Form S-1

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

SECTION I:

NGO#: #: 11-SG03-H02 Title: School Improvement Grant

SECTION II, PART A:	Internal use only	School Code	Type	Region	Sequence
School Name Barringer High School	School Principal Name Shonda Davis, Interim			Phone # (973) 268-5125	
School Address 90 Parker Street	School Program Director Name Darleen Gearhart				
School City, State, Zip Newark, NJ 07104	School Program Director Telephone (973) 733-7364				
Grade Span of School 9-12	School Program Director Fax/email (973) 733-7240 DGearhart@NPS.K12.NJ.US				

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

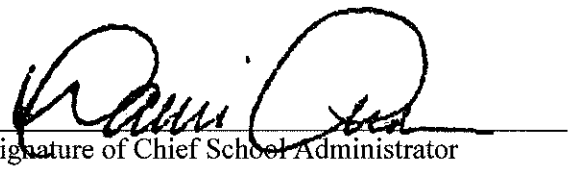
Duration of the Year 1 project: 9/1/11 to 8/31/12

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.

Cami Anderson — 8/15/11
Certification of Chief School Administrator — Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 020).



Signature of Chief School Administrator — State District Superintendent (Title) — 8/15/11 (Date)

Business Manager: Valerie Wilson Phone: (973) 733-8467 Fax: (973) 733-7161

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Barringer High School
Applicant School

8/15/2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

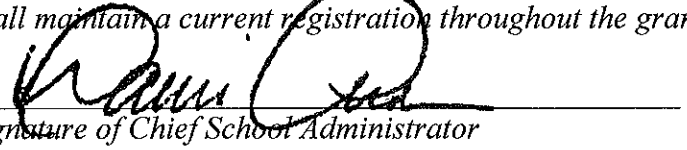
Part I – Applicant Organization

Organizational Name of Applicant	*DBA-Barringer High School*
Address	*90 Parker Street, Newark, NJ 07104*
DUNS number	*120297791*
Expiration Date of CCR registration	*2/18/2012*
Congressional District	NJ-13

Part II – Primary Place of Performance under this award

City	Newark
County	Essex

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

Cami Anderson, State District Superintendent
Name and Title

PROJECT ABSTRACT

LEA: Newark Public Schools **Name of School:** Barringer High School

Mission	The Barringer High School community is committed to providing a structured and safe learning environment that promotes the delivery of high-quality instruction through the implementation of research-based best practices. The paramount goal of all stakeholders is to develop the whole child by employing structures that will support their academic, emotional, and social needs through a focus on high quality instruction, enrichment, remediation, advisories, and convocations. All efforts will result in the development of students of all ability levels who are college bound and/ or career ready.
Vision	All students entering Barringer High School will graduate on time and will be college bound and/or career ready.
Project Implementation Summary	**Background** Barringer High School is a comprehensive high school consisting of two campuses: the Barringer 9 campus and the main Barringer High School campus. The Barringer 9 campus enrolls ninth grade students and the main campus enrolls students in grades ten through twelve. The schools are governed by two Principals who oversee a total of approximately 1,700 students (2010-2011) and 150 teachers (2010-2011). **Needs Analysis** The CAPA study, Newark internal reviews, and the Cambridge School Quality Review all indicate that Barringer students' achievement in LAL and Math have been unsatisfactory for a number of years. These reports identified a number of root causes across LAL and Math but the common factors were: • Instructional practices are too teacher-centered. • Effective instructional strategies that address the needs of all students are not consistently implemented. • There is a lack of oversight to ensure teachers are fully preparing for the instruction of all lessons. • Most teachers do not incorporate the use of higher-order questioning skills or use differentiated instruction. • Insufficient number of Special Education Inclusion Teachers to support students with disabilities in general education classes. • Teachers have not had access to relevant professional development. The reports also identified that student achievement at Barringer is compromised due to significant lack of equity in targeted components of the instructional program and a lack of curricular articulation between the Barringer 9 campus and the main campus. **Transforming the School** The students of Barringer High School will continue to be serviced at the two

	Barringer campus locations noted above; however, a joint governance approach to instructional leadership and staff supervision will be implemented by both Principals. The entire school organization will be redesigned to reflect collaboration and joint governance. A School Leadership Council will be developed consisting of the two Principals and members from both sites who will actively participate in the council to ensure that the needs of all stakeholders are met. Both campuses will also be united through the establishment of one singular PTA whose focus will be on improving parental and community involvement for the entire Barringer High School community. An external turnaround partner will be retained toward the goal of reorganizing and refining the three existing academies that are housed at the Barringer High School main campus, to provide a more robust, student-attractive/interest programming, ensuring that the following small learning communities/academies already in place are not only viable and fully-functioning, but become high-demand opportunities for incoming 10th grade Barringer students: • Aerospace and Technology Academy • Visual Arts/Graphic Design Academy • Law and International Studies Academy The individual needs of teachers will be met through job-embedded professional development sessions. A Chief School Academic Officer will be one of the key new school leaders who will assist in creating professional development opportunities that will address the needs of teachers and administrators at both sites. This individual will work closely with both Principals and all members of the administrative team to ensure that teachers are equipped to deliver high quality instruction daily. The Chief School Academic Officer will focus solely on data driven instructional improvement and will report directly to both Principals. In addition, three subject area external experts will be brought in to work with the 10 Department Chairs (8 at the Barringer High School main campus and 2 at the Barringer 9 campus) and focus on the following: (1) data and student achievement; (2) instructional improvement at the classroom level (demonstrations of learning, lesson planning, student engagement, etc.); and (3) student achievement improvement through the creation and analysis of formative and summative assessments. Formative and summative assessments will be purchased and used to identify students' needs and to inform instruction. After undergoing intensive professional development, Department Chairs will turnkey best practices to the Instructional Staff. Consistent calibration and monitoring will occur to ensure that implementation is optimal and effective. During the three year grant implementation process, SMART Boards will be used to increase student learning time, support rigor, facilitate team teaching, and aid in curriculum alignment. Over a three year time span, 142 units will be purchased and all teachers at both sites will have access to this form of instructional enhancement. **Leadership** The Principal at the Barringer 9 campus was assigned to that site as Interim Principal during the 2009-2010 school year, and assumed the permanent role in 2010-2011 after having made strong gains in improving teacher quality in the 2009-2010 school year. Because of his accomplishments and his vision for the future, he will remain at the site. The Principal at the Barringer High School main campus was replaced in August

2010. The new Principal immediately recognized that in order to improve the school and prepare all of its students for college and/or a career, significant changes would need to be made. One of her primary focuses has been to work with the school's stakeholders to change the culture of the school. Over the intervening six months, there are signs that this approach is beginning to make a difference. Lesson observations indicate that there is increased rigor in many classrooms and greater adherence to the curriculum.

Unfortunately, while these improvements are highly credible, the rate of change is insufficient to make the dramatic changes required to transform the achievement of all students at Barringer High School. Therefore, the focus of this Transformation Project will be to produce rapid significant change which ensures the achievement and success of all students.

Operational Flexibility

In order for the Principals to transform the school there has to be a strategic operational change in the role of the Principal from the managerial leader to the instructional leader. In these roles, and with the assistance of the School Leadership Team, the Principals will be able to focus on student learning and the quality of teaching. Working together, they will create and implement with fidelity, coherent programs of professional development and teacher evaluation. The teacher evaluation program will consist of a minimum of four evaluations per year and will include reflective feedback. Both the professional development and teacher evaluation programs will be designed to empower effective teachers.

In order to effectively implement this change, Barringer High School needs the autonomy and flexibility to modify the current staffing structures to create key operational positions designed to enable the Principals to appropriately delegate specific management tasks to other staff. These newly created positions will ensure that the Principals have sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. These positions will include:

1. Chief School Academic Officer – The Chief Academic Officer will assist in developing job-embedded professional development opportunities that address the needs of teachers and administrators at both sites. His/her sole responsibility will be to assist the Principals in directly improving classroom instruction.

2. Supervisor of Student Services - The Supervisor of Student Services will assist teachers and administrators at both sites with the development, implementation and evaluation of behavioral support programs. The individual will also work with both classified and non-classified students on social and emotional issues. He/she will provide ongoing technical assistance, communication, collaboration, and problem solving between and among school personnel, students and families, and community. This position will provide Barringer's many at-risk students with support to ensure their academic success. This position's status as Supervisor will additionally help the school by ensuring that teacher-required activities to support these challenged students are being carried out effectively and efficiently.

3. Career and Workforce Development Specialist- . The Career and Workforce Development Specialist will reach out to local community organizations, businesses and individuals to secure employment, volunteer, internship and

community service opportunities for students that are aligned to the students' interests and the three main academies: Aerospace and Technology Academy, Visual Arts/Graphic Design Academy, and the Law and International Studies Academy.

Extended Learning Time

At the Barringer 9 campus, all students will receive approximately two-hundred and forty hours (240 hours) of extended learning time throughout the school year. Each day will be expanded by 1.5 hours (90 min/day X 160 days), extending the instructional block (currently 80 minutes) to 90 minutes. In addition, a fifty minute Freshmen Seminar class will be added to each school day. The Freshmen Seminar curriculum will focus on the following areas:

- High School Orientation
- Study Skills
- Organizational Skills
- College and/or Career Development
- Social Skills and Human Relations
- Information Technology-Senior Thesis

At the Barringer High School main campus, all students will receive approximately one hundred and sixty hours (160 hours) of extended learning time. All sophomores and juniors will attend classes focused on organization and study skill building, improvement of Literacy/English skills (for 80 hours per year) and improvement of Math skills (for an additional 80 hours per year). All twelfth grade students will partake in enrichment electives designed to enhance their readiness for college and/or career for one hour each day for 160 days (160 hours).

Staffing

In order to successfully transform the school, it is essential that Barringer High School recruit, train, develop and retain high-quality staff. This will require the creation and implementation of a high quality recruitment and retention program supported by a coherent program of professional development and teacher evaluation (with reflective feedback to all teachers at least four times a year). Both the professional development and the teacher evaluation programs will be designed to empower effective teachers.

Each of the key components described above would enable the school to move forward and make adequate changes. Collectively, however, they represent a holistic program which will enable Barringer High School to transform the lives of all stakeholders, including the students, the teachers and the community.

Form S-5

Date: August 15, 2011

REPORTING METRICS

LEA : Newark Public Schools **Name of School:** Barringer High

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation
AYP status	8
Which AYP targets the school met and missed	Met participation target. Met Safe Harbor in LAL. Did not make AYP in LAL, Math.
School improvement status	Restructuring - 3
Number of minutes within the school year	77,700
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	Please see attached - M1
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Please see attached – M2
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	Please see attached – M2
Percentage of limited English proficient students who attain English language proficiency	2.2% (2009-2010), N = 4
Graduation rate	55.9% (2010-2011), N = 180 out of 322
Dropout rate	5% (2009-2010), N = 78
Student attendance rate	86% per day (2009-2010)
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	2.6% (2009-2010), N = 42
College enrollment rates	53% (2009-2010), N = 172
Student Connection and School Climate	
Discipline incidents	12% (2009- 2010 suspensions), N = 131
Truants	N = 478 (2009 – 2010)
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Dist=2%; Prof=76%; Basic=18%; Sat=1%; Unsat=3%
Teacher attendance rate	91% per day (2009 – 2010)

BARRINGER HIGH SCHOOL – REPORTING METRICS, FORM S-5
ATTACHMENT M1
Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language Arts and Mathematics – By Grade and By Student Subgroup

2009 – 2010 HSPA LANGUAGE ARTS LITERACY

Category	Grade 11			
	#	NP	P	AP
General Ed.	132	52.3%	47.7%	0%
Male	103	65%	35%	0%
Female	96	57.3%	42.7%	0%
Black	74	62.2%	37.8%	0%
Econ Disadv.	141	58.2%	41.8%	0%

2009 – 2010 HSPA MATH

Category	Grade 11			
	#	NP	P	AP
General Ed.	130	69.2%	30%	0.8%
Male	103	68.9%	30.1%	1%
Female	93	79.6%	20.4%	0%
Black	72	73.6%	26.4%	0%
Econ Disadv.	119	72.3%	27.7%	0%

*Not reported on School Report Card
NP – Not proficient
P - Proficient
AP – Advanced Proficient

BARRINGER HIGH SCHOOL – REPORTING METRICS, FORM S-5
ATTACHMENT M2

Metric	2010-2011 Data					
School Data						
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation					
AYP status	8					
Which AYP Targets met and missed	Met participation target. Met Safe Harbor in LAL. Did not make AYP in LAL, Math.					
Number of AYP indicators met	41 out of 41					
	Made 95% Participation Rate		**Made AYP Benchmark**		**Made Safe Harbor**	
	LAL	**Math**	**LAL**	**Math**	**LAL**	**Math**
Total Population	Yes	Yes	No	No	Yes	Yes
Students with Disabilities	Yes	Yes	No	No	Yes	Yes
Limited English Proficient	-	-	-	-	-	-
White	-	-	-	-		
African American	Yes	Yes	No	No	Yes	Yes
Asian	-	-	-	-		
American Indian	-	-	-	-		
Hispanic	Yes	Yes	No	No	Yes	Yes
Others	-	-	-	-		
Economically Disadvantaged	Yes	Yes	No	No	Yes	Yes

Drop out rate: Target Met	Yes
School improvement status	Year 7 H
Number of minutes within the school year	77,700
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	

Grade Span	Subgroup	LAL Participation	Math Participation
11	Black	95.8%	94.3%
11	Economically Disadvantaged	96.7%	95.9%
11	Special Education	95.7%	87.2%
11	Total	96.0%	94.0%

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

Grade	Category	PROF LVL	LAL MEAN SS	MATH MEAN SS
11	All Students	AP	Sample size too small	256.3
11	All Students	P	214.6	219.5
11	All Students	PP	169.8	171.6
11	All Students	Total	190.9	189.8
11	Black	AP	Sample size too small	256.3
11	Black	P	214.5	219.6
11	Black	PP	169.3	171.6
11	Black	Total	190.4	189.6

11	Economically Disadvantaged	AP	NA	254.5
11	Economically Disadvantaged	P	214.5	218.9
11	Economically Disadvantaged	PP	167.2	171.1
11	Economically Disadvantaged	Total	188.2	188.3
11	Special Education	AP	NA	NA
11	Special Education	P	212.0	209.5
11	Special Education	PP	154.9	165.9
11	Special Education	Total	159.9	168.0

Date: August 15, 2011

STATEMENT OF NEED

LEA: Newark Public Schools

Name of School: Barringer 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 Lack of Achievement
Academic Achievement – Reading	Mid-term and Final exams; quarterly benchmarks; SPA exams; HSPA; SAT; Walkthroughs and formal observation data; CAPA; Cambridge Education Quality Review.	**2010 – 2011 HSPA for 1st Time 11th Graders** **LAL:** Partial: 62.1%; Proficient: 37.6%; Advanced: 0.3% **School means:** Interpreting text: 3.7 (JPM = 4.0) Reading: 10.1 (JPM = 11.7) Analyzing & critiquing text: 6.3 (JPM: 7.7) Not one subgroup made the benchmark for adequate yearly progress (AYP) as outlined by NCLB. ELL students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. **2009 – 2010 HSPA** **LAL**: Partial: 61.3%; Proficient: 38.7%; Advanced: 0.0% Not one subgroup made the benchmark for adequate yearly progress (AYP) as outlined by NCLB. All subgroups are below just proficient mean (JPM) for Reading. JPM scores of 3.7 for interpreting text. ELL students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. **2009-2010 SAT** **Average Verbal Score:** 332 (State Average = 496) The following are root causes in LAL:

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• Instructional practices are too teacher-centered. Effective instructional strategies to address the needs of all students are not consistently implemented and there is a lack of oversight to ensure teachers are fully preparing for the instruction of all lessons. • Most teachers do not incorporate the use of higher-order questioning skills or use differentiated instruction. • Student achievement at the Barringer High School main campus is compromised due to significant lack of equity in targeted components of the instructional program and a lack of curricular articulation between the Grade 9 Academy and the main campus. • Insufficient number of Special Education inclusion teachers to support students with disabilities in general education classes. • Insufficient professional development for regular education teachers regarding how to instruct special education students in their classrooms. • Students lack opportunities to read text at the independent level in order to make literacy experiences more relevant to their everyday lives. • The overall curriculum has no explicit links to continuing education or life and career options. • Teachers use a variety of measures to assess and monitor the progress of student learning, but do not always provide specific, meaningful feedback to enable students to meet or exceed expectations. • No portfolio assessment process in place to measure student progress over time. • Instructional practice does not reflect embedded assessment strategies. • Students cannot articulate the learning goals that have been established for them. • The use of integrated technology is limited. • Homework is regularly assigned by teachers but is not always completed by students.
Academic Achievement - Writing	Mid-term and Final exams; quarterly benchmarks; SPA exams; HSPA; SAT; Walkthroughs and formal observation data; CAPA; Cambridge Education Quality	**2010 – 2011 HSPA for 1st Time 11th Graders** **LAL:** Partial: 62.1%; Proficient: 37.6%; Advanced: 0.3% **School means:** Writing: 6.5 (JPM = 8.3) Persuasive Writing: 4.4 (JPM = 5.9) Expository Writing: 2.1 (JPM = 2.5)

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Review.	ELL/LEP students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. **2009 – 2010 HSPA** **LAL**: Partial: 61.3%; Proficient: 38.7%; Advanced: 0% The general education population is at the just proficient mean (JPM) for Persuasive Writing. All subgroups are below JPM for Speculative Writing. ELL/LEP students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. **2009-2010 SAT** **Average Essay Score:** 337 (State Average = 499) The following are root causes in LAL: • Effective differentiated instructional strategies to address the needs of all students are not consistently implemented and there is a lack of oversight to ensure teachers are fully preparing for the instruction of all lessons. • Instructional practices are too teacher-centered; there is limited use of higher-level inquiry, hands-on, inquiry learning, and student choice; and students are not challenged to their potential. • Student achievement at the Barringer High School main campus is compromised due to significant lack of equity in targeted components of the instructional program and a lack of curricular articulation between the Grade 9 Academy and the main campus. • Insufficient number of special education inclusion teachers to support students with disabilities in general education classes. • Insufficient professional development for regular education teachers regarding how to instruct special education students in their classrooms. • The curriculum has no explicit links to continuing education or life and career options. • Instructional practice does not reflect embedded assessment strategies.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		Teachers use a variety of measures to assess and monitor the progress of student learning, but do not always provide specific, meaningful feedback to enable students to meet or exceed expectations. No portfolio assessment process in place to measure student progress over time. • Students cannot articulate the learning goals that have been established for them. • The use of integrated technology is limited. • Homework is regularly assigned by teachers, but not always completed by students.
Academic Achievement - Mathematics	Mid-term and Final exams; quarterly benchmarks; SPA exams; HSPA; SAT; Walkthroughs and formal observation data; CAPA; Cambridge Education Quality Review.	**2010 – 2011 HSPA for 1st Time 11th Graders** **Math:** Partial: 81.2%; Proficient: 17.4%; Advanced: 1.4% **School means:** Numbers & Numerical Operations: 2.7 (JPM = 3.1) Geometry & Measurement: 2.8 (JPM = 4.4) Patterns & Algebra: 3.8 (JPM = 5.2) Data Analysis: 3.3 (JPM = 4.8) Knowledge: 12.5 (JPM = 17.5) Problem Solving: 9.0 (JPM = 13.2) LEP students made AYP with safe harbor in math but still well below NCLB proficiency benchmarks. **2009 – 2010 HSPA** **Math**: Partial: 74%; Proficient: 25.5%; Advanced: 0.5% LEP students made AYP with safe harbor in math but still well below NCLB proficiency benchmarks. **2009-2010 SAT** **Average Math Score:** 358 (State Average = 520) The following are root causes for lack of achievement in Mathematics: • No diagnostic practice to determine the level at which students enter Barringer High School and no program is in place to address these deficiencies. • Data are collected but there is no protocol in place for using the data to instruct

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		and/or re-teach the strategies needed for specific skills. • Instructional practices are too teacher-centered and there is no system to support a student-centered learning environment. Instructional delivery does not motivate and engage all students. • While students are made aware of what they will learn, they cannot always explain why a concept is being taught or articulate the learning goals that have been established for them. • Student achievement at the Barringer High School main campus is compromised due to significant lack of equity in targeted components of the instructional program. • There is no systemic process to provide stakeholders with the skills, strategies, and structures to ensure high expectations for all of its members (students/parents/community/administrators /faculty/staff). • Insufficient number of Special education inclusion teachers to support students with disabilities in general education classes. • Lack of oversight to ensure teachers are fully preparing for the instruction of all lessons. • The curriculum has no explicit links to continuing education or life and career options. • Full curriculum guides have not been developed for the Integrated Mathematics program; therefore, teachers must identify appropriate resources to enhance and supplement instruction. • Math data is not used to plan staff development that is specific to the needs of the teachers. • All special education math classes are taught by substitute teachers. • Two bilingual math classes are taught by a substitute teacher. • Portfolios are not currently being used to assess student progress over time. • Some teachers delay instruction during first block to accommodate tardy students, therefore losing time on task. • There is limited evidence of routine use of technology.
Parent Involvement	Parent evaluation forms; Parent/community meetings;	• Too few opportunities for parents to participate in the decision-making process.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Cambridge Education Quality Review.	• Too few workshops for parents to gain the necessary knowledge, skills, and understanding to help their children • Lack of understanding of importance of report cards and progress reports.
Professional Development	Results of walkthroughs; administrative evaluations; teacher survey results.	Historically, general PD has not produced the desired effect. The root cause is that the PD has tended to be for the whole district or whole school with little differentiation for the needs of individual grades or individual staff. Weaker aspects of practice to be addressed include: • Leader's Role in Improving Instruction • Using Student Achievement Data to Support Instructional Decision Making • Lesson Objectives • Student Engagement • Instructional Strategies • Use of Other Data
Extended Learning Opportunities	NJASK scores; Report cards.	Struggling students are given the opportunity to attend tutoring before and after school and on Saturdays. However, students do not take full advantage of the after school or Saturday tutorial programs. Assistance has also been given in classrooms.
Homeless	NA	
Students with Disabilities	Mid-term and Final exams; quarterly benchmarks; SPA exams; HSPA; SAT; Walkthroughs and formal observation data; CAPA; Cambridge Education Quality Review.	**2010 – 2011 HSPA for 1st Time 11th Graders (Special Education)** **LAL:** Partial: 87.5%; Proficient: 12.5%; Advanced: 0% **School means (Special Education):** Interpreting text: 3.1 (JPM = 4.0) Reading: 7.2 (JPM = 11.7) Analyzing & critiquing text: 4.1 (JPM: 7.7) Writing: 5.1 (JPM = 8.3) Persuasive Writing: 3.5 (JPM = 5.9) Expository Writing: 1.7 (JPM = 2.5) **Math:** Partial: 98.9%; Proficient: 1.1%; Advanced: 0% **School means (Special Education):** Numbers & Numerical Operations: 2.0 (JPM = 3.1)

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		Geometry & Measurement: 1.7 (JPM = 4.4) Patterns & Algebra: 2.8 (JPM = 5.2) Data Analysis: 2.0 (JPM = 4.8) Knowledge: 8.4 (JPM = 17.5) Problem Solving: 6.0 (JPM = 13.2) **2009 – 2010 HSPA** **LAL:** No disaggregated data **Math**: Partial: 85.7%; Proficient: 14.3%; Advanced: 0.0% The following are root causes for lack of achievement • Differentiated instruction, cooperative learning, simulations, and manipulatives are seldom used in classrooms. • Student choice and hands-on learning are not evident in most classrooms. • Students cannot always explain why a concept is being taught or articulate the learning goals that have been established for them. • Insufficient professional development for regular education teachers regarding how to instruct special education students in their classrooms. • Special education teachers are not Highly Qualified in the content areas assigned. • All special education math classes are taught by substitute teachers. • Special education students often lack basic textbooks and supplies. • There is no evidence that data/feedback from classroom visits is regularly analyzed and used to make curricular adjustments. • There is no designated resource room in the school. • Specialized instructional materials that support the curriculum are not readily available to special education teachers. • Teachers primarily use teacher-made tests and quizzes to assess and monitor student progress. Projects are also sometimes assigned and assessed. There is not a consistent use of portfolios for assessment in most classrooms. The use of assessment strategies embedded in instruction is not demonstrated in classrooms. • Appropriate rubrics and their use for all content areas are not evident and are not clearly communicated to students and adult caregivers. Most teachers do not use standards-based exemplars, scored with rubric scores, to show students

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		what high-quality work looks like. • Students seldom revise their work, based on meaningful feedback from teachers, until they meet or exceed the performance standard. There is very little meaningful written feedback apparent in most classrooms • Integrated technology is not observed. • Homework is sporadic. • Teachers do not integrate many creative activities in their lessons. • Study and organizational skills are not intentionally taught. • There are few connections across disciplines to reinforce important concepts.
English Language Learners	Mid-term and Final exams; quarterly benchmarks; SPA exams; HSPA; SAT; Walkthroughs and formal observation data; CAPA; Cambridge Education Quality Review.	**2010 – 2011 HSPA for 1st Time 11th Graders (LEP)** **LAL:** Partial: 86.8%; Proficient: 13.2%; Advanced: 0.0% **School means (LEP):** Interpreting text: 3.5 (JPM = 4.0) Reading: 8.3 (JPM = 11.7) Analyzing & critiquing text: 4.7 (JPM: 7.7) Writing: 4.0 (JPM = 8.3) Persuasive Writing: 2.7 (JPM = 5.9) Expository Writing: 1.2 (JPM = 2.5) **Math:** Partial: 88.5%; Proficient: 9.6%; Advanced: 1.9% **School means (LEP):** Numbers & Numerical Operations: 2.7 (JPM = 3.1) Geometry & Measurement: 2.5 (JPM = 4.4) Patterns & Algebra: 3.6 (JPM = 5.2) Data Analysis: 2.9 (JPM = 4.8) Knowledge: 11.7 (JPM = 17.5) Problem Solving: 8.3 (JPM = 13.2) ELL/LEP students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. **2009 – 2010 HSPA** **LAL:** No disaggregated data **Math**: Partial: 81.3%; Proficient: 18.8; Advanced: 0.0%

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		ELL/LEP students made AYP with safe harbor for LAL but still well below NCLB proficiency benchmarks. The following are root causes for lack of achievement • Teacher-directed instruction is the primary delivery of instruction and there is insufficient use of differentiated instruction, cooperative learning, simulations, manipulatives, higher-level inquiry, project-based learning, hands-on learning, and student choice. • Formal classroom assessments lack a variety of methods to assess and monitor student progress, such as authentic tasks, exhibitions, projects, performance tasks, and true portfolio assessment. • Key concepts and skills are not sufficiently assessed in the classroom, due to teacher emphasis on attainment of lower-order skills such as knowledge and comprehension, with an absence of higher-order skills such as analysis and synthesis. • There is no evidence that meaningful feedback from teachers and peers is used by students to revise their work and improve their performance level. • Two bilingual math classes are taught by a substitute teacher. • There is little evidence that regular curriculum articulation occurs between ESL teachers and other teaching staff members. • Teachers rely on following the textbook pacing rather than on the curriculum guide pacing as a primary instructional planning tool. • It is not evident that specialized instructional materials, as well as native language textbooks, are available to support the curriculum in some subject areas. • There is an inequity in course offerings for ELL students who want to take chemistry, physics, and grade 12 Math (Pre-calculus) in a bilingual setting. • Likewise, some bilingual content offerings are offered for one year instead of two, whereas the general population is scheduled for two semesters of these same subjects. • Portfolios are not use to assess student growth over time. • Rubrics are not understood by teachers and students. Therefore, they are not applied or utilized appropriately, or used infrequently. There is no evidence that they are used to help improve instruction. • There is no evidence of the use of standards-based exemplars, scored with rubric scores, to show students what high-quality work looks like.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• Integration of computer technology for research, analyzing data, reading more than textbooks, problem-solving, or process-writing is not evident. Additionally, available overhead projectors and other equipment are not regularly and consistently used. • Cross-content connections are limited to what is offered in the required textbooks and not the curriculum. Teachers do not collaborate to develop cross-content connections unless the textbooks provide this information, and the textbooks generally do not make the connections. • There is no evidence that the delivery of the curriculum prepares students to grapple with real-world problems/challenges. • Homework is often not completed due to limited availability of textbooks and related instructional materials. • Lack of staff PD in SIOP
Economically Disadvantaged		**2010 – 2011 HSPA for 1st Time 11th Graders** **LAL:** Partial: 62.9%; Proficient: 37.1%; Advanced: 0.0% **Math**: Partial: 79.4%; Proficient: 19.4%; Advanced: 1.2% **2009 – 2010 HSPA** **LAL:** Partial: 58.2%; Proficient: 41.8%; Advanced: 0.0% **Math**: Partial: 71.7%; Proficient:27.5%; Advanced: 0.7%
School Culture	Behavior/suspensions, exclusions data; CAPA; Benchmark Report.	• Suspension rate has fallen over 3 years but remains significantly above district average (12% vs. 7%). • Student transition times from class to class decreased from approximately 30 minutes to 7 minutes since October 2010. • Students are judged to be more ready and willing to learn. • Fewer classroom management issues.

Leadership	Benchmark Report	• A new Principal and 2 new Vice Principals were assigned and 1 former Vice Principal has returned. • New Mathematics and Science Department Chairpersons were hired. • The district eliminated the Head Guidance Counselor's position. • 30% of the faculty was replaced. • An Instructional Cabinet was formed consisting of teachers, Department Chairpersons, Vice Principals, and the Principal. • The Barringer High School main campus Principal has not yet established a culture of high expectations for all staff. • Decisions for organizational practices are not based on data and student and staff strengths. • There are no clearly defined roles and job descriptions for school leaders or structures in place to monitor the impact of practices. • Roles and responsibilities in content areas (Departmental Chairs) do not fully enhance instructional support.
Highly Qualified Staff	Teachers' professional qualifications; Report card.	BA/BS: 43.1%; MA/MS: 47.1%; PhD/EdD: 9.8%; Highly Qualified = 95%
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.
	School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge SQR recommendations, teacher observations, and ongoing student data from the PDA.
2.	Describe methods used to collect and compile data for student subgroups.
	The data for student subgroups is predominantly provided by the NJASK and Learnia test results. The method that is used for interpreting data about student subgroups is through subject department level meetings, administration/coaches forums, SLC meetings, staff development meetings, and ongoing reflective practices. Data are continually compiled by various sources for the purpose of improving students academically and socially. The district's Office of Testing and Evaluation provides NJASK data while Schoolnet provides Learnia data. Content area data are also continuously collected through district-level and school-level assessments. Professional development data were collected via an NPS online survey. School improvement data is provided by the CAPA, Cambridge, and NPS district monitoring teams.
3.	Explain how the data from the collection methods are valid and reliable.
	The district has a system to collect multiple types of data, assessments and grades from a variety of sources. It provides disaggregated student achievement data in core subjects to the school staff on a regular basis. The district also has a system to analyze data that is used to identify curriculum gaps at the district level and to determine the need for curriculum revision and supplemental resources. A system to provide these customized resources at the school level is in the implementation stage this school year.
4.	What did the data analysis reveal regarding classroom instruction?
	Data from classroom observations is not being analyzed to identify curriculum implementation, plan specific PD, curricular adjustments or provide appropriate feedback to the teacher. Too many of the students are not proficient in LAL and mathematics and furthermore they carry these deficiencies from one grade level to the next. The majority of teachers rely too heavily on whole class teaching and there is insufficient use of data to modify lesson plans to differentiate instruction.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?
	Staff and administrative surveys, along with discussion among school members, indicate that professional development to advance student learning is valued. Teachers receive professional development to assist them in implementing the curriculum. However, implementation of additional learning opportunities that are aligned with the essential elements for transforming secondary schools, (student-centered classrooms, and increasing teachers' repertoire of instructional strategies) is developing and emerging. Historically, general PD has not produced the desired effect. The root cause is that the PD has tended to be whole district, whole school with little differentiation for the needs of individual grades or individual staff. It showed that the professional development has improved instruction, but a more intense, more focused and sustained degree of professional development is still needed. Professional development must include strategies

	that improve: use of effective questioning techniques to deepen student thinking, comprehension and engagement, and use of data to support differentiated instructional planning
6.	How are educationally at-risk students identified in a timely manner?
	Educationally at-risk students are identified by administrators and teachers through the analysis of a range of measures including: observational survey; test scores; internal assessment scores; writing tasks; bi-weekly ECRs; NJASK Practice Tests; midterm and final exams; and NJASK.
7.	How are educationally at-risk students provided with effective assistance?
	The following structures are provided to remove the barriers to learning and address the needs of students: after-school tutoring for general education students, required tutoring for athletes, St. Barnabas School-based lunchtime tutoring services; and Title I supplemental educational services. Special education and ELL teachers receive specific professional development for their content. However, the teacher's survey indicates that teachers want additional professional development. Instructional strategies are aligned with student needs. Instructional delivery communicates what is being taught. Instructional delivery often purposefully reviews skills, knowledge, and concepts already learned. However, instructional delivery does not usually communicate why the concept is being taught. Most individual students cannot articulate their learning goals. There is no evidence that instructional strategies/activities are aligned with individual learning goals.
8.	How does the needs assessment address migrant student(s) needs?
	Instructional strategies and activities for ELL students are aligned with individualized program plans (IPPs) of students who attend the Newark International Newcomer Student Center. It places a clear focus on improving instruction through better use of differentiated instruction, cooperative learning, simulations, manipulatives, higher-level inquiry, project-based learning, hands-on learning, and student choice. The school is implementing a more rigorous curriculum and raising expectations for high academic performance, improving formal classroom assessments, assessing key concepts and skills in the classroom, particularly higher-order skills such as analysis and synthesis, and improving the quality of feedback from teachers and peers to enable students to revise their work and improve their performance level.
9.	How does the needs assessment address homeless student(s) needs?
	N/A
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?
	Teachers meet in grade level and content meetings, in addition to vertical teams, to look at data. Teachers look for trends in data across content domains and grade levels to make instructional decisions.
11.	Describe the transition plan for preschool to kindergarten, if applicable.
	N/A
12.	Describe the process used to select the priority problems and root causes for this plan?
	Processes and techniques similar to those used to undertake the Needs Assessment were used. This included directly involving following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, students, community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the Progressive Data Analysis. The data collected by the data teams in literacy, math, science, the use of technology, and parental involvement were reviewed and

	analyzed.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?
	Not one subgroup made the benchmark for adequate yearly progress (AYP) as outlined by NCLB. ELL/LEP students made AYP with safe harbor for LAL and math but were still well below NCLB proficiency benchmarks. The general education population is at the just proficient mean (JPM) only for Persuasive Writing. All subgroups are below JPM for Speculative Writing. Effective instructional strategies to address the needs of all students are not consistently implemented and there is a lack of oversight to ensure teachers are fully preparing for the instruction of all lessons. Differentiated instruction is not evident in most classrooms. Instructional practices are too teacher centered, there is limited use of higher-level inquiry, hands-on, inquiry learning, and student choice and students are not challenged to their potential. Teachers use a variety of measures to assess and monitor the progress of student learning, but do not always provide specific, meaningful feedback to enable students to meet or exceed expectations. Instructional practice does not reflect embedded assessment strategies.
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?
	The selection of Transformation was based on the data sources which have placed this school in Tier 4: Consistently Struggling School. The school is a SINI Year 7 school.
15.	What is the process for removal of staff members deemed to be ineffective?
	The LEA has agreed-upon criteria for the transfer of teachers from the school. These include student achievement measures, including growth models, both on internal and external assessments, teacher's grading of students, teacher evaluations and attendance.
16.	Describe the incentive for Nationally Board Certified teachers and principals.
	There are currently no Nationally Board Certified staff.

TRANSFORMATION PROJECT DESCRIPTION

LEA: Newark Public Schools **Name of School:** Barringer High School

Transformation SIG Required Activity – 1
Replace the principal who led the school prior to commencement of the transformation model.

Implementation Guidance
Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	Use of: "Achievement Through Teaching Excellence, Teacher Evaluation and Performance Assessment Overview", Newark Public Schools. Emphasis on the four domains and accompanying components: Planning and Preparation; Classroom Environment; Professional Development; Professional Responsibilities; Instruction. In developing the behaviors that leaders need to improve instruction and promote necessary school change, the LEA will utilize school based research including: • NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation, 2009 • Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System, Southern Regional Education Board, 2007 • A Framework for the Assessment of Learning-Centered Leadership, Vanderbilt University, 2007 • New Jersey Department of Education Standards for School Leaders In particular: PERFORMANCE EXPECTATION 2: Teaching and Learning Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.	September 2011

	• Training for all administrators in use of Effective Classroom Observation – evaluating student learning by examining when learning is best and how it can be improved. i.e. CEL (Center for Educational Leadership) 5 Dimensions for Teaching and Learning for Instructional Rounds • Administration, Lead Transformation Partner (LTP) and outside providers working with PLC to develop common priorities to align curriculum around priority learning goals • School leaders should have a knowledge of urban issues and a history of successful implementation	
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	LEA reviews capabilities and capacity of the recently appointed Principal to be a transformational leader. LEA will decide if current Principal remains in that position. The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular the LEA will actively promote and develop: • Higher education pathways among staff • Professional Learning Communities within and across transformation schools • Peer Assistance models • Support teacher internships • Develop job description that relates specifically to the role of principal of Barringer HS • Principal will attend Leadership Academy and receive on-going coaching support throughout the school year.	September 2011
3. The LEA establishes a pipeline of potential transformation leaders.	The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular the LEA will actively promote and develop • Higher education pathways among staff • Professional Learning Communities within and across transformation schools • Peer Assistance models, developing a support network of Critical Friends across the educational community • Support teacher internships	September 2011 – June 2012
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	Shared Leadership to guide the learning agenda *could* involve: • Principal • LTP • Curriculum & Instruction leader • Academy for Educational Development • Academic Leadership Team – Master teachers proficient in content pedagogy – Modeled Classrooms of best practices – Building capacity for leaderships with academic focus	September 2011 – June 2012

Transformation SIG Required Activity – 2

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

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA establishes a transparent system of procedures and protocols for evaluating teachers and principals using student growth as a significant factor, observation-based assessments, and other multiple measures as determined/designed by the Advisory Design Committee.	The LEA has established transparent systems, procedures, and protocols for evaluating staff. These are set out in *Achievement Through Teaching Excellence, Teacher Evaluation and Performance Assessment Overview* Newark Public Schools. The current instrument utilizes Charlotte Danielson's "A Framework for Teaching" places emphasis on Four Domains and Accompanying Components: • Planning and Preparation; • Classroom Environment; • Professional Responsibilities; • Instruction. An Advisory Design Committee comprised of teachers, administrators, NTU and CASA representatives, and the SIG Project Director will meet in the Summer of 2011 to design principal and teacher evaluation systems that incorporate student growth. For SY2011-12, the piloted instruments will incorporate the Danielson framework as the teachers' observational assessment and utilize student achievement/growth and multiple measures as additional factors of evaluation. Throughout the school year, the Steering Committee comprised of NTU and CASA Presidents, SIG Project Director, and a representative of the Superintendent will continue to assess and receive membership feedback in order to improve the evaluation design.	September 2011 – June 2012
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	In light of the recommendations of the NJ Educator Effectiveness Task Force, March 2011, and the Gates Measures of Effective Teaching Project, the LEA will additional tools including: • The ISLLC, 2008 Educational Leadership Policy Standards as the main criteria for evaluating administrators. • Charlotte Danielson's A Framework for Teaching • Effective Classroom Observation (ECO) • Peer Assistance Reviewers (PAR)	September 2011 – June 2012

	• Student classroom surveys, teacher surveys and parental surveys • New Jersey Department of Education Standards for School Leaders	
3. The SEA and LEA document and provide training regarding the evaluation process.	Provide continuous training in the following evaluation tools to ensure equity in the assessment of teaching and learning. In designing and providing relevant training the LEA will utilize the findings of the Gates funded pilots in locations such as New York City, Memphis, Pittsburg and Tampa. This highlighted the need for continuous professional development in the areas of: • Pre-conferencing • Effective classroom observation • Scrutiny of student's work • Post-conferencing • Providing constructive feedback, based on strengths and areas for development	September 2011 – August 2012
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	In order to assess the effectiveness of the evaluation process, the LEA will establish a regular cycle of monitoring, evaluation, review, and revision. During any given year this will include: • Ongoing technical assistance by the LTP, on-site visits by LEA personnel and external education experts to shadow the evaluation process in a school • Review of the evaluation cycle in the school	September 2011 – August 2012
5. The LEA monitors the evaluation process and reviews results.	The LEA will institute a cycle of monitoring, evaluation, review, and revision. This cycle will include: • On site visits • Desktop analysis of the evaluation rating, including inter-reviewer reliability • Student data analysis to match student growth against teacher evaluation ratings • Stakeholder surveys • A meta-analysis of findings • Report and recommendations for modifications and changes to the evaluation process	September 2011 – August 2012

Transformation SIG Required Activity – 3 Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.		
Implementation Guidance The LEA may develop a performance-based incentive system.		
Evidence of Implementation Indicators	September 2011 – June 2012	**Timeline**
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The mechanisms for deciding whether performance-based incentives have been met are fair and transparent. Building on best practice research from around the world, incentives will be measured against a set of tiered Key Performance Objectives each of which will have clear success criteria.	September 2011 – June 2012
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	In discussions with the Newark Teachers Union, incentives will be developed to recruit and retain teachers, including performance-based incentives. Already in place is a union negotiated rate for teachers and other staff participation in the extended learning hours for programs for all students. In the case of teachers, this is $49 per hour, in Year 1, compared with a $37 per hour rate for supplemental pay for other activities beyond the contractual school day. Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASA) and will be in place by August 2011. The LEA will also follow the recommendations of the NJ Educator Effectives Task Force and provide additional incentives for master teachers, which could include: • Whole school incentives for meeting student achievement targets • Individual incentives for grade-level teams, curriculum area teams meeting student achievement targets • Whole school incentives for meeting professional practice targets Incentives should have be rooted in on-going classroom evaluation and be supported by External Providers	September 2011 – August 2012
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	LEA policies will take into account the recommendations made in the influential Performance-Based Dismissals, 2009 report by the Center on Innovation & Improvement. These recommendations include:	

	• providing greater flexibility and support for leaders in transformation schools • negotiating expedited processes for performance-based dismissals in transformation schools • prioritizing recruitment, hiring, and placement for transformation schools; and assembling teams to assist principals with dismissal procedures The school must make goals and expectations clear, describe what "success" is and what it will take to get there, spur desirable staff turnover by making clear that change is not optional.	September 2011 – June 2012
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers. Prioritize recruitment, hiring, and placement for transformation schools; and assemble teams to assist principals with appointment procedures. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions. The LEA will support hiring procedures through: • Transfer Job Fair • Administrative Recommendations • College Recruitment • Student/Teacher Partnerships • Hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback: – Initial Interviews – Demo Lessons evaluated by rubric – Whole-Day screening on the job (volunteer) – Hiring Questions and Rubric – People skills and love for teaching in Urban Communities	May 2012 - August 2012
5. LEAs and schools provide targeted assistance to underperforming teachers.	The Newark Public Schools "Achievement Through Teaching Excellence, Teacher Evaluation and Performance Assessment Overview" is premised on empowering effective teachers. However, NPS recognizes that not all teachers are equally effective. This is intended as a support mechanism before more formal competency procedures are invoked. The LEA, LTP and school will implement an early warning system as part of the performance	

	evaluation process. If at any stage in the process, an individual teacher is identified as underperforming, he or she can be provided with targeted support and assistance in a timely manner. There are clear procedures in place for any teacher who received an unsatisfactory annual evaluation the previous year, including placing the teacher in the Teacher Assistance Program (TAP). In addition to in-school and district support, the LEA and the school will also provide access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers to grow. The school will provide ongoing, embedded professional development for all teachers. Teachers who are underperforming will be provided with "paid" opportunities for professional development in and outside of the district. If an appropriate PD session/workshop has a fee, and the school deems it crucial to the development of the teacher, the school will provide the teacher with reasonable compensation. All teachers will be paired with a mentor/buddy for the purposes of collaboration and collegial support. Underperforming teachers will meet regularly with their appropriate administrator to update/alter professional development plan as improvements are made. Such changes in the professional development plan might include: on- and off-site learning walks and observations of model/exemplar classroom visits with an embedded reflection piece; teaching in the 80-minute block; research-based best practices for implementation; assistance with using common planning time; implementation of PLC's; differentiated instruction; formative assessments; use of rubrics and providing feedback; building academic vocabulary; using data to drive instruction; project-based learning; implementation of reading and writing across the curriculum.	September 2011-June 2012

Transformation SIG Required Activity – 4

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	The LEA, LTP and the school will ensure that all staff have access to differentiated PD which will include: • Summer Institute with tiered trainings led by external providers and School Leaders that target teaching and learning strategies, as well as school culture training. • Bi-weekly meetings will be reserved for specific, targeted, and differentiated Professional Development, based on school and staff needs • Scheduling will reflect common planning time so teachers have weekly Grade-Level Meetings for professional development activities, as well as time to work and plan together. • Whole day Professional Development days will be worked into the school calendar for continued teacher development • Provide rigorous professional development for support staff in pedagogical strategies such as teaching in the block, use of effective questioning strategies, infusion of technology, differentiated instruction, and co-teaching strategies. PD will be delivered by content experts. • Develop a systemic process to review and adjust PDP goals connected to implementation of newly learned professional development skills. Job-embedded PD for all staff will include: • On- and off-site learning walks and observations of model/exemplar classroom visits with embedded reflection piece. • Effective teaching in the 80 minute block; • The Art and Science of Teaching • Assistance with using common planning time	September 2011 – August 2012

	• Implementation of PLCs • Designing teaching and learning goals and objectives • Differentiated instruction • Formative assessments and standards based curriculum • Classroom instruction that works • Building academic vocabulary; • The use of data to drive instruction; • Project based learning; • Implementation of reading and writing across the curriculum Additional PD for Administrative staff on: • working with resistant staff, • supervising for progress using the evaluation tool, • effective walkthroughs and feedback • using data to drive instruction and • facilitating sustainable change • team-building for leadership team Preparation periods will be utilized in a number of ways: • Providing PD without interfering with classroom schedule • Preparing for future lessons or units • Evaluating student work • Observing colleagues to improve personal teaching practices • Meeting with coaches, administrators, experts to reflect on teaching practice	
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	In order to implement this with rigor, the school will equip all staff with the competencies required to apply evidence- and standards-bases practices effectively. All teachers will receive research-based professional development. In addition, teachers will receive ongoing support in developing and implementing curriculum and ensuring students overcome obstacles and achieve their maximum potential. • Common Priorities Design to be implemented during weekly Department Level Meetings • Development provided for teachers to implement programming The school and the LTP will develop a relationship with outside consultants to provide timely, research-based, whole school and departmental Professional Development. PD360, an online teacher/needs-driven PD provider, will be utilized to allow teachers the	September 2011-June 2012

	opportunity to select their own PD, on their own time. This piece will be required, at least four-five sessions a month	
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	Teachers and students will be teamed. PLC time will be built in to allow for teachers of like students to collaborate on planning, various strategies, student services and professional development. The LEA and the school will monitor and evaluate the levels of implementation of practices based on a range of measures including: • Effective Classroom Observation • Effective walkthrough and Learning Walks • Scrutiny of student work • Peer Assessment and Review The level of implementation will be measured against a range of consistent standards including: • The Framework for Teaching • Implementation of the common core • Ongoing Data Analysis Process – Understand changes needed in teacher practice – Understand student outcomes and developing next steps in student learning. Teacher feedback for **all PD** will be structured: PD; followed by application and reflection; followed by evaluative feedback -- feedback from teacher about PD and application, and feedback from administrators/critical friends about implementation by teacher.	September 2011-June 2012
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	The LEA, LTP and the school will actively promote Professional Learning Communities which will consist of, but not limited to: • Parent University, Community Partners with Higher Education, small and big businesses • Training stakeholders to conduct effective classroom observations and observe in classroom (peer observation, etc.) • Bi-weekly professional development sessions, using outside providers, possibly as part of PLC structure and differentiated for teacher needs, including but not limited to: observation of demonstration classrooms, analysis of test and assessment data to modify instruction, unit planning, discussions of student progress, behavior and attendance, and communication with parents. The teacher leader model will be used wherein identified staff is trained to facilitate this bi-weekly PD. • Scheduling school visits for teachers to observe best practices in other schools • Extended Learning for teachers, budgeting money for teachers to promote continued	September 2011-June 2012

	learning (advanced degree, additional certification) • Investigate and find opportunities for workshops and conferences for teachers to attend and turnkey to other staff members The following people, depending on the area of focus, could facilitate common planning time: • LTP • Grade-level teachers • Department leaders • Reading and Math Specialists • Outside professional development consultant Faculty and staff will be provided team-building activities and opportunities via an off-campus school retreat or Summer Institute for faculty. This can be done in partnership with a university or college. The school's master schedule will be designed with PLC structure in mind: • Teams (grouped by like students) • Vertical alignment (grouped by vertical course, such as. World History, US History, US II) • Content Area (grouped by subject, for example, all science teachers) "Power Preps" will be offered, where master teachers (in school or district) offer guidance and assistance in a skill/strategy that they have mastered and have implemented successfully. This will take place during teachers' prep periods. Using the Critical Friends Model, (The Annenberg Institute for School Reform at Brown University), teachers and administrators offer suggestions and feedback for future practice	
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	The LEA will issue a series of RFPs specifically linked to the SIG funds. The application will be vetted against agreed-upon criteria, and providers will be held accountable for the effective implementation of continuous professional development and its impact on the professional growth of all staff and student achievement. The LTP is expected to be able to: • Employ research-based strategies that provide an immediate and dramatic transformation in student achievement • Recommend which existing programs are to be continued and which programs are to be eliminated	October 2011- June 2012

	• Provide comprehensive, coherent, manageable, and integrated instructional and support programs • Promote student motivation for learning • Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline Using the Teacher-Leader Model, the school will provide leadership opportunities for staff to develop beyond their content areas to serve as teacher leaders and facilitators of PLCs, school initiatives, and district initiatives. Hold annual "Graduate" College Fairs to encourage teachers to obtain advanced degrees and take advantage of professional and instructional development offered at colleges and universities.	

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

Implementation Guidance

An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
b) Instituting a system for measuring changes in instructional practices resulting from professional development; or
c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Evidence of Implementation Indicators	Implementation Description	Timeline
Instituting a system for measuring changes in instructional practices resulting from professional development	The school will monitor and evaluate the implementation levels of practices based on a range of measures including: • Effective Classroom Observation • Scrutiny of student work • Peer Assessment and Review • Walkthroughs The level of implementation will be measured against a range of consistent standards including: • The Framework for Teaching • Implementation of the common core • Ongoing Data Analysis	October 2011- June 2012
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	The LEA has developed transfer criteria which include the fact that Transformation schools are not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	September 2011

Transformation SIG Required Activity – 5
Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Implementation Guidance
Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	In selecting the Lead Transformation Partner, the LEA will pay particular attention to partners which have a well established track record of building local capacity. By the end of Year 3, the LEA and the school need to have embedded capacity which will enable them to be self-supporting and to sustain the reforms. The LEA will modify the current school budgetary arrangements to ensure: • The school is able to undertake budgeting review • The school has maximum authority, including the ability to move funds within headings, where this meets fiscal statutes • The school has access to continuing funds to maintain any agreed-upon rewards and incentives, including all performance–related incentives	June 2012 (By June 2014)
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The LEA has reviewed and revised its policies to ensure that recommendations have been implemented to enable the school to effectively implement the reform measures. For example: • Transfer criteria have been established • A range of teaching posts which are specifically targeted at the transformation school have been identified and advertized: – Utilize hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback: Initial Interviews – Demo Lesson evaluated by rubric – Whole Day screening on the job (volunteer) – Hiring Questions and Rubric – Newark Public Schools will facilitate best practice hiring procedures which will include: • Transfer Job Fair • Administrative Recommendations • Recruitment from outside the district	September 2011- June 2012

	• College Recruitment • Student Teacher Partnerships	
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular, the LEA will actively promote and develop: • Higher education pathways among staff • Professional Learning Communities within and across transformation schools • Peer Assistance models • Support teacher internships • Staff Handbook including operational pieces, teaching and learning pieces, and human resources documents compiled by an advisory committee • Parent and Student Handbooks developed with clear policies and operating procedures	September 2011-June 2012
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA has established the Office of Innovation and Change (SIG Office), to which SIG schools will report. The Chief of Innovation and Change is a member of the district cabinet. There is also a SIG Director, who reports directly to the Superintendent. SIG schools will operate outside the district's otherwise geographical organizational structure. Although the school will still need to follow LEA procurement procedures, the LEA will delegate leadership to the principal. The LEA will actively encourage and support the principal in developing a collaborative School Leadership Team with shared responsibility for developing and guiding the school's learning agenda.	September 2011
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	In addition to providing in-house leadership PD, the LEA will also engage external partners, including the LTP, to provide job-embedded PD that focuses on evidence-based decision-making. The LEA will ensure that the School Leadership Team has access to high-quality coaching and support, particularly during Year 1.	September 2011-June 2012
6. The LEA includes non-monetary incentives for performance.	The NJ Educator Effectiveness Task Force, March 2011 has identified a range of non-monetary incentives including the following: • Administrative Days to be used at the teachers' discretion including but not limited to workshops, observations and visitations. • PIF resources to attend conferences and/or seminars. • Publicity, at teacher's discretion, and recognition. • Ability to present at district and/or Regional administrators' meetings. • Opportunities for distinguished teachers to facilitate afterschool sessions for teachers considering the National Board Certification process. • Extra materials and supplies to support the support the work to be memorialized in the National Board Certification portfolio (at least $500 - $750 per person). • Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development.	September 2011-June 2012

	• Mentoring new teachers or becoming cooperating teacher with college students (practice teachers) Availability of incentives is dependent on availability of funds.	

Transformation SIG Required Activity – 6 Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Implementation Guidance If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with 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**
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The LEA has introduced Power School, School Net, and Learnia. The LEA will work with the school to ensure that the school maximizes their use. In particular, Power School will use statistical data and align with School Net to analyze trends in student achievement as well as with various other data components. The LEA will work in partnership with the school and the Lead Transformation Partner to ensure that appropriate PD is provided so the school staff is able to use data effectively to drive instructional change both at grade level and vertically across grades. In appointing the LTP, the LEA will seek a provider that has extensive experience and expertise in the effective us of data to drive instruction and improve student achievement. During the first year, the LTP will build local capacity in the school by providing intensive job-embedded support and training for the administrators and teachers at Barringer High School to ensure that they make maximum use of all data. This data will be made available to the Principal and LTP on a routine basis.	September 2011-June 2012
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	With the introduction of systemwide processes, including Power School, School Net, and Learnia, the school will have access to timely data including disaggregated statewide assessment scores, school performance, and aggregated classroom level data. Qualitative data from multiple classroom observations by principal, school administrators, peer-reviewers and external partners will also be provided.	September 2011-June 2012

	Teachers will be provided data on the students they teach. The Data Team will disaggregate data from students' statewide assessments during the month of August to maximize planning at the start of the school year. Means for the school to disaggregate and display data to reflect current instructional goals will be established by the Data Team.	
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The program at Barringer High School will assure that all student are part of one of the school's three small learning communities/academies: • Aerospace and Technology Academy • Visual Arts/Graphic Design Academy • Law and International Studies Academy In addition to providing students with access to a core high school curriculum aligned with state standards, these three academies integrate CTE courses where students can undertake specific career related activities which prepare them to enter college or work directly from high school. The Aerospace and Technology Academy/Program, Barringer's magnet academy, will continue to provide a technology-based learning environment supported by a strong curriculum that appeals to students having a variety of learning styles. This program integrates advanced mathematics, science, and technology to ensure that students acquire the skills necessary to excel in college and in various careers of the aerospace industry. The Aerospace and Technology Academy/Program will provide valuable experiences for Barringer High School students which prepare them for a wide variety of jobs such as those available at nearby Newark Liberty International Airport. The Visual Arts and Graphic Design Academy offers students with an interest in the visual arts the opportunity to select courses that can prepare them for postsecondary advanced studies or for a faster entry into visual arts or design-related occupations. The balance between artistic development and academic preparation is at the center of is academic program. The Visual Arts and Graphic Design Academy uses a totally interactive program of job-oriented, hands-on instruction that focuses on skills necessary to gain entrance to high-quality university/college programs or career success. The Barringer High School Law and International Studies Academy provides students with a career-focused curriculum that offers them the opportunity to understand the basis of the American legal system, how to read and discuss the law, and how they can become leaders in their local as well as global communities.	September 2011- June 2012

	Through the Instructional Cycle, teachers are expected to have used multiple forms of formative and summative assessments for each unit. Instruction will be based on data obtained from state (NJPASS) and district assessments (NJASK/HSPA). Therefore, all instructional practices will be aligned to state standards and benchmarks. During Grade Level/departmental Team meetings, teachers will review test data and discuss results. Barringer High School will create a Data Committee which will be trained in the use of data. The collected data is used to determine which objectives require re-teaching or remediation and for which individual or groups of students. In addition to summative assessments, all diagnostics, progress checks and end of year summative assessments are inputted into the "Mastery Tracker." Teachers use this data to inform their instructional cycle. In order to facilitate this, all staff will receive PD in the effective implementation of Understanding by Design (UBD).	
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	During the Summer Institute, all staff will receive training in data-driven instruction, including: • Data analysis, including individual student and cohort tracking to identify value- added growth • Summative Assessment and State Test Review • Quarterly Formative Assessment Review The school will institute four "Data Days" throughout the year (paid Saturdays). One data day will be scheduled prior to the start of every cycle in September, November, March, and April). Data days are days set aside for the disaggregation of data and to readjust long- term plans. Students are not in session on these Saturdays.	September 2011-June 2012
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teachers and administrator teams meet to review data and plan improvement.	Based on the data (obtained from the previous cycle's criterion-reference tests, benchmark assessments, formative and summative assessments-data days), teachers and staff will plan upcoming units/lessons. Teachers will also provide an ongoing, individual learning path based on data obtained from various sources. This path will follow students throughout their high school career, with adjustments made throughout. Barringer believes the only way to ensure teachers fully understand what students have learned is to administer various assessments throughout the year. Barringer utilizes the following assessments to gauge student mastery of subject/grade level material: • Diagnostics • Interim assessments • Final exams • Summative unit assessments	September 2011-June 2012

	• Formative assessments • Performance assessments • NJASK (*New Jersey Assessment of Skills and Knowledge*) • NJPASS grades 9 & 10 • HSPA During Grade Level and Department planning time, staff members monitor and evaluate the assessment results and plan for further improvement.	

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

Implementation Guidance

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
Using and integrating technology-based supports and interventions as part of the instructional program	This includes evaluating how teachers can: • Articulate that technology is an essential component in planning and delivering instruction • Detail how technology can/has been used to increase student achievement • Demonstrate an understanding of technology (discuss and show knowledge of how to use eboards, clickers, etc.)	September 2011-June 2012

Transformation SIG Required Activity – 7a Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students		
Implementation Guidance "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	Evidence-based research indicates that a number of approaches are vital to making effective use of the extended school day/year and increasing learning time. The first step in expanding learning time is to review the existing school schedule, customs, and practices to ensure that maximum benefit is gained from the total available time by: • Improving time management, increase the proportion of time spent on academic subjects • Adopting alternative academic calendars to maximize the amount of time available for student learning • Determining how to restructure the school day so that the students who need the most support receive it • Creating a plan for monitoring the progress of the extended learning time initiatives as well as for continuous learning. • Implementing professional development to aid teachers in using extra school time effectively, including teaching in the 80-minute block. Extended learning time options include: • extending the day for all students, and integrating out-of school activities within the daily schedule • lengthening the time students spend in core academic classes • implement transition programs or credit recovery classes • create community partnerships where students participate in internships or on-line/web based classes • offering after school or supplementary education services for students – particularly helpful for low income and minority students • providing alternate Saturday schools as a means of expanding learning time.	September 2011-June 2012

	• extending the school year by up to 20 days, providing up to 5 additional hours of learning time • recruiting and selecting teachers for after school and Saturday interventions, SAT college prep • creating local partnerships with businesses and organizations to support the extended time initiative.	
2. The LEA identifies community needs and partnership opportunities.	Through its three small learning communities, Barringer High School already has a wide range of community partnerships, most notably with Newark Liberty International Airport. Members of the airport staff work in conjunction with *Communities to School* to implement an advisor/mentor program with students enrolled in the Aerospace and Technology Academy. Several officials of Newark Liberty International Airport are members of the Aerospace and Technology Academy Advisory Board. During the implementation of the SIG project, the school will build on existing relationships to enhance community links, with a particular focus on the Visual Arts and Graphic Design Academy and the School Law and International Studies Academy.	September 2011-June 2012
3. The LEA allocates funding for extended-learning programs.	The LEA has agreed to allocate funds for extended learning hours including the Saturday Academy. These funds will pay staff stipends and for transportation. The LEA, the school, and the Lead Transformation Partner will also seek outside funding, or payment in kind, from philanthropic organizations and local businesses to assist the community and families.	September 2011-June 2012
4. The LEA supports school leadership in developing and sustaining community partnerships.	Barringer High School is located in the North Ward of Newark with organizations such as La Casa Don Pedro, NJIT, Rutgers-Newark, ASPIRA, and The Boys and Girls Club. They will be invited (and supported by the LEA and school) to provide students with embedded school-day tutoring and assistance.	September 2011-June 2012
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	Teachers will collaborate, plan, and engage in PD within and across grades and subjects to: • Create PLC time for teachers of like students to collaborate on planning, various strategies, student services, and professional development. • Understand student outcomes and develop next steps in student learning (vertical alignment) • Implement project-based learning • implement reading and writing across the curriculum	September 2011-June 2012

	The LEA and the Lead Transformation Partner will provide ongoing Continuing Professional Development for staff which will ensure that the extended learning program is aligned with the school curriculum. These will include, for example • Understanding by Design • Common Priority Planning • Professional Learning Communities	
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	A sub-committee of the school Data Team will develop monitoring and evaluation processes and procedures to assess the progress and impact of all extended learning time activities. They will track trends in data involving specific initiatives, such as the Saturday Academy and student academic growth. This assessment will include stakeholder surveys.	September 2011-June 2012

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	Students will be exposed to a strong rigorous curriculum closely aligned with New Jersey state standards and additional local standards. Teachers will work collaboratively to create comprehensive, rigorous long-term unit and lesson plans using Wiggins and McTigue's *Understanding By Design* method of backwards planning. Collaborative planning will ensure that the curriculum is vertically aligned and articulated so that each grade builds upon the previous and prepares for the next. Through diagnostics, teachers will meet students at their individual academic levels, including English language learners and those with special needs. Teachers will use formative and summative assessments to gather real-time data to inform their individual, small group, and whole class instruction. Through tracking and precise planning, all students will approach grade-level at a developmentally appropriate rate. The school will create a comprehensive social services program that will provide social and emotional support through community-oriented services and supports.	September 2011-June 2012
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with	Many in the school community do not think that Newark's children have equal access to a high-quality education that prepares them to be ready for college and life. To this end, Barringer is working to build a school community that develops globally-minded students. The Careers and Workforce Development Specialist and the School Counselor	September 2011-June 2012

community and local government).	will work closely with the School Leadership Team and the LEA to develop effective community partnerships.	
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	The school will develop a Community Partnership Stakeholders Committee to develop and review services to be offered at the school site The Community Partnership Stakeholders Committee (Subcommittee of SLC the) will include: two teachers (1 teacher per department), the guidance counselor, social worker, Supervisor of Student Support Services, administrator, school nurse, community representatives, two students, and two parents.	September 2011-June 2012
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The school will provide a range of PD, facilitated by external partners, including the LTP, with experience and expertise in community- based learning that will involve partnering organizations working alongside teachers on educational programming and curricular integration. Community organizations will be welcomed into the schools during the instructional school day to work with teachers and students. These activities will be designed to enable staff members to gain the confidence which they will need to actively embrace and work effectively with partnership organizations	September 2011-June 2012
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	Community leaders will be actively encouraged to visit the school and as guest leaders both at staff PD and community events. The school will establish a Community Partnership Committee which will report back to all stakeholders. Monthly stakeholders meetings will insure that all stakeholders share a vision and mission for the school.	September 2011-June 2012

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	To develop students' social and emotional skills, each student will participate in an advisory. These advisory periods will serve as a space for students to develop close, positive relationships with teachers and peers. In order to ensure the effective implementation of effective advisories, Barringer High School will engage an outside provider who will provide technical assistance and PD aligned with the recommendations contained in the highly acclaimed "Breaking Ranks" by the National Association of Secondary School Principals. There will be an expansion of Barringer High School's social-emotional services program. As modeled by Global Efficiency Consulting Network, Inc., through its Project Phoenix, this program will lead students, parents, faculty, staff and administrators through a series of reflective, intellectual, and practical exercises designed to strengthen the disciplinary component of the student as an individual and the school community. The program fosters a higher level of academic achievement by targeting behavior problems that hinder self-discipline and the learning process. The program empowers the individual and the school community by developing effective methods of addressing behavior issues that influence the school culture. The program design includes work with the school faculty and staff, students, and parents through Bio-Psycho-Social Wellness program, Character Education program, Family-Centered Activities, and purposeful collaboration with community organizations so that the student, family, and school all understand the practices necessary to modify behavior problems. The program is designed to prevent, reduce,	September 2011-June 2012

	and respond effectively to behavioral problems at their root. All faculty, staff, and administrators will be trained in this school-based mental health initiative. In addition, a Supervisor of Student Support Services will be hired who will be skilled in working with non-classified adolescents whose behavior is not conducive to learning. **Phase One.** The first step will be a school assessment including interviews with students, faculty, staff and administrators, classroom observations, and a review of school data regarding disciplinary issues. This assessment will the basis for step two when team leaders apply the information gathered in formulating a plan that centers on tailored behavioral disciplinary modules involving specific tolls/instruments for measuring the effects of the module's performance. Step three will be a series of innovative and engaging training methods in behavioral modification techniques for administrators and staff, including but not be limited to, identification of intervention skills, appropriate selection of intervention skills, intervention skill follow-up, peer mediation strategies, conflict resolution, and collecting and using data. Step four will coaching administrators and staff in the use of their newly acquired skills and providing additional technical assistance as needed. The team overseeing the expansion of the school's social and emotional learning program will track and monitor the use of the skills when collecting data for feedback sessions. Step five includes meetings with faculty, staff, and administrators to present data and extend clarity on the program, a vital component to securing the effectiveness of the program. This will promote efficiency and efficacy and provide technical assistance. Adjustments to the program can be discussed and decisions made to that the program will always be targeted to Barringer High School's needs. **Phase Two** will begin implementation of services to students. The first step will be to obtain the most up-to-date, relevant data pertaining to the student in need of assistance. Once a student has been recommended for services, the Project Phoenix team (consisting of psychologist, social worker, case worker, mentor, and nurse) will meet with any appropriate stakeholders to compose a complete picture of the student's	

	behavioral needs. During the second step, the team will employ one or more of the program's five core components, as appropriate, to address the behavioral needs of the student and his or her family. The core components are : • Health Awareness – health screenings and assessments, health education groups (such as HIV/Aids or Teen Pregnancy), Use of Medications and dependency Issues, and Coping Issues. • Clinical Services – Prevention, Intervention and Treatments, Comprehensive Assessments, Psycho-Educational Groups, Psychotherapy groups, Individual Psychotherapy sessions as needed, Art Therapy • Support Services that enhance the level of care and efficiency of services – Case Management, Consultation with Interdisciplinary Teams, Family Support Services and Support Groups for Inclusion- identified students • Life Skills Services – Character Education Modules of Focused Plans to Success, Character Development Psycho-Education Groups, Self -Esteem programs, Problem-Solving Skills, Adaptive Social and Coping Skills, Emotional Intelligence, Peer to Peer Intervention, College Preparedness Programs and Trauma Milieu • Citizenship Development – Civic Engagement, Community Service, Internships, and Talent Search • Program Incentives – Teacher Appreciation Day, Student Appreciation Day, Family Appreciation Day, Internships, Work Study placements, Celebration of Learning The third step of phase two will provide feedback to and assessment by faculty, staff, parents, students, community members, and Project Phoenix members. It will use a triangulation method of assessment whereby interviews, data and observations are used to assess and feedback information regarding the effectiveness of the program and to make any needed adjustments. The school will also address social skills in the schoolwide curriculum. We will: • Establish a schoolwide student social skills program • Provide professional development on the schoolwide social skills program • Institute a schoolwide discipline tracker reward system • Develop a safe space for extreme behavior situations • Provide collaboration time for teachers regarding common students • Professional development on dealing with different social and behavior issues • Provide school-embedded social services for children	

	• Offer extended learning opportunities • Create an on-line centralized system for documentation of IR&S • Implement a peer mediation program for students The School will also establish a Conflict Resolution Task Force. – Social Worker/ Supervisor of Student Support Services train student peers – Youth Court Partnership (peer discipline/review) – Peer Group Counseling (PGC) through Princeton Leadership	

Transformation SIG Required Activity - 8
Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school transformation organization or an EMO).

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	In order to transform the school there has to be a strategic operational change of the role for the principal from the managerial leader to the instructional leader, resulting in increased in time spent on improving teaching and learning. Educators acknowledge and research confirms that administrative duties greatly reduce the time and focus that principals can devote to instruction. However, principals have so far been unable to find a way to overcome this time barrier. Barringer High School needs the autonomy and flexibility to modify the staffing structures to create at least two key operational positions both of which are designed to enable the principal to appropriately delegate specific management tasks to other staff. These additional positions will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership 1. **Chief School Academic Officer** – Barringer High School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There are various SAM models, but to transform Barringer High School, we advocate the creation of this new full time operational position. 2. **Supervisor of Student Support Services** - The Supervisor of Student Support Services will be responsible for supporting teachers with behavioral intervention and student discipline issues for both classified and non-classified students. This full-time position will incrementally increase student and school achievement beyond what might otherwise be possible. In addition to the position cited above, the LEA will appoint an LTP who will work in partnership with the LEA and the school. The LTP will use research-based strategies that provide an immediate and dramatic turnaround in student achievement. The LTP will have all the necessary staff, knowledge, skills, experience and expertise to provide technical assistance and day to day support, including high quality job-embedded professional development, which	September 2011-June 2012

	will be required to transform Barringer High School. The LTP will also coordinate the work of other outside providers to ensure that all the interventions are fully aligned with the Barringer High School Transformation Plan. The school community believes in creating an environment where the focus is in developing our students into responsible, intelligent, and creative citizens. The school's academic program is designed to develop students into globally minded citizens. Students are at the center of the learning experience and internalize that intelligence is not something you are born with, but something you work hard to develop. Students are empowered to take charge of their education and challenge themselves to create opportunities otherwise not available. Through a global perspective and authentic inquiry- based learning experiences, students will learn to be socially conscious and caring citizens who are concerned with improving themselves and their community. Our students and staff will use technology on a daily basis and engage with each other and those around the world in creative and authentic ways to build global mindedness. Barringer believes that an open-door policy focused on exchanging best practices with local, national, and global schools, will promote a community of learners. Through a balance of effective instructional practices, constantly improving students and staff, and efficient school building systems, Barringer will strive to become an exemplar school.	
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular. the LEA will actively promote and develop: • Higher education pathways among staff • Develop Professional Learning Communities within and across transformation schools • Peer Assistance models • Support teacher internships	September 2011-June 2012
3. The LEA has established annual goals for student achievement.	The LEA will establish annual goals for student achievement. These goals will be disaggregated by grade level and sub-groups, including male and female students. School and grade-level goals will be shared with all staff.	September 2011-June 2012
4. The LEA has ongoing diagnostic programs in place to assess annual	Barringer believes the only way to ensure that teachers fully understand what students have learned is to administer various assessments throughout the year. Barringer utilizes the	September 2011-June 2012

goals for student learning and effective practice.	following assessments to gauge student mastery of grade level material: • Diagnostics • Interim assessments • Final exams • Summative unit assessments • Formative assessments • Performance assessments • NJASK8 (New Jersey Assessment of Skills and Knowledge for Eighth Grade) • NJPASS grades 9 & 10 • HSPA	
5. The LEA and school share student progress data with parents and students.	Students will be aware of achievement data through individual student portfolios and ongoing discussions with their personal learning mentors. Parents will be introduced to the student progress data at an initial meeting at the start of the academic year This initial meeting will be followed by invitations to participate in the Parents University, which will provide a series of planned activities throughout the year to assist parents in understanding what their children are learning, how they are learning, and the progress they are making. The school Report Cards will include formative assessment data. Parent Conferences will be mandated for all students four times a year. These conferences will be offered at different times of the day. For parents who are house-bound or otherwise unable to come to the school, the school will either make home visits or provide the information via conference calls.	September 2011-June 2012

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- a) Allowing the school to be run under a new governance arrangement, such as a transformation division within the LEA or SEA; or b) Implementing a per-pupil school-based budget formula that is weighted based on		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
Alternative Governance	The LEA has established the Office of Innovation and Change, to which SIG schools will report. The Chief of Innovation and Change is a member of the district cabinet. There is also a SIG Director who reports directly to the Superintendent. School leaders will report directly to the Office of Innovation and Change and will be outside the district's geographical regional structure.	September 2011-June 2012
School Based Budget	One-year school-based budget for FY 2011-2012 incorporates Achievement Benchmarks, Title I Unified Plans, School-Based Action Plans, CAPA Prioritizing Goals, school visits and walk-throughs, as well as the District Strategic Plan. The purpose is to ensure that schools and district work as a unified, simplified, coordinated, and collaborative system focusing on school improvement. The goal is to focus on the entire PK – 12 spectrums. Schools must ensure that every student in grades PK – 12 masters the New Jersey Core Curriculum Content Standards, examine formative and state assessment data, NCLB – Adequate Yearly Progress data to develop budgets that address the needs of all subgroups. The process has been designed so that the annual budget meets and fulfills federal, state, and district requirements. In addition to a district budget which is based upon student enrollment (general education, special education, at-risk free- and reduced-priced lunch), Title I, IDEA, and other grants will be used.	September 2011-June 2012

Transformation SIG Required Activity – 9 Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
Implementation Guidance The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school and its Lead Transformation Partner will produce quarterly reports on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development. The school will also report on the results of: • Diagnostic Assessments given in August • Formative Assessments for math, LAL, and science given two times throughout the year • Summative Assessment for math, LAL and science in June	September 2011
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school have data systems in place which allow for the collection and transfer of data and production of reports on all nine leading indicators. The Student Academic Services Team (including the Technology Coordinator, two teachers, the guidance counselor, the Supervisor of Student Support Services, the school's media and reading specialists, and administrators along with the LTP) will monitor the nine metrics. Each member of the team will be responsible for compiling and monitoring an assigned metric and supplying the appropriate data.	September 2011

Form S-8

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ANNUAL STUDENT TARGETS

LEA : Newark Public Schools **Name of School:** Barringer High

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 9	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	SPA	40.4%	46.3%	57.1%	69.9%	SPA	11.5%	20.4%	36.3%	55.4%
Students with Disabilities	SPA	15.5%	24.0%	39.2%	57.4%	SPA	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	SPA	2.1%	11.9%	29.5%	50.7%	SPA	2.1%	11.9%	29.5%	50.7%
White	SPA					SPA				
African-American	SPA	49.6%	54.6%	63.7%	74.6%	SPA	13.2%	21.9%	37.5%	56.3%
Asian/Pacific Islander	SPA					SPA				
American Indian/Native American	SPA					SPA				
Hispanic	SPA	36.2%	42.6%	54.1%	67.8%	SPA	10.4%	19.4%	35.5%	54.9%
Others	SPA					SPA				
Economically Disadvantaged	SPA	41.9%	47.7%	58.2%	70.7%	SPA	12.5%	21.3%	37.0%	55.9%

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools **Name of School:** Barringer High

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 10	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	SPA	14.8%	23.3%	38.6%	57.0%	SPA	11.7%	20.5%	36.4%	55.5%
Students with Disabilities	SPA	1.0%	10.9%	28.7%	50.1%	SPA	1.0%	10.9%	28.7%	50.1%
Limited English Proficient Students	SPA	0.0%	10.0%	28.0%	49.6%	SPA	1.5%	11.3%	29.1%	50.4%
White	SPA					SPA				
African-American	SPA	18.3%	26.4%	41.1%	58.8%	SPA	13.9%	22.5%	38.0%	56.6%
Asian/Pacific Islander	SPA					SPA				
American Indian/Native American	SPA					SPA				
Hispanic	SPA	13.2%	21.8%	37.5%	56.2%	SPA	10.5%	19.5%	35.6%	54.9%
Others	SPA					SPA				
Economically Disadvantaged	SPA	16.1%	24.5%	39.6%	57.7%	SPA	11.4%	20.2%	36.2%	55.3%

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools **Name of School:** Barringer High

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 11	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	36.1%	42.5%	54.0%	67.8%	State Assessment	24.0%	31.6%	45.3%	61.7%
Students with Disabilities	State Assessment	24.5%	32.1%	45.6%	61.9%	State Assessment	9.6%	18.6%	34.9%	54.4%
Limited English Proficient Students	State Assessment	5.4%	14.9%	31.9%	52.3%	State Assessment	18.9%	27.0%	41.6%	59.1%
White	State Assessment					State Assessment				
African-American	State Assessment	34.5%	41.1%	52.8%	67.0%	State Assessment	23.2%	30.9%	44.7%	61.3%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment	36.4%	42.8%	54.2%	67.9%	State Assessment	24.2%	31.8%	45.4%	61.8%
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	38.6%	44.7%	55.8%	69.1%	State Assessment	26.0%	33.4%	46.7%	62.7%

Form S-8

Date: August 15, 2011

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools **Name of School:** Barringer High

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Verbal/Essay				MATHEMATICS				
For Each Grade Span: 12	SAT	Baseline	2012 Target	2013 Target	2014 Target	SAT	Baseline	2012 Target	2013 Target	2014 Target
Total Students	SAT	332/337	388/391	444/445	500/499	SAT	358	412	466	520
Students with Disabilities	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
Limited English Proficient Students	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
White	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
African-American	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
Asian/Pacific Islander	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
American Indian/Native American	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
Hispanic	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
Others	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA
Economically Disadvantaged	SAT	NA	NA	NA	NA	SAT	NA	NA	NA	NA

Form S-9
Use only one model template for each school.

Date: August 15, 2011

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA: Newark Public Schools **Name of School:** Barringer High School

SIG Required Activity – 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model.
SMART Goal:	**By September 1, 2011 a new Principal will be chosen who demonstrates educational transformation through high quality professional development and reformed leadership for all instructional staff.**
Indicators of Success:	1. The principal who led the school prior to commencement of the transformation model has been replaced. 2. The school has a new principal, who has been in place for less than a year. 3. The new principal has the skills and attributes to be a transformational leader.
SBR Practice to Address Goal:	*NJ Educator Effectiveness Task Force, 2011* *Achievement through Teaching Excellence: NPS,2010* *Educational Leadership Policy Standards, ISSLC* *Accomplished Principal Standards, National Board*

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The LEA identifies the key leadership behaviors needed to improve instruction and promote change	Superintendent		Job description Person specification	Δ			
2	The LEA agrees and publishes selection and recruitment criteria, processes and procedures	Superintendent HRS		Leadership Competencies Recruitment process	Δ			
3	LEA reviews capabilities and capacity of the recently appointed Principal to be transformation leader	Superintendent		LEA review criteria	Δ			
4	LEA affirms Principal appointment	Superintendent HRS		Letter of appointment	Δ			
5	The LEA establishes a pipeline of potential turnaround leaders	Superintendent HRS		NJ Educator Effectiveness Task Force, March 2011 Leadership Academy	Δ	Δ	Δ	Δ
6	LEA actively encourages the development of a collaborative School Leadership Team	Superintendent SIG Project Director	Budget Form A Budget Form C Budget Form D	SLT structures	Δ	Δ	Δ	Δ

7	The school develops a collaborative School Leadership Team with shared responsibility for developing and guiding the school's learning agenda	Principal NTO SIG Project Director	Budget Form A Budget Form C Budget Form D	SLT membership SLT roles and responsibilities SLT minutes Staff surveys	Δ	Δ	Δ	Δ

SIG Required Activity – 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.
SMART Goal:	**75% of the teachers at both campuses will be deemed proficient or distinguished by the end of the third quarter as measured by the Charlotte Danielson Framework for Teaching including 50% of the measurement geared toward student achievement.**
Indicators of Success:	1. Teachers will know what behaviors, practices, and results are expected of them and by what metrics they will be evaluated. 2. Results from observations, test scores, and more will clearly delineate strengths and weaknesses and provide a path for improvement through a modified PD plan. 3. By the end of Year 1, 75% of teachers will implement teaching styles that promote interactive learning and provide opportunities for students to develop critical thinking skills.
SBR Practice to Address Goal:	Achievement through Teaching Excellence: NPS Educational Leadership Policy Standards, ISSLC Accomplished Principal Standards, National Board The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson Measures of Effective Teaching (MET) Project

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	All staff will be given the opportunity to submit transfer requests	Superintendent HR SIG Project Director	Budget Form A Budget Form C Budget Form D	Staff transfer request invite	Δ			
2	Agree and adopt set of local competencies to measure the effectiveness of all staff	Superintendent SIG Project Director HR NTU, CASA	Budget Form A Budget Form C Budget Form D	Locally agreed criteria	Δ			
3	Evaluate all existing staff against the locally adopted competencies	Principal SIG Project Director	Budget Form A Budget Form C Budget Form D	Teacher evaluations	Δ			
4	Agree on titles and job descriptions for all positions at the transformation school	SIG Project Director HR NTU, CASA	Budget Form A Budget Form C Budget Form D	Job Descriptions	Δ			
5	Advertise all staff positions at the transformation school	Principal SIG Project Director HR	Budget Form A Budget Form C Budget Form D	Advertized posts	Δ			

6	Recruit, select, and hire the staff for the commencement of the transformation model	SIG Project Director HR Principal	Budget Form A Budget Form C Budget Form D	Hiring processes CVs	Δ			
7	Ensure that all new hires meet the agreed competencies for working in the transformation environment	SIG Project Director HR Principal LTP	Budget Form A Budget Form C Budget Form D	CVs Lesson Observations	Δ			
8	SEA and LEA document evaluation process	NTO SIG Project Director	Budget Form A Budget Form C Budget Form D	Evaluation process	Δ			
9	All administrators are provided training in the evaluation process	SIG Project Director NTU and CASA	Budget Form A Budget Form C Budget Form D	PD program PD evaluations	Δ	Δ		
10	Schedule training dates for the summer.	Principal Chief Academic Officer	Budget Form A Budget Form C Budget Form D	PD schedule	Δ			
11	The quality and appropriateness of the evaluation process is monitored, evaluated, reviewed, and revised	SIG Project Director NTO LTP	Budget Form A Budget Form C Budget Form D	Evaluation process Evaluation report Revised protocols	Δ	Δ	Δ	Δ
12	The staff evaluation process uses multiple measures including student achievements, student growth and observations	SIG Project Director NTO LTP	Budget Form A Budget Form C Budget Form D	Staff evaluation protocols procedures	Δ	Δ	Δ	Δ
13	The LEA monitors the evaluation process and reviews results.	SIG Project Director	Budget Form A Budget Form C Budget Form D	Staff evaluations Staff surveys Student surveys	Δ	Δ	Δ	Δ
14	Provide training for administrators and key district staff in Effective Classroom Observation	LTP	Budget Form A Budget Form C Budget Form D	PD Program PD Evaluation	Δ	Δ		
16	Conduct mentored classroom observations and walkthroughs to determine the use of the strategies	Principal LTP	Budget Form A Budget Form C Budget Form D	Achievement through Teaching Excellence: NPS	Δ	Δ	Δ	Δ
17	Schedule classroom walkthroughs and informal observations.	Administration Principal LTP	Budget Form A Budget Form C Budget Form D	Achievement through Teaching Excellence: NPS	Δ	Δ	Δ	Δ
18	Evaluation of student performance data – summative and formative.	Principal LTP	Budget Form A Budget Form C Budget Form D	Learnia Power School student achievement data	Δ	Δ	Δ	Δ
19	Use of classroom survey tool to triangulate students' views of teacher effectiveness with observations and data sets	Principal LTP	Budget Form A Budget Form C Budget Form D	Measures of Effective Teaching (MET) Project	Δ			Δ

SIG Required Activity – 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.
SMART Goal:	**100% of school leaders, teachers, and other staff will be evaluated a minimum of four times during the 2011-2012 school year using a performance review based on a transparent system, which enables the identification and reward of school leaders, teachers and other staff who have met the agreed-upon criteria and the removal of those who have not improved their professional practice by the end of the fourth quarter.**
Indicators of Success:	1. All school leaders, teachers and other staff, are evaluated a minimum of four times annually using a performance review based on a transparent system. 2. All school leaders, teachers and other staff, who have implemented this model and increased student achievement have been identified and rewarded. 3. All school leaders, teacher and other staff, who have not improved their professional practice, after having been afforded ample opportunity to do so, are identified and removed.
SBR Practice to Address Goal:	*Achievement through Teaching Excellence: NPS* *Educational Leadership Policy Standards,* ISSLC *Accomplished Principal Standards,* National Board *The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Develop a performance-related incentive scale that includes student achievement and classroom related measures	SIG Project Director Principal NTU and CASA	Budget Form A Budget Form C Budget Form D	Performance Management	Δ			
2	Develop a valid, transparent method for deciding whether criteria for performance based incentives have been met	SIG Project Director Principal NTU and CASA	Budget Form A Budget Form C Budget Form D	Performance Management	Δ			
3	Develop and implement policies and procedures for performance-based dismissals	SIG Project Director NTU and CASA	Budget Form A Budget Form C Budget Form D	LEA HR policy School HR Policy	Δ			
4	Fully implement the agreed-upon performance evaluation system for all school leaders	SIG Project Director	Budget Form A Budget Form C Budget Form D	School leader performance evaluation records	Δ			
5	Ensure that all school leaders receive an annual summative evaluation statement which incorporates the data gathered throughout the year.	SIG Project Director	Budget Form A Budget Form C Budget Form D	School leader annual evaluation statements				Δ
6	Ensure that all school leaders who have improved their professional practice and increased student achievement are rewarded	SIG Project Director	Budget Form A Budget Form C Budget Form D	Statements of school leader annual rewards and incentives				Δ

7	Ensure that any school leaders who have not improved their professional practice are removed	Superintendent SIG Project Director	Budget Form A Budget Form C Budget Form D	School leader retention and removal records				Δ
8	Agree upon a transparent system of Performance Evaluation for all teachers and other staff	Superintendent Principal NTU and CASA	Budget Form A Budget Form C Budget Form D	Achievement Through Teaching Excellence	Δ			
9	Agree upon a system of rewards and incentives for all teachers and other staff	SIG Project Director	Budget Form A Budget Form C Budget Form D	Achievement Through Teaching Excellence	Δ			
10	Agree upon transparent processes and procedures for the removal of teachers and other staff who have not improved their professional practice	SIG Project Director	Budget Form A Budget Form C Budget Form D	Inefficiency teacher change process	Δ			
11	Fully implement the agreed-upon performance evaluation system for all teachers and other staff	SIG Project Director Principal	Budget Form A Budget Form C Budget Form D	Teacher and other staff performance evaluation records	Δ	Δ	Δ	Δ
12	Implement a mentor/buddy system for collaboration and collegial support purposes	Principal LTP	Budget Form A Budget Form C Budget Form D	Buddy / mentor list Staff feedback	Δ			
13	Ensure that all teachers and other staff, receive an annual summative evaluation statement which incorporates the data gathered throughout the year	Principal LTP SIG Project Director	Budget Form A Budget Form C Budget Form D	Teacher and other staff annual evaluation statements				Δ
14	Ensure that all teachers and other staff who have improved their professional practice and increased student achievement are rewarded	Superintendent SIG Project Director NTU and CASA	Budget Form A Budget Form C Budget Form D	Statements of teacher and other staff annual rewards and incentives				Δ
15	Develop hiring procedures and budget lines to support recruitment and hiring of high quality teachers	Superintendent HR Principal	Budget Form A Budget Form C Budget Form D	Recruitment policy and procedures	Δ			
16	Ensure school is not required to accept a teacher without mutual consent of the teacher and the Principal	SIG Project Director	Budget Form A Budget Form C Budget Form D	Transfer guidelines	Δ			
17	Establish positions which enable the school to transform the faculty structure	Principal SIG Project Director HR LTP	Budget Form A Budget Form C Budget Form D	Faculty structure	Δ			
18	LEA and school provide targeted assistance to under-performing teachers	SIG Project Director Principal LTP NPS Staff Development	Budget Form A Budget Form C Budget Form D	LEA HR policy School HR Policy	Δ	Δ	Δ	Δ

19	Ensure that any teachers and other staff who have not improved their professional practice are removed	SIG Project Director Principal HR	Budget Form A Budget Form C Budget Form D	Teacher and other staff School leader retention and removal records				Δ

SIG Required Activity – 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	**By the end of the third quarter, 75% of the teachers at both campuses will incorporate into their teaching repertoire the best practices that will move them from being teacher-centered to student-centered classrooms.**
Indicators of Success:	1. Teachers' formative assessments have a positive impact on planning and learning for individual students; students are more engaged in learning. 2. By the end of Year 1, 75% of teachers will implement teaching styles that promote interactive learning and provide opportunities for students to develop critical thinking skills with greater links between LAL and Math skills and other subjects. 3. An increase in student satisfaction survey results following embedded PD.
SBR Practice to Address Goal:	Micro-Society Parent University School Net Power School

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	**Q1**	**Q2**	**Q3**	**Q4**
1	Develop a comprehensive plan and regular schedule of differentiated/school focused PD based on survey of teachers' needs and classroom observations	Principal LTP	Budget Form A Budget Form C	Comprehensive PD plan PD program PD evaluations	Δ			
2	School schedule designed to enable all staff to receive regular ongoing PD	Principal	Budget Form A	School schedule	Δ	Δ	Δ	Δ
3	School provides job-embedded PD to all staff	Principal LTP	Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
4	On- and off-site learning walks	Principal LTP NTO	Budget Form A Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
5	PD on best practices for implementing teaching in 80-minute block (90-minute blocks at Barringer 9)	Principal Lead Transformation Partner (LTP)	Budget Form C	PD program PD evaluations	Δ			
6	Provide teachers with assistance in using common planning time	Principal LTP	Budget Form C	PD program PD evaluations	Δ			
7	PD on the effective implementation of PLCs	LTP	Budget Form C	PD program PD evaluations	Δ			

8	LEA provides PD that equips teachers with competencies needed to apply evidence- and standards-based practices effectively	LEA LTP	Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
9	APD on Common Priorities Planning	LTP	Budget Form C	PD program PD evaluations	Δ			
10	PD on the use of Understanding by Design	LTP	Budget Form C	PD program PD evaluations		Δ		
11	PD on 21st Century skills	Principal LTP	Budget Form C	PD program PD evaluations			Δ	Δ
12	Summer Institute/retreat to develop teachers' understanding of data-driven instruction	Principal LTP	Budget Form C	PD program PD evaluations	Δ			
13	Enhance the role and define the function of PLCs to focus on student achievement data and growth and develop a consistent approach to inquiry learning and student centered learning	Administration, Chairs LTP	Budget Form C	Roles and responsibilities	Δ			
14	Reserve bi-weekly meetings for specific, targeted, and differentiated PD	Principal PLC chairs LTP	Budget Form C	PD program PD evaluation	Δ	Δ	Δ	Δ
15	Schedule at least 4 whole days of PD into school calendar	Principal	Budget Form A Budget Form C	School schedule	Δ	Δ	Δ	Δ
16	All staff have PD plans with individual learning goals	Principal Teachers LTP	Budget Form C	PD personalized plans				
17	PD on Effective Classroom Observation	LTP	Budget Form C	PD program PD evaluations	Δ			
18	PD on implementing Effective walkthroughs/learning walks	LTP	Budget Form C	PD program PD evaluations	Δ			
19	PD on the Scrutiny of student work	LTP	Budget Form C	PD program PD evaluations		Δ		
20	PD on The Art and Science of Teaching	LTP	Budget Form C	PD program PD evaluations	Δ			
21	Provide opportunities for regular peer observations based on evaluation of skills by administrators and scrutiny of data	Administration Department chairs LTP	Budget Form C	Peer observations schedule LO reports	Δ	Δ	Δ	Δ
22	On-going staff development on formative assessment (Assessment for Learning) and differentiated instruction	LTP	Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
23	PD on designing teaching and learning goals and objectives	LTP	Budget Form C	PD program PD evaluations	Δ			

24	PD on differentiated instruction	LTP	Budget Form C	PD program PD evaluations	Δ			
25	PD on formative assessments and standards-based curriculum	LTP	Budget Form C	PD program PD evaluations	Δ			
26	Relevant and ongoing staff development for all staff in reading and writing in all subject areas aligned to language arts	English Department Chair, Administration	Budget Form C	PD program PD evaluations	Δ			
27	Staff development on Literacy Strategies for the entire staff (all disciplines)	English Department Chair LTP	Budget Form C	PD program PD evaluations	Δ			
28	Review samples of student work in subject departments to provide teachers with additional feedback to improve the quality of instruction	Administration English Department Chair LTP	Budget Form C	Student work scrutiny sheets	Δ			
29	PD on implementing Academic Interventions (RtI)	Principal LTP	Budget Form C	PD program PD evaluation	Δ			
30	Scheduled Power Preps	Principal LTP	Budget Form C	Power Prep schedule	Δ	Δ	Δ	Δ
31	PD on implementing Critical Friends model within PLCs	LTP Supervisor of Student Support Services	Budget Form C	PLC minutes Staff feedback	Δ			
32	PD on promoting student efficacy and motivation for learning – classroom management	LTP Supervisor of Student Support Services	Budget Form C	PD program PD evaluations	Δ			
33	PD on promoting Positive Behavior Strategies – classroom management	LTP Supervisor of Student Support Services	Budget Form C	PD program PD evaluations	Δ			
34	Targeted PD for administrators linked to leading and managing change, supervising staff, working with resistant staff, monitoring, evaluation and review	LEA SIG Project Director Principal LTP	Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
35	Develop and issue series of RFPs linked to the SIG fund PD strategies	SIG Project Director Procurement Office		RFPs	Δ			
36	School selects PD providers from the vetted RFP applications	SIG Project Director Principal Procurement office		RFPs	Δ			
37	Provide approval oversight to PD provider selected by the school	SIG Project Director NTO		Monitoring reports	Δ	Δ	Δ	Δ
38	Using the teacher-leader model, provide leadership opportunities for staff aspiring to become school leaders	SIG Project Director Principal PLC chairs NTU and CASA		PD program PD evaluations	Δ	Δ	Δ	Δ

39	Hold 'graduate' college fair to encourage staff to take PD linked to college credits and to advanced degrees	Principal		Graduate Fair programs	Δ			

SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
SMART Goal:	**100% of the new staff recruited for both campuses will be HQT with experience and expertise in an urban setting. HQT staff at both campuses will be retained and staff who do not meet the needs of the students as determined during performance reviews and evaluations, will be transferred out of the school by the end of the fourth quarter.**
Indicators of Success:	1.100% of all new recruits are HQT. 2. All recruits, including beginning teachers, have experience and expertise in working in an urban setting. 3. All HQT are retained, except for those who retire, or gain promotion or a leadership position. 4. All eligible staff not meeting the needs of the students as determined during performance reviews and evaluations are transferred out of the school.
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson International

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Appoint outside providers who are committed to building local capacity	SIG Project Director Principal LTP	Budget Form A Budget Form C Budget Form D	Outside provider MOUs	Δ			
2	LEA modifies school budget to ensure school has appropriate devolved autonomy	SIG Project Director NPS Budget Office	Budget Form A Budget Form C Budget Form D	Delegated budget Roles and Responsibilities	Δ			
3	Develop hiring procedures and budget lines to support recruitment and hiring of highly qualified teachers (HQTs)	SIG Project Director Principal HR NTU and CASA	Budget Form A Budget Form C Budget Form D	Recruitment policy and procedures	Δ			
4	Establish positions which enable the school to transform the faculty structure	SIG Project Director Principal HR	Budget Form A Budget Form C Budget Form D	Faculty structure	Δ			
5	Ensure that student have equal access to highly qualified teachers (HQTs)	SIG Project Director Principal HR	Budget Form A Budget Form C Budget Form D	HQT list Staff deployment	Δ			
5	Implement best practice hiring procedures	SIG Project Director HR	Budget Form A Budget Form C Budget Form D	Hiring procedures	Δ			

6	LEA invest in long-term development of instructional leadership capacity	HR NPS Staff Development	Budget Form A Budget Form C Budget Form D	Leadership training	Δ			
7	Develop higher education pathways	SIG Project Director Principal HR NTU and CASA	Budget Form A Budget Form C Budget Form D	HE pathways	Δ			
8	Institute PLCs for instructional staff across SIG schools	Principal	Budget Form A Budget Form C Budget Form D	PLC structure	Δ			
9	Develop teacher internships	Principal	Budget Form A Budget Form C Budget Form D	Teacher internship program		Δ		
10	LEA delegates leadership to school administrators	SIG Project Director	Budget Form A Budget Form C Budget Form D	Administrators roles and responsibilities	Δ			
11	SIG schools report directly to SIG Project Director (outside the geographical regional management structure)	SIG Project Director	Budget Form A Budget Form C Budget Form D	Line management	Δ			
12	Provide job-embedded PD to promote leadership at all levels	Principal LTP	Budget Form A Budget Form C Budget Form D	Leadership PD program	Δ	Δ	Δ	Δ
13	Implement non-monetary incentives for performance	SIG Project Director NTU and CASA	Budget Form A Budget Form C Budget Form D	Incentives scheme	Δ			

SIG Required Activity – 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	From September 1, 2011 to June 30, 2012, 100 percent of teachers will know how to use data so they can explain expectations and assessment criteria and provide feedback that is timely, specific and constructive.
Indicators of Success:	1. The school uses data to identify instructional programs. 2. All instructional programs are research-based and aligned with state academic standards. 3. The school has well-developed pacing guides which ensure alignment across grade levels. 4. Classroom observations and scrutiny of student work clearly demonstrate that staff are using data to inform and differentiate instruction in order to meet the academic needs of individual students.
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson *Beyond the Numbers: Making Data Work for Teachers & School Leaders,* Stephen White

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Teachers use the Instructional Cycle to determine multiple forms of formative and summative assessments for each unit	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	Instructional Cycle	Δ			
2.	Teachers utilize School Net to track interim assessment data	Principal Department leaders LTP	Budget Form A Budget Form C	Teacher data files School Net	Δ	Δ	Δ	Δ
3	Provide PD on the use of Common Priorities Planning	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	Δ			
4	Provide PD on the use of Understanding by Design for backward planning	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	Δ			
5	Provide PD to ensure that teachers use data to drive instructional change both at grade level and vertically across the grades	Principal Grade leaders Department leaders	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	Δ			

		LTP						
6	Provide PD to ensure teachers have a good understanding of differentiation to enable them to plan more effectively	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	Lesson Plans Classroom observations	Δ			
7	PD provided on the effective use of formative assessments	Principal Grade leaders Department leaders Reading Specialist Math Specialist LTP	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	Δ			
8	Teachers track and use student data to promote personalized learning for all students	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	Teacher data files Lesson Plans Classroom observations	Δ	Δ	Δ	Δ
9	Teachers use the data inputted into the 'Mastery Tracker" to inform instructional cycle	Principal Grade leaders Department leaders LTP	Budget Form A Budget Form C	Mastery file Lesson Plans Classroom observations	Δ	Δ		
10	Provide PD on data-driven instruction at Summer Institute	Principal LTP	Budget Form A Budget Form C	Summer institute schedule PED evaluation	Δ			
11	Establish data committee chaired by Data Specialist	Principal	Budget Form A Budget Form C	Data team minutes	Δ			
12	Staff use a range of assessments to gauge mastery at grade level	Principal LTP	Budget Form A Budget Form C	Lesson Plans Lesson Observations	Δ	Δ	Δ	Δ
13	Create school, department, and teacher data walls; use data to guide instruction	Principal LTP	Budget Form A Budget Form C	Data walls Lesson Observations	Δ	Δ	Δ	Δ
14	Institute 'data days'- one day prior to the start of every cycle to ensure data guides planning, preparation, and instruction	Principal LTP	Budget Form A Budget Form C	Data day schedule Minutes of Data meeting Lesson Observations	Δ	Δ	Δ	Δ
15	Provide PD for staff on the use and integration of technology as part of instructional program	Principal LTP	Budget Form A Budget Form C	PD program PD evaluations	Δ			
16	Ensure all classrooms are fully equipped with relevant technology (such as SMART boards and laptops) to allow all students equitable access to technology	Principal PLC chairs Procurement Office	Budget Form A Budget Form C	IT purchases Lesson observations Student surveys	Δ	Δ	Δ	Δ
17	Develop and schedule common planning time	Principal LTP	Budget Form A Budget Form C	School schedule	Δ			

18	Monitor and evaluate teacher preparation and planning to ensure data is used to guide instruction	Principal Administrators Team Leaders LTP	Budget Form C	Monitoring reports	Δ	Δ	Δ	Δ
19	Undertake regular classroom monitoring to ensure classroom planning is embedded in practice	Principal Administrators Team leaders SIG Project Director LTP	Budget Form C	Monitoring reports Teacher evaluations	Δ	Δ	Δ	Δ

SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.
SMART Goal:	**By September 1, 2011, Barringer High School will increase learning time by a minimum of one hour per day for 160 days for all students in order to increase their mastery of state academic standards.**
Indicators of Success:	1. Students have increased learning time by the start of Year 1. 2. Students have the opportunity to participate in community-related activities.
SBR Practice to Address Goal:	*Effective Implementation of School Improvement Grants,* Center on Innovation & Improvement. (n.d.). *SES Partners for change: Public schools and community-based organizations*. Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Administrators review the research and best practices to provide extended learning time	Principal	Budget Form A	Committee minutes	Δ			
2	Recommend extended year and extending learning time	Principal		School schedule	Δ			
3	Review the length and pattern of the school year	Principal Grade Leaders Department Leaders	Budget Form A	Committee minutes	Δ			
4	Consult with all stakeholders on the options for extending the school year	Principal	Budget Form A	Stakeholder meeting sign in sheets Minutes of meeting	Δ			
5	Extend the length of the school year for all students that gains support from all stakeholders. Likely options include: • Adding up to 20 more days to the school year • Implementing alternate Saturday schools (mornings only) for all students • Implementing summer school	Principal Grade Leaders Department Leaders	Budget Form A	Revised school calendar				Δ
6	Establish a stakeholder committee to review and evaluate community needs and partnership opportunities	Principal LTP	Budget Form A Budget Form C	Committee minutes	Δ			
7	Consult with stakeholders, including Town Hall meetings, focus groups, and surveys	Principal LTP	Budget Form A Budget Form C	Meeting schedule Signing in sheets	Δ			
8	Develop and implement opportunities for students to participate in community-related activities	Principal LTP	Budget Form A	New program	Δ			

9	Monitor and evaluate the impact of the community-related activities	Principal LTP	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ			
10	Review and revise the community-related activities	Principal LTP	Budget Form A Budget Form C	Revised Program	Δ			
11	Develop and implement opportunities to enhance family and community engagement	Principal LTP	Budget Form A	New program	Δ			
12	Monitor and evaluate the impact of the family and community engagement	Principal LTP	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ			
13	Review and revise the family and community engagement program	Principal LTP	Budget Form A Budget Form C	Revised Program	Δ			
14	Ensure LEA allocates funding for extended learning programs	SIG Project Director	Budget Form A	Budget allocation	Δ			
15	Work with LEA to develop and sustain community partnerships	SIG Project Director Principal	Budget Form A	Meeting minutes Community partners	Δ	Δ	Δ	Δ
16	Provide PD to ensure that extended-learning programs are aligned with school curriculum	LEA Principal LTP	Budget Form C	PD Program PD evaluation	Δ			
17	Establish monitoring and evaluation procedures to assess the progress of extended-learning programs	Principal LTP	Budget Form C	Monitoring process Monitoring report	Δ	Δ	Δ	Δ

SIG Required Activity – 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.
SMART Goal:	**The school will increase by 10% the range of opportunities provided for family and community engagement by the end of the fourth quarter that will increase their knowledge about demonstrations of learning.**
Indicators of Success:	1. The school has developed an extensive range of family and community engagement programs. 2. Stakeholder surveys indicate that 70% of parents are satisfied with the range and access to programs.
SBR Practice to Address Goal:	*Partners for change: Public schools and community-based organizations*. Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Review and evaluate the existing school curriculum	Principal School Leadership Team LTP	Budget Form C	Curriculum review	Δ			
2	Provide PD on the use of Understanding by Design to support backwards planning	Principal LTP	Budget Form C	PD program PD evaluation	Δ			
3	Ensure planned curriculum is rigorous and fully aligned with state and district standards	Principal LTP	Budget Form C	PD program PD evaluation	Δ	Δ	Δ	Δ
4	Establish pacing guidelines for all grades and subjects which ensure that the curriculum is vertically and horizontally aligned	Principal LTP	Budget Form C	Pacing guides	Δ			
5	Undertake regular classroom evaluations to ensure that the delivered curriculum is in line with the planned curriculum	Principal LTP	Budget Form C	Lesson observation schedule LO reports	Δ	Δ	Δ	Δ
6	Appoint Career & Workforce Development Specialist	SIG Project Director Principal HR	Budget Form A	Appointment letter	Δ			
7	Establish stakeholders committee to review research on family and community engagement	Principal Career & Workforce Development Specialist	Budget Form A	Committee minutes	Δ			
8	Review and evaluate existing community-oriented programs provided by the school	Career & Workforce Development Specialist	Budget Form A	Existing program,	Δ		Δ	
9	Consult with stakeholders, including Town Hall meetings, focus groups, and surveys	Principal LTP	Budget Form A Budget Form C	Meeting schedule Signing in sheets	Δ			
10	Provide PD to ensure that staff members work effectively with partnering organizations	Principal LTP	Budget Form C	PD program PD evaluation	Δ			

11	Develop and implement opportunities for students to participate in community-related activities	Career & Workforce Development Specialist	Budget Form A	New program	Δ			
12	Monitor and evaluate the impact of the community-related activities	Principal Career & Workforce Development Specialist LTP Supervisor of Student Support Services	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ		Δ	
13	Review and revise the community related activities	Career & Workforce Development Specialist	Budget Form A	Revised Program	Δ		Δ	
14	Develop and implement opportunities to enhance family and community engagement	Career & Workforce Development Specialist Supervisor of Student Support Services	Budget Form A	New program	Δ			
15	Monitor and evaluate the impact of the family and community engagement	Principal LTP	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ		Δ	
16	Review and revise the family and community engagement program	Principal Career & Workforce Development Specialist LTP	Budget Form A Budget Form C	Revised Program	Δ			
17	Provide PD on the effective implementation of advisory programs	Principal LTP Supervisor of Student Support Services	Budget Form C	PD program PD evaluation	Δ			
18	Implement effective advisory programs for all students	Principal LTP Supervisor of Student Support Services	Budget Form C	Advisory schedule	Δ			
19	Monitor and evaluate the impact of advisories	Principal LTP Supervisor of Student Support Services	Budget Form C	Monitoring report	Δ		Δ	
20	Provide PD for staff on the effective implementation of social skills programs	LTP Supervisor of Student Support Services	Budget Form C	PD program PD evaluation	Δ			
21	Design and implement a Social Emotional Aspects of Leaning (SEAL) program for all students	Principal LTP Supervisor of Student	Budget Form C	SEAL program,	Δ			

		Support Services						
22	Monitor and evaluate the impact of the SEAL program	Principal School Leadership Team Supervisor of Student Support Services	Budget Form A	Monitoring report	Δ		Δ	
23	Implement conflict resolution task force	Principal School Leadership Team Supervisor of Student Support Services	Budget Form A	Task force membership	Δ			
24	Recruit and train peer mediators	Task force LTP Supervisor of Student Support Services	Budget Form C	Training program, Student feedback	Δ			
25	Introduce peer-group counseling program	Task force Supervisor of Student Support Services	Budget Form A	Peer mentoring program	Δ	Δ	Δ	Δ
26	Monitor and evaluate the impact of the peer-group counseling program	Principal Task Force Supervisor of Student Support Services	Budget Form A	Evaluation report	Δ			

SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
SMART Goal:	**The school will gain sufficient operational flexibility to allow it to fully implement the agreed-upon comprehensive transformation approach, including the ability to select its Lead Transformation Partner Organization by the end of the first quarter,**
Indicators of Success:	1. The LEA delegates enhanced operational flexibility to the school in the areas of staffing, calendar/time, and budgeting. 2. The school selects an external Lead Transformation Partner (LTP) organization. 3. The external Lead Transformation Partner organization provides high-quality technical assistance. 4. The LEA, the school, and the external Lead Transformation Partner work collaboratively to substantially improve student achievement outcomes.
SBR Practice to Address Goal:	*Exploring the pathway to rapid district improvement* Lane, B. (2009).. Lincoln, IL: *School boards: Focus on school performance, not money and patronage* Hill, P. T. (2003).

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	**Q1**	**Q2**	**Q3**	**Q4**
1	The LEA and the school work in partnership to develop LEA systems and processes	SIG Project Director Principal		LEA systems and processes	Δ			
2	The LEA delegates operational flexibility to the school	SIG Project Director	Budget Form A	MOU / SLA	Δ			
3	The LEA systems for anticipating and addressing school staffing, instructional, and operational needs operate in a timely, efficient, and effective manner	SIG Project Director		LEA HR procedures LEA budget timelines Stakeholder surveys	Δ			
4	Appoint Chief School Academic Officer	Principal HR	Budget Form A	Letter of appointment	Δ			
5	Appoint Supervisor of Student Support Services	Principal HR	Budget Form A	Letter of appointment	Δ			
6	The school has sufficient autonomy to develop its own instructional program, provided that it meets or exceeds all mandatory state standards	SIG Project Director Principal		MOU / SLA	Δ			
7	Provide PD for aspirational leaders	SIG Project Director Principal	Budget Form C	PD Program PD evaluation	Δ			

		LTP NPS Staff Development Chief Academic Officer						
8	The LEA establishes a pipeline of potential transformation leaders	SIG Project Director NTU and CASA		NJ Educator Effectiveness Task Force, March 2011 Leadership Academy	Δ	Δ	Δ	Δ
9	LEA actively encourages the development of a collaborative school leadership team	SIG Project Director NTU and CASA		SLT structures	Δ	Δ	Δ	Δ
10	The school develops a collaborative School Leadership Team with shared responsibility for developing and guiding the school's learning agenda	Principal NTO		SLT membership SLT roles/ responsibilities SLT minutes Staff surveys	Δ	Δ	Δ	Δ
11	Establish PLCs for leaders across the SIG schools	SIG Project Director		PLC structure PLC minutes	Δ			
12	Establish Peer Assistance model	Principal		Peer assistance model Teacher feedback	Δ	Δ	Δ	Δ
13	Develop teacher internships	Principal	Budget Form A	Internship program	Δ			
14	Establish annual goals for student achievement	SIG Project Director	Budget Form A	School targets	Δ			
15	Disaggregate whole school goals by sub-groups, including male and female	SIG Project Director LTP	Budget Form A Budget Form C	Disaggregated targets	Δ			
16	Ensure school and grade-level goals are shared with all staff	Principal LTP	Budget Form A Budget Form C	School and grade goals	Δ			
17	Establish multiple assessment measures to gauge mastery of grade-level material	Principal LTP	Budget Form A Budget Form C	Multiple measures	Δ	Δ	Δ	Δ
18	Establish student portfolios	Principal School Leadership Team		Student portfolios	Δ			
19	Ensure students discuss their individual learning goals with mentors	Principal		Mentor schedule Student surveys	Δ	Δ	Δ	Δ
20	Hold initial parents meeting to ensure they are aware of student progress data, and student targets	Principal School Leadership Team LTP	Budget Form A Budget Form C	Parents meeting schedule Attendance register	Δ			
21	Hold quarterly meetings to ensure all parents are informed of student progress	Principal School Leadership Team LTP	Budget Form A Budget Form C	Parents meeting schedule Attendance register	Δ	Δ	Δ	Δ
22	Establish a Parents University program	Principal	Budget Form A	Parents University program	Δ			
23	Provide opportunities for parents to participate in Parents University	Principal	Budget Form A	Invitations to PU	Δ	Δ	Δ	Δ
24	LEA establishes a SIG office to enable new	Superintendent		LEA structure	Δ			

	governance arrangements			SIG Office roles				
25	Principal reports directly to SIG Project Director	Superintendent Principal		Line management structure	Δ			

SIG Required Activity – 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	**From September 1, 2011 to June 30, 2012, 100 percent of teachers will know how to use data so they can explain expectations and assessment criteria and provide feedback that is timely, specific and constructive.**
Indicators of Success:	1. A data collection system is established which covers all nine leading indicators. 2. The data can be easily transferred between the school and the LEA. 3. The data collection system will generate the data in a format which facilitates the production of reports. 4. Reports are reviewed with appropriate staff and programmatic changes are made as needed. 5. A marked increase in progress and success in meeting the leading indicators of the grant.
SBR Practice to Address Goal:	*Exploring the pathway to rapid district improvement* Lane, B. (2009).. Lincoln, IL: *School boards: Focus on school performance, not money and patronage* Hill, P. T. (2003).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	School identifies interim success criteria for the nine indicators	SIG Project Director Principal	Budget Form A	SIG KPIs	Δ			
2	LEA establishes processes and procedures to collect and analyze data at various key points during the year.	Superintendent	Budget Form C	LEA data policy and procedures	Δ			
3	School and its Lead Transformation Partner produce required quarterly reports on progress against all nine leading indicators and the respective success criteria	SIG Project Director Principal LTP	Budget Form C	Quarterly reports	Δ	Δ	Δ	Δ
4	Quarterly reports highlight key successes and areas for development	SIG Project Director Principal LTP	Budget Form C	Quarterly reports	Δ	Δ	Δ	Δ

New Jersey State Department of Education
EXPENDITURE REPORT

Agreement No. 12000040

(24) NEWARK CITY
Grantee Name
2 CEDAR STREET
Address
NEWARK, NJ 07102-3015
City State Zip
(25) School Improvement Grant (SIG)YR1/3
NGO Title

☐ **FINAL REPORT** *(check if final)*

(26) **Reporting Period:**
From To

(27) **Basis of Report**
☐ Cash
☐ Accrued Expenditures
☐ Other *(Explain on separate sheet of paper)*

BUDGET CATEGORY	OBJ. CODE	(28) APPROVED BUDGET			(29) CUMULATIVE EXPENDITURES			
INSTRUCTION	**100 Series**	**State**	**Federal**	**Other**	**State**	**Federal**	**Other**	**Special Purpose**
Personal Services — Salaries	100		631,200					
Purchased Prof. & Tech Svcs.	300		7,000					
Other Purchased Services	500							
Supplies and Materials	600		40,202					
Other Objects	800							
SUBTOTAL — INSTRUCTION			678,402					
SUPPORT SERVICES	**200 Series**							
Personal Services — Salaries	100		760,518					
Personal Svcs.— Emp. Benefits	200		181,210					
Purchased Prof. & Tech Svcs.	300		147,000					
Purchased Prof. Ed. Svcs. *Subgrant Cost Summary*	320							
Purchased Property Services	400							
Other Purchased Services	500		11,400					
Travel	580		1,720					
Supplies and Materials	600		18,250					
Other Objects	800		12,500					
Indirect Costs	860							
SUBTOTAL— SUPPORT SERVICES			1132598					
FACILITIES ACQUISITION & CONSTRUCTION SERVICES	**400 Series**							
Buildings	720							
Instructional Equipment	731		189,000					
Non-Instructional Equipment	732							
SUBTOTAL — FACILITIES			189,000					
TOTAL COST			2000000					
LESS PROGRAM INCOME								
NET TOTAL COST			2000000					

This form must be used when submitting interim or final fiscal reports. **The report must be signed by the grant recipient agency's chief fiscal officer.**

I hereby certify that this report is true and correct to the best of my knowledge and that all expenditures reported herein have been in accordance with the terms and conditions of this grant agreement.

(30) PRINT NAME and TITLE SIGNATURE DATE

DISTRIBUTION: WHITE—DOE Grants Management BLUE—Grantee GREEN—DOE Program Officer PINK—DOE Budget Office CANARY—Grantee Project Director GOLDENROD—DOE TA

FINAL

Form S-16

NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: **Newark Public Schools**

School Name: Barringer High School

County/LEA/School Code: **13/ 3570 /020**

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

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	GRANT FUNDS REQUESTED FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL COST SUMMARY (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			631,200 ✓		
Purchased Prof. & Tech Svcs.	100-300			7,000 ✓		
Other Purchased Services	100-500					
Supplies and Materials	100-600			~~52,702~~ ✓	40,702	
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				~~690,902~~	678,402	
SUPPORT SERVICES						
Personal Services - Salaries	200-100			760,518 ✓		
Personal Svcs - Emp. Benefits	200-200			181,210 ✓		
Purchased Prof. & Tech Svcs.	200-300			147,000 ✓		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500			11,400		
Travel	200-580			1,720 ✓		
Supplies and Materials	200-600			~~29,650~~ ✓	18250	
Other Objects	200-800			12,500 ✓		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				~~1,120,098~~	1132598	-
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			189,000 ✓		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				189,000 ✓		-
TOTAL COSTS				2,000,000		-

Business Administrator/Chief Fiscal Officer

Date 9/2/11

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer 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.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 7a, 8	100-100	Certified teachers (extended learning time) - Barringer 9 only	$49/hr x 240 hrs x 49 staff = $576,240 (NPS to offset cost by contributing $250,000 in non-SIG grant local funds) -574,240	326,240
Activity 7a, 8	100-100	Certified teachers (extended learning time) - Barringer 10 & 11	$49/hr x 160 hrs x 44 staff = $344,960 (NPS to offset cost by contributing $150,000 in non-SIG grant local funds)	194,960
Activity 7a, 8	100-100	Certified teachers (extended learning time) - Barringer 12	$49/hr x 160 hrs x 20 staff = $156,800 (NPS to offset cost by contributing $100,000 in non-SIG grant local funds)	56,800
Activity 7a, 8	100-100	Teacher Aides (extended learning time) - Barringer 9 only	$19/hr x 240 hrs x 5 aides = $22,800	22,800
Activity 7a, 8	100-100	Teacher Aides (extended learning time) - Barringer 10 - 12	$19/hr x 160hrs x 10 aides	30,400
			Total 100-100	631,200
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-100	District SIG Project Director	Full time position: $120,000 x 15% (This position is noted within Barringer's Grant for information purposes only. Barringer's SIG funding will NOT be used to support this position; rather, the cost will be proportionately shared among the district's other SIG schools.)	0
Activity 1, 2, 3, 4, 5, 6, 7a, 8	200-100	Chief School Academic Officer	Full time position: $115,000 x 100%	115,000
Activity 4, 7b	200-100	Supervisor of Student Support Services	Full time position: $90,000 x 100%	90,000
Activity 4, 7b	200-100	Career and Workforce Development Specialist	Full time position: $60,000 x 100%	60,000

200-100 265,000

100-100 631,200

9/2/11

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer 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.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 1, 2, 3, 4, 5, 6, 7a	200-100	Supplemental pay for Team Building Visioning and Planning. Time allotted for reconstituted school staff to work with new school leadership on implementing the model. (Pre-implementation)	$49/hr x 6.5 hrs x 5 days x 75 staff	119,438
Activity 7a, 8	200-100	Support staff (Nurse, Rdg, Math & Behavioral Specialists, SW, Guidance Counselor, Tech Coord) ELT - Barringer 9 only	$49/hr x 240 hrs x 7 staff	82,320
Activity 7a, 8	200-100	Support staff (Nurse, Rdg, Math & Behavioral Specialists, SW, Guidance Counselor, Tech Coord) ELT - Barringer 10-12	$49/hr x160 hrs x 14 staff	109,760
Activity 7a, 8	200-100	Non-instructional staff (Principal, VPs, Dept. Chairs, Operations Manager) - Barringer 9 only	$96/hr x 240 hrs x 2 staff	46,080
Activity 7a, 8	200-100	Non-instructional staff (Principal, VPs, Dept. Chairs, Operations Manager) - Barringer 10-12	$96/hr x 160 hrs x 6 staff	92,160
Activity 7a, 8	200-100	School Clerk - ELT - Barringer 9 only	$32/hr x 240 hrs x 2 staff	15,360

200-100
465,118

9/21

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer 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.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 7a, 8	200-100	School Clerk - ELT - Barringer 10 - 12	$32/hr x 160 hrs x 2 staff	10,240
Activity 1, 2, 3, 4, 5, 6, 7a, 9	200-100	Supplemental pay for Principals to attend NJDOE Leadership Institute for 2 weeks in the summer	$96/hr x 7hrs/day x 10 days x 3 ($13,440 Pre-implementation)	20,160
			Total 200-100	760,518
			Total	1,391,718

200-100
30,400

9/2/11

Barringer	7.65%	7.67%	5%	1.39%	8,525.00	3.166%	
	FICA	TPAF	PERS	WKCOM	HEALTH	NTU	TOTAL
578,000	44,217			8,034			52,251
53,200	4,070			739			4,809
115,000	8,798	8,821		1,599	8,525	3,166	30,908
90,000	6,885	6,903		1,251	8,525	3,166	26,730
60,000	4,590	4,602		834	8,525	3,166	21,717
119,438	9,137			1,660			10,797
192,080	14,694			2,670			17,364
138,240	10,575			1,922			12,497
25,600	1,958			356			2,314
20,160	1,542			280			1,822
	106,466	20,326	-	19,345	25,575	9,498	181,210

S-12

BUDGET DETAIL FORM B

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

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant
School Name: Barringer High School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.67%	PERS 5.00%	WRKR'S COMP 1.39%	UNEMPLY. 0.00%	DISABIL. 3.50%	HEALTH flat fee $8,525	OTHER SPECIFY: Per Emply $ 3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Certified Teachers	578,000	44,217			8,034					9.04%	52,251
Teacher Aides (ELT)	53,200	4,070			739					9.04%	4,809
Chief School Academic Officer	115,000	8,798	8,821		1,599			8,525	3,166	26.88%	30809 ~~30,908~~
Supervisor of Student Support Services	90,000	6,885	6,903		1,251			8,525	3,166	29.70%	26,730
Career and Workforce Development Specialist	60,000	4,590	4,602		834			8,525	3,166	36.20%	21,717
Team Building Visioning & Planning	119,438	9,137			1,660					9.04%	10,797
Support Staff (ELT)	192,080	14,694			2,670					9.04%	17,364
Non-Instructional	138,240	10,575			1,922					9.04%	12,497
School Clerks (ELT)	25,600	1,958			356					9.04%	2,314
NJDOE Leadership Institute	20,160	1,542			280					9.04%	1,822
TOTAL	1,391,718	106,466	20,326	-	19,345	-	-	25,575	9,498	13.02%	181,210

S-13

BUDGET DETAIL FORM C

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

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer High School | **SUBGRANTEE:**

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

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	*Time =*	*Grant Req.*
Activity 7a, 7b, 8	100-300	Parent Involvement: Honorarium for speakers	$500.00	4	$2,000.00
Activity 7a, 8	100-300	Student Leadership Training Cadre of students trained to promote school wide anti-violence and anti-drug campaigns and provide leadership.	$5,000	1	$5,000.00
		Total 100-300			$7,000.00
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-300	External Turnaround Partners: Under individual professional services contracts, external experts shall be brought into Barringer to work with the 10 Department Chairs (8 Barringer and 2 Barringer 9,) in the following manner: (1) expert in data and student achievement; (1) expert in instructional improvement at the classroom level (demonstrations of learning, lesson planning, student engagement, etc.; and (1) student achievement improvement through creation and analysis of formative and summative assessment. Each expert will work with the DCs who in turn will roll out to instructional staff. Each expert will work with the DCs for one 2-day week per quarter plus two individual follow-up days during each quarter, totaling 16 days each per school year. 16 days x 3 people x $1500 per day = $72,000. Keep at 16 days in year 2; reduce to and to 12 days in Year 3	$1,500.00	48	$72,000.00

200-300 / 72,000

100-300 / 7,000

9/2/11

S-13

BUDGET DETAIL FORM C

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

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer High School | **SUBGRANTEE:**

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

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	*Time* =	*Grant Req.*
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-300	External Turnaround Partner: Under an individual professional services contract, an external expert will work with the school, its student and its instructional leaders to address students at risk. In addition to refining focus of the internal academics and their development, individual will also serve with outreach with students, folding in community-based and faith organizations and others, and expanding the curriculum to better engage disengaged students, especially Latinos and African-American males, will be the focus. 120 days at $500 per day = $60,000. No Benefits.	$500.00	120	$60,000.00
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-300	External Provider: Set-aside amount to individually, or through collectively joining with other district SIG and/or non-district SIG schools, to secure the Danielson Group, or like vendor, to assist Barringer with a enhanced incorporation of student achievement to instructional and administrative staff evaluation.	$1,500.00	10	$15,000.00
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-300	External Consultant: District Data Analysis Aggregation Specialist @ $100,000 to oversee all district SIG funding and other activities of the district's SIG schools. This position is noted within Barringer's Grant for information purposes only. Barringer's SIG funding will NOT be used to support this position; rather, the cost will be proportionately shared among the district's other SIG schools.	$0.00	0	$0.00

200-300
75,000

9/2/11

S-13

BUDGET DETAIL FORM C

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

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer High School | **SUBGRANTEE:**

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

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	*Time*	*= Grant Req.*
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 8, 9	200-300	External Consultant: District SIG Grant Program Fiscal and Administrative Specialist @ $100,000 to oversee all fiscal and administrative/clerical aspects of all district SIG schools. This position is noted within Barringer's Grant for information purposes only. Barringer's SIG funding will NOT be used to support this position; rather, the cost will be proportionately shared among the district's other SIG schools.	$0.00	0	$0.00
		Total 100-300			$147,000.00

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer 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.

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	*x Q*	*= GR*
Activity 4, 6, 7a, 7b, 8	100-600	Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff.	$10,000.00	1	$10,000 ✓
Activity 4, 6, 7a, 7b, 8	100-600	Supplies and Materials needed for the incorporation of formative and summative assessment at both Barringer High Schools. (Placed in Supply line at present; however, may need to be placed within contracted services if a vendor is alternatively used.) 100-600	$30,202.00	1	$30,202 ✓
Activity 4, 6, 7a, 7b, 8	200-800 ~~100-600~~	Supplies relative to REWARDS AND INCENTIVES to teachers and teacher groups for instructional improvement. Working in concert, Barringer 9 and Barringer HS will produce an application process for instructional staff, in groups or as individuals, to "win" mini-grants for instructional improvement. Mini-grants will be awarded for individual teachers ($500,) Partnering 2-person teacher groups ($1,250,) Mutli-teacher/content area groups ($2,500,) or school-wide Department level concepts ($5,000). To ensure objectivity, assigned NTO will steer review committee.	$12,500.00	1	$12,500 ✓
		Total 100-600			~~$52,702~~

200-800 12,500

100-600 40,202

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Barringer 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.

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	*x Q*	*= GR*
Activity 7a, 7b, 8	200-600	Supplies for Parental Involvement Activities. Costs associated with year-round parental involvement activities including Take away materials for Family Literacy and Financial Literacy@ $4,000 per year. ($1,000 of which will be for pre-implementation)	$4,000.00	1	$4,000 ✓
	200-600	Supplies needed to equip 2 Principals, 5 Vice Principals, 2 other School Administrators and 10 Department Chairs with Ipads and/or other tablet devices to facilitate improvement of spot observations, classroom walkthroughs, formal observations and formal evaluations. This project will tie in not only to instructional improvement but will be incoprorated into the SIG-required EE4NJ/Teacher evaluation overhaul. 19 units @ $750 each = $14,250. 200-600.	$750	19	$14,250
	500 ~~200-600~~	Monthly Verizon or other career service costs $50/month x 12 months = $600 x 19 units = $11,400. 200-600. Service only Years 2 and 3.	$600/mth ~~$1,350.00~~	19	$11,400 ~~$25,650~~ ✓
		~~Total 200-600~~			~~$29,650~~

200-500
$11,400

200-600
18250

9/2/11

S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: 5/26/2011
Revised: 8/15/2011

NGO TITLE: School Improvement Grant
SCHOOL NAME: Barringer 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.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION		UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
				UC	*x Q*	*= GR*
Activity 4, 6 7b	400-731	Equipment needed: SMART Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment		$5,250.00	36	$189,000
		SMART Board details				
		77" Interactive Whiteboard	2,360.00			
		SD Format Image	499.00			
		Audio System	247.00			
		On-Site Installation	760.00			
		Installation Materials	570.00			
		Security Devices	159.00			
		Epson PowerLite 83+ Projector	570.00			
		Surge Protector	7.00			
		Patch Cables	12.00			
		Shipping/handling ($198/3 boards = $66 per board)	66.00			
					36	$189,000

400-731
159,000

9/2/11 JP

S-16

BUDGET DETAIL FORM F

Date: 5/26/2011
Revised: 8/15/2011

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

NGO TITLE: School Improvement Grant

SUBGRANTEE:

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PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Activity 1, 2, 3, 4, 5, 6, 7a, 7b, 9	200-580	Travel for Principals to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x $.31 per mile = $620. Toll= $12 per day x 20 days = $240; x 2 persons. Budget Detail Form F, 200-580 ($860 for Pre-implementation)	1,720
		Total 200-580	1,720

200-500
1720

9/2/11