

**Lakewood High School
School Improvement Grant
School Section**

Al Gilson

Lakewood High School
Principal

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.

Lakewood Public Schools
Applicant LEA


Signature: *Chief School Administrator*

Lakewood High School
Applicant School

March 15, 2011
Date

**School Documentation of Federal Compliance
(DUNS/CCR) Form**

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

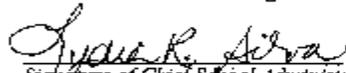
Part I - Applicant Organization

Organizational Name of Applicant **Lakewood Public Schools**
Address **1771 Madison Avenue, Lakewood**
DUNS number **080948540**
Expiration Date of CCR registration **09/30/2011**
Congressional District **4th**

Part II - Primary Place of Performance under this award

City **Lakewood**
County **Ocean**

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

March 15, 2011
Date

Lydia R. Silva - SUPERINTENDENT

Name and Title

Form S-4

Date: 3/31/11

Page ____ of ____

PROJECT ABSTRACT

LEA : Lakewood School District

Name of School: Lakewood High School 9

Current District Mission	Lakewood Public Schools is a diverse educational community of students, staff, and parents who work cooperatively to create a positive and safe environment where all students learn and reach their full potential through an academic emphasis on the New Jersey Core Curriculum Content Standards. We recognize that all students are unique and that their differences are to be respected and lauded. Our general education and special education plans implement inclusive practices and programs; take account of pupils' needs, abilities and interests; and emphasize college readiness skills in mathematics, critical thinking, and oral and written communication. We modify programs and offer supports to assure access and progress for students with disabilities in the general education programs. We help students reach their full potential, and promote intellectual, physical, moral, social, and cultural growth through curricular and co-curricular programs available to all.
Vision	We envision Lakewood High School to be a high-performing comprehensive high school that prepares all students for college and careers rooted in 21 st Century skills and competencies. We envision a school system that seamlessly moves students through a continuum of learning experiences aimed at meeting high academic and social standards of success. We aim to help our students develop as critical and analytic thinkers, excellent communicators, probing questioners, and thoughtful collaborators. As such, Lakewood High School must be equipped to educate students from a variety of economic, ethnic, linguistic, and cultural backgrounds, as well as students with special and significant needs, all in close cooperation with families and community partners.
Project Implementation Summary	In 2009, under the leadership of a new superintendent, Lakewood School District formed a partnership with an external organization, <i>An educational consultant</i> , with a proven record of helping turnaround failing schools, in order to begin a comprehensive review and refinement of its educational program. Through 2009-10, the district began new initiatives in its four elementary schools focused on literacy learning. In 2010, in consultation with An educational consultants and Jobs for the Future, Lakewood High School and Middle School adopted a <i>Common Instructional Framework (CIF)</i> aimed at helping teachers develop a set of six core instructional practices to move student learning and create consistent, coherent instructional practices grounded in learning strategies from classroom to classroom. This CIF is one of seven Signatures for Schools designed by the University Park Campus School - a highly effective, nationally recognized high school in Worchester, Massachusetts serving a student population demographically similar to that of Lakewood High School. Through the coming years, Lakewood High School aims to fully implement the CIF as well as adopt

the remaining Signatures for Schools, which include: *school wide coherence, data-driven school wide decisions, culture of commitment, collective decision-making, and collaborative professional development*. These seven signatures serve as the operating culture of a successful school aimed at preparing all students for high academic achievement, college and career readiness as defined by the successful completion of the required number of credits, passing NJ end-of-course exams, and receiving an academic diploma in four years.

During the needs assessment and planning process, we identified key strategies that, if implemented, would help drive the process of school reform built on the seven Signatures for Schools and increase student success at Lakewood High School. They include: expanded learning time, staggered scheduling, job-embedded collaborative, professional development, systemic, reflective, and accessible data analysis, opportunities for online learning for new and recovery credit, supportive small learning communities for grades 9 & 10, themed career-focused academies for grades 11 & 12, integrated use of technology, and culturally and linguistically relevant family and student services. As such, we determined that the *transformation* model was particularly aligned with the strategies that we identified. By adopting this model and aligning it with the seven Signatures for Schools, we aim to transform the operating culture of Lakewood High School by eliminating some of the most onerous obstacles in the system by utilizing the autonomy and flexibility inherent in the *transformation* model. The needs assessment indicated that the majority of the Lakewood High School staff believes in the reforms that have been initiated, but lacks confidence in the current principal's ability to lead those reforms. As such, by replacing the Lakewood High School principal with a new visionary leader, and providing additional support for staff and programming for students, we believe that will signal the serious cultural change that is necessary for dramatic improvement at Lakewood High School.

The transformation of Lakewood High School is designed to address the unique learning needs of students at every stage of their high school experience, including the transition from middle school to ninth grade through twelfth grade. Our plan focuses on six key areas: 1) raising the level of instruction and student learning in terms of skills and outcomes, 2) supporting the social and emotional well-being of students and families, 3) building strong relationships with families/caregivers as well as with the local community, 4) improving accountability and leadership among all stakeholders, 5) providing opportunities to extend learning, 6) monitoring for continuous improvement. From these key areas, we have developed five overarching goals:

- To extend the learning opportunities for students by at least 300 hours per year, to increase the school day learning time by at least 200 hours, and to substantially increase daily professional learning community time for teachers to build collective decision-making.
- To develop and implement a common instructional framework and focused curricula that are rigorous, deliberate, and aligned to the state and common core standards, which are built upon the specific

needs of students as they transition into ninth grade through twelfth grade and model 21st century skills.

- To create a coherent system of assessment and data collection that will allow for 1) timely dissemination of data for key school-wide decision-making, 2) integrated classroom and standardized assessments for instructional decision-making, 3) differentiation of instruction and curricula based on student needs, 4) easy correlation among student assessments, classroom data, and teacher assessments for school-wide coherence, 5) ongoing and accessible information sharing among teachers, parents, and school/district leaders, and 6) improve our teacher and administrator evaluation systems.
- To create a collaborative professional culture focused on 1) a culture of commitment to high student achievement, 2) continuous learning for all staff, and 3) data-driven decision-making.
- To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development centered around 1) culturally relevant services to students and families, 2) comprehensive support for students' college application process, 3) ongoing support and relationships for students who are experiencing difficulty whether socially or academically, 4) ongoing communication with and collaboration with community-based organizations and services.

Through a thorough revision of existing school priorities including: cultural norms, instructional practices, curricula, assessment, ways of relating as professionals, relationships with families and the local community, school schedule, and professional development, we are certain that Lakewood High School can be transformed to meet our vision and mission. By developing a full coordination of strategies focused on improving instructional, school organizational, and student and family services, centered around a mission to prepare every student for college and career, we contend that we can meet the challenge of transforming Lakewood High School from a “persistently low-achieving” school to a “persistently high-achieving” school. This radical change in student outcome is necessarily matched with a radical change in school and classroom conditions and practices – changes that the staff of Lakewood High School is poised to make.

Form S-5

Date: September 18, 2011

Page

REPORTING METRICS

LEA : Lakewood Public Schools

Name of School: Lakewood High School

Metric	2010 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation
AYP status	LHS did not make AYP
Which AYP targets the school met and missed	Made AYP in LAL and Math for the following subgroup: White Missed AYP in LAL for the following subgroups: Total Population, Students with Disabilities, African American, Hispanic, & Economically Disadvantaged Missed AYP in Math for the following subgroups: Total Population, Students with Disabilities, African American, Hispanic, & Economically Disadvantaged
School improvement status	Year 8
Number of minutes within the school year	70,200 minutes
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	LAL – 57.8% are Proficient Math – 32.7% are Proficient
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Made 95% Participation Rate in both LAL and Math
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	LAL – HSPA 11 th Graders Writing – 7.7 points out of 18 Expository Writing – 2.1 points out of 6 Persuasive Writing – 5.7 points out of 12 Reading – 15.2 points out of 36

Metric	2010 Data
	Interpreting Text – 4.2 points out of 8 Analyzing/Critiquing Text – 11 points out of 28 Mathematics- HSPA 11 th Graders Number & Numerical Operations – 2.7 points out of 7 Geometry & Measurement – 3.8 points out of 12 Patterns & Algebra – 4.6 points out of 15 Data Analysis, Probability & Discrete Math – 3.7 points out of 14 Knowledge – 14.8 points out of 48 Problem Solving – 10.9 points out of 38
Percentage of limited English proficient students who attain English language proficiency	Percentages reflect students who have met ELP based on one or both: <ul style="list-style-type: none"> • Met multiple criteria, according to teacher, to exit program • Attained a score of 4.5 or better on the ACCESS for ELLs By grade: 22% of grade 9 met ELP 42% of grade 10 met ELP 64% of grade 11 met ELP 29% of grade 12 met ELP Total HS population: 38% of HS students met ELP in 2010
Graduation rate	37.5%
Dropout rate	Not available
Student attendance rate	89.36
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	64 out of 1,065, which = 6%
College enrollment rates	12% of students attend a 4 year college/University
Student Connection and School Climate	
Discipline incidents	3,176
Truants	196 students had 1-4 unexcused absences 264 students had 5-9 unexcused absences 652 students had 10+ unexcused absences
Talent	

Metric	2010 Data
Distribution of teachers by performance level on LEA's teacher evaluation system	88 out of 103 teachers met the district's criteria for acceptable performance (85%).
Teacher attendance rate	90%

Form S-5

Date: September 18, 2011

Page ____ of

STATEMENT OF NEED

LEA : Lakewood School District

Name of School: Lakewood High School

Multiple Measures Analyzed in the School Need an Assessment Process for Current Programs, Strategies and Practices to address the areas below:

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	<ul style="list-style-type: none"> • Quarterly benchmarks • English pass rate by quarter • Tests • Progress reports • HSPA by subgroup pass rates • CAPA report 12/10 • Curriculum • Survey Data 	<p>HSPA pass rates: 57.8% proficient overall while 51.38% of Hispanics and 59.5% of African Americans proficient. CAPA report cited a lack of academic rigor. Progress reports, tests, and quarterly grades indicate pass rates far above what summary and observational data indicate. A review of the curriculum finds it based in summary and repetition rather than high-level thinking skills.</p> <p>Root Cause - lack of teacher expectation and a curriculum misaligned from state standards. The lower pass rates for Hispanics (76%) and the dominant population in the school indicates a lack of understanding of cultural diversity, techniques for teaching ELLs, and instructional coherence. Additionally, there is no student data system. Benchmark tests were hastily constructed and offer little useful information.</p>
Academic Achievement – Writing Must be given to teachers	<ul style="list-style-type: none"> • Quarterly benchmarks • English pass rate by quarter • Tests • Progress reports • HSPA by subgroup pass rates • CAPA report 12/10 • Curriculum • Survey Data 	<p>HSPA pass rates: 57.8% proficient overall while 51.38% of Hispanics and 59.5% of African Americans proficient. CAPA cites that while writing rubrics are in place in English, they are not in use. Observational data indicates a lack of focus on writing except to explain and summarize. Like with reading, progress reports, tests, and quarterly grades indicate pass rates far above what summary and observational data indicate. A review of the curriculum finds it based in summary and repetition rather than high-level thinking skills</p> <p>Root Cause - lack of teacher expectation and a curriculum misaligned from state standards. The lower pass rates for Hispanics (76%) and the dominant population in the school indicates a lack of understanding of cultural diversity, techniques for teaching ELLs, and instructional coherence. Additionally, there are few data systems in place, very inconsistent use of student work to drive instruction, and benchmark</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
		data was not useful due to hastily constructed tests. Writing instruction is not focused on the skills necessary for achievement for ELLs.
<p>Academic Achievement – Mathematics</p> <p>Must be given to teachers</p>	<ul style="list-style-type: none"> • Quarterly Benchmarks • Unit tests • Mathematics pass rates by quarter • HSPA by subgroup pass rates • Algebra end-of-course exam rates • Progress reports • CAPA report 12/10 • Curriculum • Survey Data 	<p>HSPA pass rates: 32.7% proficient overall 27.1% of Hispanics and 32.6% of African American are proficient. Exams, quarterly grades, and benchmarks also report very low pass rates. While the algebra curriculum has been aligned to state standards, observations indicate students are disengaged, little questioning at high-levels takes place, and teachers insist on teaching at a low skill level. CAPA reports similar findings.</p> <p>Root Cause - lack of teacher expectation. Lack of appropriate use of methodology and a lack of opportunity to demonstrate mastery in a variety of ways, including writing. Teachers use a limited repertoire of strategies. The curriculum is not aligned to core standards, and teachers demonstrate a lack of knowledge about how to teach ELLs.</p>
Parent Involvement	<ul style="list-style-type: none"> • PTA participation • Parent surveys • Participation during curriculum nights 	<p>The high school does not have a PTA. Parents are reluctant to engage with teachers and leaders. Curriculum night is poorly attended. It is observed in the administrator appointment books that when parents are called to school, they do come to school. Survey data indicates that 52% of students do not think their parents are welcome at school.</p> <p>Root Cause - lack of understanding of techniques to engage diverse community members. There is little outreach to community support groups who have experience working with the community. Many of the parents work several jobs. A significant percentage of parents are limited in their English proficiency and many are undocumented immigrants. These factors make it even more important to identify services and supports for students' families.</p>
Professional Development	<ul style="list-style-type: none"> • Walk-through trend data • Feedback surveys • Observations • CAPA Report 12/10 	<p>Walk-through trend data indicates a low level of implementation of the Common Instructional Framework beyond the English department. CAPA reports that even in English where strong evidence of the CIF is present, the lesson rigor is low. Teachers participate in daily PLC's, yet data indicates little time is spent discussing practice. On the last PD day (2/18) feedback results indicated that teachers benefited from the workshops on the CIF and understanding diversity.</p> <p>Root Cause - lack of consistent training and focus on the CIF; insufficient time for PLCs; insufficient focus during PLCs (too much time on departmental and school business); no use of student data. Too few</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
		PD experiences for staff; lack of focus on PD.
Extended Learning Opportunities	<ul style="list-style-type: none"> • Credit Recovery participation and completion • Club participation • Review of Student Handbook • Surveys 	<p>A review of Credit Recovery data indicates that students do pass the courses assigned but they are not working at an accelerated pace. Students are not accumulating the credits they need to graduate 9th grade. Repeaters are not taking credit recovery courses. Student organizations and clubs are available but not well attended. Focus data indicates that many students are otherwise engaged after school yet 45% report they have access to afterschool activities.</p> <p>Root Cause - lack of training, understanding, and supervision of credit recovery. Student activities, while available are not organized and offered to meet the challenges of 21st Century adolescents. Extended learning time is insufficient to meet the current needs of students.</p>
Homeless	District Homeless Liaison Data	<p>Each school has a Homeless Liaison who reports homeless situations to the District Liaison. The District Liaison tracks homeless students using logs supplied by the County Superintendents Office. The homeless data is currently being entered into our Realtime System. Using the Realtime system allows the district to print out a NJSMART report.</p> <p>Root Cause - according to the data, the root cause of homelessness for LHS students/families is eviction. Families are then placed in motels and shelters through Social Services until they are able to get work and/or permanent residence. This is a growing issue due increases in poverty 26.4% compared to a 9.4% national average.</p>
Students with Disabilities	<ul style="list-style-type: none"> • HSPA English and Math pass rates • Attendance • Course pass rates • Progress reports IEP Goals completion 	<p>HSPA pass rates: 16.7% proficient in English and 40.2% proficient in math. While doing better than the school average in math, these students far underperform the school average in English. Benchmark and exam data indicates the same issues for these students as their regular education counterparts.</p> <p>Root Cause - low expectations, a weak curriculum and a lack of benchmarks to drive instruction and disengaging instruction. Lack of understanding of differentiation techniques. Lack of alignment with special education goals, ELL teaching techniques, and the Common Instructional Framework. Lack of useful collaboration among In Class Support Teachers and General Education Teachers. Lakewood has been cited for an over referral to special education particularly in the lower grades leading to excessively high and often inappropriately</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
		diagnosed students in the high school suffering from lower teacher expectations.
English Language Learners	<ul style="list-style-type: none"> • HSPA English and Math pass rates • ACCESS for ELLs • Quarterly benchmark results • Attendance • Course quarterly pass rates 	<p>HSPA pass rates: 18.2% proficient in English and 18.2% proficient in Math. The chart below reflects students who have met ELP based on one or both:</p> <ul style="list-style-type: none"> • Met multiple criteria, according to teacher, to exit program • Attained a score of 4.5 or better on the ACCESS for ELLs <p>By grade: 22% of grade 9 met ELP 42% of grade 10 met ELP 64% of grade 11 met ELP 29% of grade 12 met ELP</p> <p>Total HS population: 38% of HS students met ELP in 2010</p> <p>Benchmark data analysis of ESOL test results and observations indicate low student performance. Tardy data indicates these students are more likely to cut classes or arrive late.</p> <p>Root Cause - lack of understanding of culturally diverse students in a school district where the 2010 census reports Hispanics are the largest growing group. While another growing population, Orthodox Jews, who do not use the school district public schools, provide many of the supplemental services. The immigrant population, while growing, remains largely unreported as identified in the 2010 census and impacts the school programs. The lack of adequate programs, supports, instruction, and lack of curriculum are failing to meet the needs of this largely Hispanic population.</p>
Economically Disadvantaged	<ul style="list-style-type: none"> • Free and reduced lunch forms by subgroup • HSPA pass rates • Attendance • Suspensions 	<p>HSPA pass rates: 54.5% proficient in English and 27.1% proficient in math are above the school average. This data is inconsistent with that of other subgroups who make up the economically disadvantaged students.</p> <p>Root Cause - Lakewood is the fastest growing community in New</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
		<p>Jersey as reported by the 2010 census. The school district is ill equipped to meet the challenges of a growing poor population. Lakewood is a community with an average unemployment rate close to the national average at 9.5% and a steady decrease in jobs at an average of 3.55% a month adding to the number of economically disadvantaged youth in the HS needing a wide range of social services. Moreover the poverty rate is 26.4% compared to the national average of 9.2%.</p>
School Culture	<ul style="list-style-type: none"> • Attendance by subgroup • Suspensions by subgroup • Tardy by subgroup • Student survey 	<p>3,176 suspensions and over 1000 unexcused class absences clearly indicate that students are not attending class and/or school at rates that guarantee learning. The graduation rate is 37.5% and the attendance rate is 89.6%. 12% of students attend a four-year college/university. Survey results indicate 53% of students do not see school connected to their lives. 46% report that behavior in the classroom interferes with learning daily and 54% think the school is safe. 36% report the school cannot respond to a crisis.</p> <p>Root Cause - for student disengagement is a lack of rigor, relevance, and personalization. The school culture is not organized for academic success. Lakewood is a community with increased numbers of gang members estimated by the Star Ledger to be 289 in 27 different gangs. The influence of gangs is a symptom of disenfranchised youth looking for a way to escape isolation and poverty. There were 41 bias crimes committed by youth this year alone - again symptomatic of a community lacking the resources to build bridges to diversity and understanding among a shifting population.</p>
Leadership	<ul style="list-style-type: none"> • Observations • Evaluations/Surveys • Task completion • Community relations survey • Student focus groups 	<p>The CAPA (Collaborative Assessment for Planning and Achievement) in its December 2010 review found a lack of communication and visioning, chronic low expectations for students, inconsistent implementation of the Common Instructional Framework, and a serious lack of staff and community involvement. While attempts to align the curriculum to the new state standards in Algebra and Geometry were evident, the school failed to get Board approval thereby requiring teachers to follow the guidelines. While rubrics and criteria charts were available to students, there was no evidence of consistent use, and more importantly, a lack of feedback to students, an essential characteristic of the adopted instructional model. Likewise, opportunities for differentiation of</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes (2) Root Cause of Lack of Achievement
		<p>instruction foundational to the model were left unused.</p> <p>Root Cause - the CAPA report clearly indicates a lack of instructional leadership and focus. Yet the research tells us instructional leadership is the foundation of a successful school. While not exclusively the role of the principal it is the principal who galvanizes the staff and district around an instructional mission and vision. Teacher survey supports the research findings. A majority of teachers do not support the present leadership.</p>
Highly Qualified Staff	<ul style="list-style-type: none"> • District HR data • Program assignments • Teacher survey 	<p>88 out of 103 teachers met the district's criteria for acceptable performance (85%). Over 98% of teachers responded they support change while over 88% reported they need more training.</p> <p>Root Cause - teachers are not held accountable for student performance as a measure of their effectiveness. Teachers have not received adequate training and have not had opportunities for reflective work with the school leadership. Teachers have few resources for collecting data or communication regularly with other teachers who serve their students.</p>
Other: CTE programs	<ul style="list-style-type: none"> • Student participation • Student completion • Student attendance • Student GPA 	<p>68 out of 1,065 students, or 6%, take advanced course work.</p> <p>Root Cause - while career academies have great appeal, the present model lacks focus, relevance, rigor, or alignment to 21st Century careers or skills. Students have not had adequate 9th, 10th, & 11th grade learning experiences to prepare them for advanced coursework. Students have not had a coherent program, nor have they had adequate connections with staff to develop a connection to school and advanced learning.</p>

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	Data analysis including HSPA scores by subgroup, credit accumulation, graduation data, attendance data, suspension data, teacher surveys, student surveys, parent surveys.
2.	Describe methods used to collect and compile data for student subgroups.	Data was collected from multiple sources using the present data systems and compiled by the supervisor of math and science, who has a background in data analysis and chairs the SIG committee.
3.	Explain how the data from the collection methods are valid	Data collection relied heavily on state reports. Survey data was used

	and reliable.	to triangulate and confirm other sources.
4.	What did the data analysis reveal regarding classroom instruction?	Survey trend data collected through visits to all high school classrooms that were collected by two raters each session for reliability, indicates low levels of implementation of the Common Instructional Framework.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Teachers report general satisfaction with the professional development. Exit surveys are consistent with this survey finding. However, they feel they need more and more consistent professional development, based on the needs assessment teacher survey.
6.	How are educationally at-risk students identified in a timely manner?	At present, the data system does not have this capacity, a committee reviews students at risk but they need to be reported by a teacher, not as a result of any performance data.
7.	How are educationally at-risk students provided with effective assistance?	There are ad-hoc afterschool tutoring opportunities and credit recovery during the day. Push-in models for ELL and special education students are in place.
8.	How does the needs assessment address migrant student(s) needs?	Lakewood does not have a migrant population.
9.	How does the needs assessment address homeless student(s) needs?	In our survey of parents and students, no one identified as being homeless. The district Homeless Liaison has identified several families who have been evicted due to unemployment and underemployment. These families now live in motels.
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers are represented on an Instructional leadership team by content coordinators. Benchmark exams, grading policies, and assignments are developed in PLCs led by the content coordinators.
11.	Describe the transition plan for preschool to kindergarten, if applicable.	This is a secondary school.
12.	Describe the process used to select the priority problems and root causes for this plan?	Analysis of the data, review of the current literature on instruction for targeted subgroups and for underperforming high schools.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	Students are disengaged due to a lack of rigorous curriculum aligned to NJ Common Core standards, lack of meaningful engaging instruction supported by differentiation, lack of organization that supports academic success. Lack of understanding of cultural diversity and ELLs. Furthermore, data revealed poor systems of communication among staff teaching the same students and poor use of data.

14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	Transformation was selected to build on the present reforms that are taking hold. A core of new teachers dedicated to the success of the school and a partnership with An educational consultants and Jobs For the Future. The needs assessment indicate a teaching staff willing and eager for more professional development and the implementation of better systems of data collection, management, and communication. Furthermore, all stakeholders recognize the beginning of change and wish to see that change through. Finally, by creating more rigorous Dual Enrollment classes and AP classes, some staff members will be phased out of unnecessary positions that lack rigor and college and career promise.
15.	What is the process for removal of staff members deemed to be ineffective?	Historically, ineffective teachers have been transferred to other positions or phased out. Traditionally, few staff members have been terminated. However, during the summer of 2010, the district and principal made several staff changes at Lakewood High School, along with the retirement of several teachers, resulting in 27 new staff members being placed in the school. This percentage of new teachers is significant to a school the size of Lakewood High and they are in need of support and greater coherence. In the new SIG plan, ineffective teachers will be eligible for dismissal after two-consecutive years with ineffective or partially-effective ratings in at-least two domains on the teacher evaluation system, and after a period of adherence to a personalized professional development plan.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	Nationally Board Certified Teachers will be welcomed at Lakewood High School. Built into the proposal are opportunities to take on the role of a coach, department coordinator, or lab class teacher. Additionally, the new schedule creates more time for teachers to meet and work collaboratively. Finally, we have developed a plan to begin to get our most distinguished teachers Nationally Board Certified during the third year of this grant.

Form S-6

Use only one model template for each school

Date: September 18, 2011

Page ____ of ____

TRANSFORMATION PROJECT DESCRIPTION

LEA : Lakewood School District

Name of School: Lakewood High School

Overview:

The school improvement plan described here began with a needs assessment, which included a comprehensive review of all of the school's data, including the most recent CAPA report, a survey of students, parents, and staff, and a careful review of all of the reform work that has been implemented in the last year under the current principal. Because Lakewood High School began a partnership with an external organization, An educational consultant, in 2010, we determined that we should build upon the school reform work that has already begun, and through the school improvement grant, add significant layers of reform, based on our needs assessment, over the next three years. The cultural shift necessary to make this work successful will be signaled through the replacement of the existing principal along with a series of new supports for faculty and additional programming for students.

One of the primary changes that Lakewood High School has adopted is the *Common Instructional Framework (CIF)*, aimed at helping teachers develop a set of six core instructional practices to move student learning and create consistency of structures within classrooms. This CIF is one of seven Signatures for Schools developed by the University Park Campus School; a highly effective nationally recognized high school in Worchester, Massachusetts serving a student population demographically similar to that of Lakewood High School. Through the coming years, Lakewood High School aims to fully implement the CIF as well as adopt the remaining Signatures for Schools, which include: *school wide coherence, data-driven school wide decisions, culture of commitment, collective decision-making, and collaborative professional development*. These seven signatures serve as the operating culture of a successful school aimed at preparing all students for high academic achievement and college and career readiness.

In order to fully adopt and implement the seven Signatures for Schools, we have built our school improvement plan around five overarching goals that are built upon the needs assessment and the seven Signatures of Schools. These goals are:

- To extend the learning opportunities for students by at least 300 hours per year, to increase the school day learning time by at least 200 hours, and to substantially increase daily professional learning community time for teachers to build collective decision-making.
- To develop and implement a common instructional framework and focused curricula that are rigorous, deliberate, and aligned to the state and common core standards, which are built upon the specific needs of students as they transition into ninth grade through twelfth grade and model the use of 21st century skills.

- To create a coherent system of assessment and data collection that will allow for 1) timely dissemination of data for key school-wide decision-making, 2) integrated classroom and standardized assessments for instructional decision-making, 3) differentiation of instruction and curricula based on student needs, 4) easy correlation among student assessments, classroom data, and teacher assessments for school-wide coherence, 5) ongoing and accessible information sharing among teachers, parents, and school/district leaders and 6) improvement of our teacher and administrator evaluation systems.
- To create a collaborative professional culture focused on 1) a culture of commitment to high student achievement, 2) continuous learning for all staff, and 3) data-driven decision-making.
- To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development centered around 1) culturally relevant services to students and families, 2) comprehensive support for students' college application process, 3) ongoing support and relationships for students who are experiencing difficulty whether socially or academically, 4) ongoing communication with and collaboration with community-based organizations and services.

On the following pages, we have described in detail how we intend to meet these five goals over the next three years. Following this narrative description, we have included much of the same information in the table associated with form S-6 with much less detail. Please read the detailed description to understand how we have planned this reform around our five main goals. The table will answer questions particular to the indicators set forth by the State SIG application.

Goal One

- To extend the learning opportunities for students by at least 300 hours per year, to increase the school day learning time by at least 200 hours, and to substantially increase daily professional learning community time for teachers to build collective decision-making.

YEAR 1

In order to meet the challenges of raising the educational achievement of Lakewood High School (LHS) students, it is essential to extend their learning time at the same time that we work to improve that learning time. Extended learning time, when combined with whole school reform, has been demonstrated to increase student achievement (Rocha, 2008). However, often the cost of expanded learning time can be prohibitive. At LHS, we aim to expand the learning time for students and professional collaboration time for teachers with minimal additional cost and with a side agreement with the Lakewood Educational Association, using some of the lessons learned in other schools around the country (see Lazarin & Owen, 2009).

We use three techniques to expand the school day. First, we simply reduce the students' lunch period from 43 minutes to 30 minutes. Because LHS has two locations in which students can eat lunch, lunch is served to all students quickly. Teachers and staff have observed that students can eat lunch in a short period of time and spend the majority of their lunch period either moving around the cafeteria or going outside, where disruptions often occur. By simply reducing the school lunch periods to 30 minutes, the *students will gain an additional 39 hours of instructional time* during the year.

The second way that LHS will increase instructional time is by building some of the additional 125 minutes that teachers are contractually obligated to work each week into the traditional school day. Currently all Lakewood teachers are obligated to work an additional 125 minutes after school for professional development or for informally-structured small-group work with students who are able or allowed to stay after school. During our needs assessment, we determined that this time has not been well utilized by all teachers and very few students stay after school for additional help. By building approximately one-hour of this time into the school day, the Professional Learning Community time for teachers to work together and make data-driven decisions can be expanded from 40 minutes per day to 60 minutes per day. This utilizes 85 of the 125 minutes that each teacher must work each week, and *expands the collaborative planning time by 51 hours*.

The final way that LHS aims to expand learning time is to lengthen the school day for students. Currently, the students and staff begin their days at 7:45 and end at 2:15. By shifting the school start time to 7:15 and ending the school day at 2:45, and lengthening the instructional periods from 40-43 minutes to 60 minutes, thereby reducing the number of class changes for students, students will gain over *180 more hours of instruction each year*. This plan involves staggering the start and end times for staff in order to accommodate the union contract. By building the extra 125 minutes into the school day, we can assure there is enough staff on duty at all times to ensure the safety and educational goals for our students. The staggered shifts for teachers will also allow for the development of 57-minute teaching/learning periods for all classes.

In total, the LHS plan adds an additional *285+ hours of instruction and collaborative professional development time* to the school year at minimal cost to the school.

Currently Lakewood High School and Lakewood Middle School share morning and afternoon buses. In order to avoid the additional annual cost of \$460,000 to bus high school students to school at an earlier time than the middle school students, we have decided to lengthen the

school day at the middle school by one hour using the same staggered staffing plan as we have for the high school. We have included funds in the pre-implementation budget to pay for an external consultant recognized by the National Center for Time and Learning to assist in the development of the middle school schedule and to assist in the refinement of the high school schedule. By implementing an extended learning time schedule at the Lakewood Middle School, we will 1) eliminate all extra busing fees, 2) create a continuity from middle to high school for Lakewood students, and 3) expand the learning experience for middle school students and teachers.

In addition to the 285+ hours that will be added at no additional cost, we intend to use grant funding to offer summer educational experiences for students.

Lazarin, M., & Owen, I. (November 2009). *Union and district partnerships to expand learning time: Three schools experience*. Washington DC: Center for American Progress. Document Number

Rocha, E. (2008). *Expanded Learning Time in Action: Initiatives in high-poverty schools and high-minority schools and districts*. Washington DC: Center for American Progress. Document Number

YEAR 2

- At the end of year one, the school will assess the workability of the new schedule and plan for any necessary changes.
- Lakewood High School will begin to explore ways to extend the after-school learning opportunities for students with its community-based partner.
- We will offer on-line learning classes to ramp-up literacy skills to incoming freshmen, through On-line School. Additionally, we will offer algebra credit recovery classes during the summer as well as pre-calculus classes. By using on-line courses in the summer, we offer students, especially those with summer jobs, flexibility as to when they do the class work at the same time that we begin to build the independence that students will need once they enter college.

YEAR 3

- Lakewood High School will implement three new after-school enrichment programs for students in conjunction with community-based organizations.

Goal Two

- To develop and implement a common instructional framework and focused curricula that are rigorous, deliberate, and aligned to the state and common core standards, and are built upon the specific needs of students as they transition into ninth grade through twelfth grade and model 21st century skills.

College & Career Academies in Grades 11 & 12

In the 21st Century, it is clear that our students need to be prepared for an increasingly technological and global world to be part of a competitive and progress-oriented workforce. The historical emphasis for education has been too narrowly focused on an academic, classroom-based approach. The Pathways to Prosperity report issued by Harvard University School of Education (Symonds, Schwartz, & Ferguson, 2011) advocates a network of comprehensive pathways to help students navigate the pathway from adolescent to productive citizen. The traditional focus in preparing students for a four-year college degree has been at the expense of training students to meet future employer demand. Through a thorough development of Lakewood Career Academies and Small Learning Communities, we can do both, and meet the needs of all of our students, providing them with 21st Century skills. New Jersey has adopted all 16 of the national career clusters. The Five-Year Plan for Career and Technical Education 2008-2013 emphasizes the clusters that contain career pathways involving agribusiness, communications, entrepreneurship, financial services, life sciences, gaming and tourism, advance manufacturing, life sciences and renewable energy and logistics, ports and transportation. These are New Jersey “Areas of Growth” as defined by the Office of Economic Growth in their “Economic Growth Report”. The Lakewood School District has considered the recommendations in this report as they develop three career clusters to meet the challenges of the 21st Century world of work. Each cluster and pathway will allow students to either demonstrate college readiness and go on to college without the need for remediation or enter the world of work with an entry-level job that earns a living wage.

The Lakewood School District recognizes its obligation to support this model as part of the transformation of Lakewood High School. The district has begun to develop Career Academies as an organizational structure to enhance CTE programs of study and CTE’s role in the overall high school transformation effort. In New Jersey, districts are being recruited to create new and rigorous career academies. Lakewood School District will use this strategy to build personalization, engage students in relevant learning, and provide opportunities for dual and college credit. Yet, the district recognizes that with all its schools in some level of school improvement, it lacks the internal capacity to develop the necessary courses, partnerships, and assessments to make career academies a reality.

The National Academy Foundation (NAF) prepares young people for college and career success using its proven educational model. More than 90% of NAF Academy students graduate from high school - compared to 50% in the urban areas where most NAF Academies exist. Four out of five graduates pursue college or other post-secondary education. NAF’s success in raising the standard of academic and financial achievement among young people – especially among underperforming students – has garnered the endorsement of corporations, public policy makers, and foundations, such as the Bill & Melinda Gates Foundation.

NAF Academies function as dynamic partnerships and collaborations between schools, teachers, administrators, business volunteers, and an active advisory board led by industry professionals. Some academies operate as smaller schools within larger public high schools; others function as stand-alone public schools. The National Science Academy Foundation mission is aligned to the overarching goals of the Lakewood High School transformation. Therefore, Lakewood School district proposes to apply to NAF to establish and implement three career academics aligned to the economic growth recommendations as defined by the Office of Economic Growth in their “Economic Growth Report.”

The Lakewood School District has decided to develop the following three academies in response to the local Economic Growth Data Report:

- The **Academy of Finance** connects high school students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.
- The **Academy of Information Technology** prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace.
- The **Academy of Engineering** answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. The Academy of Engineering is a partnership with Project Lead the Way.

The Lakewood LEA believes this will signal a bold change in direction for the school and secure a clear path for student's to follow and engage the community and knowledgeable partners in the implementation of the academies. The NAF focus on internships, rigorous course work and college-level skills are consistent with the overarching goal of the SIG grant. Some NAF academy development will be funded through Perkins Grants. The SIG Transformation Director will work with the Lakewood High School Staff and the Economic Advisory Board to develop Perkins Grants for each of these academies. The Academies are included as part of the SIG application because the SIG funded work lays the essential groundwork for making these academies successful for our students.

YEAR 1

- Create a map of the full staff that will be necessary when all three academies are in place in 2013. Inform teachers whose positions will be eliminated in the full academy plan that they will need to upgrade their certification or begin to search for new positions.
- Strengthen the district Economic Advisory Board to assure broad based community representation reflects economic growth industries as described in the Office of Economic Growth's "Economic Growth Report" and to support the development of the NAF academy applications.
- Evaluate present pathways and courses of study for student participation, credit accumulation, student average GPA. As a result, eliminate and/or redesign pathways/courses of study that do not meet the benchmarks for success as outlined by Perkins. Linking them to the NAF academies programs of study allows students to complete programs of study targeted for elimination.
- Develop and submit the necessary NAF academy applications by the due date. Establish implementation benchmarks for successful implementation. (February 2012).
- Develop one entry-level cross-cluster CTE course that focuses on technical reading, writing, communication and use of technology necessary for success in NAF courses.
- Submit request for approval to NJ State Department of Education Office of Career and Technology, the NAF academy courses and sequences.
- Organize all 11th and 12th grade students into three academies that align the proposed NAF academies.

- Provide the professional development necessary to implement the NAF academy courses (provided by NAF staff developers upon application approval). Summer 2012.
- Develop a backward mapped staffing plan for what the school staff will need to look like when all three academies are in place. Notify staff members who need to update their certification area in order to continue at Lakewood High School.

YEAR 2

- With the support of the NAF coach, convene the expanded Career Technology Advisory Board to support and develop paid internships for students.
- Establish the three NAF career academies. Continue phasing out the former course sequences for grades 11 and 12.
- Increase the number of dual credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery consistent with the NAF academy models.
- Provide ongoing professional development necessary to support implementation of the academies and dual credit courses with support from NAF staff developers.
- Evaluate the academic impact of the Introductory CTE course developed and implemented in year one.
- Continue to conduct the student interest and talent survey to support student placement in academies.
- Evaluate present pathways and new academies for student participation, credit accumulation, student average GPA. As a result, redesign pathways/transformational plan that does not meet the benchmarks for success as outlined by Perkins.
- Meet all NAF implementation benchmarks. (Determined through application process).
- Do a thorough analysis of the school staff's areas of certification and begin to identify new positions that need to be hired as well as those that need to be phased out.

YEAR 3

- Continue to convene the expanded Career Technology Advisory Board to maintain support and increase paid internships.
- Continue to strengthen implementation of the three NAF academies through ongoing professional development and externship experiences for teachers.
- Continue to increase the number of dual credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery of the capstone course in each pathway.
- Provide ongoing professional development necessary to support implementation of the dual credit courses.
- Evaluate the academic impact of the Introductory CTE course developed and implemented in years one and two through the end of course exam, unit projects and course pass rates.
- Continue to conduct the student interest and talent survey to support student placement in academies.
- Continue to evaluate academies success for student participation, credit accumulation, student average GPA. As a result, redesign pathways/transformational plan that does not meet the benchmarks for success as outlined by Perkins.
- Meet all NAF implementation benchmarks. (Determined through application process.)
- Have all appropriate staff in place to carry out the College and Career Academies.

Symonds, W. C., Schwartz, R. B., & Ferguson, R. (February, 2011). *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Pathways to Prosperity Project, Harvard Graduate School of Education.

Advanced Placement and Dual Enrollment Classes for 12th Graders

While the Lakewood HS has begun the process of adding approved AP courses, student participant and preparedness remains low with only 74 students enrolled in advanced courses. As part of the academy development process, we will fully design AP classes linked to the career pathways. For example, AP statistics would be linked to the finance academy. The current approved and enrolled Advanced Placement classes at Lakewood High School include:

Calculus AB – Calculus AP (0360)
English Literature and Composition – English IV AP (0140)
Spanish Language – Spanish, Advanced Placement (on-line) (0540)

By year two, we will add at least five AP classes per year (computer science A, physics C, microeconomics, macroeconomics, environmental science, chemistry) with a total enrollment of at least 120 students. By year three, we will have increased our AP and dual enrollment class offerings by four additional classes (based on the NAF academy designs) and have at least 240 students enrolled in AP or dual enrollment classes.

Small Learning Communities in Grades 9 & 10

Among the most important outcome goals for the school reform described here include: reducing dropout rates, connecting students to school in more meaningful ways, improving student attendance, and increasing academic competencies. One of the structural components that have been demonstrated to lead to these outcomes is the implementation of Small Learning Communities (SLCs) (Flowers, Mertens, & Mulhall, 1999). SLCs have been demonstrated as most effective when they are implemented across all four years of high school and combined with block scheduling and common planning time for teachers augmented by job-embedded staff development (Warren & Muth, 1995).

Lakewood High School implemented block scheduling in Math and LAL in grades 9 & 10 this past year. Next year, the school will divide the 9th and 10th grade core teachers into SLCs and loop core teachers for those two years with students. This will allow students to immediately become part of a learning community and experience the support of a core group of teachers (LAL, math, science, and social studies) who know them well and work together to make informed instructional decisions. This curricular change will be enhanced by the increased common planning time for every SLC, as well as common planning time for grade level subject areas teams. This change to SLCs will allow for opportunities for: *school wide coherence*, *data driven planning* among teachers, *collaborative professional development*, and a *culture of commitment* by aligning teachers directly to students for two years, thereby linking student success to specific teams of teachers.

YEAR 1

- Implement Small Learning Communities for all ninth and tenth grades students. These students will be in groups of approximately 100 and shared among the same core teachers, and guidance counselor.
- Develop PLC time devoted to discussing students strengths and needs among the core SLC teachers.
- Develop curriculum tied to state standards and common core standards in each subject area. This is being done in the core areas in

conjunction with the Ocean County District and built around the principles of Understanding by Design (Wiggins & McTighe, 2005).

- Plan/create courses for grades 9 & 10 that will lead to enrollment in a College and Career Academy. For grade 9, the teachers will develop a course entitled: Technical, Reading, Writing, and Communication. For grade 10, the course will be entitled: College and Career Skills and Habits. These courses will build upon David Conley's *Standards for Success* for college readiness.

YEAR 2

- Core teachers from the ninth grade will loop to tenth grade with their students. This creates a strong sense of continuity for students and allows teachers to develop strong relationships with both students and their families.
- Core teachers from tenth grade will begin with a new ninth grade class and loop with them to grade ten.
- Use the SLC structure and quarterly benchmarks to differentiate learning and reduce the need for credit recovery. For example, if some students are not passing the first quarterly Algebra benchmark, these students can be resorted into one class section of the SLC. They can be re-taught the first quarter of algebra, while the other students move on.
- Continually assess the needs of students and modify schedules as determined by the core team as necessary.
- Implement new classes in grades 9 & 10 that will lead towards a College and Career Academy (see above).

YEAR 3

- Implement new classes in grade 9 that will lead to a College and Career Academy (see above).
- Continue to evaluate the effectiveness of the model through continual data analysis of dropout rates, attendance, quarterly benchmark assessments, state exams, and disciplinary data.

Flowers, N., Mertens, S. B., & Mulhall, P. F. (1999). The impact of teaming: Five research-based outcomes. *The Middle School Journal*, 31(2), 57-60.

Warren, L. L., & Muth, K. D. (1995). The impact of common planning time on middle grade students and teachers. *Research in Middle Level Education Quarterly*, 18(3), 41-58.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Mahwah, New Jersey: Prentice Hall.

Common Instructional Framework

Lakewood High School has worked in 2010-2011 to develop a Common Instructional Framework (CIF) that was introduced by consulting partners, An educational consultant and Jobs for the Future (JFF). The CIF was developed as the centerpiece of the comprehensive reform model that is used by University Park Campus School (UPCS) in Worcester, MA, a school with a student population demographically similar to that of Lakewood High School, which has ranked first among all urban schools serving low-income students of color in Massachusetts on state English and Math graduation exams. UPCS and JFF have demonstrated the success of their reform model with over 13 years of evidence-based research and decision-making. They attribute much of their success to their unwavering commitment to the CIF, which centers on six

teaching and learning strategies that are used in every classroom and build strong college readiness competencies as defined by David Conley (2007). These six strategies, which include: *writing to learn, collaborative group work, literature groups, questioning, scaffolding, and classroom talk*, allow teachers to use common teaching language, strategies, and norms across subjects and provide students with a common template for learning that is reinforced in every classroom. The CIF allows students to focus on course content rather than on figuring out and adjusting to a variety of norms used by individual teachers. The CIF is based on the research that suggest that adolescents learn best in collective groups that focus them on critical thinking, problem-solving, and written and oral communication (Conley, 2007) in a context that upholds rigorous standards for success. As John Mayer writes in the JFF draft manuscript entitled, *Introducing the Common Instructional Framework*:

...these strategies will seem familiar. They have, after all, lurked in the language and experience of traditions of American schooling. What's different here, however, is the ways they have been developed, articulated, woven together, and exemplified in the theoretical practice of a highly successful school. Their integration and the coherent pedagogical framework they provide enable schools to build a common core of practices that cut across subjects and ability levels leading to higher and deeper levels of student learning. (Mayer, 2011)

YEAR 1

- Provide ongoing professional support for how to use the CIF to teachers based on content area needs.
- Coaches and core content coordinators will integrate CIF planning into every Professional Learning Community meeting as part of the work around planning and use of data.
- Small Learning Communities in grades 9 & 10 will work together to ensure consistency of language, terms, and expectations from students as they use the CIF.

YEAR 2

- Lakewood High School Leadership will create benchmarks for instructional rounds in order to determine the strengths and needs of the teachers in terms of the CIF, which will serve as the cornerstone for professional development decisions.
- Laboratory Classrooms will be identified for their use of the CIF. Other teachers will be able to visit and watch video of the classrooms in action for discussion and professional development.

YEAR 3

- Teachers will begin to document how they are using the CIF and the results for them as teachers and for their students as learners.

Conley, D. T. (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center.

Mayer, J. (2011). Introduction. In *Introducing the Common Instructional Framework*. NYC. Jobs for the Future.

On-line Learning and Credit Recovery Classes

Heretofore, Lakewood High School has been using APEX Learning Systems for credit recovery and dropout prevention. Because some students are able to complete the APEX classes in a shorter time than has been allotted, they often have an unscheduled period available to them by the end of the semester. These students have been using that time to work in the library on their own. Because we recognize the importance of using on-line learning as a tool for credit recovery, remediation and prevention, as well as a tool to build the independent work habits in students that will be necessary when they enter college, we will adopt a new on-line learning environment for credit recovery and supplemental student learning.

YEAR 1

- Train teachers on how to use an online virtual high school program.
- Schedule teachers flexibly to cover credit recovery classes.
- Enroll incoming freshman in ramp-up literacy course at the end of the first year.

YEAR 2

- Implement the summer ramp-up literacy course for in-coming freshmen.
- Reduce enrollment in credit recovery classes by 10%.
- Identify and enroll students in summer courses to accelerate credit recovery and increase on-time graduation rates.
- Identify and enroll up to 100 students in accelerated summer math classes (Algebra 2 & Trigonometry, Pre-calculus) to prepare them to enroll in higher-level math classes in 11th & 12th grade.

YEAR 3

- Continue the summer ramp-up literacy course for incoming freshmen.
- Reduce enrollment in credit recovery classes by 25%.
- Continue to enroll students in summer courses to accelerate credit recovery and increase on-time graduation rates.
- Continue to enroll up to 100 students in accelerated summer math classes (Algebra 2 & Trigonometry, Pre-calculus) to prepare them to enroll in higher-level math classes in 11th & 12th grade.
- Identify AP/Dual Credit/College Credit courses to offer on-line both during the school year and summer.

Transforming Spanish World Language Classes into Heritage Language Classes

Currently, students enroll in either Spanish or German for World Language instruction. However, over 70% of the Lakewood High School students come from Spanish speaking families. Given the unequivocal research findings that English Language Learners (ELL) who maintain proficiency and develop literacy in their home language outperform other ELLs on measures of English achievement (Cummins, 1991; Hudelson, 1987; Roberts, 1994) it is essential that Lakewood High School find ways to enhance the Spanish language capacity and literacy among LHS students. By providing ongoing professional development for the World Language teachers in Heritage Language instruction and providing support for them to revamp the Spanish Language Curriculum, the Heritage Language program can begin to provide Lakewood High School students with a key support for their English Literacy development (see: <http://www.international.ucla.edu/article.asp?parentid=24734>).

YEAR 1

- Provide PD for World Language Teachers on the concept of Heritage Language Learners/Heritage Language Spanish Instruction.
- Under the guidance of external consultants during the two district-wide Professional Development Days and during the PLCs, World Language teachers will work to transform the Spanish Language Curriculum to a World Language Curriculum.
- By the end of year one, the Heritage Language Curriculum should be developed for Spanish I, II, and III.
- Materials to support this program will be purchased.

YEAR 2

- During Summer Institute and PD days, Heritage Language Teachers will develop Quarterly Benchmark Assessments based on NJ Core Standards and in concert with the English Assessments in order to evaluate the effectiveness of Heritage Language instruction as a support for students' English learning.

YEAR 3

- Continue to monitor the progress of the Heritage Language Classes for ELL students.

Cummins, J. (1991). Interdependence of first and second language proficiency in bilingual children. In E. Bialystok (Ed.) *Language processing in bilingual children* (pp. 70-89). Cambridge: Cambridge University Press.

Hudelson, S. (1987). The role of native language literacy in the education of language minority children. *Language Arts*, 64(8), 827-841.

Roberts, C. (1994, Spring). Transferring literacy skills from L1 to L2: From theory to practice. *Journal of Educational Issues of Language Minority Students*, 13, 209-221. Available online: <http://www.ncbe.gwu.edu/miscpubs/jeilms/vol13/transf13.htm>.

Aligning Curriculum and Assessment

In an effort to ensure that all curricula is aligned with state and common core standards and to ensure that we have reasonable and reliable ways to assess students throughout the course of the school year as they progress through a course, Lakewood High School will work over the next three years to align all course content to the common core standards, develop rigorous and intentional pacing guides for courses, and develop common quarterly benchmark assessments for each course in order to develop school-wide coherence and commitment to high standards for all students.

YEAR 1

- Curriculum writing and benchmark assessment institute for core teachers. During this time, course teachers will begin to align classes to common core standards (if they have not already been done through the Ocean County District), develop pacing guides, and develop quarterly benchmark assessments. An external consultant will facilitate this work.
- During the school year, core teachers will continue this work during one PLC period each week and on the two district-wide Professional Development days. An external consultant will facilitate this work.

YEAR 2

- Paid one-week summer curriculum writing and benchmark assessment institute for teachers of electives, non-core classes, and AP classes. During this time, course teachers will begin to align classes to common core standards, develop pacing guides, and develop quarterly benchmark assessments. An external Consultant will facilitate this work.
- During the school year, these teachers will continue this work during one PLC period each week and on the two district-wide Professional Development days. An external consultant will facilitate this work.
- Teams of teachers will analyze data from benchmarks and student surveys to make revisions to courses.

YEAR 3

- Three-day summer institute to refine and revise any benchmarks assessments and curricula that have been deemed problematic after at least a one-year review of benchmark and student survey data. An external consultant will facilitate this work.
- During the school year, teachers will continue to refine this work.

Bridging Work with the Middle School

The long-term goal for Lakewood Schools is to create a continuum of content, instruction, and assessment from grades 6 – 12. Articulate across the grades and to ensure that high standards are being met at all levels. Middle School teachers will continue to implement the CIF to provide a continuity of instruction from grades 7-12. The LEA will continue the implementation of the University Park Campus School model through its present relationship with An educational consultant and Jobs for the Future.

Furthermore, the middle school day will be lengthened by one hour (at no additional cost) in order to ensure that students from grades 7-12 are engaged in a rigorous and fully-scheduled school day. This will save money on busing costs and provide opportunities for the middle school to lengthen instructional periods and offer both accelerated and remedial classes to insure that students are well prepared for high school.

Goal Three

- To create a coherent system of assessment and data collection that will allow for 1) timely dissemination of data for key school-wide decision-making, 2) integrated classroom and standardized assessments for instructional decision-making, 3) differentiation of instruction and curricula based on student needs, 4) easy correlation among student assessments, classroom data, and teacher assessments for school-wide coherence, 5) ongoing and accessible information sharing among teachers, parents, and school/district leaders, 6) improvement of our teacher and administrator evaluation systems.

Create a Multi-level System for Monitoring Needs, Identifying Risks, and Intensifying Intervention

Lakewood High School has adopted *Realtime* as a grade book tool for teachers, which includes a parent portal. We are in the process of purchasing a data management system for the high school. *SchoolNet* is a comprehensive data management system for schools that will 1) generate centralized data to improve efficiency, 2) disseminate information quickly and easily, 3) provide proficient metrics for analysis of program effectiveness. In addition to *SchoolNet*, Lakewood High School will purchase *TeachScope* as an electronic instructional tool that enables instructional leaders to quickly collect classroom observation data via handheld devices, and provides a framework for reflective discussions, data analysis, action planning, and progress monitoring.

YEAR 1

- Hire a Data Manager over the summer to 1) manage data from multiple sources, 2) train teachers, 3) develop systems of dissemination with the principal, 4) integrate systems of data including *SchoolNet*, *Teachscope*, quarterly benchmark assessments, and *Realtime*, 5) develop tools for teacher reflection on data and offer feedback for teachers on how to use data; 6) report out all forms of data on an as-needed basis for multiple stakeholders (state, school board, district, teachers, parents), 7) develop systems to manage access to data for stakeholders, 8) use data to assist guidance counselors and school-based CBO (A Community Based Partner) in developing appropriate programs for students.
- Bubble Sheet scanners will be purchased and linked with *SchoolNet* to make benchmark data readily available for analysis.
- Train teachers to input data and to access certain data, and 9) develop systems for using *SchoolNet* to assist in placing ELL students and providing appropriate services and accommodations for special needs students.
- Train administrators to use the data systems (*SchoolNet*, *Teachscope*, and *Realtime*).
- Train all staff in the essential elements of data-driven instruction and data-driven school-wide decision-making including: good baseline data, measureable instructional goals, frequent formative assessment, professional learning communities, and focused interventions.
- Begin to link all benchmark assessment test items with *SchoolNet* in order to use this data immediately and develop systems for item analysis and re-teaching.

YEAR 2

- Continue to build school-wide capacity to use data to drive decisions, by asking questions about the data that lead to critical reflection on content, practice, and classroom assessments.

- Coaches and department coordinators will use monthly data reports (from the school's Data Manager) to structure reflective discussions in PLCs. At least two PLCs per week will focus on student work and accountability for raising the achievement of students.
- Data coordinator will continue to refine systems for data management and dissemination. All forms of data will be considered useful and informative.
- Through a process of data-driven decision-making, the school will move toward higher standards for grading and become comparable to more rigorous high schools.
- Through PLCs, led by coaches and department coordinators, school-based assessments (including quarterly assessments) will be refined and continually linked to the SchoolNet dashboard.
- Quarterly assessments will continue to be developed and amended in response to student needs and to both drive and reflect rigorous instruction.
- Items will be rigorously analyzed to ensure that they adequately reflect an assessment of knowledge, strategy, and/or skill and are not confusing or worded poorly.

YEAR 3

- Teachers in their PLCs will begin to identify anchor papers and assignments as models of exemplary grade level skills.
- The Data Manager will scan these anchor papers for review and reflection among the staff.
- The staff culture will begin to reflect high standards for student achievement and results-oriented pedagogical work.
- Teachers will continue to use data to ask questions about their practice, differentiate instruction, and to refine their skills as teachers.

Evaluation of School Staff

The Lakewood Public Schools prides itself on using a rigorous, transparent, and equitable evaluation system for teachers and principals that takes 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. The evaluation system was designed with input from teachers, principals, and district supervisors and reflects the following core beliefs of our district:

- Our main purpose in evaluating staff is to improve student achievement.
- Staff must have a commitment to children's academic success and a commitment to the pursuit of excellence.
- Effective instruction is the most influential school factor in student achievement.
- Engaging the student's family and the community in the education process enhances learning and student achievement.
- There is no excuse for poor quality instruction.
- With our help, at risk students will achieve and exceed grade level standards.

The forms for the three main components of the teacher evaluation system will be downloaded onto handheld electronic devices (iPads) through *Teachscape* and linked to the main data system through *SchoolNet*, to provide an efficient way to analyze the progress that staff is making. The electronic files will be accessible by the school leadership only. The three main components to the teacher evaluation system are:

- **Focused Walk-Throughs** - Administrators and instructional coaches conduct focused walk-throughs each week at the school level. Using the form in Appendix B, coaches or administrators visit classrooms for less than five minutes to gauge the level of implementation of

professional development initiatives such as the Common Instructional Framework or SIOP, plan teacher support, and identify trends related to instruction. The High School Leadership has identified areas of focus and creates a list of CIF indicators to look for when visiting classrooms.

- **Instructional Feedback Forms** – Lakewood’s instructional feedback form (see Appendix C) is designed to raise the quality of instruction and align to the curriculum. In order to ensure that instructional behavior changes and improves as a result of the professional development, the principal and assistant principals, who are each assigned to a grade, are responsible for completing instructional feedback forms at least twice per marking period for every teacher. They require a 30-minute classroom visit, a post-conference, and written feedback that includes validating comments, a question that invites reflection, and a next step. Teaching staff that are rated partially effective and ineffective are then expected to improve their practices utilizing the support of administrators, professional learning communities, job-embedded instructional coaching, visits to colleague’s classrooms, and mentoring as appropriate. *Teachscape Reflect* allows a teacher to submit to either a principal and or coach a lesson that represents their practice, the lesson can be annotated using the teacher evaluation rubrics and artifacts of student work can be uploaded creating a direct relationship between practice and student performance. This 21st Century technology is being incorporated in many of the state-teacher evaluation systems and is accepted by unions because of its neutral and reflective nature.

During year one, and every semester throughout the first two years, principals and assistant principals will be provided on-the-job training through An educational consultant regarding the evaluation process by district personnel and consultants. In order to provide instructional feedback, the principal and APs must go through a certification process that assures that they are able to identify poor alignment and poor strategies and that they can suggest changes in order to improve instruction. During the certification process, instructional feedback forms are used by multiple observers and are practiced until there is a high level of inter-rater reliability. This consistency is essential to insuring that the teachers are receiving fair and consistent feedback from administrators. It will also insure a common commitment to high expectations and accountability.

- **Formal Evaluation** – Teachers will be evaluated using a format based on the Charlotte Danielson model (see Appendix D), which reflects the state standards for teachers. Formal evaluations are completed for all staff at a minimum of one per year for tenured staff with effective and highly effective ratings, and a minimum of three per year for non-tenured staff and teachers with partially effective and ineffective ratings. The principal and assistant principals will receive ongoing training regarding the new evaluation process in monthly principal meetings and through job-embedded visits by external consultants. Staff members who are rated partially ineffective are placed on improvement plans and given ample opportunity to improve their practices through professional learning communities, job-embedded instructional coaching, visits to colleague’s classrooms, and mentoring as appropriate.

School Principal Evaluation

In “*Turning Around Chronically Low Performing Schools*” (Department of Education Publication, May 2008) an analysis of successful school reforms recommends that the LEA needs to signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing

school that fails to make adequate yearly progress must improve student achievement within a short timeframe—it does not have the luxury of years to implement incremental reforms. The reports goes on to state that the LEA can signal this commitment by either changing the principal or explicitly expecting the principal to act in new ways. Lakewood School District is committed to supporting and evaluating the principal in a manner consistent with the recommendations of the Interstate School Leaders Licensure Consortium (ISLLC) Standards (see Appendix E) developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). The LEA plans to adopt the ISLLC standards and the portfolio system for evaluating the principal. The six standards to be addressed in the evaluation system are:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Each standard has accompanying knowledge, skills and performances. It is expected that the principal and the superintendent will agree on areas that need development, particularly those that are high-leverage performances for implementation of the school improvement grant and signal to the staff that a cultural shift is underway and the status quo is over:

- Maintains a consistent focus on improving instruction and evidence of student achievement.
- Make visible improvements early in the school transformation process (quick wins).
- Build a committed staff.

A portfolio of artifacts, observations from supervisors, student achievement data including course pass rates, credit accumulation, standardized testing data, benchmark results and disciplinary data. Evidence of ongoing professional development and implementation of the school improvement grant benchmarks will be used to rate the supervisor on each of the six standards. The development of the knowledge and skills included for each standard will be the content of the principal’s professional development and documented in a leadership growth plan. Should the principal score “unsatisfactory” in two or more standards at the end of the first year or three or more standards at the end of any quarterly review after the first semester of the grant, it will be considered grounds for dismissal with 30 days notice.

Monitoring for Continuous School-wide Improvement & Coherence

YEAR 1

- Hire a SIG Transformation Director to work closely with the principal and data coordinator to ensure that the SIG is being implemented effectively, to monitor the school's improvement progress, and to prepare quarterly internal reports as well as quarterly and annual reports for the state.
- Establish a Community Advisory Council to meet monthly with the SIG Transformation Director, Principal and Superintendent to review data about the school's progress and offer suggestions and advisement.
- Our external partner, An educational consultant, will work with the school principal and the SIG Transformation Director (to be hired) to monitor the effectiveness of the grant's implementation. This team will meet monthly with a community advisory council (to be established year one) and the district superintendent to review the progress of the school's transformation reform.
- The evaluation will look at student gains, changes in teacher practice, implementation of programs, and stakeholder survey data.
- In conjunction with the Data Coordinator, the SIG Transformation Director will develop a semi-annual stakeholder survey to be administered to the students, staff, external partners, and families. This will serve as additional data to evaluate the school's progress toward its goals.

YEARS 2 & 3

- Continue the monitoring process as described above.

Goal 4:

- To create a collaborative professional culture focused on 1) a culture of commitment to high student achievement, 2) continuous collaborative learning for all staff, and 3) data-driven decision-making.

PLCs and Training

In order to meet the needs of the students at Lakewood High School, it is essential that the existing staff receive professional development in key areas. All professional development is designed to support the Signatures for Schools: school-wide coherence, data-driven school-wide decisions, common instructional framework, culture of commitment, collective decision-making, and collaborative professional development. The Professional Learning Communities (PLCs) that will be built into each teacher's schedule for one-hour per day will provide the primary way that job-embedded professional development will occur. In order for the PLC meetings to be operational, the following structures will be put in place:

- Hire department coordinators for the departments from among the qualified staff. These teachers get a one-course reduction in their workload as well as a stipend of \$3900/year. This dollar figure is already budgeted through district personnel funds.
- Hire two general coaches to serve the rest of the departments and to serve as the main literacy and math coaches for the school. These teachers would teach one class per day.
- External Consultants from An educational consultant will work directly with the coaches and the SIG Transformation Director to help coaches and coordinators establish yearlong goals and external support when appropriate for SLCs based on the SIG proposal as well as on ongoing data analysis. These goals may include: ELLs, benchmark assessments, data analysis, developing criteria for student work that reflects high expectations, cross-curricular articulation and integration, curriculum alignment, the common instructional framework, College and Career Academy development, and family and community-relationships.

In order for this ongoing job-embedded PD to be successful, it will be essential to get the entire staff acculturated to new practices and procedures and to build school-wide coherence. As such, the school will use SIG funds to host a training institute for all staff prior to the school's opening in September 2011. The key components of all professional development at Lakewood High School will focus on several big areas: Meeting the needs of English Language Learners, curriculum refinement and benchmark assessment work for all content area teachers, cross-curricular instruction training for all staff, technology training and training in data systems. All training will be focused on the seven Signatures of Success.

Meeting the Needs of English Language Learners (Building School-wide Coherence and a Culture of Commitment)

YEAR 1

- Lakewood High School has a high a percentage students are English Language Learners (ELLs), yet few of the teachers are trained in working with ELLs. As such, a significant portion of the Training institute will involve Sheltered Instruction Observation Protocol (SIOP) training for all staff. The SIOP Model is based on current knowledge and research-based practices for promoting learning for all students, especially ELLs. Critical components of high quality instruction for ELLs form the framework of the SIOP Model. The SIOP Model was developed to provide teachers with a well-articulated, practical model of sheltering instruction for diverse students. The intent of the model is to facilitate high quality, rigorous instruction for English Learners in content area teaching (Echevarria, Vogt & Short, 2000). This work supports the CIF in that it creates a very specific scaffold (one of the CIF strategies) for English Language Learners.
- One member of each SLC and each department will be identified as the SIOP leader for that SLC. This person will continue getting SIOP support throughout the year and will then be responsible to turnkey that work to his/her SLC colleagues.
- A part of the two district-wide Professional Development days during the year will be devoted to SIOP training.
- Teachers of Spanish World Language will receive training in transforming their classes into Heritage Language Classes. During year one, they will work to develop a Heritage Language Curriculum.
- Staff will evaluate their use of SIOP and their ability to meet ELL needs during data review sessions of the PLCs.

YEAR 2

- Turnkey Leaders (coaches and department coordinators) will get renewed SIOP training.
- Staff will evaluate their use of SIOP and their ability to meet ELL needs during data review sessions of the PLC.

YEAR 3

- All new staff will get SIOP Training.
- Staff will evaluate their use of SIOP and their ability to meet ELL needs during data review sessions of the PLC.

Meeting the Needs of Students with Disabilities (Building School-wide Coherence and a Culture of Commitment)

YEAR 1

- Approximately 20% of all Lakewood High School students have IEPs, yet few of the teachers are trained in working with students with disabilities. As such, a portion of the professional development days will involve inclusionary practices training for all staff. The training will concentrate on grouping, modifying curriculum materials, providing accommodations and team teaching. This work supports the CIF in that it creates very specific scaffolds (three of the CIF strategies) for students with disabilities.
- One special educator from each SLC will be identified as the team leader for that SLC. This person will continue getting support throughout the year and will then be responsible to turnkey that work to his/her SLC colleagues.
- A portion of each of the two district-wide Professional Development days during the year will be devoted to special education training.
- Staff will evaluate their use of differentiation strategies and their ability to meet the needs of students with disabilities during data review sessions of the PLCs.

YEAR 2

- Turnkey Leaders (coaches and department coordinators) will get renewed special education training based on the data.
- Staff will evaluate their use of special education strategies and their ability to meet the needs of students with disabilities during data review sessions of the PLC.

YEAR 3

- All new staff will get special education training.
- Staff will evaluate their use of special education strategies and their ability to meet the needs of students with disabilities during data review sessions of the PLC.

Curriculum Alignment and Benchmark Assessment (Collective Decision-making; Data Driven School-wide decisions)

YEAR 1

- Work on aligning core classes to the Common Core Standards (if it has not already been done by the Ocean County Districts) and will begin to develop quarterly benchmark assessments aligned to the curriculum.
- During the year at PLCs and PD days, this work will continue.

YEAR 2

- Develop a one-week paid curriculum alignment institute for all elective subject teachers (all who can come). During this week, teachers will work on aligning elective classes to the Common Core Standards (if it has not already been done) and will begin to develop quarterly benchmark assessments aligned to the curriculum.
- During the year at PLCs and PD days, this work will continue.
- All of the core quarterly assessments will be continually reviewed, monitored, and refined.

- Develop the 9th and 10th grade CTE classes.
- Establish the three NAF College & Career academy programs for grades 9 and 10. Continue phasing out the former course sequences for grades 11 and 12.
- Increase the number of dual-credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery consistent with the NAF academy models.
- Provide ongoing professional development necessary to support implementation of the academies and dual credit courses with support from NAF staff developers.

YEAR 3

- Continue to strengthen implementation of the three NAF College and Career academies through ongoing professional development and externship experiences for teachers.
- Continue to increase the number of dual credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery of the capstone course in each pathway.
- Provide ongoing professional develop necessary to support implementation of the dual credit courses.

Cross Curricular Development and Training for Staff (Collaborative Professional Development; School-wide coherence; Common Instructional Framework)

YEAR 1

- A portion of the professional development institute will involve further training. The common instructional framework to build cohesion and commitment across all subject areas. Training will be provided by an educational consultant.
- Continued cross-curricular training will be built into the PLCs.
- A portion of the professional development institute will be devoted to beginning to conceptualize the College and Career Academies.
- We recognize that writing is a gateway to academic and career success. As such, Lakewood High School will develop a technical writing course for ninth grade students.

YEAR 2

- Continue to refine the cross-curricular work through the CIF during PLC time.
- Increase the number of dual credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery consistent with the NAF academy models.
- Provide ongoing professional development necessary to support implementation of the academies and dual credit courses with support from NAF staff developers.
- Evaluate the academic impact of the Introductory CTE course developed and implemented year one.
- Teachers of the technical writing course will have four reflective after school meetings.

YEAR 3

- Continue to refine the cross-curricular work through the CIF during PLC time.

- Up to twenty-five teachers will have the opportunity to take a specially designed *Learning to Write/Writing to Learn* graduate summer course at Rutgers University. These teachers will be selected based on their recognition as “Highly Effective” in all teaching domains for two-consecutive years on their teaching evaluations.
- Teachers in the College and Career Academies will work to continue to increase the number of dual credit courses by developing a partnership with Ocean County Community College that enables the college to provide the dual enrollment credit or direct course delivery of the capstone course in each pathway.

Technology Training and Data Systems

(Collaborative decision-making, culture of commitment, school-wide coherence, data-driven school wide decisions)

YEAR 1

- A portion of the professional development institute will be around training teachers on all new technology for the school and how to use 21st century technology for instruction within the common instructional framework (CIF).
- A portion of the professional development institute will be training around to show how to use the new Data Systems (SchoolNet; Teachscape).
- A full-time technology coordinator will be hired using SIG funds. This person will be able to maintain all systems and equipment, trouble shoot for teachers, provide professional development in how to use technology for educational purposes, and work closely with the district technology director to ensure that all systems are in operating order.

YEAR 2

- The technology coordinator will continue to consult with the school to ensure that all systems are operating, to provide technical services to teachers, to upgrade software and hardware, and to provide professional development on how to integrate technology with instruction.

YEAR 3

- The technology manager will continue to consult with the school to ensure that all systems are operating, to provide technical services to teachers, to upgrade software and hardware, and to provide professional development on how to integrate technology with instruction.

Goal 5

- To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development centered around 1) culturally relevant services to students and families, 2) comprehensive support for students' college application process, 3) ongoing support and relationships for students who are experiencing difficulty either socially or academically, 4) ongoing communication and collaboration with community-based organizations and services.

Community Based Partner

In addition to the supports and professional development listed under the previous goals, LHS will develop a partnership with *A Community Based Partner*, a community-based organization with expertise in Spanish Language and Latino cultural issues. *A Community Based Partner* will be provided space within the school and funding to develop programming and provide services in four areas:

- *Family and Community Outreach* – The organization will survey parents, create family services, and work with families who are in need. They may function as a direct provider of services or as an intermediary for connecting other CBOs with families. They will also function as advocates for families to better utilize the services at the school and in the broader community.
- *Work with Individual Students for Success* – The disciplinary issues at LHS are located within a small number of students. By providing these students with culturally relevant services and incentives for success, and helping teachers and other staff develop positive relationships with students, A Community Based Partner that has a track record of supporting the most troubled youth to stay in school and succeed in school.
- *Function as a liaison between the school staff and the local community* – By providing ongoing services to both staff and community and creating new and creative ways to bring staff and community together, they will help build relationships between the two primary caretakers of students – family and teacher. They will also work closely with the SIG Transformation Director/School Reform Director to coordinate a **community advisory council** that will provide ongoing feedback to the school administration and superintendent.
- *Build Cultural Competency* – By providing the array of services listed above, that will be rooted in both the home communities of students as well as the school community. By finding ways to bridge these two worlds, they will serve as a resource to develop cultural competency among the staff. A Community Based Partner will also work closely with guidance counselors to ensure there are culturally appropriate guidance for students and that the school is developing a school-culture for excellence. For example, they will work with the guidance department to identify students of the month in each grade, who will be publically recognized as well as parents and families that deserve public recognition.

School-Based Support Services

School-based is a non-profit organization that already works within the Lakewood High School to provide individual and family counseling to students. In the next year, the guidance department will coordinate closely with this group to ensure that its services are being utilized well by the school.

Guidance Department

The Lakewood High School Guidance Department will be reorganized so that guidance counselors are placed with a grade level cohort of students who they will loop with during their of high school years. The guidance counselors will get to know students and families well and be able to assist students closely in the college and career process. The school will hire an additional member of the guidance department whose primary job will be to work with community-based groups, develop policy and coordinating student outreach efforts for Lakewood students. This staff member will also have training in ESL and be bilingual (Spanish/English) to facilitate communication with families.

Teacher/Staff Incentive System

In an effort to incentivize teacher growth aimed at student achievement and college and career readiness for all students, LHS has developed a plan that supports the following signatures for success: *school-wide coherence, data-driven school-wide decision-making, and culture of commitment*. One of the weaknesses of Lakewood High School, like many high schools, is the balkanized nature of instruction. (e.g., The social studies people work in isolation, the math people work in isolation, the computer teacher, and so on.) Each of these teachers of students, in the best-case scenario, takes on a deep commitment to developing students' competencies in the areas that s/he teaches. However, this balkanization does little to help students see the connection between content. It does not allow for teachers to take collective responsibility for the students that they teach. In our effort to change this culture, Lakewood High School has developed a plan for SLCs made up of teachers across disciplines that will meet together daily. In an effort to further build that culture of collective commitment, we have adopted a plan to incentivize a common commitment to educating our students on each grade level. Each grade level team must create a set of measureable goals for themselves and for their students.

The goals for each grade must account for the following:

- Increase in student first time course pass rates on all grades by 10% in 2012, 25% in 2013, and 50% in 2014. Increase in student in each subgroup pass rates on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012, 20% in 2013, and 40% in 2014.
- Increase HSPA scores for each subgroup over the baseline by 10 % in 2012; 20% in 2013, and 25% in 2014 or until it is discontinued as a success measure by NJ.
- Increase in Academy (grades 11 and 12) students' average GPA by .3 in 2012, .5 in 2013, and 1.0 in 2014.
- Increase students passing the AP Exam by 5% in 2012, 20% 2013, and 25% in 2014.
- Increase in students taking and passing dual and college courses by 5% in 2012, 20% 2013, and 25% in 2014.
- Increase in student writing proficiency as measured by benchmark exams by 10% in 2012, 25% in 2013, and 40% in 2014.
- Increase proficiency on ACCESS exam for ELLs by 10% over the baseline for each grade by June 2012; and by 25% in June 2013.
- To decrease the number of suspensions for each cohort over the baseline by 20% in 2012, 25% in 2013, and 25% in 2014.
- To Increase the attendance rate for the school population to 95% by 2014.

Once the measureable goals for the grade have been approved by the LHS administrators, all staff members who work on the grade will be held collectively responsible for meeting those goals - including developing a plan to mentor and support new and or struggling teachers.

At the end of the school year, a team comprised of one member from each grade level teaching staff (selected by members of that teaching staff), a member of the Lakewood High School Leadership, and a Lakewood School District Representative will form the School-Wide Bonus Review team. This team will evaluate whether or not the goals for each grade have been met. If a grade team meets all of their goals, every person working with that grade full time will receive an incentive of \$2000. Any staff member working with that grade part-time will receive the percentage of the bonus in line with the percentage of their work time spent with that grade (e.g., if a teacher spends 50% of his/her work time with grade 9, and grade 9 meets its goals, that teacher will get 50% of the bonus). Any teacher or staff member who has received ineffective or partially effective ratings in two or more domains for the year and has not made progress in those ratings will have his/her bonus held in abeyance until s/he has made adequate professional gains. Any teacher that receives ineffective or partially effective ratings in two or more domains for two consecutive years will be eligible for dismissal. If the staff member is dismissed, s/he will not receive the incentive.

Every grade team that meets the goals will also be able to recognize their students in several formal ways. First, every team that reaches their goal will get a party for the students of that grade. Second, students and teachers will be formally recognized at the school board meeting. Third, the grade will be recognized publically on the school announcement board.

This incentive plan is based on the idea that all teachers must work together to help students achieve, and that students must be a part of that commitment. As such, all of the teachers and students in a grade will equally benefit from increased student achievement. We see this as a positive incentive system that can be kicked off with a rally for teachers and students that will support the positive collaborative spirit that we plan to build through the transformation of Lakewood High School. We also believe that putting this incentive program in place for three years will be sufficient to help transform the culture of the school toward one of high expectations for student achievement and teacher collaboration, and it will become unnecessary after that time period.

In addition to the collective incentive system described above, the Lakewood High School SIG plan wishes to identify and reward individual excellence among teachers in order to maintain and attract the best teaching staff possible. We recognize individual teachers in the following ways:

- Teachers who have received two-consecutive years of highly effective ratings in all of the domains of the teacher evaluation system are eligible to enroll in a 3-credit graduate on-site summer class offered by Rutgers University Graduate School of Education in Writing Across the Curriculum, paid for through the SIG funds. (Approximately \$2500/teacher.)
- Those same teachers will be eligible to receive support in an application for National Board Certification, the cost of which will be paid for through SIG funds. (\$3100/teacher.)

Student Recognition

Lakewood High School will institute several ways to formally recognize students for their achievement and work. The following forms of recognition will be established and organized and managed by the guidance department, who will establish routines for how to recognize honored students such as public recognition at board meetings and newspapers, parties, assemblies, and certificates.

- Student of the month
- Citizen of the month
- Honor Roll
- Perfect Attendance List
- Grades who collectively meet annual academic goals
- Academy super stars
- SLC superstars

FORM S-6 (continued)

<p>Transformation SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.</p>		
<p>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.</p>		
Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>The LEA has adopted the ISLLC standards and the portfolio system for evaluating the principals. The LEA will focus the principal evaluation on those standards and actions that support the implementation of the grant.</p>	<p>Complete</p>
<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<p>Lakewood School District believes it has the necessary interest, will and capacity to transform the Lakewood High School into a successful and productive learning community with a new school leader and the existing staff. The transformation principal will be expected to build a system of collaboration and teacher leadership presently missing from Lakewood High School (CAPA Draft Report December 2010). Relying on the work of Richard DuFour and Robert J. Marzano as described in <i>High-Leverage Strategies for Principal Leadership How Teachers Learn</i> Educational Leadership, February 2009 Volume 66 Number5), The new principal will have the latitude over time and scheduling necessary to form collaborative teacher groups focused on student learning and meeting the school mission. At present, the district is contracting to conduct a nationwide search for the new transformational principal.</p>	<p>Complete</p>
<p>3. The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>The district has set aside funds to search in the recruitment and hiring of the Principal and SIG Transformation Director.</p>	<p>Complete Hired June 30 Hired August 18</p>

<p>4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>The Signatures for Schools Model developed by the University Park Campus School and Jobs for the Future, requires that the principal share authority and guide a collaboratively developed learning agenda. As such, these will be among the characteristics necessary for the newly hired principal. By hiring a SIG Transformation Director on an administrative line and retaining An educational consultant as the school partner, the LEA is demonstrating the clear expectation that Lakewood High School will focus primarily on staff instructional capacity and shared authority.</p>	<p>Complete Advertise for SIG Transformation Director as soon as grant is awarded; Hired for September 2011.</p>

Transformation SIG Required Activity – 2

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.</p>	<p>A core group of teachers and district supervisors met to establish a system of evaluation for teaching staff. Using current, research-based recommendations to determine the procedures and protocols, this group was cautious to be sure that the tools they developed were in line with the goals of the SIG Transformation design. These tools include the following:</p> <ul style="list-style-type: none"> • Focused walk-through forms • Instructional Feedback forms • Formal Evaluations <p>(See detailed description above and Appendix B, C, & D for copies of forms)</p>	<p>Complete</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>The formal tools developed by the teacher evaluation committee are based on the Danielson Framework for Teaching, which have been field-tested elsewhere. The Instructional Feedback forms will focus on the CIF in order to ensure that all instruction is consistent and coherent. The reliability of these forms will be established during the first few months of Year 1. LHS Principal and APs will observe classes together along with an external consultant to establish inter-rater reliability of at least 85%. This level of reliability will make these tools effective for determining the professional development needs of the staff as well as to determine the need to terminate any staff members.</p> <p>The administrator evaluation system is based on ISLLC standards and recommendations and includes a portfolio assessment along with a cover sheet (see Appendix E).</p>	<p>Fall 2011</p>

3. The SEA and LEA document and provide training regarding the evaluation process.	The LEA will provide training for the school leadership in how to use the forms during the fall 2011 as per the description above. Teachers will receive training in these new procedures and all new procedures during the institute.	Fall 2011
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	During Year 1, the school administrators will continue monthly training with an external consultant to ensure that the evaluation tools are being used reliably. If the forms are being used reliably, yet the team identified weaknesses and inconsistencies (for example, the tool can be reliable, but may not be valid – it may not measure the teaching practices that we want it to measure; or there may be teachers whose students are performing inconsistently with the results that the teachers are receiving on the instrument), the LEA and external consultants will review the instruments and revise them.	Year 1; Year 2
5. The LEA monitors the evaluation process and reviews results.	The adoption of SchoolNet as a school-wide data system and Teachscape as a tool for organizing all professional evaluation materials electronically. Furthermore, <i>Teachscape Reflect</i> allows a teacher to submit to either a principal and or coach a lesson that represents their practice. The lesson can be annotated using the teacher evaluation rubrics and artifacts of student work can be uploaded creating a direct relationship between practice and student performance. This compilation of tools will assist the LEA in monitoring the performance of the teachers and evaluating the progress of the school principal. Aggregated data from teacher evaluations and student progress will be submitted to the LEA for review each month and be included in the formal reports to the superintendent board and community advisory council by the SIG Transformation Director.	Twice annually – Years 1, 2, 3.

Transformation SIG Required Activity – 3

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>In an effort to incentivize teacher growth aimed at student achievement, LHS has developed a plan that supports the following signatures for success: <i>school-wide coherence, data-driven school-wide decision-making, and culture of commitment</i>. In our effort to change the balkanized culture of high schools, LHS has developed a plan to incentivize a common commitment to educating students.</p> <p>In this plan, all teachers and staff will work with a grade level of students. Each grade will come together and set measureable goals for that grade that are consistent with the targets set in the accountability and management plan. The goals for that grade must account for the following:</p> <ul style="list-style-type: none"> • Increase in student first time course pass rates on all grades by 10% in 2012, 25% in 2013, and 50% in 2014. Increase in student in each sub group pass rates on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012, 20% in 2013, and 40% in 2014. • Increase HSPA scores for each subgroup over the baseline by 10 % in 2012, 20% in 2013, and 25% in 2014 or until it is discontinued as a success measure by NJ. • Increase in Academy (grades 11 and12) students' average GPA by .3 in 2012, .5 in 2013, and 1.0 in 2014. • Increase students passing the AP Exam by 5% in 2012, 20% 2013, and 25% in 2014. • Increase in students taking and passing dual and college courses by 5% in 2012, 20% 2013, and 25% in 2014. • Increase in student writing proficiency as measured by benchmark exams by 10% 2012, 25% 2013, and 40% 2014. • Increase proficiency on ACCESS exam for ELLs by 10% over the baseline for each grade by 6/12; by 25% in 6/13. • To decrease the number of suspensions for each cohort over the baseline by 20% in 2012, 25% in 2013, and 25% in 2014. 	<p>Summer Y1: Set goals for each grade team.</p> <p>Spring Y1: Establish Evaluation Committee</p> <p>June Y1: Committee reviews al data.</p> <p>June 30, Y1: Bonuses are distributed.</p> <p>(Repeat for Y2 and Y3)</p>

	<ul style="list-style-type: none"> • To increase the attendance rate for the school population to 95% by 2014. • To Increase teacher attendance rates to 97% by 2014. <p>Once the measureable goals for the grade have been approved by the LHS administrators, all staff members who work on the grade will be held collectively responsible for meeting those goals, including developing a plan to mentor and support new teachers.</p> <p>At the end of the school year, a team comprised of one member from each grade level teaching staff (selected by members of that teaching staff) along with a member of the school leadership, the SIG Transformation Director, and the data coordinator, will form the School-Wide Bonus Review team. This team will evaluate whether or not the goals for each grade have been met. If a grade team meets all of their goals, each person working with that grade full time will receive a bonus of \$2000. Any staff member working with that grade part-time will receive the percentage of the bonus in line with the percentage of their work time spend with that grade (e.g., if a teacher spends 50% of his/her work time with grade 9, and grade 9 meets its goals, that teacher will get 50% of the bonus). Any teacher or staff member who has received ineffective or partially effective ratings in two domains for the year and has not made progress in those ratings will have his/her bonus held in abeyance until s/he has made adequate professional gains.</p> <p>Any staff member that receives documented ineffective or partially effective ratings in two domains for two consecutive years will be eligible for dismissal. If the staff member is dismissed, s/he will not receive the bonus.</p> <p>In addition to the collective incentive system described above, the Lakewood High School SIG plan wished to identify and reward individual excellence among teachers in order to maintain and attract the best teaching staff possible. We recognize individual teachers in the following ways:</p> <ul style="list-style-type: none"> • Teachers who have received two-consecutive years of highly effective ratings in all of the domains of the teacher evaluation system are eligible to enroll in a 3-credit graduate on-site summer class offered by Rutgers University Graduate School of Education in Writing Across the Curriculum, paid for through the SIG funds. (Approximately \$2500/teacher.) • Those same teachers will be eligible to receive support in an application for National Board Certification, the cost of which will be paid for through SIG funds. (\$3100/teacher.) 	<p>Year 3: All staff evaluations will be reviewed. Any staff meeting the criteria will be recognized as eligible for National Board Certification and for the special Rutgers Course.</p>
--	--	---

<p>2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.</p>	<p>The system described above was developed by a committee that consisted of: the Lakewood Education Association president, two teachers from the High School, and a district supervisor. It was approved and endorsed by a SIG committee consisting of the district superintendent, high school teachers, a NJEA representative, community members, parents of high school students, and external consultants.</p>	<p>Completed</p>
<p>3. The SEA and LEA develop policies that facilitate performance-based dismissals.</p>	<p>Lakewood School District and the Lakewood Education Association both support the rewarding of good teachers and the dismissal of teachers with a pattern of unsatisfactory performance. Until now Lakewood lacked a transparent growth oriented evaluation system. Now the LEA together with its Education Association has committed to work together to develop a plan for performance-based dismissal consistent with NJ's other LEA's and the national work around teacher effectiveness. It is anticipated that by the end of the grant period policies will be in place that allow for performance-based dismissals. The parties have verbally agreed to the initial criteria that any teacher receiving a rating of ineffective or partially effective in at least 2 domains over two-consecutive years will be eligible for dismissal.</p>	<p>June 2014</p>
<p>4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.</p>	<p>The LEA has established guidelines for a High School hiring committee comprised of:</p> <ul style="list-style-type: none"> • The District Superintendent or Assistant Superintendent • The school principal • 3 teachers • The SIG Transformation Director • 2 parent representatives <p>This committee will be convened by the SIG Transformation Director (or the District Superintendent's designee until the SIG Transformation Director Position is filled) who will work with the principal to advertise expected vacancies by March each year (by May for year 1) through multiple venues and media sources. The interview process will take place each spring and include four successive stages:</p> <ul style="list-style-type: none"> • Resume and portfolio review • Initial interview/writing sample • Demonstration lesson in a Lakewood High School classroom • Post-demonstration interview <p>During the first year (May 2011), the LEA will hire four significant positions: The new principal, the SIG Transformation Director, the Data Coordinator, and the Technology Coordinator</p> <p>The SIG Transformation Director and school principal will be hired with the help of a "head hunter." Once the resumes have come in, a committee will be comprised of:</p>	<p>Summer 2011 Post positions open to existing staff: 5 departmental coordinators (Math, Science, Social Studies, English, Technology); 2 High School coaches (Literacy/ English; Math). Begin interview process by August, hire by September 2011.</p> <p>February (Y1, Y2, Y3): Estimate expected vacancies based on</p>

	<ul style="list-style-type: none"> • The District Superintendent • The Assistant Superintendent • 2 High School Teachers • 2 High School Parents • 1 Community Liaison • 1 High School Student • Lakewood Teachers Union representative <p>Candidates for these positions will go through a rigorous full-day interview during which they meet with the hiring committee as a group, as well as individually with the principal or SIG Transformation Director (if one is hired before the other), the superintendent, and members of the school staff (during lunch periods). After a school tour and visits to classrooms, each candidate will be asked to offer a short presentation for stakeholders (students, parents, and teachers) immediately after school hours outlining his/her vision of education and personal experience. All stakeholders who meet with the candidate will be asked to fill out a feedback form, which will be used to inform the committee's decision.</p> <p>The Data Coordinator will be hired by the LEA Technology Director, a designee of the superintendent, and the new school principal (if s/he has been hired). Candidates for this position will have a full interview with the committee as well as individual interviews with the Director of Technology and the Superintendent (or designee) and Principal.</p> <p>The full-time technology coordinator will be hired by the LEA Technology Director, a designee of the superintendent, and the new school principal (if s/he has been hired). Candidates for this position will have a full interview with the committee as well as individual interviews with the Director of Technology and the Superintendent (or designee) and Principal.</p>	<p>staff evaluations, student enrollment, and response to inquiry about plans for subsequent year. Prepare budget for following year.</p> <p>March Y1, Y2, Y3 – Advertise positions/ resume review</p> <p>April, May, June Y1, Y2, Y3 – interview process/ hire staff</p> <p>May, Y1 – Hire School Principal, SIG Transformation Director, Data Coordinator, and full-time technology coordinator.</p>
<p>5. LEAs and schools provide targeted assistance to underperforming teachers.</p>	<p>The Teacher Evaluation System is derived from the Danielson rubrics that recognize the multifaceted nature of teaching. All teachers will need support as the move from novice to expert. The use of the frameworks in conjunction with <i>Teachscape Reflect</i> allows teachers and coaches to see areas in need of improvement and target support for those areas. Teachers will be identified as under-performing if they receive ineffective or partially effective ratings on more than two subscales of the evaluation form or the Instructional Feedback form. Such ratings will put into effect a series of supports for that teacher:</p> <ul style="list-style-type: none"> • A professional development plan agreed to by the teacher and the school principal based on the specific areas of need. • One-on-one work with coaches/departments coordinators. 	<p>Implementation Fall 2011</p>

	<ul style="list-style-type: none">• Opportunities for observation in colleagues' classrooms.• Additional observations by the principal or members of the school leadership (assistant principals, SIG Transformation Director).	
--	--	--

Transformation SIG Required Activity – 4

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>The five primary vehicles for professional development are:</p> <ul style="list-style-type: none"> • Annual paid summer work focused on direct PD aimed at meeting the needs of staff and on developing academically rigorous curriculum and quarterly benchmarks that are aligned to NJ state and the Common Core Standards. Orienting the entire staff to the work of the SIG; developing their proficiency with the Common Instructional Framework and other cross-disciplinary issues; training teachers in how to integrate the Sheltered Instruction Observation Protocol (SIOP) for English Language Learners as a scaffold for students’ learning; training on methods (differentiation, grouping, curriculum modifications and accommodations) for meeting the needs of students with disabilities consistent with the CIF; training in all of the new data systems and instructional technology available for teachers; Introduction to Heritage Language Classes for the World Language teachers; Preliminary data analysis and SLC work. Host workshops focused on curriculum alignment and quarterly assessment development for Math, Science, English, and Social Studies teachers. In subsequent summers, we will host curriculum and benchmark workshops for Heritage Language Teachers, teachers of electives and other classes, and for College and Career Academy Development. • Professional Learning Communities (PLCs) that will meet daily for one hour. 	<p>PLCs, PD days, and after school.</p>

These PLCs will be differentially configured by both Small Learning Communities (SLCs) as well as content area. PLCs will focus primarily on using data to drive instructional decisions, evaluation of student work to inform expectations and instructional decisions, and ensuring cross-curricular practice is consistent with the Common Instructional Framework (CIF) as well as the other Signatures for Schools. The 2 coaches, the 5 department coordinators, the SIG Transformation Director, the teachers, and external consultants familiar with the school model will collaboratively develop the goals and agendas for these meetings. During Year 2, laboratory classes will be established to serve as models for instruction and videotaped for use in PLCs. External consultants will work closely with the coaches and department coordinators to assist them in preparing for meaningful and productive PLCs to support teachers in their use of both individual student work and formal data to inform instruction.

- Two district-wide professional development days During year one, this work will be focused on a combination of continued SIOP training, special education training, as well as further curriculum and benchmark development. In subsequent years these PD days will continue to be a combination of course and assessment development (e.g., College and Career Academy work) and more formal professional development for particular groups of teachers based on need assessments (e.g., formal training in how to use writing to learn as a strategy in the math classroom, or how to develop high standards for Heritage Language classes for the World Language teachers).
- Selected after-school opportunities for teachers are integrated into the plan where there is identified high need. In the UPCS model, writing is seen as a vehicle for learning content as well as a means for critical self-expression. The data from UPCS indicate that students from high-poverty communities are best served when they are taught to use writing as a learning tool and as a tool for expressing difficult concepts and arguing evidence-based points, rather than as a narrative tool. As such, we have developed a program for our English teachers to develop these skills in paid after-school sessions with a consultant. Additionally, we have arranged for a special graduate course in Writing to Learn to be offered on-site by Rutgers Graduate School of Education to twenty distinguished Lakewood teachers during summer three. Additionally, the coaches and identified teachers from each SLC and Academy will be identified

	<p>as SIOF leaders. They will receive additional job-embedded coaching from consultants who are SIOF and special education experts.</p> <p>Leadership coaching for the principal, assistant principals, SIG Transformation Director, coaches, and departmental coordinators. This training will include ongoing consultation with an external consulting partner, An educational consultant, and training in using the teacher evaluation forms.</p>	
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>All of our Professional Development is developed around evidence-based practices built into our school model built upon the Seven Signatures for Schools. By hiring An educational consultant to coordinate all of our external PD consultants, we can ensure the consistency of message, high standards for excellence, and adherence to evidence-based and standards-based practices. All of the consultants will be vetted and approved by the district superintendent (of designee) and school principal. We will use these external experts to help us drive our work through direct PD to staff; by coaching our coaches and department coordinators who will provide much of the on-site PD in the form of PLC facilitation, demonstrating lessons, and giving supportive feedback to struggling teachers; and by offering leadership expertise for the school principal and SIG Transformation Director. The goal of our professional development plan is to establish collaborative teacher groups that are self-sustaining networks focused on continuous improvement through data analysis and practiced based problem solving.</p> <p>All PD has been developed using the data-based evidence for need with the school and on widely researched best practices in the field of education. However, the plan is flexible enough to allow for changes based on our continual assessment of what is working and what is not working.</p>	<p>Plan complete/PD is daily</p>
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>High Levels of implementation of practice include the following:</p> <ul style="list-style-type: none"> • Consistent high ratings on instructional feedback forms and formal evaluations. • Consistent evidence of the use of the CIF during regular walk-throughs. • Consistent evidence that teachers are using the standards-based curricula that have been developed. • Consistent attendance at PLCs and other forms of PD. • Evidence of increases in student outcomes (quarterly assessment data, attendance rates, course completion rates). <p>The school leadership, through monthly data evaluation meetings, with the SIG Transformation Director, School Principal, Assistant Principals, and external consultant partner will monitor the evidence. Through these meetings, the school leadership will target specific goals for both teacher practice and student outcomes</p>	<p>Complete</p>

	and develop plans to implement these goals with the coaches and department coordinators.	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Each teacher will meet in a PLC for one hour each day. Each teacher will be a member of two PLCs: one cross-disciplinary PLC for his/her Small Learning Community or College and Career Academy, and one departmental or content-specific PLC. These PLCs will be organized to focus on the ongoing work of data analysis (on both the student and cohort levels), curriculum and assessment development and refinement, and instructional refinement. These contribute to a culture of commitment and a culture of collaborative learning. Under the training and guidance of an external consultant, PLCs will be organized by coaches and department coordinators with teacher input.	Daily
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	<p>PD providers will be/have been selected based on the following criteria (see Appendix A for resumes):</p> <ul style="list-style-type: none"> • Expertise and experience in the content of the PD. • Expertise in the school model. • Identified effectiveness as per previous success at school reform, evidence of practice change in other settings. <p>PD providers will be evaluated in the following ways:</p> <ul style="list-style-type: none"> • Regular feedback from staff through workshop/consultation evaluations and annual surveys. • Evidence of change in practice among the targeted audience (coaches, principals, department coordinators, teachers) through regular teaching evaluations. • Evidence that all contractual agreements have been completed. 	Quarterly

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

Implementation Guidance

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
	N/A	

Transformation SIG Required Activity – 5

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	<p>The model that we have developed using staggered schedules to increase learning time for students also increased planning time for faculty. We believe that the workplace conditions of having 2.5 hours for planning, lunch, and PLC each day along with the opportunity to be part of a collaborative work environment will attract teachers committed to professional growth. The school will also recognize teachers using the incentive system previously described for the first three years. Thereafter, individual teachers will have opportunities to become teachers of laboratory classes, coaches or departmental coordinators each of which is attached to a contractual stipend. Finally, teachers who have demonstrated that they are highly effective in all teaching domains for two-consecutive years will have the opportunity to take a specialized writing course offered by Rutgers University in Summer 3 and will also have the opportunity to apply for National Board Certification.</p> <p>Long-term sustainability for our model will primarily involve funds to maintain the College and Career Academy structure. Lakewood High School is only adopting NAF academy models, which are Perkins approved. With our previous history of obtaining Perkins Grants and with the support of NAF, we believe that we can both initiate and sustain these programs with that funding.</p> <p>Funding for student services such as <i>A Community Based Partner</i> and summer on-line course enrollment will be funded through Title I funds and other district sources, as will the positions of the data coordinator and the SIG Transformation Director.</p> <p>Much of the other SIG funding is around Professional Development. We believe that building human capacity and establishing strong structures within the school over three years will create a cultural change within the school and offer a solid foundation for success. We plan to slowly phase out the external professional development written into the grant and hereafter use Title I funds or other internal funding sources to fund any external professional development.</p>	Quarterly

2. The SEA and LEA ensure that students have equal access to high-quality teachers.	At the end of each year, the teacher evaluations will be assessed to ensure a balance in teacher quality across grade levels. Through our teacher evaluation, support, and incentive system, we aim to have only qualified teachers on staff within the next three years.	June: Y1, Y2, Y3
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The LEA's plan for teacher development centers on developing instructional collaborations with Lakewood High School. Much of the PD work is centered on training coaches and department coordinators (who are also teachers) to be effective instructional leaders who support self-sustaining teacher collaborative (PLCs) consistent with the University Park Campus School model. We also plan to provide mentorship through our external partner, An educational consultant, for our school principal, assistant principals, and SIG Transformation Director. We will continue to develop leaders through mentorships and continued partnership with UPCS and other organizations.	Daily
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA is committed to providing autonomy for funding and staffing decisions to the school principal and leadership. The LEA will act in the capacity of consultant to the school leadership and will continue to evaluate the school principal based on school outcomes. The LEA will meet monthly with the school leadership to review data and make recommendations only.	Monthly meetings
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The school leadership will work closely with our consulting partners, An educational consultant and Jobs for the Future, who will coach the principal in how to use data to make school wide decisions and develop the school along the Signatures for Schools.	Monthly
6. The LEA includes non-monetary incentives for performance.	The LEA plans to use a classroom based incentive model that rewards and acknowledges teachers who choose to remain in the classroom. These rewards include "Teacher of the Month" recognition at the school board and access to a privileged parking space, funding for off-site professional development funded through Title I, a \$250 classroom supply reward for teachers on the grade whose students exhibit exemplary growth. During year 3, there will be an opportunity for distinguished teachers to enroll in a course at Rutgers University and to apply for National Board Certification.	Month recognition; annual assessment; Y3 opportunities for distinguished teachers.

Transformation SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>Lakewood High School has adopted <i>Realtime</i> as a grade book tool for teachers, which includes a parent portal. We are in the process of purchasing a data management system for the high school. <i>SchoolNet</i> is a comprehensive data management system for schools that will 1) generate centralized data to improve efficiency, 2) disseminate information quickly and easily, 3) provide proficient metrics for analysis of program effectiveness. In addition to <i>SchoolNet</i>, Lakewood High School will purchase <i>TeachScape</i> as an electronic instructional tool that enables instructional leaders to quickly collect classroom observation data via handheld devices, and provides a framework for reflective discussions, data analysis, action planning, and progress monitoring.</p>	<p>Purchase complete by Fall 2011.</p>
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>Lakewood High School will hire a Data Manager over the first summer to 1) manage data from multiple sources, 2) train teachers, 3) develop systems of dissemination with the principal, 4) integrate systems of data including <i>SchoolNet</i>, <i>Teachscape</i>, quarterly benchmark assessments, and <i>Realtime</i>, 5) develop tools for teacher reflection on data and offer feedback for teachers on how to use data; 6) report out all forms of data on an as-needed basis for multiple stakeholders (state, school board, district, teachers, parents), 7) develop systems to manage access to data for stakeholders, 8) use data to assist guidance counselors and school-based CBO (A Community Based Partner) in developing appropriate programs for students.</p> <p>Bubble Sheet scanners will be purchased and linked with <i>SchoolNet</i> to make benchmark data readily available for analysis.</p>	<p>Hire Data Manager Summer 2011</p> <p>Fall 2011</p>
<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>Teachers have been and will be working during PLCs to align all coursework and quarterly assessments with Common Core Standards. They will be supported by outside consultants who have expertise in this area</p>	<p>Y1, Y2, Y3</p>

<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>All staff will meet daily in one-hour PLCs. Significant portions of this time will involve data review, reflection, and interpretation. This work will also be done on district-wide PD days as well as during summer institutes.</p>	<p>Daily Y1, Y2, Y3</p>
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>Teachers meet daily in PLCs under the guidance of the coaches and the department coordinators. The coaches and the department coordinators are scheduled so that every PLC meets with one of them each week to discuss data review. Every PLC submits a data review plan each week at these meetings. Coaches and department coordinators then meet monthly with school leadership to review these plans and communicate about how data is being used for classroom-based planning. Through these meetings, the monthly agendas and goals for PLCs are established.</p>	<p>Weekly and monthly meetings –</p>

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

Implementation Guidance

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
Establish Approved College & Career Academies in Grades 11 & 12.	New Jersey has adopted all 16 of the national career clusters. The Five-Year Plan for Career and Technical Education 2008-2013 emphasizes the clusters that contain career pathways involving agribusiness, communications, entrepreneurship, financial services, life sciences, gaming and tourism, advance manufacturing, life sciences and renewable energy and logistics, ports and transportation. These are New Jersey “Areas of Growth” as defined by the Office of Economic Growth in their “Economic Growth Report”. The Lakewood School District has considered the recommendations in this report as they develop three career clusters to meet the challenges of the 21 st Century world of work. Each cluster and pathway will allow students to either demonstrate college readiness and go on to college without need for remediation or enter the world of work with an entry-level job that earns a living wage.	Year 1 – Plan & apply Summer 2 & Year 2 – Plan & develop courses Year 3 - Implement

The Lakewood School District recognizes its obligation to support this model as part of the transformation of Lakewood High School. The district has begun to develop Career academies as an organizational structure to enhance CTE programs of study and CTE's role in the overall high school transformation effort. In New Jersey districts are being recruited to create new and rigorous career academies. Lakewood School District will use this strategy to build personalization, engage students in relevant learning, and provide opportunities for dual and college credit. Yet the district recognizes that with all its schools in some level of school improvement it lacks the internal capacity to develop the necessary courses, partnerships and assessments to make career academies a reality.

The National Academy Foundation (NAF) prepares young people for college and career success using its proven educational model. More than 90% of NAF Academy students graduate from high school—compared to 50% in the urban areas where most NAF Academies exist; four out of five graduates pursue college or other post-secondary education. NAF's success in raising the standard of academic and financial achievement among young people – especially among underperforming students – has garnered the endorsement of corporations, public policy makers, and foundations, such as the Bill & Melinda Gates Foundation.

NAF Academies function as dynamic partnerships and collaborations between schools, teachers, administrators, business volunteers, and an active Advisory Board led by industry professionals. Some Academies operate as smaller schools within larger public high schools; others function as stand-alone public schools. The National Science Academy Foundation mission is aligned to the overarching goals of the Lakewood High School transformation. Therefore, Lakewood School district proposes to apply to NAF to establish and implement three career academics aligned to the economic growth recommendations as defined by the Office of Economic Growth in their "Economic Growth Report."

The Lakewood School District has decided to develop the following three academies in response to the local economic growth data report:

- The **Academy of Finance** connects high school students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.
- The **Academy of Information Technology** prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace.

	<ul style="list-style-type: none"> The Academy of Engineering answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. The Academy of Engineering is a partnership with Project Lead the Way. 	
Increase opportunities for and enrollment in Advanced Placement coursework for students.	<p>During academy development process in years one and two staff will work to establish and develop at least 5 new AP courses (match to academies) to be offered to students in combination with the 3 already offered and planned to continue.</p> <p>Within two years, our goal is to have at least 120 seniors enrolled in AP classes. Increase by 5 the number of AP classes offered to 12th graders in good standing. Increase participation by 120 students as determined by class rosters by 9/12.</p> <p>In addition to the AP offerings, the academy teams will develop at least three dual enrollment classes (based on academy design) to the school course offerings. Within three years, our goal is to increase student participation in such classes by 120 students.</p>	<p>Year one – Plan courses</p> <p>Year 2 – Implement five AP courses</p> <p>Year three – Implement dual enrollment classes</p>
Establish Small Learning Communities in Grades 9 & 10 to increase students' connection with the school and teachers and facilitate cross-curricular dialogue and planning in line with the Seven Signatures for Schools.	<p>Next year, the school will divide the 9th and 10th grade core teachers into SLCs and loop core and special education teachers for those two years with students. This will allow students to immediately become part of a learning community and experience the support of a core group of teachers (LAL, math, science, and social studies) who know them well and work together to make informed instructional decisions. This curricular change will be enhanced by the increased common planning time for every SLC, as well as common planning time for grade level subject area teams. This change to SLCs will allow for opportunities for <i>school-wide coherence</i>, <i>data-driven planning</i> among teachers, <i>collaborative professional development</i>, and a <i>culture of commitment</i> by aligning teachers directly to students for two years, thereby linking student success to specific teams of teachers.</p> <ul style="list-style-type: none"> Plan/create courses for grades 9 & 10 that will lead to enrollment in a College and Career Academy. For grade 9, the teachers will develop a course entitled, Technical, Reading, Writing, and Communication. For grade 10, the course will be entitled, College and Career Skills and Habits. These courses will build upon David Conley's college readiness competencies. 	<p>Y1 – Planning</p> <p>Year 2 - Implementation</p>
Implement a common instructional framework throughout the school that is concurrently implemented in the middle school for	UPCS and JFF have demonstrated the success of their Signatures for Schools reform model over 13 years of evidence-based research and decision-making. They attribute much of their success to their unwavering commitment to the CIF, which centers on six teaching and learning strategies that are used in every classroom and build strong college readiness competencies as defined by David Conley (2007). These six strategies, which	Spring 2012

<p>continuity of educational experience.</p>	<p>include: <i>writing to learn, collaborative group work, literature groups, questioning, scaffolding, and classroom talk</i>, allow teachers to use common teaching language, strategies, and norms across subjects and provide students with a common template for learning that is reinforced in every classroom. The CIF allows students to focus on course content rather than on figuring out and adjusting to a variety of norms used by individual teachers. The CIF is based on the research that suggests that adolescents learn best in collective groups that focus them on critical thinking, problem-solving, and written and oral communication (Conley, 2007) in a context that upholds rigorous standards for success.</p>	
<p>Institute online learning and credit recovery classes for students that will diversify the learning experience and offer both a form of support and challenge for students.</p>	<p>Heretofore, Lakewood High School has been using APEX Learning Systems for credit recovery and drop-out prevention. We recognize the importance of using on-line learning as a tool for credit recovery, remediation and prevention, as well as for advancement, we will adopt an on-line learning environment for credit recovery and supplemental student learning.</p> <p>We will offer on-line literacy ramp-up courses for incoming freshmen each summer beginning at the end of year 1; Algebra on-line credit recovery classes during each summer beginning year 2; and Algebra 2 & Trigonometry and Pre-calculus on-line summer courses for students who wish to take an accelerated mathematic sequence as part of their academy work beginning in summer 2.</p>	<p>Implement summer ramp up literacy course –June Year 1</p> <p>Implement all other courses Year 2</p>
<p>Transform Spanish World Language Classes into Heritage Language classes to increase rates of dual language literacy among the large ELL population.</p>	<p>Currently, students enroll in either Spanish or German for World Language instruction. However, 70% of the Lakewood High School students come from Spanish speaking families. Given the unequivocal research findings that English Language Learners (ELLs) who maintain proficiency and develop literacy in their home language outperform other ELLs on measures of English achievement (Cummins, 1991; Hudelson, 1987; Roberts, 1994), it is essential that Lakewood High School find ways to enhance the Spanish language capacity and literacy among LHS students. By providing ongoing professional development for the World Language teachers in Heritage Language instruction and providing support for them to revamp the Spanish Language Curriculum, the Heritage Language program can begin to provide Lakewood High School students with a key support for their English Literacy development (see: http://www.international.ucla.edu/article.asp?parentid=24734).</p> <ul style="list-style-type: none"> • Provide PD to World Language Teachers on the concept of Heritage Language Learners. • Under the guidance of external consultants (e.g., Barbara Tedesco or B.J. Franks, or Rutgers University, or through An educational consultant) during the two district-wide Professional Development Days and during the PLCs, World Language teachers will work to transform the Spanish Language Curriculum to a World Language Curriculum. 	<p>Y1 – Train</p> <p>Year 1 – Plan</p> <p>Summer 2- Benchmark Assessments</p> <p>Year 2 - Implement</p>

	<ul style="list-style-type: none"> • By the end of year one, the Heritage Language Curriculum should be developed for Spanish I, II, and III. • Materials to support this program will be purchased. • During Summer Institute and PD days, Heritage Language Teachers will develop Quarterly Benchmark Assessments based on NJ Core Standards and in concert with the English Assessments in order to evaluate the effectiveness of Heritage Language instruction as a support for students' English learning. 	
<p>Align curriculum and assessment with state standards and common core standards.</p>	<p>In an effort to ensure that all curricula is aligned with state and common core standards and to ensure that we have reasonable and reliable ways to assess students throughout the course of the school year as they progress through a course, Lakewood High School will work over the next three years to align all course content to the common core standards, develop rigorous and intentional pacing guides for courses, and develop common quarterly benchmark assessments for each course in order to develop school-wide coherence and commitment to high standards for all students.</p> <ul style="list-style-type: none"> • Summer Institutes for Curriculum Alignment and Quarterly Benchmark Assessment development. • PLCs for ongoing reflection and data-informed evaluation • PD days for ongoing work. 	<p>PD days and training institutes in PLCS during the school year</p>
<p>Bridge this work with the Middle School to create a seamless and rigorous experience for students.</p>	<p>The long-term goal for Lakewood Schools is to create a continuum of content, instruction, and assessment from grades 7 – 12. As such, we intend to extend the school day for Lakewood Middle School students by one hour.</p> <p>Middle School teachers will continue to implement the CIF to provide a continuity of instruction from grades 7-12. The LEA will continue to implement the University Park Campus School model at the Middle School through its present relationship with An educational consultant and Jobs for the Future.</p>	<p>June Y1 for Secondary School schedule design</p> <p>years 1 & 2 for curriculum planning and CIF articulation</p>

Transformation SIG Required Activity – 7a

Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.</p>	<p>The LEA SIG Committee did a thorough review of the ways that learning time has been extended around the country with the assistance of the <i>National Center for Time and Learning</i>. The LEA and SEA SIG committee decided that we wanted to extend the school day with little or no additional cost to the school. We wanted to implement an extended learning design for students that would eventually pay for itself and continue beyond the life of the SIG grant without additional funding. We also wanted to extend the time that teachers were able to meet in Professional Learning Communities, and to extend the blocks of time for classroom instruction in order to support teachers in fully implementing the CIF. We determined, with the assistance of external partners, An educational consultant, that we could meet these goals by staggering the schedule for staff, extending the school day by one hour for students, and integrating some of the contractually obligated 125 minutes of teacher after-school work into the school day.</p> <p>We have eliminated the burdensome costs of additional busing by lengthening the school day for middle school students as well. During the late spring 2011, the LEA plans to work with external consultants to redesign the middle school schedule so that the Middle School has the same extended learning time as the high school, thereby eliminating the need for additional buses and creating a greater continuum of secondary learning from grades 7-12.</p>	<p>Plan established</p> <p>Summer Y1 – Finalize High School schedule for students and teachers</p> <p>Fall Y1 – implement schedule</p>
<p>2. The LEA identifies community needs and partnership opportunities.</p>	<p>Though a needs assessment, we learned that the students and staff were committed to maintaining students’ opportunities to participate in afterschool sports and recreation programs, as such, it was decided that the school day would be extended to allow for that continued participation and end no later</p>	<p>Completed needs assessment</p> <p>Y2 – Full</p>

	<p>than 2:45 PM. At the same time, we have identified <i>A Community Based Partner</i> as a significant school-based and after-school service provider. Therefore, through <i>A Community Based Partner</i> and On-line School, we aim for one-third of our students to be enrolled in summer or after-school learning opportunities by Year 2.</p>	<p>implementation of supplemental programming</p>
<p>3. The LEA allocates funding for extended-learning programs.</p>	<p>The funding allocated for <i>A Community Based Partner</i> will include both school-day, as well as after-school service for students and families. Up to 150 students can be served by <i>A Community Based Partner</i> during after school, weekend, and summer hours.</p> <p>The funding allocated for an on-line school will allow for up to 300 students to be engaged in on-line summer learning.</p>	<p>Y1- <i>A Community Based Partner</i> will work with up to 100 students during extended hours.</p> <p>Summer 2012 -On-line will serve up to 100 students in summer.</p> <p>Y2, 3 – <i>A Community Based Partner</i> will work with up to 150 students. will serve up to 300 students in summers.</p>
<p>The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>Through the development of College and Career Academy Internships; the establishment of the Community Advisory Council; and the relationship with <i>A Community Based Partner</i>, the school will have multiple avenues by which to sustain support from the community.</p>	<p>Fall Y1 – Establish the Community-Advisory Council</p> <p>Fall 1 – Contract with <i>A Community Based Partner</i></p> <p>Fall 1 – Begin to plan for College and Career Academies</p> <p>Fall 2 –Implement Planning team for developing Internships for College and Career Academies</p>
<p>4. The LEA provides PD to ensure that extended-learning programs are aligned with the</p>	<p>Because the core of our extended learning programs takes place within the newly extended school day, the programs will already be aligned. All extramural programs through <i>A Community Based Partner</i> and College and</p>	<p>Fall 2011</p>

<p>school curriculum.</p>	<p>Career Internships will be aligned through the Community Advisory Council's key role in the school planning process.</p>	
<p>5. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.</p>	<p>The extended learning time that is built into the school day will be assessed through monthly data-review meetings by the school leadership (principal, assistant principal, SIG Transformation Director) and the external partner. During this time, all monthly data will be reviewed to ensure that the extended learning time for students as well as the extended PLC time for teachers is being used appropriately and is demonstrating the desired outcomes.</p>	

Transformation SIG Required Activity – 7b

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>During the Monthly Leadership Team data-review meetings, the data from A Community Based Partner will be reviewed in conjunction with the classroom-based data to ensure that this program supports the core academic mission of the school.</p>	<p>Monthly</p>
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).</p>	<p>LHS will develop a partnership with <i>A Community Based Partner</i>, a community-based organization with expertise in Spanish Language and Latino cultural issues. <i>A Community Based Partner</i> will be provided space within the school and funding to develop programming and provide services in four areas:</p> <ul style="list-style-type: none"> • <i>Family and Community Outreach</i> – The organization will survey parents, create family services, and work with families who are in need. They may function as a direct provider of services or as an intermediary for connecting other CBOs with families. They will also function as advocates for families to better utilize the services at the school and in the broader community. • <i>Work with Individual Students for Success</i> – The disciplinary issues at LHS are located within a small number of students. By providing these students with culturally relevant services and incentives for success, and helping teachers and other staff develop positive relationships with students, The Community Based Partner will have a track record of supporting the most troubled youth to stay in school and succeed in school. • <i>Function as a liaison between the school staff and the local</i> 	<p>Year 1 Establish a system for tracking attendance and suspension data for students participating in support programs by 11/11</p> <p>Year 2 - Develop a parent survey that along with student and teacher survey track climate improvement</p> <p>Year Two Expand opportunities for</p>

	<p><i>community</i> – By providing ongoing services to both staff and community and creating new and creative ways to bring staff and community together, they will help build relationships between the two primary caretakers of students – family and teacher. They will also work closely with the SIG Transformation Director/School Reform Director to coordinate a Community Advisory Council that will provide ongoing feedback to the school administration and superintendent.</p> <ul style="list-style-type: none"> • <i>Build Cultural Competency</i> – By providing the array of services listed above, The Community Based Partner will be rooted in both the home communities of students as well as the school community. By finding ways to bridge these two worlds they will serve as a resource to develop cultural competency among the staff. The Community Based Partner will also work closely with guidance counselors to ensure that there are culturally appropriate guidance for students and that the school is developing a school culture for excellence. For example, they will work with the guidance department to identify students of the month in each grade, who will be publically recognized as well as parents and families that deserve public recognition. 	<p>anytime learning to increase hours to over 300</p> <p>Determine effectiveness of the program by tracking student attendance, behavior, and tardy data for improvements over prior year baseline</p> <p>Evaluate the survey data to make adjustments to the program each year</p>
<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>In addition to <i>The Community Based Partner</i> and the services that it will provide, the school has several structures developed to insure that parents and community members are part of the ongoing planning and implementation. First, the Community Advisory Council will be comprised of members of local CBOs as well as parents. Second, each College and Career Academy will have a community advisory board comprised of parents and CBOs central to the goals of each specific academy.</p>	<p>Summer Y1 – Establish the Community Advisory Council to meet monthly with school & district leadership</p> <p>Fall 1 – establish the Community Advisory Boards for each C&C Academy and map out a meeting schedule</p>
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>Part of the Training Institute will involve training around the overall school model. Included in this training will be training on how to interact with the community-partnership organizations. We plan a social between the community advisory groups and school staff during the fall of year one so that teachers and community groups can begin to form</p>	<p>Training Fall 2011 -</p>

	some relationships.	
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	In addition to the regular advisory group meetings, The school principal and superintendent will hold annual information meetings for the parents and broader community.	Annually in June

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

Implementation Guidance

- a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
- b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. OR
- d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Implementation Description	Timeline
	N/A	

Transformation SIG Required Activity - 8

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

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The LEA anticipates that the high school administration with support from the SIG Transformation Director will have maximum autonomy to act upon staffing, operational and instructional issues, including inclusionary models for students with disabilities, as they arise. Since both the principal and the SIG Transformation Director sit on the superintendent's cabinet, issues pertaining to the effective and efficient running of the high school will have an immediate response. Upon approval of the grant, the principal will begin to have flexibility over budget allocations, immediate hiring, ability to post positions, and form a hiring team.	Fall 2011
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA is planning to support all present and aspiring school leaders through its ongoing coaching and workshops for leadership. The LEA plans to use the ISLIC portfolio and measures as the basis for the training.	Summer 2011
3. The LEA has established annual goals for student achievement.	Yes, see attached form L-10 and S-7.	reviewed
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA is planning to use running record levels through grade 8. This tool can inform the HS about the needs of entering students. The Intervention and Referral Service committee process serves as the vehicle for supporting students at risk in the HS. This process will be integrated into the grade level team meetings so intervention can be accessed immediately. The new integrated data management system has the capacity to establish individual learning plans for all students. This tool can track interventions and student progress.	Fall 2011
5. The LEA and school share student progress data with parents and students.	Lakewood HS has four established progress reporting periods in addition to quarterly report cards for parents. These reports are mailed home. The HS plans to expand this opportunity by developing a parent portal in English and Spanish that can be accessed online from home, the library, or school computer center. Through the portal parents can access student grades, progress and teacher comments.	Fall 2011

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

Implementation Guidance

The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.

OR

- b) Implementing a per-pupil school-based budget formula that is weighted based on:

Evidence of Implementation Indicators	Implementation Description	Timeline
	N/A	

Transformation SIG Required Activity – 9

Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>The Lakewood LEA believes the Management and Accountability Plan (form L-10) is a key lever in transforming Lakewood High School. It lays out in specific terms the actions necessary to meet the five overarching goals and the nine leading indicators in the plan and accelerate student achievement for all students. It helps create a necessary urgency, builds in accountability for actions and student achievement and sends a message the status quo is no longer acceptable. To move this plan without interference, the superintendent will hire a SIG Transformation Director, a cabinet level administrator with the broad authority to direct the transformation of the high school and monitor the implementation through documenting and directing the execution of the management and accountability plan. This position is supported by a data coordinator who will compile and analyze a variety of data sources, oversee the development of the integrated data system, making sure it provides data necessary to monitor the plan and move student achievement. While the plan outlines the key implementation indicators by data, it is expected that the director will issue monthly progress reports to the superintendent, the school board, and on the district website. In addition, the director will report to the HS Transformation Community Advisory Council made up of teachers, parents, students, community members, and administrators, for comment and discussion. These updates will report on actions taken to implement the plan, indicators of student success and next steps. The director, with the help of the data coordinator, will meet with the school principal at least weekly to observe classes and PLC’s, review a variety of data sources and collect artifacts that substantiate the work in progress. Each visit will result in a letter to the principal that is shared with the superintendent, linked to the principal evaluation system and made part of the principal performance portfolio. The teacher and principal evaluation system is tied to both the implementation indicators and the student success indicators. The relevant data to conduct these evaluations will be collected and stored in the integrated data system and made available to every level of supervision. Together, observations at the school, analysis of student performance data, collection of artifacts and public reporting of progress will provide the core of the accountability and management system. The</p>	<p>7/15, monthly reports starting 10/1 Key Reporting Junctures: 12/1 , 2/1, 4/1, 6/1</p>

	specific indicators that support implementation of the overarching goals and indicators of student success are outlined in detail in form F-10.	
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The Lakewood LEA is contracting with SchoolNet and Teachscape to build the data collection tools necessary to efficiently and effectively analyze a variety of data points that support the implementation of the plan.	8/15 Training year one and two

ANNUAL STUDENT TARGETS

LEA: Lakewood School District

Name of School: Lakewood High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
		2010 Baseline	2012 Target	2013 Target	2014 Target		2010 Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: HSPA – 11 th Graders Only	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	57.8% Proficient	67.8%	77.8%	82.8%	State Assessment	32.7% Proficient	42.7%	52.7%	57.7%
Students with Disabilities	State Assessment	16.7% Proficient	26.7%	36.7%	41.7%	State Assessment	7.1% Proficient	17.1%	27.1%	32.1%
Limited English Proficient Students	State Assessment	18.2% Proficient	28.2%	38.2%	43.2%	State Assessment	18.2% Proficient	28.2%	38.2%	43.2%
White	State Assessment	73% Proficient	83%	93%	95%	State Assessment	50% Proficient	60%	70%	75%
African-American	State Assessment	59.5% Proficient	69.6%	79.5%	84.5%	State Assessment	32.6% Proficient	42.6%	52.6%	57.6%
Asian/Pacific Islander	State Assessment	0%	0%	0%	0%	State Assessment	0%	0%	0%	0%
American Indian/Native American	State Assessment	0%	0%	0%	0%	State Assessment	0%	0%	0%	0%
Hispanic	State Assessment	51.38% Proficient	61.4%	71.4%	76.4%	State Assessment	27.1% Proficient	37.1%	47.1%	52.1%
Others	State Assessment	0%	0%	0%	0%	State Assessment	0%	0%	0%	0%
Economically Disadvantaged	State Assessment	54.5% Proficient	64.5%	74.5%	79.5%	State Assessment	27.1% Proficient	37.1%	47.1%	52.1%

ANNUAL STUDENT TARGETS

LEA: Lakewood School District

Name of School: Lakewood High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Percentage of Proficient Students				MATHEMATICS	Percentage of Proficient Students			
			2011 Baseline	2012 Target	2013 Target			2014 Target	Benchmark Assessment	2011 Baseline
For Each Grade Span: 9 th Grade – 242 students	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Benchmark Assessment	27%	37%	52%	70%	Benchmark Assessment	45%	55%	70%	85%
Students with Disabilities	Benchmark Assessment	3%	13%	27%	45%	Benchmark Assessment	80%	90%	95%	95%
Limited English Proficient Students	Benchmark Assessment	0%	10%	25%	45%	Benchmark Assessment	0%	0%	0%	0%
White	Benchmark Assessment	1%	11%	26%	45%	Benchmark Assessment	71%	81%	95%	100%
African-American	Benchmark Assessment	23%	33%	48%	65%	Benchmark Assessment	39%	49%	64%	80%
Asian/Pacific Islander	Benchmark Assessment	34%	44%	59%	74%	Benchmark Assessment	0%	0%	0%	0%
American Indian/Native American	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Hispanic	Benchmark Assessment	38.7%	48.7%	63.7%	78.7%	Benchmark Assessment	39%	49%	64%	80%
Others	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Economically Disadvantaged	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%

ANNUAL STUDENT TARGETS

LEA: Lakewood School District

Name of School: Lakewood High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Percentage of Proficient Students				MATHEMATICS	Percentage of Proficient Students			
			2012 Target	2013 Target	2014 Target			Benchmark Assessment	2011 Baseline	2012 Target
For Each Grade Span: 10 th Grade – 278 students	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Benchmark Assessment	8%	18%	33%	50%	Benchmark Assessment	50%	60%	75%	90%
Students with Disabilities	Benchmark Assessment	7.38%	17.38%	32.38%	48%	Benchmark Assessment	42%	52%	67%	82%
Limited English Proficient Students	Benchmark Assessment	.58%	10.58%	25.58%	45%	Benchmark Assessment	0%	0%	0%	0%
White	Benchmark Assessment	1.7%	11.7%	26.7%	45%	Benchmark Assessment	43%	53%	68%	83%
African-American	Benchmark Assessment	2.1%	12.1%	27.1%	45%	Benchmark Assessment	58%	68%	83%	90%%
Asian/Pacific Islander	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
American Indian/Native American	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%n/a	0%	0%	0%
Hispanic	Benchmark Assessment	1.5%	11.5%	26.5%	45%	Benchmark Assessment	48%	58%	73%	88%
Others	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Economically Disadvantaged	Benchmark Assessment	3.02%	13.02%	28.02%	45%%	Benchmark Assessment	0%	0%	0%	0%

ANNUAL STUDENT TARGETS

LEA: Lakewood School District

Name of School: Lakewood High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Percentage of Proficient Students				MATHEMATICS	Percentage of Proficient Students			
		2011 Baseline	2012 Target	2013 Target	2014 Target		Benchmark Assessment	2011 Baseline	2012 Target	2013 Target
For Each Grade Span: 11 th Grade – 271 students	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Benchmark Assessment	3.35%	13.35%	27.35%	47.35%	Benchmark Assessment	36%	46%	61%	76%
Students with Disabilities	Benchmark Assessment	0%	10%	25%	40%	Benchmark Assessment	20%	30%	45%	60%
Limited English Proficient Students	Benchmark Assessment	1.5%	11.5%	26.5%	41.5%	Benchmark Assessment	0%	10%	20%	45%
White	Benchmark Assessment	2.05%	12.05%	29%	45%	Benchmark Assessment	66%	76%	91%	100%
African-American	Benchmark Assessment	4.75%	15%	30%	45%	Benchmark Assessment	36%	46%	61%	76%
Asian/Pacific Islander	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
American Indian/Native American	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Hispanic	Benchmark Assessment	2.8%	13%	30%	45%	Benchmark Assessment	29%	39%	54%	70%
Others	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Economically Disadvantaged	Benchmark Assessment	2.47%	13%	30%	45%	Benchmark Assessment	0%	0%	0%	0%

Form S-7

Date: March 21, 2011

Page

ANNUAL STUDENT TARGETS

LEA: Lakewood School District

Name of School: Lakewood High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Percentage of Proficient Students				MATHEMATICS	Percentage of Proficient Students			
			2012 Target	2013 Target	2014 Target			2012 Target	2013 Target	2014 Target
For Each Grade Span: 12 th Grade – 232 students	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target	Benchmark Assessment	2011 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Benchmark Assessment	2.7%	15%	30%	50%	Benchmark Assessment	63%	73%	83%	93%
Students with Disabilities	Benchmark Assessment	2.6	15%	30%	45%	Benchmark Assessment	0%	10%	25%	45%
Limited English Proficient Students	Benchmark Assessment	0%	10%	25%	45%	Benchmark Assessment	0%	0%	0%	0%
White	Benchmark Assessment	2.7	15%	30%	45%	Benchmark Assessment	11%	21%	36%	51%
African-American	Benchmark Assessment	2.2%	15%	30%	45%	Benchmark Assessment	33%	43%	58%	73%
Asian/Pacific Islander	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	7%	17%	32%	47%
American Indian/Native American	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	0%	0%	0%	0%
Hispanic	Benchmark Assessment	2.4	15%	30%	45%	Benchmark Assessment	47%	57%	67%	82%
Others	Benchmark Assessment	0%	0%	0%	0%	Benchmark Assessment	2%	12%	27%	45%
Economically Disadvantaged	Benchmark Assessment	1.2%	15%	30%	45%	Benchmark Assessment	64%	74%	84%	94%

Form S-8

Use only one model template for each school.

Date: 3/31/11

Page ____ of ____

PROJECT ACTIVITY PLAN- TRANSFORMATION

LEA : Lakewood School District

Name of School: Lakewood High School

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.						
SMART Goal:		1.1. By June 30, 2011 the existing principal will be replaced and the new principal will have a signed contract with the LEA.						
Indicators of Success:		1.1.A The search firm will have a signed contract. 1.1.B The principal will have a signed contract.						
SBR Practice to Address Goal:		ISLLC standards have been used to assess the effectiveness of the principal.						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Contract with a search firm to recommend candidates with turn around credentials to lead the HS principal search.	District Superintendent/ School Board	\$15,000 SIA part a	Signed contract with search firm 4/15/11	X			
2	The selected search firm will recommend viable candidates for committee interviews.	Hiring committee	none	Recommendation to committee by 6/1/11	X			
3	The superintendent will recommend to the Board for approval and contract selected candidate.	District Superintendent/ School Board	none	Signed contract by 6/30/11	X			
4								
5								
6								
7								
8								

SIG Required Activity – 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.
SMART Goal:	<p>1. By June 2012, all instructional staff will be evaluated using the:</p> <ul style="list-style-type: none"> • Charlotte Danielson Framework • State and/or Locally Relevant Assessment Data aligned to NJCCCS • Walk-through data • Other relevant student work. <p>2. By June 2012, the school principal will be evaluated using an administrative portfolio that is aligned to the ISLLC Standards.</p>
Indicators of Success:	<p>Professional Improvement Plan for all instructional staff will be aligned to the following:</p> <ul style="list-style-type: none"> • Areas of in need of growth as noted in their formal evaluations • Data Driven Instruction • Infusing Instruction with Technology • Delivering Rigorous and Relevant lesson aligned to NJCCCS and Common Core <p>School Principal will present a portfolio with documentation aligned to ISLLC Standards.</p>
SBR Practice to Address Goal:	Research indicates that high levels of student engagement impact positively on cognitive demand, rigor, and student achievement outcomes.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Train teachers on Charlotte Danielson Framework and Walk-through evaluation form	Principal, AP's, Transformation Director	Danielson Framework Walk-through Protocol	Sign-in sheet	X			
2	Review ISLLC Standards with Principal regarding portfolio	Superintendent, Transformation Director	ISLLC Standards	Signed agreement between all parties	X			
3	Non-tenured teachers will have at least one (1) formal evaluation by November 1, 2011 and all evaluations by May 1, 2012	Principal	Evaluation Form	Signed evaluation form	X	X	X	X
4	Baseline walkthroughs for all teachers will be completed by September 30 th and continually throughout the school year thereafter.	Administrative Team	Walk -through Protocol NTO	Walk Through Data	X	X	X	X
5	Share Walk Through Data with faculty – bi-weekly, monthly, quarterly	Administrative Team Teachers	Administrative Team Teachers NTO	Walk Through Data	X	X	X	X

6	Principal will present portfolio to Superintendent/ Transformation Director no later than June 30, 2012	Superintendent Transformation Director	ISLLC Standards	Completed portfolio				X
---	---	--	-----------------	---------------------	--	--	--	---

SIG Required Activity – 3 Transformation		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:		<ul style="list-style-type: none"> • By the end of year one, at least 75% of teachers will be rated as highly effective or effective in all domains. • By the end of year one, at least two grade level teams will have met the following criteria (where applicable) to receive a \$2000 bonus incentive: <ul style="list-style-type: none"> • By the end of year one, increase in student first time course pass rates on grade level by 10% in 2012. Increase in student in each sub-group pass rates on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012. • Increase HSPA scores for each grade-level subgroup over the baseline by 10% in 2012. • Increase in Academy (grades 11 and 12) students' average GPA by .3 in 2012. • Increase students passing the AP Exam by 5% in 2012. • Increase in students taking and passing Dual and college courses by 5% in 2012. • Increase in student writing proficiency as measured by benchmark exams by 10% 2012. • Increase proficiency on ACCESS exam for ELLs by 10% over the baseline for each grade by 6/12. • To decrease the number of suspensions for each cohort over the baseline by 20% in 2012. • To increase the attendance rate for the grade level population. • To increase staff attendance. • Have enacted a plan to assist struggling teachers on the grade level. • By the end of Year 1, all teachers who have received ratings of ineffective or partially effective will be identified. 						
Indicators of Success:		<ol style="list-style-type: none"> 1. By the end of year one, at least two grade levels will have met their goals and received the compensation bonus. 2. By the end of year one, all teachers who were rated as ineffective or partially effective in two or more domains will have a written professional development plan and will have received a warning that their job is in jeopardy. 						
SBR Practice to Address Goal:		Use all data from the teacher evaluation system based on Charlotte Danielson's model for teaching as well as all student-based data listed above.						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	During the training Institute, explain and review the new reward and	Principal	Training Institute	Agendas and documents from the	X			

	evaluation system for staff.			Institute				
2	During Training Institute 1, teachers will work in grade level teams to articulate their specific goals for their grade level.	Principal, All staff	Training Institute	Each grade team's goal plan will be saved by the principal	X			
3	Teachers will review student data and progress toward goals during regular PLC meetings.	Teachers, Coaches, Coordinators, Consultant; Data Coordinator	Consultant to PLC process; SchoolNet, Data Coordinator	PLC meeting notes; monthly student data reports	X	X	X	X
4	Teachers will be evaluated regularly by school leadership.	Principal, APs, SIG Transformation Director	Teachscape, SchoolNet, Data Coordinator	Documentation of all staff observations	X	X	X	X
5	In May of each year, each grade team will select a representative for a review committee. The review committee will review the data and documentation submitted by each grade level team and determine whether they will get a \$2000 incentive.	Selected teachers representing each grade level; Principal; Superintendent (or designee)	Staff bonus funds	Documentation provided by each grade level team				X
6	Teachers who have been identified as ineffective or partially effective in at least 2 domains will be identified and a professional development plan outlining professional development and personal goals for that teacher will be written and signed by the principal and the staff member.	Principal, Teachers, District Superintendent (or designee)	Teachscape, SchoolNet; Consultants for targeted PD	Copies of all professional development plans and aggregated teacher evaluation data		X		X
7								
8								
9								
10								

SIG Required Activity – 4 Transformation		Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
SMART Goal:		By June 2012, ALL teachers will receive Professional Development in the following areas: <ul style="list-style-type: none"> • Using Data to Drive Instruction • Using Technology to Enhance Instructional Practice • Aligning Instruction to NJCCCS and Common Core 						
Indicators of Success:		Curriculum aligned to NJCCCS and Common Core as evidenced by teacher objectives and student demonstration of learning (DOL). 90% of instructional staff will utilize student data to inform instruction as evidenced by walk-through data, data binders and lesson plans. 90% of staff will deliver rigorous and relevant lessons using technology to enhance instructional delivery as evidenced by walkthrough data. Administration will use student data to inform student course selections for the 2012-13 school year, as evidenced by student schedules.						
SBR Practice to Address Goal:		Research indicates that high levels of student engagement impact positively on cognitive demand, rigor, and student achievement outcomes.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Purchase SMART boards and Graphing Calculators	Transformation Director	SIG Funds	Purchase orders	X			
2	Contract with provider(s) for Professional Development	Principal, Transformation Director	SIG Funds	RFP’s, Signed Contracts	X			
3	Ongoing Professional Development by provider and/or turnkey individuals beginning September 2011.	PD Provider, Principal, Transformation Director	Professional Development Calendar, PLC schedule	Sign-in Sheets, Agendas	X	X	X	X
4	Walkthroughs documenting the incorporation of the professional development.	Administrative Team	Walk -through Protocol NTO	Walk Through Data	X	X	X	X
5	Curriculum Maps for core subjects created	Core teaching staff	Text books, Common Core, NJCCCS	Completed Curriculum Maps	X			

SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
SMART Goal:	By the end of year one the staff will be rated and 75% will desire to remain at Lakewood High School.
Indicators of Success:	<ol style="list-style-type: none"> 1. A committee of teachers will have identified appropriate professional development goals by the end of year one, as evidenced by their teaching evaluations. 2. A committee of teachers will have rated the school as supporting their professional development and growth. 3. A committee of the teachers will have rated the school as a positive place to work. 4. All teacher assignments will be re-evaluated by the end of year one to ensure high quality teaching for every student. 5. Teacher openings for 2012 will have been identified by March of 2012, and recruiting will be in progress.
SBR Practice to Address Goal:	Weiss (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis. <i>Teaching and Teacher Education</i>, 15 (9), pp. 861-879. Found that supportive workplace conditions are critical to teacher retention and job performance.

Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	October 2011 – Leadership develops a backward map (from 2014) of all teaching staff necessary to meet the goals of the SIG. The inform staff members who may need to upgrade their certification areas to meet the goals of the SIG.	Principal, SIG Transformation Director, Superintendent, Leadership Consultant	Leadership Consultant, SIG Transformation Director	Backward Map design, list of staff that will be out of certification area within 3 years.	X			
2	Develop a staff survey to be administered annually.	SIG Transformation Director	SIG Transformation Director,	Survey results	X		X	
3	By the end of year one, the principal will have a meeting with every teacher regarding his/her goals and intentions for next year and develops professional development plans for teachers who have been rated as ineffective or partially effective in two or more domains.	Principal	n/a	Principal report - Results of teacher meetings Professional Development Plans				X
4	In March 2012, the leadership team	Principal, APs, SIG	n/a	List of openings and				X

	develops a list of openings and begins to advertise and develop a hiring committee.	Transformation Director		hiring committee list				
5	By April, the hiring committee begins the process of hiring staff (see form S-6, SIG indicator #3)	Hiring Committee	n/a	Hiring Committee Reports				X
6	Outstanding teachers are recognized as Teachers of the Month throughout the year	Leadership Team	Recognition and parties budget	Monthly list of Teachers of the Month	X	X	X	X

SIG Required Activity – 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is researched-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.							
SMART Goal:	By June 2012 a minimum of 60% of teachers will deliver engaging, rigorous and relevant lessons, using district approved curricular programs that are infused with technology as evidenced by teacher evaluations and walkthrough data. By June 2012 a minimum of 60% of teachers will use formal and informal assessment to modify daily instruction, re-teach lessons and reassess student learning as evidenced by walkthrough data and lesson plans.							
Indicators of Success:	<ul style="list-style-type: none"> • A minimum 10% decrease in the percentage of total students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of ELL students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of Students with Disabilities scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of African American students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of Economically Disadvantaged students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of Hispanic students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. • A minimum 10% decrease in the percentage of White students scoring partially proficient on the both the Language Arts Literacy and Mathematics HSPA. 							
SBR Practice to Address Goal:	Research indicates that high levels of student engagement impact positively on cognitive demand, rigor, and student achievement outcomes.							
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Train teachers on Charlotte Danielson Framework and Walk-through evaluation form	Principal, AP's, Transformation Director	Danielson Framework Walk-through Protocol	Sign-in sheet	X			
2	Create curriculum maps for all content area classes.	Content area teachers	Curriculum Materials (textbooks, ancillary materials, etc)	Completed curriculum maps	X			
3	Daily walkthroughs – utilizing a rotating classroom visitation schedule	Leadership team	Walkthrough protocol.	Walkthrough protocol and schedule.	X	X	X	X

4	Review of student academic and non-academic data on a bi-weekly basis	Leadership team, various committees	Benchmark assessments, HSPA, attendance data, suspension data,	Sign-in sheets and minutes	X	X	X	X
5	Create and administer quarterly benchmark assessments in core subjects	Content area teachers	Benchmark assessments	Assessment results	X	X	X	X

SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.
SMART Goal:	100% of students will receive over 200 hours of additional learning time at no additional cost to the school. 100% of students will attend 57-minute instructional periods, lengthening the time that they are able to engage in learning each subject area from 40 minutes. The school will offer additional summer and after-school learning opportunities for up to 120 hours that will be available to all students. The school will increase data-driven collaborative planning time (PLCs) for teachers by 60 hours per year (from 120 hours/year to 180 hours per year).
Indicators of Success:	<ol style="list-style-type: none"> 1. A staggered schedule for staff is developed, reducing the teachers' current contractual teaching minutes, but lengthening the school day for students from 6 hours and 30 minutes to 7 hours and 30 minutes. 2. Class periods are lengthened from approximately 40 minutes to 57 minutes, allowing for greater implementation of the CIF. 3. Lunch periods for students are reduced from 40 minutes to 30 minutes. 4. 57 minutes of collaborative planning time is built into every teacher's schedule building the additional 125 minutes of after-school time into the school day in creative ways. 5. Additional tutoring time is built into the after-school schedule by using the additional contractual 125 minutes of after-school time in purposeful ways. 6. <i>The Community Based Partner</i> will serving at least 120 students in after-school and summer programs. 7. Enrolled Freshman students in an on-line Literacy class in summer 2012.
SBR Practice to Address Goal:	<p>Aronson, Zimmerman, & Carlos (1999). Improving student achievement by extending school: Its just a mater of time. San Francisco: Wested.</p> <p>Farbman, D. and Kaplan, C. (2005). Time for a change: The promise of extended-time schools for promoting student achievement. Boston, MA: Massachusetts 2020.</p> <p>This research makes clear that extended learning time within the school day has a positive effect on student learning. If that learning time is augmented by after-school and summer learning opportunities, specific subgroups of students can show even greater achievement.</p> <p>Canady & Rettig (1995). Block Scheduling: A catalyts for change in High Schools. Gardiner, NY: Eye on Education.</p> <p>These researchers clearly point out that extending the learning blocks in high schools can positively influence instruction as well as student outcomes.</p> <p>Seashore-Louis, Marks, Kruse (1996). Teachers' professional community in restructuring schools. American Educational Research Journal, 33 (4), 757-798. These researchers assert that collaborative planning time is a necessary ingredient to developing teachers as professionals and to changing the culture of schools. However, the careful structuring of the planning time is key to the success.</p>

Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	During the late Summer 2011, the final student and teacher schedules for Lakewood High School and Lakewood Middle School will be developed.	Principals of Middle School and High School, Consultants, School and district schedulers, Union Representative	Consultant for scheduling	Student and teacher schedules for Middle School and High School	X			
2	After-school tutoring time will strategically be built into the schedules.	Principal of High School, Scheduling Consultant, Union representative	Consultant for scheduling	Master Schedules, Student sign-in sheets during tutoring sessions	X	X	X	X
3	Late Summer 2012, graduating 8 th grade students will be enrolled in an on-line course work	Principal, APs,	Virtual Tuition	Enrollment data	X			
4	An English teacher will be identified to be the on-line teacher/consultant for all of the students enrolled in a Virtual Freshman ramp-up Literacy class.	Teacher, TBD	Teacher summer salaries	Teacher time sheets	X			
5	<i>The Community Based Partner</i> will begin to work after school with up to identified students by October 2011.	<i>The Community Based Partner</i>	<i>The Community Based Partner</i>	<i>The Community Based Partner</i> enrollment data and attendance data		X	X	X
6	PLCs will begin in October 2011.	Teachers, Coaches, Departmental Coordinators, PLC Consultant	PLC Consultant	PLC meeting notes	X	X	X	X
7								

SIG Required Activity – 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA (b) provides ongoing mechanisms for family and community engagement.
SMART Goal:	To increase community and family engagement at Lakewood High School as measured by establishing six new mechanisms for family and community participation.
Indicators of Success:	<ol style="list-style-type: none"> 1. Family survey will demonstrate that 90% of family members feel welcomed at the school. 2. Family survey data will reveal that 90% of family members feel well-informed by the school. 3. Family survey data will reveal that 90% of family members feel that their child is safe at the school. 4. Family member and/or community member attendance at every family/ community event or meeting.
SBR Practice to Address Goal:	Eccles & Harold (1993). Parent-school involvement during the early adolescent years. Teachers College Record, 94(3), pp. 568-587. Researchers conclude that when high schools and middle schools work closely with families and community groups, students are less likely to drop out of school. It is essential that schools find mechanisms to connect with the families of adolescents, particularly in high-needs areas.

Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Establish a Community Advisory Council to review school data monthly with the superintendent, principal, and SIG Transformation Director	SIG Transformation Director	SIG Transformation Director	Monthly data meeting minutes	X	X	X	X
2	Establish family services through <i>The Community Based Partner</i> .	SIG Transformation Director, The Community Based Partner	SIG Transformation Director, The Community Based Partner	The Community Based Partner Quarterly Reports	X	X	X	X
3	Data coordinator will host bi-monthly (every other month) meetings for parents about school-wide data.	Data Coordinator, Principal	Data Coordinator	Bi-monthly meeting attendance sign-in sheets and agendas	X	X	X	X
4	Establish an economic advisory board for the academy development	SIG Transformation Director	SIG Transformation Director	Economic Advisory meeting agendas and sign-in sheets	X	X	X	X
5	Develop a family survey to go home twice a year in both English and Spanish	SIG Transformation Director, Data coordinator	SIG Transformation Director, Data Coordinator	Survey instrument and results		X		X
6	Hire a bilingual support staff member through the Guidance Department who will hold semi-annual meetings for parents.	SIG Transformation Director, Guidance Department	SIG Transformation Director	Parent informational meeting minutes and sign-in sheets		X		X
7	Recognize parents and community	Principal, SIG	SIG Transformation	School Board Meeting	X	X	X	X

	members of the month at School Board meetings with a certificate.	Transformation Director	Director, Awards and Celebration Budget	Minutes				
8								

SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
SMART Goal:	Lakewood High School will meet 85% of its first year student achievement goals.
Indicators of Success:	<ol style="list-style-type: none"> 1. Increase in student first time course pass rates by 10% in 2012 2. Increase in student pass rates in each sub-group on end of course criterion-referenced exams (Algebra, English, Biology) over the baseline by 5% in 2012, 3. Increase HSPA scores for each subgroup over the baseline by 10% in 2012 (see form S-7) 4. Increase in Academy students average GPA by .3 in 2012. 5. Increase students passing the AP Exam by 5% in 2012, 6. Increase in students taking and passing dual and college courses by 5% in 2012 7. Increase in students passing 9th and 10 grade core courses by 20% in 2012, 8. Increase student pass rates on the Algebra end of course exam for each sub group over the baseline by 10% in 2012. 9. Increase in student writing proficiency as measured by benchmark exams by 10% in 2012. 10. Increase to 90% the number of students who need credit recovery to meet the numbers of under credited students by 10/2011. 11. Reduce by 10% number of students using On-line for credit recovery and increase by 10% number using it for original credit by 2012. 12. Increase proficiency on ACCESS exam for ELLs by 10% over the baseline for each grade by 6/12. 13. Increase in student first time course pass rates by 10% in 2012, 14. To increase student benchmark scores by 10% for each administration over the prior administration 15. Increase in NJASK scores on grade 7 and 8 by 10% each year over the 2012 baseline
SBR Practice to Address Goal:	n/a

Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Lakewood School District will provide Lakewood High School with autonomy augmented by monthly meetings with the superintendent or designee.	Superintendent		Monthly data meeting agenda and minutes	X	X	X	X
2	LEA has supplied Lakewood High School with a Leadership Consultant through the SIG funds to offer support and guidance through the implementation of the SIG.	Superintendent, Leadership Consultant	Leadership Consultant	Leadership Consultant Log	X	X	X	X
3	LEA has authorized the hiring of a SIG Transformation Director for the High School through the SIG funds	Superintendent, Principal	SIG Transformation Director	Signed contract and job description for SIG Transformation Director	X			
4	Principal Evaluation System based on ISLLC standards and Principal portfolio	Superintendent	n/a	Principal evaluation				X
5								

Form S-9

Date: __Revised 9/15/2011__

Page ____ of

**THREE-YEAR BUDGET AMOUNTS AND
NARRATIVE**

LEA: Lakewood School
District

Name of School: Lakewood High School

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total	Year 1
	Pre-Implementation					
	8,000.00	1,891,052.73	1,899,989.63	1,899,970.03	5,699,012.39	
LEA		100,000.00	100,000.00	100,000.00	300,000.00	
Total Budget		1,999,052.73	1,999,989.63	1,999,970.03	5,999,012.39	

Budget Narrative

The attached budget reflects the necessary expenses to meet the goals of the Lakewood SIG Proposal.

Because the proposal is built primarily on building human capacity to improve instruction and teaching practices at Lakewood High School, a significant portion of the budget goes to professional development for teachers and school leadership. This professional development takes the form of training institutes; curriculum and benchmark writing institutes; job embedded coaching for coaches, department coordinators, turnkey teachers in SIOP and special education, all classroom teachers, and school leadership. Some Professional Development specific to the NAF academies for grades 11 & 12 will come from Perkins Grant Funds.

In order to meet the needs of the SIG plan, we have established four new full-time positions. These include the SIG Transformation Director who will oversee the implementation of the grant. The Data Coordinator who will manage all of the integrated data systems and print data reports as needed by various stakeholders. The Technology Coordinator will work to ensure that all new technology is in working order and that teachers know how to use the technology for instructional purposes. The Family and Community Outreach Coordinator (new position) will function as a liaison between the school staff and the local community, Build Cultural

Final 8302011

Competency 2011-12 Addition personnel funds are allocated to pay teachers for professional development hours as well as teaching hours. Finally, some personnel funds are allocated for grade-level teams of teachers who meet the benchmark goals for the students and staff on their grade-level. Every teacher and staff member who works with a grade level that reaches its goal is eligible for up to a \$2000 incentive each year. During year three, additional funds are set aside for teachers who have been identified as distinguished to apply for National Board Certification.

The supply budget reflects the need of Lakewood High School to model 21st Century skills for students. Teachers will each be allocated a computer for school use and the classrooms will be outfitted with either Smartboards or mounted projectors. These will allow teachers to input data into the integrated data system, access and present electronic information in the classroom in conjunction with the CIF, and permit multimedia presentations for students. Additionally, scanners, flip cameras, and printers will be necessary to fully utilize the integrated data system as well as the 21st Century learning techniques. The school will begin to acquire portable student computers for classroom use within the CIF. The cost of the integrated data system is essential to the success of the SIG.

Additional supplies include materials for math and science classrooms (such as calculators for higher level classes and non tradition text in a student's native language), and the new Heritage Language classes. Some materials for the 11th and 12th grade NAF academies will be purchased through Perkins Grant funds.

The Community Based Partner and SchoolNet summer tuition for students. These services are essential to building a culture of commitment to learning at Lakewood High School.

Finally, \$15,000 of the budget is designated for monthly recognition of and awards to students, families, and teachers at board meetings, as well as parties for grade levels who meet their annual goals. These small functions focused on academic success are essential to change a culture of apathy into one of recognition for academic excellence.

Three years worth of SIG funding will cover most of the expenses to transform Lakewood High School toward a culture of success. Those that will continue beyond the SIG grant include: The full-time personnel, who will be sustained through Title I funds beyond the SIG period; The Community Based Partner, which will be sustained by Title I Funds after the SIG period; Integrated Data System Licenses, which will be sustained by Title II, Part D funds; Incentives for teachers to become Nationally Board Certified, which will be sustained through Title II Part A; Minimal job-embedded professional development, which will be supported through SIA, and Title II Part A and Title III Part A.

Final 8302011

S-10 BUDGET DETAIL FORM A

Personal Services -Salaries Function & Object Codes 100-100 and 200-100

Date: 9/15/2011Page

_____ of _____

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

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	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
1.1	100-100	Teachers to support Extended School Year Day (June 2112)	\$40.00/hr x 60 teachers x 5 hours x 10 days	\$120,000
1.1	100-100	Paraprofessionals to support Extended School Year Day (2011-2112)	1 extra hour per day for 14 teachers @ \$381.57 per day x 183 days	\$69,827.31
12345	100-100	Create an incentive system for staff:	(2011-12 school year) \$2000 x 108 x 75% meeting incentive = \$162,000	\$162,000
12345	200-100	SIG Transformational Director/TBD: The LEA plans to use grant funds to hire a SIG Transformation Director whose sole obligation is to manage the work, support the principal in implementing the design and meet the necessary deadlines	\$75,000 X 100%	\$75,000

Final 8302011

3.1 5.1 5.2	200-100	Data Coordinator: Grant funds will support a Data Coordinator who will manage all data. (10 Month)	\$75,000 x 100%	\$75,000
-------------	---------	--	-----------------	----------

1.1 5.1 5.2 5.3	200-100	Family and Community Outreach Coordinator (new position) Function as a liaison between the school staff and the local community, Build Cultural Competency 2011-12	\$75,000 x 100%	\$75,000
2.7 4.4	200-100	Curriculum Institute For 8 core teachers from the High School and up to attend and actively participate in a 5-day summer curriculum alignment and benchmark-writing institute. (2011-2012)	\$40.00/hr 8 teachers x 5 days x 5 hours per day per teacher	\$8,000 PRE-IMPLEMENTATION
2.7 4.4	200-100	Curriculum Institute For 8 core teachers from the High School and up to attend and actively participate in a curriculum alignment and benchmark-writing institute. (2011-2012)	\$40.00/hr 8 teachers x 5 days x 5 hours per day per teacher	\$8,000
3.1	200-100	Computer Tech will respond to requests for assistance and run diagnostic programs to solve the issue. They are also responsible for installing and repairing software and hardware and working to improve computer performance (2011-12 school year)	\$50,000 x 100% (x 1 years)	\$50,000
	100-100	Afterschool Intervention Math and English every other day	2 teachers x 1 hour x 90 x \$40 per hour =	7,200

S-11BUDGET DETAIL FORM B

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

Date: 9/15/2011

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

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.00%	PERS 7.00%	WRKR'S COMP 1.00%	UNEMPLY. 1.25%	DISABI L . n/a	HEALTH Fixed	OTHER SPECIFY : ----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
SIG Transformation Director	75,000	5,737.50	5,250.00					15,900.44		36%	26,887.94
Data Coordinator	75,000	5,737.50		5,250				15,900.44		36%	26,887.94
Full Time Technology	50,000	3,825.00		3,500				18,172.00		51%	25,497.00
Teacher Hourly Wages	143,200	10,954.80			1,432.00	1,790.00				10%	14,176.80
Student Assistance Coordinator	75,000	5,737.50	5,250.00					15,900.44		36%	26,887.94
Staff Incentive Pay	162,000	12,393.00			1,620.00	2,025.00				10%	16,038.00
Paraprofessionals	69827.31	5,341.79			698.27	872.84				10%	6,912.90

S-12
BUDGET DETAIL FORM C

Date: 9/15/2011

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

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

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

PROGRAM GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
1.1 5.1 5.2 5.3	100-300	Contract with a community-based organization with expertise in Spanish Language and Latino cultural issues to develop programming and provide services in four areas: Family and Community Outreach, Work with Individual Students for Success, Function as a liaison between the school staff and the local community, Build Cultural Competency 2011-12			100,000
4.2 4.3	200-300	Contract to Provide: Non-Core and Core teachers (up to 42 teachers) training to do the following reviewing data, special education differentiation, integrating PLC's and using an integrated data system. (Offered throughout the 2011 -2012 year)	\$2000 per day per consultant	7 service days	\$14000
4.2 4.3	200-300	Contract to Provide: Non-Core and Core teachers (up to 42 teachers) training to do the following: in ELL, CIF, SIOP, and writing across the curriculum (Offered throughout the 2011 -2012 year)	\$2000 per day per consultant	7 service days	\$14000
4.1 4.1 2.7 3.1 4.1	200-300	Contract to provide: Embedded professional development through the development and support of teacher PLC's: reviewing data, special education differentiation, integrating PLC's and using an integrated data	\$1500 per day	20 service days	\$30000

		system. 2011-12 school year-1 consultant, 10 days			
4.1 4.1 2.7 3.1 4.1	200-300	Contract to provide: Embedded PD through the development and support of teacher PLC's: in ELL, CIF, SIOP, and writing across the curriculum. 2011-12 school year-1 consultant, 10 days CIF calculators	\$1500 per day	20 service days	\$30000
4.4 4.1	200-300	Contract to provide: Content competency for the core teachers' development of content area knowledge in math and pedagogical skills through core-area PLCs. School Year 2011-2012.	\$1500 per day	10 service days.	\$15000
4.4 4.1	200-300	Contract to provide: Content competency for core teachers' development of content area knowledge in Language Arts and pedagogical skills through core-area PLCs and embedded Professional Development. School Year 2011-2012.	\$1500 per day	10 service days.	\$15000
4.2 4.3	200-300	Contract to provide: Training for 4 to 6 lead teachers for each SLC to provide ongoing turnkey training to improve special education student performance. Staff developer for 10 days. (School Year 2011-2012)	\$1500 per day	10 service days	\$15000
4.2 4.3	200-300	Contract to provide: Contract to provide training for 4 to 6 lead teachers for each SLC to provide ongoing turnkey training to improve ELL academic performance. Staff developer for 10 days. (School Year 2011-2012)	\$1500 per day	10 service days	\$15000

3.1 3,2	200-300	Teach Scape training for 1½ days for 25 participants (year 1): Teacher Evaluation and Observations	3000 per day	1½ service days	4,500
3.1 3,2	200-300	Charlotte Danielson Training	1		20,000

S-13BUDGET DETAIL FORM D

Supplies and Materials Function & Object Codes 100-600 and 200-600

Date: 9/15/2011

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

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

PROGRAM GOAL/ OBJECTIVE/ACTIVITY	FUNCTIO N & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1	100-600	Graphing Calculators for High School math classes (year 1) Align Core Curriculum to state standards	\$100	550	\$55,000
4.1	100-600	Scientific calculators for higher level math and science classes (year 1)	\$60	120	\$7200
4.1	100-600	30 computers per class for the 9 th , 10 th and 11 th :1 for Special Education classes (30 computers per class x 4)	\$500	120	\$60,000

S-13BUDGET DETAIL FORM D

Supplies and Materials Function & Object Codes 100-600 and 200-600

Date: 9/15/2011

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1 3	100-600	Computer (1 per teacher)	1200	100	120,000
4.1 3	100-600	B&W Laser printer scan/copy/fax/print (1 per classroom) year 1	300	60	18,000
6.2 3	100-600	Scanners (1 per department) year 1 Aligning Curriculum and Assessment	300	12	3600
4.1 3	200-600	Document Camera (2 per department) year 1 Rigorous Classroom Instruction	200	24	4800
4.1 3	200-600	Flip Camera (2 per department) year 1	200	24	4800
4.1 3	200-600	Tablet Device	450	5	1350
4.4	100-600	Awards for students: Barnes and Noble Gift Cards, catered food for celebrations of success and achievement with parents(\$8000/year) To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development.	\$8,000		\$8000

S-14
BUDGET DETAIL FORM E
Equipment

Date: 9/15/2011

Function & Object Codes 400-731 and 400-732

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM OBJECTIVE/ GOAL/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1	400-731	Interactive Smartboards (placed in 10 classrooms) year 1; Cabling for Smartboards year 1 with smartboards	8500 8500 8500 8500 8500	10 10 10 10 10	85,000 85,000 85,000 85,000 85,000
6.1	400-732	Teachscape Reflect camera year 1 Teacher evaluation system	4800	1	4,800
4.1	400-732	Rolling storage charging networks for 4 class sets of iPads	2700	4	10,800
4.1	400-732	Wireless network	75,000	1	75,000
4.1 3	400-732	Dual Imaging, Pencil & Ink Scanner	6000	4	24000

Date: 9/15/2011 **BUDGET DETAIL FORM F**
S-15

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

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM FUNCTION DESCRIPTION/COST CALCULATION GRANT

GOAL/ OBJECTIVE/ACTIVITY	& OBJECT CODE				REQUEST AMOUNT
6.2	200-500	CWT License year 1 Observational protocol called Teachscape Classroom Walkthrough (CWT). Revised	850	1	850
	200-500	NWEA Student Assessment Licenses for electronic testing of students ability levels in math and reading Revised	\$14 per student	1050 x \$14	14,700
	200-580	Mileage to Travel back and forth to SIG meetings	.31 per mile 3 people x 19 round trips x 70 miles x .31		\$ 1,236.90 Revised
4.1 3	200-500	Create a Multi- System for Monitoring Needs, Identifying Risks, and Intensifying Intervention	95000	1	95,000

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			359,027.31		359,027.31
Purchased Professional & Technical Services	100-300			100,000.00		100,000.00
Other Purchased Services	100-500					
Supplies and Materials	100-600			271,800.00		271,800.00
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				727,827.31		727,827.31
SUPPORT SERVICES						
Personal Services - Salaries	200-100			216,000.00	75,000.00	291,000.00
Personal Services – Employee Benefits	200-200			118,288.52	25,000.00	143,288.52
Purchased Professional & Technical Services	200-300			172,500.00		172,500.00
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			110,550.00		110,580.00
Travel	200-580			1,284.17		1236.90
Supplies and Materials	200-600			10,950.00		10,950.00
Other Objects	200-800					
SUBTOTAL SUPPORT SERVICES						
SUBTOTAL - SUPPORT SERVICES				629,872.69	100,000.00	729,825.42
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			425,000.00		425,000.00
Noninstructional Equipment	400-732			117,300.00		117,300.00
SUBTOTAL - FACILITIES				539,600.00		539,552.73
TOTAL COST				1,900,000.00	100,000.00	1,999,052.73

Year 2

S-10BUDGET DETAIL FORM A

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

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	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
1.1	100-100	Extended School Year Teaching Positions	\$40.00/hr x 60 teachers x 5 hours x 10 days	\$120,000
1.1	100-100	Paraprofessionals to support Extended School Year Day (2011-2112)	1 extra hour per day for 14 teachers @ \$381.57 per day x 183 days	\$69,827.31
	100-100	Create an incentive system for staff:	\$2000 x 108 x 75% meeting incentive = \$162,000	\$162,000
1	100-100	After School Intervention Program for 9 th Grade Math and English Classes	2 teachers at \$40 x 90 hours	\$7,200
1 2 3 4 5	200-100	SIG Transformational Director/TBD: The LEA plans to use grant funds to hire a SIG Transformation Director whose sole obligation is to manage the work, support the principal in implementing the design and meet the necessary deadlines	\$75,000 X 100%	\$75,000

1.1 5.1 5.2 5.3	200-100	Family and Community Outreach Coordinator (new position) Function as a liaison between the school staff and the local community, Build Cultural Competency 2011-12	\$75,000 x 100%	\$75,000
3.1 5.1 5.2	200-100	Data Coordinator: Grant funds will support a Data Coordinator who will manage all data.	\$60,000 x 100%	\$75,000
4.2 2.4 2.7 4.3	200-100	Teachers Identified topics including review data, to refine the PD delivery model, provided to support use of Integrated data system, (Summer 2012)	\$40.00/hr 100 teachers x 15 hours	\$60,000
2.7	200-100	Curriculum Institute For 8 core teachers from the High School and up to attend and actively participate in a 5-day summer curriculum alignment and benchmark-writing institute. (2012-2013)	\$40.00/hr 42 teachers x 5 days x 5 hours per day per teacher	\$42,000
3.1	200-100	Computer Tech	\$50,000 x 100% (x 1 years)	\$50,000
2.5	100-100	Hourly rate for Support Teacher for on-line learning opportunities (2012)	\$40.00/ hour 1 teacher x 60 online hours (x 1 summers)	\$2,400
2.5	100-100	Hourly rate for Support Teacher for on-line learning opportunities (Summer 2012)	\$40.00/ hour 1 teacher x 120 hours (x 1 summers)	\$4,800
2.5	100-100	Teacher TBD: Hourly rate for Support Teacher for on-line learning opportunities (Summer 2012)	\$40.00/ hour 1 teacher x 120 hours (x 1 summers)	\$4,800
	200-580	Mileage to Travel back and forth to SIG meetings	3 people x 140 miles x .31 per mile	\$1171.80 Revised

S-11BUDGET DETAIL FORM B

Date: 9/15/2011

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

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

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

POSITION/NAME	GRANT REQUES TED SALARY AMOUNT	FICA 7.65%	TPAF 7.00%	PERS 7.00 %	WRKR'S COMP 1.00 %	UNEMPLY . 1.25%	DIS A BIL. --%	HEALTH Fixed	OTHE R SPEC IFY: ----- -%	TOTAL % OF BENEF ITS	GRANT REQUEST AMOUNT (BENEFIT S ONLY)
SIG Transformation Director	75,000	5,737.50	5,250.0 0					15,900.4 4		36%	26,887.94
Data Coordinator	75,000	5,737.50		5,250				15,900.4 4		36%	26,887.94
Full Time Technology	50,000	3,825.00		3,500				18,172.0 0		51%	25,497.00
Teacher Hourly Wages	241,200	18,451.8 0			2,412.0 0	3,015.00				10%	23,878.80
Student Assistance Coordinator	75,000	5,737.50	5,250.0 0					15,900.4 4		36%	26,887.94
Staff Incentive Pay	162,000	12,393.0 0			1,620.0 0	2,025.00				10%	16,038.00
Paraprofessionals	69827.3 1	5,341.79			698.27	872.84				10%	6,912.90

S-12BUDGET DETAIL FORM C

NGO TITLE: School Improvement Grant

SCHOOL NAME: Lakewood High School

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

PROGRAM GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
4.1 4.5	200-300	Contract to provide Build strong teacher collaboration support teacher PLC's, including review data, to refine the PD delivery model at the end of each benchmark period , provided to support use of Integrated data system and writing across the curriculum. 2012-13 school year-1 consultant, 40 days	1500 per day	40 service days	60,000
2.7	200-300	Contract to provide build and organize Curriculum and benchmarks with teachers through qualified consultants	2000 per day	25 Service Days	\$50,000
2.7 4.1 4.3 4.2	200-300	Contract with to provide core and non-core teachers will participate in a PLC Summer training on identified topics including review data, to refine the PD delivery model (2) days of direct contact Summer 2012	2000 per day 7 consultants	14 days of services	\$28,000
4.1	200-300	Contract to provide support for core teachers' development of content area knowledge and pedagogical skills through core-area PLCs. School Year 2012-2013. 4 consultants (Math, English, Social Studies, Science), 10 days each for Math and English Teachers and 5 days each for Social Studies and Science	1500 per day	40 service days.	60,000
2.4	200-300	Contract to establish laboratory classrooms that are used by teachers to increase understanding of CIF as measured by number of teachers and periods observations take place. Consultant for 20 days. 2012-13 school year.	1500 per day	20 service days	30,000

4.2	200-300	Contract to provide training for 4 to 6 lead teachers for each SLC to provide ongoing turnkey training to improve ELL academic performance and special education student performance. Staff developer for 20 days. 2012-13 school year. Strengthen Instruction for ELLs& Students with IEPs (School Year 2012-2013)	1500 per day	20 service days	30,000
1.1 5.1 5.2 5.3	100-300	Contract with a community-based organization with expertise in Spanish Language and Latino cultural issues to develop programming and provide services in four areas: Family and Community Outreach, Work with Individual Students for Success, Function as a liaison between the school staff and the local community, Build Cultural Competency 2012-13	100000		100000

S-13BUDGET DETAIL FORM D

Supplies and Materials Function & Object Codes 100-600 and 200-600

Date: 9/15/2011

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

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

**PROGRAM GOAL/ OBJECTIVE/ACTIVITY
FUNCTION&OBJECTCODE**

100-600

100-600

100-600

100-600

ITEM DESCRIPTION

student learning device to integrate a one to one initiative

4 Computer Labs of 25 computers per lab

B&W Laser printer scan/copy/fax/print (3 per lab)

Awards for students: Barnes and Noble Gift Cards for food for celebrations of success and achievement (\$6500/year) To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development.

UNIT COST (UC) \$500	QUANTITY (Q) 750	GRANT REQUEST AMOUNT (GR) 375,000
1200	100	120,000
300	12	3600
\$6,500		\$6,500

S-13BUDGET DETAIL FORM D

Supplies and Materials Function & Object Codes 100-600 and 200-600

Date: 9/15/2011

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTIO N & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1	400-732	Rolling storage charging networks for 26 sets of iPads for year 2	2700	25	67500
4.1	400-731	Interactive smart boards for each lab and cable to hook items	\$8500	4	34000

Date: 9/15/2011 **BUDGET DETAIL FORM F**

S-15

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

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM FUNCTION DESCRIPTION/COST CALCULATION

T GOAL/

GRAN

			REQUES
T OBJECTIVE/ACTIVITY	OBJECT		AMOUN
6.2	200-500 CWT License year 2		
		5	
	00 Observational protocol called Teachscape Classroom Walkthrough (CWT). Revised 100-500		
	Tuition for students to enroll in summer classes through NJ Virtual School.		35,000
1			
	M/J English III (Ramp-up Literacy Class for targeted incoming Freshmen) 100 students x \$350 tuition (summer 2012)		
1			
	100-500		
	Tuition for students to enroll in summer classes through NJ Virtual School.		35,000
	Algebra 1 100 students x \$350 tuition (summer		
2012) 1			
	100-500		
	Tuition for students to enroll in summer classes through NJ Virtual School.		
		26,	
	000 Algebra 2 (new course) 40 students x \$650 (summer 2011) 1		
	100-500 Tuition for students to enroll in 5 new AP classes through NJ Virtual School.		
			19,50
6.2	0 Algebra 2 (new course) 30 students x \$650 (2012-2013)		

3 200-500

200-500 On Going License and support YEAR 2 7500

NWEA Student Assessment Licenses for electronic testing of

\$14 per 1050 x \$14

0 4

14,70

students ability levels in math and reading Revised student
Year 2

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			371,027.31		371,027.31
Purchased Professional & Technical Services	100-300			100,000.00		100,000.00
Other Purchased Services	100-500			115,500.00		115,500.00
Supplies and Materials	100-600			500,100.00		500,100.080
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				1,086,627.31		1,086,627.31
SUPPORT SERVICES						
Personal Services - Salaries	200-100			302,000.00	75,000	377,000.00
Personal Services – Employee Benefits	200-200			127,990.52	25,000	152,990.52
Purchased Professional & Technical Services	200-300			258,000.00		258,000.00
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			22,700.00		22,700.00
Travel	200-580			1,182.17		1,171.80
Supplies and Materials	200-600					
Other Objects	200-800					
SUBTOTAL SUPPORT SERVICES				711,872.69	100,000.00	811,862.32
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			34,000.00		34,000.00
Noninstructional Equipment	400-732			67,500.00		67,500.00
SUBTOTAL - FACILITIES				101,500.00		101,500.00
TOTAL COST				1,900,000.00	100,000.00	1,999,989.63

Year3

S-10BUDGET DETAIL FORM A

Date: 9/15/2011 Page
_____ of _____

Personal Services -SalariesFunction & Object Codes 100-100 and 200-100

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

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	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
1.1	100-100	Extended School Year Teaching Positions	\$40.00/hr x 60 teachers x 5 hours x 10 days	\$120,000
1.1	100-100	Paraprofessionals to support Extended School Year Day (2011-2112)	1 extra hour per day for 14 teachers @ \$381.57 per day x 183 days	\$69,827.31
4 5	100-100		Create an incentive system for staff: (2011-12 school year) \$2000 x 108 x 75% meeting incentive = \$162,000	\$162,000
1 2 3 4 5	200-100	SIG Transformational Director/TBD: The LEA plans to use grant funds to hire a SIG Transformation Director whose sole obligation is to manage the work, support the principal in implementing the design and meet the necessary deadlines	\$75,000 X 100%	\$75,000

1.1 5.1 5.2 5.3	200-100	Family and Community Outreach Coordinator (new position) Function as a liaison between the school staff and the local community, Build Cultural Competency 2011-12	\$75,000 x 100%	\$75,000
3.1 5.1 5.2	200-100	Data Coordinator: Grant funds will support a Data Coordinator who will manage all data.	\$75,000 x 100%	\$75,000
4.2	200-100	Teachers Identified topics including review data, to refine the PD delivery model, provided to support use of Integrated data system, SIOP, special education differentiation, and writing across the curriculum. Train teachers in CIF, SIOP, data use, writing across the curriculum (Summer 2013)	\$40.00/hr 100 teachers x 5 hours x 3 (2) days	\$60,000
3 4	200-100	Computer Tech	\$50,000 x 100% (x 1 years)	\$50,000
2.5	100-100	Hourly rate for Support Teacher for on-line courses(2013)	\$40.00/ hour 1 teacher x 60 online hours (x 1 summers)	\$2,400
2.5	100-100	Hourly rate for Support Teacher for for on-line courses (Summer 2013)	\$40.00/ hour 1 teacher x 60 hours (x 1 summers)	\$2400
2.5	100-100	Hourly rate for Support Teacher for on-line courses (Summer 2013)	\$40.00/ hour 1 teacher x 120 hours (x 1 summers)	\$4800

2.5	100-100	Hourly rate for Support Teacher for for on-line courses (Summer 2013)	\$40.00/ hour 1 teacher x 120 hours (x 1 summers)	\$4800
1	100-100	After School Intervention	2 teachers x 90 hours at \$40	\$7,200

	200-580	Mileage to Travel back and forth to SIG meetings	15 meeting x 2 people x 140 miles per trip x .31 per mile 4 meetings x 1 person x 140 miles per trip x .31 per mile	\$1473.60 Revised
--	---------	--	--	----------------------

S-11BUDGET DETAIL FORM B

Personal Services –Employee BenefitsFunction & Object Code 200-200

Date: 9/15/2011

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

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.0%	PER S 7.0%	WRKR'S COMP 1.0 %	UNEMPLY . 1.125 %	DIS A BIL. --%	HEALTH Fixed	OTHE R SPEC I FY: %	TOTAL % OF BENEF ITS	GRANT REQUEST AMOUNT (BENEFIT S ONLY)
SIG Transformation Director	75,000	5,737.50	5,250.00					15,900.44		36%	26,887.94
Data Coordinator	75,000	5,737.50		5,250				15,900.44		36%	26,887.94
Full Time Technology	50,000	3,825.00		3,500				18,172.00		51%	25,497.00
Teacher Hourly Wages	201,600	15,422.40			2,016.00	2,520.00				10%	19,958.40
Student Assistance	75,000	5,737.50	5,250.00					15,900.44		36%	26,887.94

Coordinator											
Staff Incentive Pay	162,000	12,393.00			1,620.00	2,025.00				10%	16,038.00
Paraprofessionals	69827.31	5,341.79			698.27	872.84				10%	6,912.90

S-12BUDGET DETAIL FORM C

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

Date: 9/15/2011

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

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

PROGRAM GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
2.7 3.1 4.2	200-300	Contract with to provide: core and non-core teachers will participate in a PLC Summer training on identified topics including review data, to refine the PD delivery model, provided to support use of Integrated data system, SIOP, special education differentiation, curricular reviews as needed . 7 qualified staff developers for 5 days of direct contact Summer 2013	2000 per day per consultant for 7 consultants	35 service days equivalent	70,000

4.1	200-300	Contract to provide Build strong teacher collaboration support teacher PLC's, including review data, to refine the PD delivery model at the end of each benchmark period , provided to support use of Integrated data system and writing across the curriculum. 2013-14 school year-1 consultant, 40 days	1500 per day	40 service days	60,000
2.4	200-300	Contract to establish laboratory classrooms that are used by teachers to increase understanding of CIF as measured by number of teachers and periods observations take place. Consultant for 10 days. 2013-14 school year.	1500 per day	10 service days	15,000
4.2	200-300	Contract to provide training for 4 to 6 lead teachers for each SLC to provide ongoing turnkey training to improve ELL academic performance and special education student performance. Staff developer for 15 days. 2011-12 school year. Strengthen Instruction for ELLs& Students with IEPs (School Year 2013-2014)	1500 per day	15 service days	22,500
4.4	200-300	Contract to provide 25 Core and non-core teachers to receive 5 days summer training on cross curricular planning focusing on writing 1 consultant 4 hours a day for 5 days (Summer 2013)	3000 per day	5 service days equivalent	15,000
5	100-300	Teachers rated as distinguished in year 3 are eligible for support in becoming Nationally Board Certified	\$3100 per teacher in fees (2013 only)	20	62000
2.7	200-300	Rutgers University to provide up to 25 core and non-core teachers a specifically designed course to study the integration of writing across the curriculum for 3 graduate credits on site Summer Tuition: 3000 per teacher	75,000	1	7500

1.1 51 5.2 5.3	100-300	Contract with, a community-based organization with expertise in Spanish Language and Latino cultural issues to develop programming and provide services in four areas: Family and Community Outreach, Work with Individual Students for Success, Function as a liaison between the school staff and the local community, Build Cultural Competency 2013-14	100,000	1	100,000
----------------	---------	--	---------	---	---------

200-300 Rutgers University to provide up to 25 core and non-core

75,000 teachers a specifically designed course to study the integration of writing across the curriculum for 3 graduate credits on site Summer
Tuition: 3000 per teacher

S-13BUDGET DETAIL FORM D

Supplies and Materials Function & Object Codes 100-600 and 200-600

Date: 9/15/2011

NGO TITLE: School Improvement Grant	
SCHOOL NAME: LAKEWOOD HIGH SCHOOL	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.1	100-600	student reading devices: IPADS for the Library: 120 devices	\$500	121	60,500
4.1	100-600	Student Lab Computers	\$1200	124	148,800
4.1	100-600	Student Information / Digital Signage	\$15,000	1	15,000

4.1	100-600	Lego Robotics Learning Classroom to Support the Engineering Academy	\$170,000	1	170,000
4.1	100-600	School Based Bank on the LHS campus Support the Finance Academy	\$170,000	1	170,000
	100-600	Awards for students: Barnes and Noble Gift Cards, food for celebrations of success and achievement (\$5000/year) To build a college-going and career-focused culture rooted in a culture of commitment and positive youth development.			\$5000

Date: 9/15/2011 **BUDGET DETAIL FORM F**
S-15

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: LAKEWOOD HIGH SCHOOL

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

PROGRAM GOAL/ OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
2.5	100-500	Tuition for students to enroll in summer classes through NJ Virtual School. Algebra 1 100 students x \$350 tuition (summer 2013)	35,000
2.5	100-500	Tuition for students to enroll in summer classes through NJ Virtual School. □Algebra 2 (new course) 40 students x \$650 (summer 2013)	26,000
2.5	100-500	Tuition for students to enroll in 5 AP classes through NJ Virtual School. □40 students x \$650 (2013-2014)	26,000
2.5	100-500	Tuition for students to enroll in summer classes through NJ Virtual School. M/J English III (Ramp-up Literacy Class for targeted incoming Freshmen) 100 students x \$350 tuition (summer 2013)	35,000
6.2	200-500	On Going License and support YEAR 3	7500
3 4	200-500	NWEA Student Assessment Licenses for electronic testing of students ability levels in math and reading Revised	\$14 per student 1050 x \$14 14,700

6.2	200-500	CWT License year 3 Observational protocol called Teachscape Classroom Walkthrough (CWT). Revised	500	1	500
-----	---------	--	-----	---	-----

Year 3

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			373,427.31		373,427.31
Purchased Professional & Technical Services	100-300			162,000.00		162,000.00
Other Purchased Services	100-500			122,000.00		122,000.00
Supplies and Materials	100-600			569,300.00		569,300.00
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				1,225,727.31		1,225,727.31
SUPPORT SERVICES						
Personal Services - Salaries	200-100			260,000.00	75,000.00	335,000.00
Personal Services – Employee Benefits	200-200			124,070.12	25,000.00	149,070.12
Purchased Professional & Technical Services	200-300			265,000.00		265,000.00
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			22,700.00		22,700.00
Travel	200-580			1,502.57		1,473.60
Supplies and Materials	200-600					
Other Objects	200-800					
SUBTOTAL SUPPORT SERVICES				681,272.69	100,000.00	781,242.66
FACILITIES ACQUISITION & CONSTR. SVCS						

Buildings Instructional Equipment Noninstructional Equipment	400-720 400-731 400-732 SUBTOTAL - FACILITIES TOTAL COST			
		0 0 0 1,900,000.00	100,000.00	0 0 0 1,999,970.03