Form S-1

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

SECTION I:

NGO#:**11-SG02-H03** Title: School Improvement Grant

SECTION II, PART A:

Internal use only	School Code	Type	Region	Sequence

School Name
Malcolm X. Shabazz High School

School Address
80 Johnson Avenue

School City, State, Zip
Newark, New Jersey 07108

Grade Span of School
Grades 9-12

School Principal Name
Gemar Mills

Phone #
(973) 733-6974

School Program Director Name
Darleen Gearhart

School Program Director Telephone
(973) 733-7364

School Program Director Fax/email
(973) 733-7240
DGearhart@NPS.K12.NJ.US

Total amount of funds requested for school application: Year 2 $1,979,386 Year 3 $1,417,589

Duration of the Year 2 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
Certification of Chief School Administrator

September 6, 2011
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 050).

Signature of Chief School Administrator

State District Superintendent
Title

8/15/2011
Date

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

Form S-1

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.
- The district and the school(s) will partner with the NJDOE's Network Turnaround Officer assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Malcolm X Shabazz High School
Applicant School

September 19, 2011

Form S-2

LEA Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*DBA-Malcolm X Shabazz High School*
Address	*80 Johnson Avenue, Newark NJ 07108*
DUNS number	*105022669*
Expiration Date of CCR registration	*2/18/2012*
Congressional District	NJ-10

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 *Date*

Cami Anderson, State District Superintendent
Name and Title

Form S-3

Date: May 26, 2011 **Page** ____ **of** ____

YEAR 2 PROJECT ABSTRACT

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

Mission	The staff of Malcolm X. Shabazz High School is committed to the educational growth of our students. We have a vested interest in improving the relationship between the school, the parents, and the community. We believe that our students can learn and develop all skills that will assist them in becoming productive citizens. Therefore, we will channel our knowledge and efforts to enable our students to become assets to themselves, their families, and society.
Vision	All students entering Malcolm X. Shabazz High School will graduate on time and will be college bound and/or career ready.
Project Implementation Summary	**Background** Malcolm X Shabazz High School, located in the South Ward, is one of six comprehensive high schools in Newark. The school is governed by one Principal and four Vice Principals who oversee a total of approximately 942 students (2009-2010) and 65 teachers (2010-2011). Malcolm X Shabazz High School has suffered from a culture of failure for many years. As such, much of Year 1 was devoted to establishing a culture and climate conducive to learning in order to begin fostering enhanced student achievement. A third administrative team in three years was brought in for the 2010-2011 school year, so a period of time was needed to develop trust among administrators, staff and students. Through consistent disciplinary procedures and activities to foster community and collaboration, a significant improvement in school climate was achieved. During Year 2 of implementation of the School Improvement Grant, we will maintain an improvement in school climate, while focusing intently on improving student achievement in a rapid manner. The Year 2 project builds on the Year 1 project to dramatically turn around school climate and academic results through instructional improvements, curriculum alignment, data driven professional learning communities, embedded professional development, integrated technology for instruction, Small Learning Communities, enhanced personal development for students, family and community outreach, and

	results oriented leadership. ***Instructional Improvements*** More intensive professional development is needed in Mathematics and Language Arts Literacy for all teachers, as evidenced by the 2011 HSPA scores. As such, we will be hiring curriculum consultants to provide extensive coaching to teachers in these areas in terms of lesson pacing, instructional delivery and using data to guide instruction. They will work in collaboration with our Professional Development provider and will be in the classroom with teachers several times a week. Weekly assessments will be given, and instruction will be modified and differentiated according to students' needs. In addition, an Academic Officer will be hired to assist in creating professional development opportunities that will address the needs of teachers and administrators. This individual will work closely with the Principal and all members of the administrative team to ensure that teachers are equipped to deliver high quality instruction daily. The Academic Officer will focus solely on data driven instructional improvement and will report directly to the Principal. Monthly incentives for teachers will be offered and will be based around their attendance, student attendance, and student performance. Incentives to include, but not limited to, National Board Certification, and room, board, travel, and registration for professional development workshops. In addition, mini-grants will be awarded to instructional staff, in groups or as individuals, for instructional supplies. Mini-grants will be awarded for individual teachers ($500), partnering 2-person teacher groups ($1,250), multi-teacher/content area groups ($2,500) or school-wide department level concepts ($5,000). To ensure objectivity, assigned NTO will steer the review committee. ***Curriculum Alignment*** Curriculum Alignment has the most promising research based strategy and shows greatest impact on school-wide gains. Teachers will create, select, and adapt assessments and instructional tasks that allow students to demonstrate learning according to coordinated curriculum. This work will occur during the summer and throughout the year through the work of master teachers, department chairs, and teachers during summer meetings, professional learning community meetings, and department chairs. The emphasis of the work will be on standards based knowledge and content that is aligned with the standardized test achievement and course completion. ***Professional Learning Communities*** Our goal is to build capacity in administrators, teachers and students in order to foster distributed leadership. Teachers are organizing according to content and professional goals. Core Curriculum Teachers will participate in monthly Professional Learning Community or Department Meetings focused on students' learning and applying how to analyze and use data to inform and adjust instructional practice and/or provide intervention.

Embedded Professional Development
School-wide walkthrough teams are conducting focused classroom visits every week. Walkthrough teams will use tablets to record data on teachers during the walkthroughs. Teachers are to receive aggregate data trends. Further, supervisory classroom visits will result in weekly supportive feedback to teachers. Content specialists will participate in instructional coaching among teachers. On-demand professional development will be available to teachers in response to identified needs. In addition, an Academic Officer will be hired to 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 Principal in directly improving classroom instruction.

Integrated Technology for Instruction
The school is working to enhance student engagement and appropriately challenging instruction. Certain student engagement and formative assessment practices are enhanced by appropriate use of technology. Therefore, there will be enhancing SMART Board initiatives in addition to just-right leveled instruction using STAR Math Enterprise, STAR Reading Enterprise and Successful Reader. Teachers will also have access to tablets which will allow them to utilize software for student remediation and enrichment in Reading, Math and Science.

Enhanced Personal Development for Students
Practices such as student leadership programs, scheduled advisory, and targeted mentoring will lead to more confident, goal oriented, and successful students who attend school, achieve standards, and graduate for work, college, or training. In addition, we will provide incentives and educational field trips for students around attendance, conduct, and academic goals.

Small Learning Communities
The small learning communities will be comprised of the following: the Freshmen Academy, Performing Arts, Visual Arts, and Business.

The Freshmen Academy is housed on a separate floor and the majority of the freshmen classes are held there. This year, the students will be divided into two teams in order to foster a more supportive environment. Teachers will have the opportunity to meet weekly to discuss students' academic and social progress, and create modifications and interventions, when necessary. In addition, advisories will be held twice a week and have been built into the schedule to provide additional support. Freshmen will be exposed to the electives in the other Small Learning Communities in an exploratory manner to aid in their selection for sophomore year.

The Performing Arts Academy contains Marching Band and Choir. In an effort to expand our offerings in the academy, we are seeking to add the pathway of Instrumental Music. Student engagement and student achievement are highly correlated, and when students feel they are part of a community of interest, they are more apt to be more productive in other subjects. Last year, the three Small Learning Communities were Urban Planning, Urban Design

	and Urban Marketing. However, these small learning communities did not seem to interest the students, and there was little buy-in. However, students at Malcolm X Shabazz are highly involved and engaged in the visual and performing arts classes presently offered, even though they are limited in scope. Based on students' and the community's suggestions regarding possible Small Learning Communities, we decided to expand Performing Arts this year by adding Instrumental Music. Presently, the district has one magnet school for the Arts. However, many students do not have the academic grades or talent to become enrolled there. We would like to provide the opportunity for students at Malcolm X Shabazz to be exposed to and participate in this pathway, and plan to have an Artist in Residence from NJPAC on-site this year. ***Results Orientated Leadership*** The Internal District Team for Shabazz will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation. Leading indicators will be reported as administrative meetings and responsible staff will be supported to make adjustments or continue their practice. Walkthrough trends and formative assessment results will be shared and discussed among faculty. ***Extended Learning Time*** All students will receive approximately two hundred and seventy-seven hours (277 hours) of extended learning time throughout the school year via a nine period school day from 8:10 AM – 4:17 PM. In addition a period will be added to the beginning of the school day (Period 0) to offer extended learning time to students who participate in sports or other after-school clubs and activities. Period 0 will also include enrichment and intervention opportunities. The extended learning time at Malcolm X Shabazz High School is not an add-on period. It is embedded within the school day and is tied to the school-wide instructional reforms. Specifically, each period throughout the school day has been increased to support the school-wide emphasis on "Good, First Instruction." This is the notion that the daily classroom instruction that a student receives before interventions are planned should be of high quality. It includes core practices that are common to almost all great teaching. In order to add value to students' learning, the core of extended learning time at Shabazz High School is to 1) increase relevant time on task, and 2) change the delivery and strategy for instruction. All instruction will include standards-based, aligned objectives and demonstrations of learning (DOLs), increased numbers of students actively engaged, effective use of time, higher levels of cognitive demand, and effective learning strategies that include thinking, speaking, and writing.

Form S-4

Date: 5/26/11

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
5/2/11	Principal Conference Room	Student Needs Assessment	9		No		No
5/2/11	Principal Conf Room	Teacher Needs Assessment	10		No		No
5/19/11	Library	Parent Needs Assessment	20	Yes			No
4/11	Faculty Library	School Leadership Council	12	Yes		Yes	
3/14/11	Room 207	School Leadership Team	14	Yes			No
1/11	Various	SIG Survey	75	Yes		Yes	

In other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Describe how stakeholders are involved in model implementation on an on-going basis.	Stake holders are involved through meetings with parents and the community, as well as through student, staff and parent focus groups discussing issues regarding school policy, academic and social life. The school also uses a mass email system and phone system (Blackboard Connect) to disseminate information and organize information sessions and presentations for parents and community. In addition we have two parent night meetings, a school opening meeting, and culminating event and community discussion around the school's progress and next steps.

Form S-5

Date: May 26, 2011

PROJECT UPDATE

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

Malcolm X Shabazz High School has suffered from a culture of failure for many years. As such, much of Year 1 was devoted to establishing a culture and climate conducive to learning in order to begin fostering enhanced student achievement. As the third administrative team in three years, a period of time was needed to develop trust among administrators, staff and students. Through consistent disciplinary procedures, and activities to foster community and collaboration, a significant improvement in school climate was achieved.

During Year 2 of implementation of the School Improvement Grant, we will maintain an improvement in school climate, while focusing intently on improving student achievement in a rapid manner. The Year 2 Project builds on the Year 1 Project to dramatically turnaround school climate and academic results through instructional improvements, curriculum alignment, data driven professional learning communities, embedded professional development, integrated technology for instruction, Small Learning Communities, enhanced personal development for students, family and community outreach, and results oriented leadership.

The needs assessment process included a number of meetings with various stakeholder groups where input was gathered.

Form S-6

Use only one model template for each school.

Date: May 26, 2011 **Page** ____ **of** ____

TURNAROUND PROJECT DESCRIPTION

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

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

Implementation Guidance

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	• All school administrators meet on a weekly basis, with our professional development provider, Seton Hall University, and our Network Turnaround Officer • Monthly Principal meetings with Superintendent and Regional Superintendent • Vice Principals' meetings with Regional Superintendent • Department Chairs' meetings with District Supervisors • Monthly SIG meetings with NJDOE • School visits by Central Office administrators.	• Continue weekly administrative team meetings. • Continue monthly PD meetings. • Visit successful turnaround schools. • Continue monthly Principal meetings with Superintendent and Regional Superintendent. • Continue Vice Principals' meetings with Regional Superintendent. • Continue Department Chairs' meetings with District Supervisors. • Continue monthly SIG meetings with NJDOE. • Continue school visits by Central Office administrators. • Hire an Academic Officer.	September 2011-June 2012

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	• Hired Tamika M. Bauknight from outside of the district as principal	• Hired Gemar Mills, former Vice Principal, as Principal.	September 2011
3. LEA policy allows the Principal reasonable discretion to implement new programs or strategies.	• Limited ability to implement new programs or strategies.	• Will continue to utilize the SIG Project Director to help facilitate and navigate potential obstacles in the implementation of new programs and strategies.	September 2011-June 2012
4. The LEA establishes a pipeline of potential turnaround leaders.	• There does not appear to be a pipeline of potential turnaround leaders which differs significantly from transformational leaders.	• Enable principals to search outside of district for highly qualified turnaround administrators, rather than having staff simply placed in a vacant position.	September 2011-June 2012
5. The LEA creates the expectation that the Principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.	• Department Chair leads weekly PLC meetings • VPs and DCs running workshops and staff development • Weekly Administrative meetings/ coaching/PD • Malcolm X Shabazz school administrators conduct a minimum of 10 walkthroughs on a weekly basis; feedback is provided to staff; observations are shared during weekly administrative meetings; focus for walkthroughs is defined and strategies are developed to enhance skill in the area of focus.	• Summer professional development institute is being provided by our professional development provider, Seton Hall University. • Professional development regarding effective use of PLCs was started last year, and will be on-going during the summer and the 2011-2012 school year. • Master teachers will provide demonstration lessons.	September 2011-June 2012

Barriers of Year 1 Implementation	There were numerous directives for new programs, initiatives and paperwork that became conflicted or competed with SIG turnaround objectives, activities and timelines.

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

Implementation Guidance

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	• Walkthroughs and feedback • Mid-year and final reviews • Danielson's Evaluation Model with weighted numerical formulas. • Informal observations	• Continue walkthroughs and feedback. • Utilize tablets to capture walkthrough data. • Continue mid-year and final reviews. • Continue utilizing Danielson's Evaluation Model with weighted numerical formulas. • Continue informal observations.	September 2011-June 2012
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	• Mid- year and final reviews • Danielson observation protocol • Walkthroughs and learning walks • Incorporate the Five Dimensions of Learning in walkthrough protocol	• Continue mid-year and final reviews. • Continue utilizing Danielson's observation protocol. • Walkthroughs and learning walks. • Continue to Incorporate the Five Dimensions of Learning in walkthrough protocol. • Implement Instructional Rounds.	September 2011-June 2012
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	• Training is provided annually in August on Evaluation model and throughout year for new administrators	• Continue summer training for administrators. • Continue training on walkthroughs and effective feedback strategies.	September 2011-June 2012

	• School provides professional development on walkthrough protocol	• Continue to provide overview of the evaluation process and protocol to staff.	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	• Focus groups have been organized to discuss effectiveness of evaluation tool • Weighted formulas were created.	• Continue to hold focus groups to discuss the effectiveness of tool and to obtain suggestions for refinement and/or modification.	September 2011-June 2012
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	• The evaluation instrument contains a component which takes into account student achievement	• Continue to explore methods to enhance the incorporation of student achievement and/or student growth into the evaluation process.	September 2011-June 2012
6. The LEA monitors the evaluation process and reviews results.	• All evaluations are forwarded to Regional Superintendent/Central Office	• Continue to provide all evaluations to the Regional Superintendent/Central Office.	September 2011-June 2012

Barriers of Year 1 Implementation	The replacement of 50% of staff in an effective manner was hindered due to the August 2010 hiring of the Principal and administrative team. As such, the instructional capacity of the staff did not necessarily meet the expectations for an ideal turnaround in order to achieve rapid and dramatic improvement during the first year of implementation.

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

Implementation Guidance
Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	• Began discussions w/SEA and SIG leadership around performance based evaluations • Began discussions with staff regarding possible types of performance-based incentives.	• Expand upon offering professional summer travel National Board Certificate, specialty-area software, and educational associations' membership fees, mini-grants for consistently proficient and distinguished teachers. • Establish performance based incentives and implement. • Work with LEA to develop performance based evaluation and incentives.	September 2011-June 2012
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	• The LEA is beginning discussions with District SIG Coordinators, Administrators, and the local union.	• Implement performance based incentives program. • Assigned NTO to steer the review committee.	September 2011-June 2012
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	• Tiered process through evaluations and walkthroughs	• Continue tiered process and evaluations and remove unsatisfactory teachers.	September 2011-June 2012

4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	• District contract with outside providers to find teachers and hold a job fair	• Continue to contract with outside providers to find teachers and hold a job fair.	September 2011-June 2012
5. LEA and school provide targeted assistance to underperforming teachers.	• LEA has TAP program for unsatisfactory teachers, Tiered process that involves 30 day plans and consistent re-evaluation.	• Continue referring teachers for TAP program completely. • Create 30 day Action Plans and re-evaluations for unsatisfactory teachers. • Continue providing coaching and professional development.	September 2011-June 2012

Barriers of Year 1 Implementation	Budget reductions, RIF, and excess staff placements stifle the ability to hire staff that is best suited to implementing a turnaround model. The district and unions had not completed discussions regarding staff incentives; therefore, most staff incentives were certificates and awards.

Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 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.	• Professional development was provided to all instructional staff and was differentiated based on teacher experience and expertise and student data as evidenced by our Professional Learning Communities, and staff development schedules. Our PD provider, Seton Hall University, is working with staff on effective PLC development and implementation. Staff was an integral component of developing the PLC which included opportunities for classroom action research, group projects and peer coaching, in addition to content area pedagogy. • The master schedule included common planning time, and therefore, it did not infringe on instructional time.	• Continue professional development that is job embedded and designed with the school staff, differentiated via mini PD workshops, and offers opportunities for classroom action research, group projects, and peer coaching. • A Summer Professional Development Institute and Administrative Leadership retreats will be provided. • Collaboration will be fostered; curriculum mapping and alignment, and responsiveness to data obtained from criterion reference tests, standardized tests and district tests will be emphasized.	September 2011-June 2012

2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	• Professional development was provided that will equip teachers to implement best practices. • Professional development by Seton Hall started in March 2011.	• Continue to provide professional development that is standards based and is differentiated according to teacher needs. • Provide intensive professional development to Regular and Special Education teachers in Mathematics and Language Arts literacy.	September 2011-June 2012
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	• Criterion reference tests occurred once a month. Student Individualized Performance Plans were instituted. The form captured each student's performance on all tests including standardized tests. Furthermore, the form described the teacher's action plan for that student to increase his academic performance. Academic strengths and weaknesses are duly noted on the form.	• Common Criterion Referenced Tests will be administered twice a month in Language Arts and Math. • Data will be analyzed to differentiate and guide instruction. • Expand implementation of the Student Individualized Performance Plan to all staff in Language Arts, Math, and Science.	September 2011-June 2012
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	• PLCs were partially implemented occurring once a week in every discipline. Through collaboration in the PLCs, students weaknesses were identified which led to professional development for teachers in those areas. However, the structure and focus of the PLCs were refined as a result of professional development. As such, training was provided to effectively implement PLCS during Year 2.	• PLCs will be fully operational with the structure and focus developed by the staff and Professional Development Provider. • PLCs in common planning will occur twice a week, and will occur twice a month during extended learning time facilitated by pedagogy specialists.	September 2011-June 2012
5. The LEA has a system to evaluate PD providers and select only those providers	• A collaborative structure is in place between the LEA and the school in the evaluation and selection of PD	• Continue to work collaboratively with the LEA with regards to PD providers.	September 2011-June 2012

considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.	providers that are of the highest quality.		

Barriers of Year 1 Implementation	The Professional Development provider began working with MXSHS staff in March 2011. As such, only the foundation was laid and will be built upon significantly during the summer and during year 2.

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

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	• A SIG Project Director was hired by the District in February 2011.	• District will hire an External Consultant: District Data Analysis Aggregation Specialist and an External Consultant: District SIG Grant Program Fiscal and Administrative Specialist.	September 2011 – January 2012
2. The LEA allocates resources to support the turnaround office or team.	• Funds to support the turnaround team are divided among the SIG schools.	• Funds to support the turnaround team are divided among the SIG schools.	September 2011-June 2012
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	• Monthly meetings were held through January with Executive Central Office staff to discuss possible modifications to procedures which were barriers to reform.	• Continue monthly meetings with Executive Central Office staff to discuss possible modification to procedures which are barriers to reform.	September 2011-June 2012
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.	• An extensive RFP process is in place to screen external partners. The proposals contain timelines and deadlines for work completion which are monitored.	• Continue RFP process to screen external partners.	September 2011-June 2012
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	• There is not a clearly articulated plan to sustain reform beyond the funding period.	• There is not a clearly articulated plan to sustain reform beyond the funding period.	September 2011-June 2012
6. The LEA and school align SIG resources with other resources to sustain interventions.	• Other resources are not aligned to sustain interventions.		September 2011-June 2012

Barriers of Year 1 Implementation	A Turnaround Office was not in place. SIG principals report to a variety of Regional Superintendents with varied requirements which sometimes conflict with SIG objectives. Flexibility and autonomy were limited regarding staffing, programming, time, and calendar.

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

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	• Implemented as evidenced by the HSPA, NJPASS, Algebra EOC and Biology EOC.	• Continue the use of HSPA, NJPASS, Algebra EOC and Biology EOC for data collection. Include Criterion-reference tests.	September 2011-June 2012
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	• Implemented as evidenced by the state and district release of test scores related to HSPA, NJPASS, Algebra EOC and Biology EOC.	• Continue the timely release of test data that is disaggregated for the purpose of improving teaching and learning.	September 2011-June 2012
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	• Progressing since there is still some curricula that do not reflect the 2009 standards.	• Curricula will be updated to reflect the 2009 standards.	September 2011-June 2012
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	• Implemented as evidenced by the professional learning communities, PD days, and the master schedule.	• Ensure effective implementation of PLCs.	September 2011-June 2012
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan	• Implemented as evidenced by the professional learning communities and administrative walkthroughs.	• Continue PLCs and a minimum of administrative walkthroughs per week. • Ensure timely feedback is shared with staff. • Analyze walkthrough data weekly at	September 2011-June 2012

improvement.		Administrative meetings to plan next steps.	

Barriers of Year 1 Implementation	1. Incomplete update of all curricula to reflect 2009 standards. 2. Multiple programs were in place and numerous initiatives were introduced. Took time to sort them all out to determine the best programs to use going forward.

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

Implementation Guidance

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

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The SEA and LEA provide access to timely data to schools.	• Implemented as evidenced by the state and district release of test scores related to HSPA, NJASK, Algebra EOC and Biology EOC.	• District continuing to release test scores related to NSPA, NJASK, Algebra EOC and Biology EOC.	September 2011-June 2012
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	• Implemented as evidenced by the professional learning communities and the master schedule.	• Continue PLCs.	September 2011-June 2012
3. The LEA has established annual goals for student achievement.	• District Framework for grade advancement, course requirements, and credits for graduation	• Continue district framework for grade advancement, course requirements, and credits for graduation	September 2011-June 2012
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	• End of year high stakes testing in grades 9-12, criterion-referenced tests, and other teacher made tests, mid-terms, finals and benchmark assessments.	• Continue end of year high stakes testing in grades 9 -12. • Continue using criterion references tests, other teacher made tests, mid-terms, finals and benchmark assessments to assess student learning.	September 2011-June 2012
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	• Data is utilized during PLCs and Department meetings. Teachers review individual students' data in order to modify and differentiate instruction. • A Data Team was selected and received initial training.	• The Data Team will receive extensive training during the summer and will facilitate data analysis in PLCs and department meetings.	September 2011-June 2012

6. The LEA and school share student progress data with parents and students.	• Information shared via report cards, progress reports, and parent teacher conferences	• Continue sharing student progress data via report cards, progress reports, and parent/teacher conferences.	Sept 2011 – June 2012

Barriers of Year 1 Implementation	Staff need significant professional development regarding effective utilization of data to differentiate and guide instruction. Professional development in this area will continue in year 2.

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

"Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	• Increased learning time was implemented.	• A longer school day for all students will be implemented comprised of periods 0-10. The school day for all students will be from 8:30 AM – 4:15 PM.	September 2011-May 2012
2. The LEA and school identify community needs and partnership opportunities.	• Need and opportunities identified through SLC and Parent surveys	• Continue SLC and parent surveys. • Hold parent focus group meetings quarterly.	September 2011 – May 2012
3. The LEA allocates funding for extended learning programs.	• Implementation of after-school / extended day	• Expansion of the after-school / extended day.	September 2011 – June 2012
4. The LEA supports school leadership in developing and sustaining community partnerships.	• Project Grad partnership	• Reassigning responsibilities of a CTE staff member to Career Coordinator. • Develop 2 more community partnerships. • Continue Project Grad. • District to create two positions:	September 2011 – May 2012

		SIG Master Teacher - The SIG Master Teacher will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement. The SIG Master Teacher will be able to support teachers on how to increase student achievement. This full-time position will incrementally increase student and school achievement beyond what would otherwise be possible. **SIG Accountant** – The SIG accountant assists in the identification and management of resources for SIG schools. The SIG accountant will manage the funds used for resources that will incrementally increase the student and school achievement.	
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	• Malcolm X Shabazz High School provided its own PD for alignment to extended day programs	• Continue professional development to ensure that extended learning programs are aligned with the school curriculum.	September 2011-June 2012
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	• Attendance rosters and grades are reviewed. • Instruction is modified as a result of this data.	• Continue to review attendance rosters and grades. • Continue to modify instruction as a result of this data.	September 2011-June 2012

Barriers of Year 1 Implementation	The entire administrative team was not in place until late August. Time was needed to create an extended learning plan. In addition, with the 50% replacement of staff, many staff members were unavailable for extended hours. In order not to have mass transfers due to extended learning hardships, an extended learning schedule was devised with the available staff.

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.			
Implementation Guidance Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.			
Evidence of Implementation Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	• School has implemented parent, school and community surveys to analyze effectiveness and climate. School administrators conduct walkthrough to examine effectiveness of academic program and best practices. Professional development provider, Seton Hall University, will assist and monitor program development and efficacy.	• Continue to implemented parent, school and community surveys to analyze effectiveness and climate twice a year. • School administrators will continue conducting walkthrough to examine effectiveness of academic program and best practices. • Professional development provider, Seton Hall University, will assist and monitor program development and efficacy.	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; develops joint financing of facilities and programs with community and local government).	• Project Grad was the primary partner this year; a point person facilitates this with the school.	• Continue Project Grad. • Reassigning responsibilities of CTE staff member to become Career/Business Coordinator to obtain additional partnering organizations.	September 2011-June 2012
3. Schools involve a broad representation of parents, community members, school	• School Leadership Committee, Open houses, parent focus groups, student focus groups, surveys, Staff	• Continue School Leadership Committee, Open Houses, parent focus groups, student focus groups,	September 2011-June 2012

staff, and other stakeholders in planning and implementing services offered at the school site.	Community meetings, and meetings with professional development providers.	surveys, Staff Community meetings, and meetings with professional development providers.	
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	• Professional development for staff was not necessary for the partners which were used this year.	• As additional partnerships are created, staff development will be provided as required.	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.	• School Leadership Committee, Open houses, parent focus groups, student focus groups, surveys, Staff Community meetings, and meetings with professional development providers.	• Continue School Leadership Committee, open houses, parent focus groups, student focus groups, surveys, staff and Community meetings, and meetings with professional development providers	September 2011-June 2012

Barriers of Year 1 Implementation	With 50% new staff, personnel in the building are no longer aware of potential business partners.

Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 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 SEA collects all summative assessments that pertain to school and student data annually.	• The SEA will continue to collect all summative assessments that pertain to school and student data annually.	September 2011-June 2012
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	• The school presently collects disaggregated data on all nine indicators.	• The LEA and school will hire an outside provider to organize a centralized data base where all student level, teacher level and SIG indicators can be input.	November 2011 – June 2012

Barriers of Year 1 Implementation	None

Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

Implementation Guidance

The strategies include:

(i) Any of the required and permissible activities under the transformation model;

(ii) A new school model (e.g., themed, dual language academy).

(iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or

(iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Evidence of Implementation Indicators	Year 1 Implementation Description	Year 2 Project Description	Year 2 Timeline
Implementation of Small Learning Communities	• Freshmen Academy was fully operational. • However, the other three designated Small Learning Communities were implemented on a limited basis with an exploratory course in Marketing and Financial Literacy offered to Freshmen. • Small Learning Communities were implemented by grade with Sophomore, Junior and Senior houses.	• Freshmen Academy will exist but is being restructured to incorporate teams. • Performing Arts, Visual Arts and Business will be the other Small Learning Communities.	September 2011-June 2012
Transition Program for Rising 9th graders	• A one week summer bridge program was implemented.	• A four-week Summer Bridge Program will be offered with a focus on literacy and math. In addition, research skills, peer mediation, time management, art and music will be incorporated. This program will be offered yearly.	June 2012

Barriers of Year 1 Implementation	No courses were in place to facilitate those Small Learning Communities. Programs of study, sequence and curriculum would have to be created and adopted before implementation. As such, this was difficult to implement because other pathways were not offered, making the school one solely of Urban Planning, Design and Marketing. The new Small Learning communities allow us to capitalize on what is in place, build on those, and add additional Small Learning communities in the future.

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ANNUAL STUDENT TARGETS

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
For Each Grade Span: 11	HSPA	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target	HSPA	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target
Total Students		40.3	46.3	46.2	51.6	61.3		22.1	29.9	19.0	27.1	41.7
Students with Disabilities		0	0	7.5	16.8	33.4		0	0	0	10.0	28.0
Limited English Proficient Students												
White												
African-American		39.3	45.4	46.3	51.6	61.3		21.1	29.0	18.1	26.3	41.0
Asian/Pacific Islander												
American Indian/Native American												
Hispanic		53.3	58.0	46.2	51.5	61.2		33.3	40.0	30.8	37.7	50.2
Others												
Economically Disadvantaged		39.8	45.8	47.5	52.8	62.2		22.0	29.8	17.9	26.2	40.9

Analysis of Year 1 Outcomes

In Language Arts there was an increase of 5.9% students that received proficient on their HPSA. In Math there was a decrease of 3.1% of students that received proficient on their HSPA. We project to see a steady increase in Math based off the outcome of this year. In Language Arts we plan to continue to see an increase in the amount of students who received proficient on their HSPA.

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ANNUAL STUDENT TARGETS

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
For Each Grade Span: 9	NJ PASS	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target	NJPASS	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target
Total Students		0	0	38.5	44.7	55.7		0	0	21.7	29.6	43.7
Students with Disabilities		0	0	8.2	17.3	33.9		0	0	10.0	19.0	35.2
Limited English Proficient Students												
White												
African-American		0	0	38.8	45.0	56.0		0	0	22.1	29.9	43.9
Asian/Pacific Islander												
American Indian/Native American												
Hispanic		0	0	35.0	41.5	53.2		0	0	21.1	28.9	43.2
Others												
Economically Disadvantaged		0	0	39.4	45.5	56.4		0	0	22.8	30.5	44.4

Analysis of Year 1 Outcomes

Before 2011 the District used SPA. We launched the use of the NJPASS for the 2010-2011 school year. We did not think it would be sufficient to use the data from the year prior because it was a different assessment. We have recorded the 2011 data from the NJPASS and will put estimated targets for the following years.

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ANNUAL STUDENT TARGETS

LEA: Newark Public Schools

Name of School: Malcolm X Shabazz High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
For Each Grade Span: ____10____	NJ PASS	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target	NJPASS	2010 Base line	2011 Target	2011 Out come	2012 Target	2013 Target
Total Students		0	0	24.3	31.8	45.5		0	0	21.7	29.5	43.6
Students with Disabilities		0	0	2.0	11.8	29.4		0	0	4.9	14.4	31.5
Limited English Proficient Students												
White												
African-American		0	0	24.5	32.0	45.6		0	0	24.1	31.7	45.3
Asian/Pacific Islander												
American Indian/Native American												
Hispanic		0	0	26.3	33.7	46.9		0	0	5.6	15.0	32.0
Others												
Economically Disadvantaged		0	0	25.4	32.8	46.3		0	0	21.8	29.6	43.7

Analysis of Year 1 Outcomes

Before 2011 the District used SPA. We launched the use of the NJPASS for the 2010-2011 school year. We did not think it would be sufficient to use the data from the year prior because it was a different assessment. We have recorded the 2011 data from the NJPASS and will put estimated targets for the following years.

Form S-8

ACTIVITY PLAN

PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Newark Public Schools **Name of School:** Malcolm X Shabazz High School

SIG Required Activity – 1 Turnaround	Grant the Principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
SMART Goal:	**By June 30, 2012, 90 percent of the instructional staff at MXSHS will increase their knowledge , demonstrate the skill and increase use of the following effective practices: the ability to select staff, student engagement , demonstrations of learning (DOLs) , make NJCCCS aligned curriculum and assessment decisions, make appropriate school scheduling changes, and have operational flexibility in support of school safety**
Indicators of Success:	1. 100 percent of staff vacancies filled based on Principal recommendation. 2. After PD on student engagement, 90 percent of teachers in all subject areas will know and use at least three methods of engaging students in the classroom as observed during walkthrough 3. After PD on DOLs, 90 percent of teachers in all subject areas will use DOLs that are student-friendly as seen on walkthroughs. 4. After PD on curriculum alignment, 90 percent of teachers in all subject areas will know and align the NJCCCS curriculum standards to 90 percent of their assessments as seen on lesson plans.
SBR Practice to Address Goal:	Mission based leadership practices as influenced by McRel, Jim Collins, and Jack Welch

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	By September 6, Inform the school community to get buy-in (staff, students , parents/guardians) about the specific SIG goals and expectations for implementation	Leadership Team	Newsletter, Web Site, Eboard , Convocation, Meetings	Copies of newsletters and letters, Agendas, video clips, walkthrough analysis	☐			
2	By August 31, develop a rubric for student's engagement, use of DOLs	Department Chairs	Increased Learning time for faculty	Rubric, Specific definition of student	☐			

	and interactive white boards that shows baseline, average and exemplary demonstration.		NTO	engagement, DOLs and video clips, walkthrough analysis				
3	Organize and implement PD and assessment calendar for school based job embedded PD	Principal Academic Officer	Department Chairs Content Specialists	Schedules	☐	☐	☐	☐
4	Benchmark assessments aligned with curriculum documents	Principal Academic Officer	Department Chairs Content Specialists	Assessments	☐	☐	☐	☐
5	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed Criteria	☐			
6	Internal District Team for Shabazz (NTO, CSA or designee, special ed director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation	NTO SIG Project Director	SIG Year 2 Application Requirements Shabazz Leading indicators	Meeting Schedule and Agendas Monthly Leading Indicator Reports	☐	☐	☐	☐
7	Provide intensive professional development and coaching to mathematics and language arts literacy teachers in Special Education and General Education	Principal	Consultants	Consultant documentation of hours with teachers Analysis of formative assessments Analysis of summative assessments, including State tests	☐	☐	☐	☐

SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.
SMART Goal:	**75 percent of the teachers will be deemed proficient or distinguished by the end of the third quarter as measured by the Charlotte Danielson Framework for Teaching including 50 percent of the measurement geared toward student achievement.**
Indicators of Success:	1. 100 percent of all new teachers to Shabazz will be placed in a mentoring program where they will be paired with teachers who have been teaching for 3 years or more. 2. According to the Haberman Model the selection criteria for staffing decisions will be updated and used in 90 percent of their decisions.
SBR Practice to Address Goal:	Mission based leadership practices as influenced by McRel, Haberman, Jim Collins, and Jack Welch.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Pair teacher new to Shabazz with Mentors	Principal	Vice Principal	Mentor Lists	☐			
2	Create Monthly New Teacher programming	Principal	Department Chairs	Agendas New Teacher Survey	☐			
3	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed Criteria	☐			
4	Interview, screen and recommend staff to fill vacancies	Principal/Administrators	HRS	Number of candidates interviewed, screened and hired	☐			
5	Transfer staff who cannot work within the turnaround environment	Principal/HR	HRS	Number of teachers transferred	☐			

SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
SMART Goal:	**100 percent of the new staff recruited will be HQT with experience and expertise in an urban setting. HQT staff will be retained and staff who does 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 percent of the new teachers that are recruited will be HQT with experience and expertise in an urban setting and their paired mentor will also be HQT. 2. By the end of the fourth quarter 100 percent of staff who does not meet the needs of students as determined during performance reviews and evaluations will be transferred out of the school. 3. 100 percent of vacancies will be filled by Principal's recommendation.
SBR Practice to Address Goal:	Mission based leadership practices as influenced by Haberman, Jim Collins, and Jack Welch.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Pair teachers new to Shabazz with Mentors	Principal	Vice Principal	Mentor Lists	☐			
2	Create New Teacher programming for year-long support	Principal	Department Chairs	Agendas New Teacher Survey	☐	☐	☐	☐
3	Update selection criteria for staffing decisions.	Principal	Haberman Model	Listed Criteria	☐			
4	Obtain recommendations from local colleges and universities Allow student teachers to perform their student teaching at Shabazz	Seton Hall	Student teachers	Recommendations Student teacher classroom hours	☐	☐	☐	☐

SIG Required Activity – 4 Turnaround	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	**As a result of professional development in literacy, social studies, science and mathematics, at least 90% of MXS teachers will implement the aligned curriculum and teach it with fidelity at the proficient level as measured informally by weekly walk through data and formally on instructional performance [lesson preparation, clear communication, questioning/discussion techniques, student engagement, meaningful feedback, and achievement on performance benchmarks] evaluated on the administrative walkthrough instrument and teacher evaluation instrument by August 2012.**
Indicators of Success:	1. All 9th, 10th, and 11th Grade English teachers will implement standards-based lessons, classroom practices, instructional tasks, in-class assessment practices, as outlined, with fidelity as measured by informal Walk Through observations and formal teacher observation tools to measure level of implementation at a level of proficiency of 3 out of 5 indicators by November, 4 out of 5 indicators by March 2012. 2. All teachers in grades 9 – 12 will participate in professional development to review of curriculum and instructional alignment of lessons with fidelity to the written curriculum as measured by informal and formal data collection tools described above and will perform at the proficient level on 3 out of 5 indicators by November, 4 out of 5 indicators by March 2012.
SBR Practice to Address Goal:	On the job content and pedagogical coaching focused on desired curriculum-based practices as influenced by Joyce and Showers, Knight, Lucy West, Elmore, Schmoker, and others.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	MXS LAL and Math teachers will use common pacing and instructional plans consisting of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement.	Language Arts Department Chair Mathematics Department Chair Special Education Department Chair Principal Consultant	External Consultants Tablets	Walk-through rating forms with feedback record. An increase in student achievement results of 25% from baseline scores on multiple measures on district Assessments such as criterion-referenced assessments, midterm and final examinations, reading comprehension assessments, and	☐	☐	☐	☐

				rubric-scored writing samples] that will demonstrate curriculum and implementation fidelity by incremental increases in students' formative and summative assessment results analyzed bi-weekly and shared with faculty monthly beginning by end of September. 100% of 11th grade ELA and mathematics teachers will utilize exemplar units and lessons obtained through curriculum and assessment alignment activities.				
2	All-teachers will have their classroom instruction observed and receive feedback at least 4 times per year from school leadership to strengthen teacher practice using systematic "learning walks" to collect information on instructional strategies.	Administrators	Learning Walk Documentation Sheet	Administrators will conduct weekly walkthroughs so that all teachers will be observed monthly through either informal walkthrough or formal observations and receive feedback from each protocol from school leadership to strengthen implementation fidelity with results that show proficiency on at least 3 out of 4 components 1 – lesson preparation, 2- questioning/discussion techniques, 3- student engagement, and 4- feedback by October, 4 out of 5 indicators by December and 5 out of 5 indicators by March 2012. Rating records will be kept, tallied, analyzed weekly, and	☐	☐	☐	☐

				shared with entire faculty monthly				
3	PLC s/Job-Embedded Professional Development	Administration Academic Officer	Seton Hall University	PLC agendas Professional Development Schedule	☐	☐	☐	☐
4	AP and Pre-AP professional development	Teachers	Content specialists Teacher stipends	An increase of 20% in the number of students earning 3 or better on AP exams administered in May 2012	☐	☐	☐	☐
5	Curriculum Audit	Seton Hall	Reports	Audit of language arts, mathematics, social studies and science	☐	☐	☐	☐
6	Curriculum Alignment	Teachers	Seton Hall	Alignment of language arts and mathematics	☐	☐	☐	☐

SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal:	**MXSHS will become part of a special region of priority at NPS schools that is led by a turnaround leader and the Principal will have attained the ability to select staff, make NJCCCS aligned curriculum and assessment decisions, make appropriate school scheduling changes, and have operational flexibility in support of school safety by August 2012.**
Indicators of Success:	1. Policies will be reviewed and recommendations will be made at monthly staff meetings where 100 percent of staff will attend; and if barriers do exist then adjustments will be made. 2. The Internal District Team for Shabazz will hold meetings in which students' progress and discipline will be assessed, if students' success is not at 80 percent proficient than the policy is found to be unsuccessful or a barrier is in place the team will eliminate the issue and find an alternative.
SBR Practice to Address Goal:	Mission driven organizational leadership with shared decision making

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Internal District Team for Shabazz (NTO, CSA or designee, special ed director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.	NTO	SIG Year 2 Application Requirements Shabazz Leading indicators	Meeting Schedule and Agendas Monthly Leading Indicator Reports	☐	☐	☐	☐

SIG Required Activity – 6 Turnaround	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.
SMART Goal:	**From September 1,2011 to June 30, 2012 100 percent of teachers and 80 percent of students in grades 3 thru 8 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. 80 percent of student will be able to use a rubric for evaluating five-paragraph essays; currently students do not use rubrics 2. 100 percent of teacher will be able to assist students in using the five-paragraph rubric; currently the rubric is not in place 3. 80 percent of students will be able to use " Students Worksheet for Learning Math Mistakes" ; currently students do not analyze their own mistakes 4. Average walkthrough ratings for student engagement strategies increase by 20 percent on a monthly basis.
SBR Practice to Address Goal:	Guaranteed and Viable Curriculum Practices as influenced by McCrel

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Data experts will be employed to conduct training for staff using actual instructional data.	Principal	Consultant	Agendas	☐	☐	☐	☐
2	Core Curriculum Teachers will participate in monthly Professional Learning Community and Department Meetings focused on learning and applying how to analyze and use data to inform and adjust instructional practice and/or provide intervention.	Principal Department Chairs	Seton Hall	Monthly Agendas PLC Action Plan for adjusting instruction or providing intervention.	☐	☐	☐	☐
3	Collect formative assessment data bi-weekly and equip teachers and school leaders with skills to analyze assessment data, customize instructional interventions, and continuously monitor student progress towards proficiency.	Principal Department Chairs	Tablets	Department Posted Data by Course PLC/Dept Monthly agenda School Leader Agenda	☐	☐	☐	☐

4	Use data to ensure that general education and special education students who demonstrate early warning signs of academic failure – grades, attendance, behavior referrals are referred to Response to Intervention (RTI) programs.	Vice Principals Guidance Counselors Social Workers	Powerschool Teacher recommendations	I&RS and RTI Agendas Early Warning Student Lists	☐	☐	☐	☐
5	Generate monthly early warning student list based on attendance, grades, behavior incidents, and review modify student schedules and services in response to the data.	Vice Principals Guidance Counselors	PowerSchool	Percentage of students on the warning list who are later removed due to improved performance grows monthly. RTI agendas	☐	☐	☐	☐
6	Review all individual education plans (IEPs) and provide related services accordingly. To address LAL deficiencies, use research based reading programs enhanced by technology.	Special Education DC LAL DC CST	STAR Reading Enterprise Successful Reader	10% reduction in LAL proficiency gaps between special education and general education students.	☐	☐	☐	☐
7	Diagnose student reading levels on entry to determine and implement instructional intervention and assess mid or post intervention reading levels.	Vice Principals LAL DC	STAR Reading Enterprise Successful Reader	10% reduction in LAL proficiency gaps.	☐	☐	☐	☐
8	Extended learning tutorials and tested-area academies will be conducted.	Department Chairs Teachers	Accelerated Math for Intervention Accelerated Math STAR Reading Enterprise Successful Reader	20% increase of LAL and mathematics proficiency rates among student participants.	☐	☐	☐	☐

SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	**Increase by 80% the faculty's capacity to use data to inform and differentiate instruction and programming according to students' varying performance levels through professional development on the effective use of formative and summative data to inform instruction as measured by walkthrough ratings on student engagement strategies, timely implementation of students' academic intervention or enrichment during daily specialized academic service time periods.**
Indicators of Success:	1. Average walkthrough ratings for student engagement strategies increase 20 percent on a monthly basis. 2. Growth in student survey responses regarding being academically challenged and having access to learning supports will increase 20 percent on a monthly basis. 3. Individual students are referred to academic intervention or enrichment based on performance quarterly and will show an increase in their ability by 20 percent the following quarter.
SBR Practice to Address Goal:	Data driven school leadership as influenced by Schooling by Design as well as Victoria Bernhardt

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Data experts will be employed to conduct training for staff using actual instructional data.	Principal	$10,000	Agendas	☐	☐	☐	☐
2	Core Curriculum Teachers will participate in monthly Professional Learning Community or Department Meetings focused on learning and applying how to analyze and use data to inform and adjust instructional practice and/or provide intervention.	Principal Department Chairs	Seton Hall	Monthly Agendas PLC Action Plan for adjusting instruction or providing intervention.	☐	☐	☐	☐
3	Collect formative assessment data bi-weekly and equip teachers and school leaders with skills to analyze assessment data, customize instructional interventions, and continuously monitor student progress towards proficiency.	Principal Department Chairs		Department Posted Data by Course PLC/Dept Monthly agenda School Leader Agenda	☐	☐	☐	☐
4	Use data to ensure that general education and special education students who demonstrate early	Vice Principals Guidance Counselors		I&RS and RTI Agendas Early Warning Student Lists	☐	☐	☐	☐

	warning signs of academic failure – grades, attendance, behavior referrals are referred to Response to Intervention (RTI) programs.	Social Workers						
5	Generate monthly early warning student list based on attendance, grades, behavior incidents, and review modify student schedules and services in response to the data.	Vice Principal Guidance Counselors Consultant		Percentage of students on the warning list who are later removed due to improved performance grows monthly. RTI agendas	☐	☐	☐	☐
6	Review all individual education plans (IEPs) and provide related services accordingly. To address LAL deficiencies, use research based reading programs enhanced by technology.	Special Education DC LAL DC CST		10% reduction in LAL proficiency gaps between special education and general education students.	☐	☐	☐	☐
7	Diagnose student reading levels on entry to determine and implement instructional intervention and assess mid or post intervention reading levels.	Vice Principal LAL DC		10% reduction in LAL proficiency gaps.	☐	☐	☐	☐
8	Extended learning tutorials and a tested area for academics will be conducted.	Department Chairs Teachers		20% increase of LAL and mathematics proficiency rates among student participants.	☐	☐	☐	☐

SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	**By September 1, 2011, MXSHS will increase learning time by a minimum of 1.5 hours per day for 185 days for all students in order to increase their mastery of state academic standards.**
Indicators of Success:	1. The school day will be extended from 8:30 to 4:15 for all students. 2. Period Zero ELT will be offered for athletes and other afterschool activity participants. 3. Students will earn a percentage grade of 70 percent in all courses.
SBR Practice to Address Goal:	Extended learning time is a research-based approach.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Extended school day will be from 8:30 AM – 4:15 PM; in addition, weekend and summer academics will be implemented to enhance student achievement	Administration/Scheduling Team	PowerSchool	Teacher and Student Schedules	☐	☐	☐	☐
2	Educational and enrichment opportunities will be provided by community providers	NJPAC Artist in Residence Deloitte	Courses Offered	Student Schedules	☐	☐	☐	☐

SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	**By April 2012 MXSHS will reduce student discipline referrals from classroom teachers by 50 percent compared to the 2011 school year. All types of bullying by students will be reduced to zero by the end of the school year through a zero tolerance policy.**
Indicators of Success:	1. The overall number of student discipline referrals for each quarters declines by 25 percent when compared with the previous year. 2. Each student receives a Positive habits of Mind report card in September, November, February, and April. 3. 70 percent of the students who had received an unsatisfactory or partially proficient score on the Positive Habits of Mind report card in September improve as measured by the April report cards. 4. 100 percent of students will be able to define bullying and know the consequences. 5. Stakeholder surveys indicate that 70% of parents are satisfied with the range and access to programs. 6. Increase of 10% by students, family and community in activities and workshops.
SBR Practice to Address Goal:	J.E. Zins, M.R. Bloodworth, al

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The Parent Liaison Specialist will engage parents and community members in activities and workshops.	Parent Liaison	Parent/Community meetings Parent Room	Agendas Sign-in Sheets	☐	☐	☐	☐
2	Jewish Renaissance Center, a community health center located at Shabazz, will provide support services to students, upon initial sign-up of the student by his/her parents	Principal	Support Services	Number of students served	☐	☐	☐	☐
3	Jewish Renaissance Center will provide two workshops for students, one for girls and one for boys	Jewish Renaissance Center	SIG funding	Purchase Order	☐	☐	☐	☐
4	Teen Pep will be facilitated by the Princeton Center Group	The Princeton Center Group	SIG funding	Teacher schedules Student schedules Outreach schedules	☐	☐	☐	☐
5	Students will participate in advisories twice a week.	Vice Principals Department Chairperson	Seton Hall University	Advisory Schedules	☐	☐	☐	☐

SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	**MXSHS will work with outside providers to have a data system in place which will allow for the collection and transfer of data and production of report on all nine leading indicators by the end of the third quarter in order to analyze progress and success in meeting the leading indicators of the grant.**
Indicators of Success:	1. A data collection system is established which covers all nine leading indicators. 2. The data collection system will generate the data in a format which facilitates the production of 100 percent of the reports. 3. Reports are reviewed with appropriate staff and 100 percent of the programmatic changes are made as needed.
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Identify and secure vendor	Principal	Funds as indicated in the proposal		☐	☐		
2	Input all data	Administrators/Staff/Vendor	Relevant data					☐

SIG Activity – 11 **Turnaround**	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:	**By June 30, 2012, 100 percent of the teachers will be trained in using data to explain expectations and assessment criteria and provide feedback that is timely, specific and constructive.**
Indicators of Success:	1. 100% of teachers are trained in using data to explain expectations and assessment criteria. 2. Increase the percentage of teachers in the proficient to distinguish rating by at least 10% annually. 3. Increase the percentage of students mastering at least 80% of the content biweekly.
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Staff incentives for teachers with demonstrated gains in student achievement will be offered. Incentives to include, but not limited to, National Board Certification; and room, board, travel, and registration for professional development workshops.	Principal/Teachers	Workshops	Certificate/PD Hours	☐	☐	☐	☐
2	An application process will be created for instructional staff, in groups or as individuals, to "win" mini-grants for instructional improvement. Mini-grants will be awarded for individual teachers ($500 for supplies), Partnering 2-person teacher groups ($1,250 for supplies), Multi-teacher/content area groups ($2,500 for supplies) or school-wide Department level concepts ($5,000 for supplies) for instructional supplies. To ensure	Principal NTO Mini-Grant Review Committee	SIG Funding	Certificates Awards		☐	☐	☐

	objectivity, assigned NTO will steer review committee.							
3	Spot observations will be conducted at least 4 times a quarter to provide immediate and consistent feedback to teachers on their professional practices and administration on needed professional development and support that should be offered to instructional staff.	Administration SIG Project Director	Observation Form	Department Binder	☐	☐	☐	☐
4	Collegial visits will be conducted by teachers to serve as vehicles for professional growth	Teachers	Observation Form	Teachers' Binder	☐	☐	☐	☐
5	Criterion reference tests will be used to measure how well students learned a specific body of knowledge and skills biweekly	Teachers/Administration	Common Assessments	Data Form	☐	☐	☐	☐
6	Student individualized performance plans (SIPP) will be used to analyze assessment data, identify strengths, weaknesses, and areas of improvement needed for student achievement through teacher intervention plans	Teachers/Administration	Form On P-Drive	Data Form	☐	☐	☐	☐

SIG Activity – 12 Turnaround	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:	**By September 2012, 20 school leaders and teachers who consistently deliver and facilitate high quality instruction and contribute to student and teacher growth will be identified and awarded an incentive.**
Indicators of Success:	1. Increase the percentage of students in the proficient and above proficient levels in all content areas by 10%. 2. Increase the percentage of teachers designing and implementing lessons reflecting the top 3 levels of Blooms Taxonomy by 10%
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Staff incentives for teachers with demonstrated gains in student achievement will be offered. Incentives to include, but not limited to, National Board Certification, and room, board, travel, and registration for professional development workshops.	Principal/teacher	Workshops Mini-grants	Certificate/PD Hours	☐	☐	☐	☐
2	An application process will be created for instructional staff, in groups or as individuals, to "win" mini-grants for instructional improvement. Mini-grants will be awarded for individual teachers ($500 for supplies), Partnering 2-person teacher groups ($1,250 for supplies), Multi-teacher/content area groups ($2,500 for supplies) or school-wide Department level concepts ($5,000 for supplies) for instructional supplies. To ensure objectivity, assigned NTO will steer review committee.	Principal NTO Mini-Grant Review Committee	SIG Funding	Certificates Awards	☐	☐	☐	☐

3	Spot observations will be conducted at least 4 times a quarter to provide immediate and consistent feedback to teachers on their professional practices and administration on needed professional development and support that should be offered to instructional staff.	Administration	Observation Form	Department Binder	☐	☐	☐	☐
4	Collegial visits will be conducted by teachers to serve as vehicles for professional growth	Teachers	Observation Form	Teacher Binder	☐	☐	☐	☐
5	Criterion reference tests will be used to measure how well students learned a specific body of knowledge and skills biweekly	Teacher/Administration	Common Assessments	Data Form	☐	☐	☐	☐
6	Student individualized performance plan (SIPP) will be used to analyze assessment data, identify strengths, weaknesses, and areas of improvement needed for student achievement through teacher intervention plans	Teachers/Administration	Form on P-drive	Data Form	☐	☐	☐	☐
7	Tier process will be used to monitor partial, inconsistent, and/or obsolete growth in the four domains used to evaluate teacher effectiveness	Administration/Teachers	Tap Program, Action Plans	Danielson's Evaluation Tool	☐	☐	☐	☐

Form S-9

Date: September 1, 2011

BUDGET AMOUNT AND NARRATIVE

LEA: Newark Public Schools **Name of School:** Malcolm X. Shabazz High School

BUDGET AMOUNTS

School Name:	Year 2		
	Approved in Original 2010-2011 Application	2011-2012 Requested	Estimated Amount To Be Carried Over from 2010-2011
LEA (5% administrative)	$60,614	$69,028	$43,284
School	$1,732,411	$1,927,527	$975,836
Final 2011-2012 Budget Request	$1,793,025	$1,996,555	$1,019,120
Year 3 Estimate		2,000,000	

BUDGET AMOUNTS

Year 2 Budget Narrative including the estimated carryover

Carryover

Due to the fact that two administrative SIG positions were not filled during Year 1 (SIG Accountant and SIG Procurement Support) and the third position (SIG Project Director) was only filled for 7 months, we are requesting that these funds be carried over to Year 2. A breakdown of these funds is as follows:

- SIG Fiscal Specialist salary and benefits = $15,000 + $4,445 = $19,445
- SIG Admin Support Staff salary and benefits = $8,000 + $3,461 = $11,461
- Un-expended SIG Project Director salary and benefits = $10,000 + $2,378 = $12,378
    - Total = $43,284.00

FINAL

Form S-18

NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

Revised: 9/14/2011

LEA Name: **Newark Public Schools**

School Name: Malcolm X Shabazz High School

NGO Title: **School Improvement Grant**

County/LEA/School Code: **13/ 3570 / 050**

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			TOTAL	ADMIN. COST SUMMARY
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	*Sum of columns 1-3* (Column 4)	(Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			918,248		
Purchased Prof. & Tech Svcs.	100-300			24,500		
Other Purchased Services	100-500			20,700		
Supplies and Materials	100-600			~~160,750~~	140,750	
Other Objects	100-800			23,250		
SUBTOTAL - INSTRUCTION				~~1,147,448~~	1,127,448	
SUPPORT SERVICES						
Personal Services - Salaries	200-100			329,465		
Personal Svcs - Emp. Benefits	200-200			~~135,208~~	142,879	
Purchased Prof. & Tech Svcs.	200-300			220,500		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500			18750 ~~11,250~~		
Travel	200-580			860		
Supplies and Materials	200-600			6,000		
Other Objects	200-800			~~21,900~~	30,173	
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				~~725,183~~	748627	
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			123,925		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				**123,925**		
TOTAL COSTS				~~1,996,555~~		

2,000,000 19/10/11

Business Administrator/Chief Fiscal Officer

Date

S-12

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/26/2011
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify subgrantee below.**

School Name: Malcolm X Shabazz 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	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
8.1.1, 8.2.1	100-100	Extended Learning Time - Teachers	$49/hr x 1.5 hrs x 185 days x 65 certified teachers = $883,838	$883,838
8.1.1, 8.2.1	100-100	Extended Learning Time - Teacher aides	$19/hr x 1.5 hrs x 185 days x 4 aides = $21,090	$21,090
8.1.1 , 8.2.1	100-100	Substitutes for Teachers during ELT	$24/hr x 1.5 hrs x 185 x 2 subs = $13,320	$13,320
			Total 100-100	$918,248
8.1.1, 8.2.1	200-100	Supplemental pay for ELT - Non-instructional staff	$96/hr x 1.5 hrs x 185 days x 5 staff = $133,200	$133,200 ✓
8.1.1, 8.2.1	200-100	Extended Learning Time - Clerk	$32/hr x 1.5 hrs x 185 days x 1 clerk = $8,880	$8,880 ✓
8.1.1, 8.2.1	200-100	Extended Learning Time - Nurse and Social Worker or Guidance Counselor	$49/hr x 1.5 hrs x 185 days x 2 staff = $27,195	$27,195 ✓
1.1.5	200-100	Supplemental pay for principal to attend NJDOE Leadership Institute	$96/hr x 70 hrs x 1 principal = $6,720	$6,720 ✓
1.1.3, 1.1.4, 4.2.3	200-100	Academic Officer (at Shabazz HS)	$100,000 x 100% = $100,000	$100,000 ✓
1.4.6, 11.2.3	200-100	SIG Project Director	Split $120,000/6 SIG schools = $20,000	$20,000 ✓
1.1.7, 4.1.1, 6.4.1, 7.2.5	200-100	SIG Accountant/Gladys Anikwe	$70,000 x 100% /4 SIG schools = $17,500	$17,500 ✓

200-100 313,495

100-100 918,248

10/12/11 PB

S-12

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 5/26/2011
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify subgrantee below.**

School Name: Malcolm X Shabazz 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	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
6.1.1, 7.1.1, 10.1.1	200-100	SIG Master Teacher (10 months)	$55,000 x 100% /4 SIG Schools = $13,750	$13,750 ✓
6.1.1, 7.1.1, 10.1.1	200-100	Supplemental pay, SIG Master Teacher (July and Aug, 2012)	$37/hr x 6 hours/day x 5 days x 8 weeks = $8,800/4 SIG schools	$2,220 ✓
			Total 200-100	**329,465**
			Total 100-100 and 200-100	**1,247,713**

200-100
329,465

200-100
15,970

10/12/11

SHABBAZ	7.65%	7.67%	5.00%	1.39%	flat rate	flat rate			
					8,525.00	3,166.00			
	FICA	**TPAF**			**HEALTH**		**TOTAL**		
883,838	67,614			12,285			79,899		
21,090	1,613			293			1,907		
13,320	1,019			185			1,204		
133,200	10,190			1,851			12,041		
8,880	679			123			803		
27,195	2,080			378			2,458		
6,720	514			93			607		
100,000	7,650	7,670		1,390	8,525	3,166	28,401		
20,000	1,530		1,000	278	1,421	528	4,757		
17,500	1,339		875	243	2,131	792	5,380		
13,750	1,052	1,055		191	2,131	792	5,221		
2,220	170			31			201		
	95,450	8,725	1,875	17,343	14,208	5,278	142,879		
	-						-	-	
	-								
	-						-		

S-13

BUDGET DETAIL FORM B

Personal Services - Employee Benefit. Revised: 9/12/2011
Function & Object Code 200-200

Date: 5/26/2011
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify subgrantee below.**

School Name: Malcolm X Shabazz 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.

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 Per Emply $ 8,525 ___%	OTHER SPECIFY: Per Emply $ 3,166 ___%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
ELT - Teachers	883,838	67,614		-	12,285	-				9.04%	79,899
ELT - Teacher aides	21,090	1,613			293					9.04%	1,907
ELT - Subs	13,320	1,019		-	185	-				9.04%	1,204
ELT - Non-instructional	133,200	10,190			1,851					9.04%	12,041
ELT- Clerk	8,880	679			123					9.04%	803
ELT - Nurse & SW/ Guidance Counselor	27,195	2,080			378					9.04%	2,458
Leadership Inst	6,720	514			93					9.04%	607
Academic Officer	100,000	7,650	7,670		1,390			8,525	3,166	20.73%	~~20,731~~ 28,40
SIG Project Director	20,000	1,530		1,000	278	-		1,421	528	23.78%	4,757
SIG Accountant	17,500	1,339		875	243			2,131	792	30.74%	5,380
SIG Master Teacher	13,750	1,052	1,055		191			2,131	792	37.97%	5,220
SIG Master Tchr (Suppl)	2,220	170			31					9.04%	201
TOTAL	**1,247,713**	**95,450**	**8,725**	**1,875**	**17,343**	**-**	**-**	**14,208**	**5,277**	**10.84%**	~~**135,208**~~

200-200
142,879

BUDGET DETAIL FORM C

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

Date: 5/26/11
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify Subgrantee below.**

School Name: Malcolm X Shabazz 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.*
9.5.1	100-300	Parental Involvement: Honorarium for Speakers	$500 Flat Fee	4	$2,000
9.6.3	100-300	Motivational Speakers/Assemblies for students	$1,000.00	5	$5,000
8.3.2	100-300	NJPAC Integration of Arts in support of student engagement	$250/day	10	$2,500
9.1.4	100-300	Student Leadership Training Cadre of students trained to promote school wide anti-violence and anti-drug campaigns and provide leadership. (Teen PEP)	$2,000/day max.	7.5	$15,000
		Total 100-300			**$24,500**
4.1.5, 4.1.6	200-300	Curriculum Spine - Seton Hall (Contract renewal from Year 1 under competitive contracting)	$60,000 Flat Fee	1	$60,000
4.2.3	200-300	Job Embedded Professional Development - Seton Hall University (Contract renewal from Year 1 under competitive contracting)	$2,000.00	75	$150,000
1.4.7, 4.2.1, 12.1.7	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 MXS with a enhanced incorporation of student achievement to instructional and administrative staff evaluation.	$1,500.00	7	$10,500
		Total 200-300			**$220,500**

200-300 220,500 100-300 24,500 10/12/11

S-15

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 5/26/2011
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify Subgrantee below.**

School Name: Malcolm X Shabazz 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	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	*x Q*	*= GR*
6.4.6, 6.4.7, 6.4.8	100-600	STAR Math Enterprise and STAR Reading Enterprise - Skills-based testing and reports that provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking.	$25,000.00	1	$25,000
6.4.6, 6.4.7, 6.4.8	100-600	Successful Reader - Reading intervention program that focuses on strategic comprehension skills and vocabulary.	$15,000.00	1	$15,000
8.1.1, 8.1.2	100-600	Supplemental Supplies and Materials required for Extended Learning Day and most specifically for development and Implementation of Enrichment Periods (65 teachers x $1,000)	$1,000.00	65	$65,000
11.2.2, 12.2.2	~~100-600~~ 200-800	Staff incentives for teachers with demonstrated gains in student achievement. An application process will be created for instructional staff, in groups or as individuals, to "win" mini-grants for instructional improvement. Mini-grants will be awarded for individual teachers ($500 for supplies), Partnering 2-person teacher groups ($1,250 for supplies), Multi-teacher/content area groups ($2,500 for supplies) or school-wide Department level concepts ($5,000 for supplies) for instructional supplies. To ensure objectivity, assigned NTO will steer review committee.	$20,000.00	1	$20,000
1.2.1, 5.2.1, 6.4.2, 6.4.6, 7.1.2, 8.1.1, 8.1.2, 9.6.1,	100-600	Speakers for the 63 SMART Boards purchased in Year 1	$250.00	63	$15,750

200-800 / 20,000 100-600 / 120,750 10/12/11

S-15

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 5/26/2011
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify Subgrantee below.**

School Name: Malcolm X Shabazz 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	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	*x Q*	*= GR*
4.2.1, 11.3.6, 12.1.6	100-600	40 Tablets with software for student remediation and enrichment in Reading, Math, and Science	$500.00	40	$20,000
		Total 100-600			**$160,750**
9.6.1	200-600	Parental Involvement: Take away materials for Family Literacy and Financial Literacy	$1,000.00	1	$1,000
9.6.1	200-600	Parental Involvement: Refreshments at efficiency limits for breakfast, lunch and dinner for weekend and evening activities.	$5,000.00	1	$5,000
		Total 200-600			**$6,000**

100-600 / 140,750

200-600 / 6,000

100-600 / 20,000

10/12/11 JB

S-16

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: 5/26/11
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify Subgrantee below.**

School Name: Malcolm X Shabazz 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	ITEM DESCRIPTION		UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
				UC x	*Q* =	*GR*
1.2.1, 5.2.1, 6.4.2, 6.4.6, 7.1.2, 8.1.1, 8.1.2, 9.6.1	400-731	SMART Boards with speakers to increase learning time and rigor (includes installation)		$5,000.00	14	$70,000
5.1.1, 6.2.2, 6.2.9, 7.2.2, 8.1.1, 8.1.2, 9.1.1, 9.5.3, 9.5.4, 9.5.5	400-731	Wireless installation to make school building wireless. Cost includes 5 switches at $2,500 per switch = $12,500; wireless software license for authentication = $6,425; 35 access points at $1,000 per point and installation.		$53,925.00	1	$53,925
				Total 400-731		**$123,925**

400-731
123,925

10/12/11 pp

BUDGET DETAIL FORM F

Date: 5/26/11
Revised: 9/14/2011

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	☐ **Check box if this is a subgrantee form and identify Subgrantee below.**
School Name: Malcolm X Shabazz 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/COST CALCULATION	GRANT REQUEST AMOUNT
6.4.3	100-500	Supplemental school libraries unlimited on-site &remote access (licensing fees for database collections)	$8,700
6.1.6, 6.1.7, 6.1.8	100-500	Enrichment and advanced placement courses adaptive computer software (100 licenses x $1,200)	$12,000
		Total 100-500	**$20,700**
8.1.1	100-800	Lunch and snacks for students on College Tours: Starting in 9th grade students will visit a minimum of one college/university per year so that by the end of 11th grade students will have visited a minimum of 3 colleges/universities. 9th grade; 225 students x $15 per day = $3,375 + 10th grade; 225 students x $15 per day = $3,375 + 11th grade; $15 per day = $3,000	$9,750
8.1.1	100-800	Lunch, snacks and admission fees for students on incentive based educational field trips, $30/day x 450 students = $13,500	$13,500
		Total 100-800	**$23,250**
8.1.1	200-500	Transportation: College Tours: Starting in 9th grade students will visit a minimum of one college/university per year so that by the end of 11th grade students will have visited a minimum of 3 colleges/universities. 9th grade 5 buses x $750 = $3,750; + 10th grade 5 buses x $750 = $3,750; +11th grade 5 buses x $750 = $3,750	$11,250
8.1.1	200-500	Transportation for incentive based educational field trips, 10 buses x $750 = $7,500	$7,500
		Total 200-500	**$11,250**
1.4.3, 1.4.4, 1.4.7, 2.2.2, 2.2.3, 3.1.2, 3.1.3, 6.2.2, 6.2.3	200-580	Travel for school leader 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.	$860

200-580 860 | 200-500 18,750 | 100-800 23,250 | 100-500 20,700 | 10/12/11

S-17

BUDGET DETAIL FORM F

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

Date: 5/26/11
Revised: 9/14/2011

NGO TITLE: School Improvement Grant

☐ **Check box if this is a subgrantee form and identify Subgrantee below.**

School Name: Malcolm X Shabazz 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/COST CALCULATION	GRANT REQUEST AMOUNT
		Total 200-580	**$860**
11.2.1, 11.2.2, 12.2.1, 12.2.2	200-800	Staff incentives for teachers with demonstrated gains in student achievement. Incentives to include, but not limited to, National Board Certification, and room, board, travel, and registration for professional development workshops.	~~$21,900~~ 10,173
		REDUCED - OVER BUDGET	
		Total 200-800	**$21,900**

See form D 200-800 30,173

200-800 10/12/11 10,173