenced in classroom observations and teacher planning; the decrease in variation among teachers and classrooms; and the engagement of staff in collaborative behaviors that foster analysis and understanding of the nature of instruction, adapting what works and abandoning practices that do not result in improved student achievement. External providers of services (particularly professional development) will be sought through a publically issued Request for Proposals (RFP).</p> <p>Timelines and benchmarks will be outlined in contracts, framed to produce immediate and unequivocal progress toward goals, and managed as a part of the Compliance Team's support system. The district has a system in place within the business office for the management of all contracts with external providers. The district has</p>

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	<p>a system in place to evaluate the services provided by external providers based on feedback and online evaluations from district staff who utilized the services.</p>
<p>The LEA's plan for alignment of other resources and supports</p>	<p><u>E. Align other resources and supports.</u></p> <p>In addition to the redeployment of current personnel to construct the Compliance Team, the LEA will use Title I, Part A funds to enhance available technology so data can be collected, compiled, and reported in real time. In addition, Title II, Part A funds will be applied to the remediation of staff performance gaps that will have the strongest influence on the turnaround situation and the recruitment of high quality staff.</p> <p>Other resources that will be aligned with the interventions include:</p> <ul style="list-style-type: none"> <li>❖ Camden County College to provide dual credit courses for students, technical support, professional development, and assistance with curriculum development, enhancement, and revision</li> <li>❖ The Virtual Credit Recovery Program for high school students</li> <li>❖ Reinstatement programs at the two large comprehensive high schools</li> <li>❖ The Response to Intervention (RTI) Model is being implemented across the district with comprehensive training provided to principals and counselors</li> <li>❖ A new curriculum was implemented last year for ESL students and for use in bilingual classrooms.</li> </ul> <p>All of the programs, courses, strategies, resources, and professional development activities listed above will be automatically aligned with the NJCCCS. No programs are used in the districts which are not aligned with these core standards. Title I and Title II A funds will be realigned to support the schools in the SIG program.</p>

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	<p>All NCLB Consolidated funds will be coordinated with SIG funding and activities. A key way that district resources will be applied to the SIG project schools is by reassigning many existing LEA leadership staff at the district level to work on the SIG implementation. These district leaders will provide oversight and monitoring. Support for the teacher's union for staffing and teacher evaluation will take place through the mechanism of the LEA Turnaround Team, which will include all key stakeholders, and will meet as frequently as necessary for the smooth functioning of the SIG project.</p>
<p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>	<p>By establishing LEA Compliance Teams in the SIG schools, the district moves knowledgeable, district level staff out of the central office and into the schools to work side-by-side with school site leadership and staff to implement the interventions outlined in the plan. The LEA Compliance Teams will operate transparently in the schools, inviting parents, community members, union leaders, and students to work with change stakeholders in the schools and, by doing so, establishing a collaborative process that will be free of bureaucratic expedience. In addition, the LEA Compliance Teams will ensure efficiency of the implementation by maintaining engagement and motivation of external providers and administration of contracts; interim reporting and monitoring of budgets; instituting record keeping systems that include measuring/ tracking/reporting teacher performance; and fund disbursement.</p> <p>To implement the proposed SIG project in the proposed schools, we will make the following modifications to current practices and policies:</p> <ul style="list-style-type: none"> <li>❖ Hire a district Transformation Officer to oversee the SIG activities at SIG schools</li> <li>❖ Utilize needs assessments to determine process for meeting student needs</li> <li>❖ Establish a Ninth Grade Transitional Development</li> </ul>

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- Program that will support Ninth Grade Teaching Teams (NGTT) at Camden High School. NGTT will meet individually with ninth grade students (and their parents) on a monthly basis
- ❖ Improve the ratios of students to teachers
  - ❖ Increase the number of highly qualified teachers who are teaching in their trained area of instruction
  - ❖ Create a five-year staff development plan to provide focused and job-embedded professional development to staff
  - ❖ Establishing interdisciplinary collaborative planning time for teachers (common planning time will be built into their weekly schedules)
  - ❖ Promote administrative autonomy at the school site level (with support from central office as well as training and establishment of professional learning communities)
  - ❖ Extend instructional hours, to include 1) mandating attendance of struggling students at extended programs, 2) adding instructional time during the school day.
  - ❖ Expand collaborative decision-making to garner more input from parents, students, and community members (stakeholders); and to use that input in a constructive manner that is visible to all stakeholders. (Parents are a part of the advisory committee for each school. As a part of the School Leadership Teams they help to make decisions related to school activities and policies. An active parent advisory group will be developed to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. Parents will be trained and hired to work as parent coaches. Parents and community members will also be invited into classrooms first thing each morning and in the afternoon.)

- ❖ Collaborative-decision making will result in a balance of ownership and productivity among those involved in the process. (Schools will communicate with central administration to invite staff to participate on school committees or teams. Committees or teams will meet on a regular basis to discuss, plan, and implement proactive measures, interventions, and solutions to concerns/problems.)
- ❖ Adding opportunities for increased communication within the school system at the administrative and school site levels and from outside the school system from parents and community members
- ❖ Creating advisory panels at school sites comprised of school staff and external stakeholders to monitor the progress of schools toward improvement
- ❖ Creating an executive advisory panel for the SIG project to include membership from critical stakeholders, such as state and local community leaders, the business community, parents, students, community organizations, faith-based organizations, and institutions of higher education

*Collaborative Decision-Making:*

The SIG project will provide an opportunity for increased internal collaborative decision-making. Supervisory staff will continue to conduct collaborative sessions with teachers to gather information/data, plan, and to communicate activities within content departments. Scheduled weekly teacher collaborative meetings are already conducted and attended by district level staff and expert consultants to discuss ideas about instruction, data, and concerns/issues. More collaborative time for teachers and leadership staff will be created as part of the professional learning communities and vertical and horizontal articulation. District leadership is already visible in the schools on a regular basis to share and model district goals and

	<p>objectives with teachers and principals on both a one-on-one and group level. With the re-visioning of the model, district administrators will be reassigned to positions that allow them to work side-by-side with site staff in the schools.</p> <p>District leadership will identify teachers who can serve as coaches, mentors, and teacher leaders for underperforming teachers, for continued collaborative input and decision-making, and sharing of strategies specifically focused on improvement of instruction and professional development needs. Collaboration is based on shared goals, a shared vision, and a climate of respect and trust. Each stakeholder (administrators, teachers, parents, students, etc.) must understand their role and feel included in decision-making processes. Planning is crucial to make time and space for collaborative efforts, and effective leadership is essential to the process. Resources will be made available to support collaboration and the necessary time will be taken to build the relationships necessary for collaboration to occur over time. A climate that respects and values the opinions of a diversity of perspectives will be cultivated so that all stakeholders feel heard and are comfortable when making contributions.</p>
<p>The LEA's plan to sustain the reforms after the funding period ends</p>	<p>Sustaining reforms after the funding period ends is inherent in the project design, which depends heavily on capacity-building, infrastructure development, and professional development. Some programs which may require monies for continuation will be supported through the individual school budgets. In-district professional development funds will be used to support refresher training and Title IIA funds will also be used. Many key systems which will be put in place will not require funding, such as advisory panels.</p> <p>We will implement a district-wide method of accountability for instruction by utilizing walkthroughs, teacher observations, and other forms of performance assessment. All teachers and administrators</p>

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	<p>will be trained to foster collegial relationships that develop highly qualified teachers through mentoring, in-class coaching, demonstrated instructional pedagogy, vertical and horizontal articulation, school-based collaborative planning, and shared decision-making practices that focus on successful in-district school models that will improve student achievement. Fundamental principles of smaller learning communities will become the norm.</p> <p>The school leadership will share data on student performance and achievement with all stakeholders so that informed decisions will be made in the best interest of all students in the district as well as the educational process. At the end of the three years, student achievement will have increased as measured through Learnia benchmark assessments and NJDOE-mandated assessments, such as the NJASK and HSPA.</p> <p>Refer to the Project Description and Project Activity Plan matrices for each individual school in the school forms sections of this application for details about actual plans (including timeframes).</p> <p>At the end of the SIG-funded project period, it is anticipated that the most significant difference in the schools will be the level of student engagement and performance. Students will be prepared to be successful in the 21<sup>st</sup> century by learning in a safe and nurturing environment, with a student-centered curriculum, which will engage them in a rigorous learning process, ensuring that all students function at or above grade level. High standards will be set for teachers and school administrators that support continuous data-driven instruction, content specific professional development, technology integration as an instructional tool, and implementation of an established rigorous standards-based curriculum using proven instructional methods that support student achievement.</p> <p><b>Sustainability Beyond Grant-Funded Project Period</b></p>
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Description of Action Steps for Sustainability	Person(s) Responsible	Resources	Timeframe
School leadership and LEA Turnaround Team (stakeholder group) to work together to develop a sustainability plan through a sustainability task force	Superintendent	District Budget	2012-2014 Completed by 2014
Ongoing professional development to ensure that the strategies that were implemented during the grant are sustained.	Professional Development Office, Assistant Superintendents,	Title IIA Schools' Budgets	2014 and beyond
Ongoing learning walks, teacher observations, and other forms of teacher performance assessment will be continued by the school administrators and the district personnel.	NTO, Superintendent, Assistant Superintendents, Principals,	Title I Schools' Budgets	2014 and beyond
Peer collaborations will be conducted throughout the school year.	Assistant Superintendents, Principals and their staff	Title I Schools' Budgets	2014 and beyond
School leadership teams will continue to meet to review student achievement data.	Assistant Superintendents, School Leadership Teams	Schools' Budgets	2014 and beyond
Staff new to the schools will receive professional development and an experienced mentor will	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond

	<table border="1"> <tr> <td data-bbox="1401 1094 1476 1404">be assigned to each new staff member.</td> <td data-bbox="1401 1404 1476 1632"></td> <td data-bbox="1401 1632 1476 1798">Schools' Budgets</td> <td data-bbox="1401 1798 1476 1984">2014 and beyond</td> </tr> <tr> <td data-bbox="1305 1094 1401 1404">Learning labs will continue.</td> <td data-bbox="1305 1404 1401 1632">Assistant Superintendents, Principals</td> <td data-bbox="1305 1632 1401 1798">Schools' Budgets</td> <td data-bbox="1305 1798 1401 1984">2014 and beyond</td> </tr> <tr> <td data-bbox="1082 1094 1305 1404">Professional Learning Communities and collegial atmosphere with lifelong learning the norm and team teaching to continue.</td> <td data-bbox="1082 1404 1305 1632">Assistant Superintendents, Principals</td> <td data-bbox="1082 1632 1305 1798">Schools' Budgets</td> <td data-bbox="1082 1798 1305 1984">2014 and beyond</td> </tr> <tr> <td data-bbox="842 1094 1082 1404">All SIG strategies and activities will become institutionalized within the district and supported with district resources for continuation.</td> <td data-bbox="842 1404 1082 1632">Superintendent</td> <td data-bbox="842 1632 1082 1798">District Budget</td> <td data-bbox="842 1798 1082 1984">2014 and beyond</td> </tr> </table>	be assigned to each new staff member.		Schools' Budgets	2014 and beyond	Learning labs will continue.	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond	Professional Learning Communities and collegial atmosphere with lifelong learning the norm and team teaching to continue.	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond	All SIG strategies and activities will become institutionalized within the district and supported with district resources for continuation.	Superintendent	District Budget	2014 and beyond
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Professional Learning Communities and collegial atmosphere with lifelong learning the norm and team teaching to continue.	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond														
All SIG strategies and activities will become institutionalized within the district and supported with district resources for continuation.	Superintendent	District Budget	2014 and beyond														
<p>The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results</p> <p>H</p>	<p>School leadership will be afforded with near autonomy in its rostering and scheduling procedures and the principal will be given wide latitude in constructing the school's budget and allocating funds where they can be most effective in implementing the transformative change envisioned by the grant. The district will facilitate the movement of staff out of and between schools when appropriate to achieve the goals of the project. The district and the school will partner to review data and needs assessment surveys to select the best professional development providers (and plans) for the school. Each SIG school will be assigned a curriculum and instruction supervisor who will assist in monitoring the program implementation and will assist with troubleshooting to eliminate barriers to success.</p> <p>Under the new improvement structure, school leadership will have unprecedented flexibility in identifying and modifying the elements in the school's operation that are impeding student progress toward proficiency in core standards. The LEA Compliance Teams will offer a phalanx of professionals knowledgeable in curriculum and instruction who will master the levels of feedback information in a</p>																

	<p>way that enables the school to adapt effectively to the demands that are framed by the improvement plan. For example, identification of instructional shortfalls in real time can facilitate the application of corrective action before student learning is compromised, offer opportunities to modify student or teacher schedules to meet the need for more staff development time or divert resources to areas that will engage in rectification of issue before it becomes too late in the school year to turn things around and make a difference.</p>
<p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.</p>	<p>Qualifications of the new principal will comply with the requirements for NJ licensure. In addition, candidates will be expected to demonstrate an ongoing dedication to professional development anchored in teaching and learning. Individuals who have successfully worked as school change agents in the past (i.e., have turned other schools around) will be sought to fill these leadership positions.</p> <p>The range of expected competencies for principals is those that can be found among turnaround leaders: a sense of urgency about change, trustworthiness, credibility, risk taking, communication, commitment, adaptability, creativity, innovation, conflict management, persuasiveness, self- and team-development, delegation, planning and action to reach targets, independence, and integrity. The LEA will embed ISLJC standards into the principal evaluation process as a means of establishing a new pattern of leadership marked by the implementation of a system where the principal's role as coach focuses on performance results that create new relationships among all stakeholders and where the educational staff prioritizes the expansion of learning capacity.</p> <p>Current principals with a tenure of three years or more will be removed and state and local searches will be conducted to find a principal with experience turning around chronically low performing schools for appointment no later than June 1, 2011. CCPS will hire SIG school principals who exhibit the following behaviors and qualities: organization, delegation, data analysis, instructional leadership, building management, resource management, district</p>

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	<p>relationships, risk taking, problem solving, willingness to learn and try new things, and thinking outside the box.</p>
<p>The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.</p>	<p>The district will hire two Supervisors of Performance Management who will work under the direction of the Director for Elementary Curriculum and Instruction and the Director for Secondary Curriculum and Instruction. These two directors report to the Assistant Superintendent for Curriculum and Instruction, who works under the Superintendent. To insure fiscal Compliance the district will also hire an Accounting Manager that will work out of the Business Office assign to the SIG Grants only. Thus there will be strong programmatic and fiscal managerial support for SIG implementation at the LEA level, with a direct line to the Superintendent. The day-to-day implementation of the project at the school level will be conducted as a collaboration between the Principal and the assigned Education Program Specialists. The Education Program Specialists will manage the program in the SIG schools, ensuring that deadlines are met, objectives achieved, and activities completed on time and within budget. All key stakeholder groups will have representation on the school site turnaround team.</p> <p>The project will be managed by the school leadership working in partnership with representation from all key stakeholder groups.</p> <p>The district has hired an Educational Program Specialist who oversees Camden High School. She ensures that deadlines are met and manages the program in the SIG schools. She serves as a resource to principals, supervisors, the director, and the superintendent. She oversees the purchasing of materials and the implementation of the professional development plan. She completes all quarterly reports. She works closely with the NTO. In collaboration with the business office, she ensures that the SIG grant money is spent appropriately and that the district stays within budget.</p>

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L9.

**LEA Lack of Capacity  
to Serve All Tier I Schools**

## Form L-9

Date: 11-22-2011

Page \_\_\_\_ of \_\_\_\_

**LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS**  
**This form should ONLY be completed those districts that are applying for some but not all Tier I schools**

LEA : Camden Board of Education

Camden has the largest number of Tier I schools in the state with 9 in Tier I and Camden's two large comprehensive high schools are Tier II schools (feeder schools for these high schools are Tier I). The district does not have the internal capacity or the resources to attempt radical reform in all of these schools at once . We intend to focus on the identified schools in this application because after analyzing the data for the district's schools, these schools are the ones that are historically most in need of improvement.

Note that many of the planned activities, strategies, interventions, supports, and professional development connected with the proposed SIG project will be leveraged to include other school staff within the district who are not employed at the SIG project schools. We plan to provide additional support to other underperforming schools in the district but we face an uphill climb. Due to cuts in school aid, Camden City Public Schools may have to eliminate some positions in the coming year. The elimination of those positions will impact on our capacity to service many district schools. Obtaining SIG funding for the schools identified in this application will greatly assist the district with implementation and monitoring of these underperforming schools.

By focusing on the identified schools in this application, Camden has the capability of replacing staff members and recruiting teachers who will best serve the needs of the SIG 2 schools. Principals in the SIG 2 schools will have the opportunity to screen existing staff and rehire up to 50%. The process of screening and rehiring no more than 50% of the staff is a challenging undertaking for a district. The possible transfer of many of Camden's teachers is a daunting task but focusing on replacing teachers in the identified SIG 2 schools can be accomplished.

**L10.**

## **Waiver Request**