

SCHOOL IMPROVEMENT GRANT

Lakewood High School

**Al Gilson
Principal**

September 18, 2011

Applicant
See 6

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)

DIVISION: Student Services

OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 29

LEA/OTHER: 2520

SCHOOL: 050

COUNTY NAME: Ocean High Sch.

Lakewood Public Schools

APPLICANT AGENCY
1771 Madison Avenue

AGENCY ADDRESS
Lakewood New Jersey 08701

CITY STATE ZIP

(732) 901-3710 (732) 905-3687

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Ms. Lydia Silva

TELEPHONE NUMBER: (732) 905-3640 FAX#: (732) 905-3687 E-MAIL: Lsilva@piners.org

BUSINESS MANAGER: Robert Green PHONE#: (732) 905-3641 E-MAIL: Rgreen@piners.org

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2012

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$6,000,000.00

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

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

Lydia K. Silva
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR
Ms. Lydia Silva
(Please print or type name)

Superintendent
TITLE

April, 4, 2011
DATE

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

SECTION III:

SEND OR DELIVER APPLICATIONS TO:
NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 03/31/2011

2011 APR 04 10:35
NJ-DOE

Form L-2

BOARD RESOLUTION TO APPLY

FY NGO# WKL

The Lakewood Board of Education hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

\$6,000,000.00.

starting on July 1, 2011, and

ending on September 30, 2014.

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

March 28, 2011


Secretary of the Board
Date March 28, 2011

Form L-3

STATEMENT OF ASSURANCES

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

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

- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
- (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-F (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Lydia R. Silva
Chief School Administrator Name

Lydia R. Silva
Chief School Administrator Signature

March 21, 2011
Date

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

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

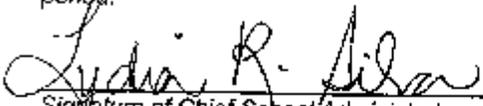
Part I – Applicant Organization

Organizational Name of Applicant **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

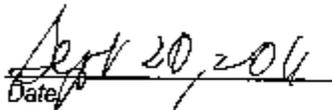
City **Lakewood**
County **Ocean**

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


Name and Title



Date

Form L-5

Date: September 18, 2011

Page ____ of ____

PROJECT ABSTRACT

LEA : Lakewood School District

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 basic 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, 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 external consultant and Jobs for the Future, Lakewood High School and Middle School adopted a *Common Instructional Framework (CIF)* 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 designed to meet the needs of students with diverse learning needs 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 Worcester, 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 including those with IEPs 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) an 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.

	<p>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.</p>
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Form L-6

Date: September 18, 2011

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SCHOOLS TO BE SERVED

LEA : Lakewood School District

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

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

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)			
								turnaround	restart	closure	transformation
1.	Lakewood High School	29	34082 20	050	04636	X					<u>X</u>
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Form L-7(a)

Date: September 18, 2011

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STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
2/03/2011	Lakewood District Office	Needs Assessment	9	Yes		Yes	
2/15/2011	Lakewood District Office	Plan Development	14	Yes		Yes	
2/22/2011	Lakewood District Office	Plan Development	19	Yes		Yes	
2/28/2011	Lakewood District Office	Plan Development	17	Yes		Yes	
3/01/2011	Lakewood District Office	Plan Development	15	Yes		Yes	
3/08/2011	Lakewood District Office	Plan Development	13	Yes		Yes	
3/22/2011	Lakewood District Office	Plan Development	12	Yes		Yes	
3/28/2011	Lakewood District Office	Board Approval	14	Yes		Yes	

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

Stakeholder Informational Methods & Events	<ul style="list-style-type: none"> Three curriculum meetings at Lakewood High School led by planning committee members to get input from members of the Science Department, Math Department, and English Department. Four meetings were held with the District STEM supervisor, District Humanities supervisor, Lakewood High School teachers, and Lakewood Educational Association representatives to develop the teacher evaluation and incentive plan.
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	<p style="text-align: right;">REVISED 9/18/11</p> <ul style="list-style-type: none"> • The Lakewood Educational Association representative held two meetings with Lakewood High School staff to inform them of the design process. • Community-based members of the core committee held an informational session for community members at UNITE, a community-based organization. • The District Superintendent attended several Sunday Church Services to inform the community about the SIG Application and high school reform plan.
<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<ul style="list-style-type: none"> • A Community Advisory Board will be established to provide advice and support to the school leadership (principal, assistant principals), district leadership (superintendent, assistant superintendent), and SIG Transformation Director. This team will meet monthly. • All families will have access to their own child’s data as well as to broad school-wide data via the parent portal feature of School Net. • All teachers will participate in Professional Learning Communities (PLCs) supported by their coaches and departmental coordinators on a daily basis. During this time, they will be able to engage in professional development, instructional planning, and SIG planning. • The SIG Transformation Director will have monthly information and feedback sessions with teachers, parents, and community members. • Quarterly updates on SIG progress will be posted on the district website.
<p>Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO to discuss the following:</p> <ul style="list-style-type: none"> • Student achievement • Walkthrough trends • Attendance of students and staff • Discipline data • SIG component implementation 	<p>The following members of the district team will meet monthly with the SEA/NTO:</p> <ul style="list-style-type: none"> • Lydia Silva, District Superintendent (can assign a designee) • Frank DeStefano/Nora Hyland, External Partner (Leadership Matters- • Dr. Michael Rush, Family & Community Advisory Council Chair • Al Gilson, LHS Principal • TBD, Title I Director • Malka Spitz-Stein, Supervisor of Curriculum, STEM • TBD, Supervisor of Curriculum, Humanities • Yvette Cucuro, Special Education Director • Angela Stewart, Lakewood High School SIG Transformation Director • Eileen Grecco, SIG Data Coordinator

(see Appendix F for more stakeholder signature forms)

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Janice Boski	LEA Vice President/Teacher	YES	YES	
Joanne Schleicher	LHS Teacher	YES	YES	
Jeanne Sasse	LHS Teacher/LEA	YES	YES	
Marcy Paturzo	LHS AP/Guidance	YES	YES	
Laura Winters	Supervisor of STEM	YES	YES	
Lydia Sylvia	Superintendent of Schools	YES	YES	
Nora Hyland	Committee Chair/Leadership Matters	YES	YES	
Jessica Hunsdon	Leadership Matters/Rutgers	NO	YES	
Mary Curran	Leadership Matters/Rutgers	NO	YES	
Michael Rush	Omega 13/NAACP/U.N.I.T.E	NO	YES	
Wilson Santos	Vacamas Program for Youth	NO	YES	
Rev. Glenn Wilson	U.N.I.T.E.	NO	YES	

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Annette Kearney	U.N.I.T.E/Parent	YES	YES	
Barbara Cutter	U.N.I.T.E/Parent	YES	YES	
Margo O'Connor	Supervisor of Humanities	YES	YES	
Jim Trischetta	Director of Technology	YES	YES	
Will Schmidt	LHS Science Teacher/Coordinator	YES	YES	

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
 - Copy form as needed.

LEA COMMITMENT AND CAPACITY

LEA : Lakewood School District

Name of School: Lakewood High School

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

A	The LEA's SIG design and implementation interventions	The LEA has designed an intervention that reflects its capacity to support systemic reform; allows for an alignment of funding; supports prior successful reform initiatives; and recognizes the turnover in staffing.
B	The LEA's process to analyze the needs of each school and determine the selected intervention	<p>The LEA secured the services of An educational consultant to engage a broad-based committee to review:</p> <ul style="list-style-type: none"> • Student achievement data disaggregated by sub group populations including graduation rates. • The December 2010 CAPA Report. • Student and teacher satisfaction data. • Incident reports and climate data. • The present High School restructuring plans and implementation reports. <p>This committee weighed the information provided, and determined a transformational model would build on reforms in place while accelerate the achievement process.</p>
C	The LEA's recent history in improving schools	<p>In 2009, the LEA under the direction of the superintendent and with support from Leadership Matter, in collaboration with Jobs for the Future, began to improve the secondary schools by:</p> <ul style="list-style-type: none"> • Instituting the University Park Institute model for instruction, a research-based model with 13 years of successful student achievement data. • Instituting common writing rubrics. • Developing a new high school course sequence aligned to support NJ State Standards. • Establishing 11th and 12th and career academy models. • Extending time in core courses to 80 minutes for grades 9 and 10. • Establishing a multifaceted grading system that allows students to demonstrate proficiency. • Building an instructional team model. • Establishing a credit recovery system in the school day. <p>Early data showed an increase of 10% in the 12th grade graduation rate, a reduction in suspensions, and increases in course pass rates.</p>

D	The LEA's process to recruit, screen and select external providers to ensure their quality	<p>In 2009, the superintendent recognized that the limited size and experiential background of school and district leadership was preventing the achievement gains necessary to help students meet high standards. At the recommendation of the principals, she invited An educational consultant into the district to propose a comprehensive professional support plan designed to align academic systems, build capacity of teachers and leaders and jump-start a secondary reform initiative. An educational consultant was selected because they have national expertise available to the district (Appendix A), and customized the delivery plan based on student achievement data and school observations. An educational consultant submitted a detailed plan to the board for approval. The plan included sets of deliverables and ongoing benchmarks. To date, An educational consultant has developed a literacy instructional framework, a kindergarten curriculum, the secondary reform plan, a Leadership Training Institute, two all-day teacher institutes, a series of literacy benchmarks aligned to NJ ASK, and over 200 days of site-based coaching.</p>
E	The LEA's plan for alignment of other resources and supports	<p>In 2010, the LEA became a district-wide Title I district and has made the high school a priority, infusing funds in professional development monies into the school. In addition, Perkins Grant funds will be aligned to support the development of academies and dual credit opportunities. Finally, the district sought and won a grant to provide credit recovery during the school day.</p> <p>The district's commitment to the High School redesign is evidenced by its support of restructuring the middle school schedule to align with the proposed High School schedule, thereby lengthening the school day for the Lakewood Middle School as well.</p>
F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	<p>The LEA, through its school board, has demonstrated its commitment to modify policies and practices by changing the course pass grade from 65 to 60 to align course grades to a 4 point GPA as recommended by College Board, and voted to eliminate over 60 below-level courses and approved a new, more rigorous course sequence. In addition, the LEA has implemented a systemic approach to monitoring benchmark and running record data in the elementary schools. The LEA and its Union counterparts (Lakewood Education Association) have agreed to make the necessary agreements to expand school time, engage in professional development and modify practices, including teacher evaluations, necessary to meet the requirements of the SIG application proposal.</p> <p>The superintendent will directly monitor the progress at the high school through monthly meetings with the Lakewood High School Leadership and a newly created Community Advisory Council.</p>
G	The LEA's plan to sustain the reforms	The LEA has developed a plan that builds capacity, develops a robust data monitoring

	after the funding period ends	system and makes supervision and evaluation transparent. The model developed extends learning time for students and teachers without adding any operating cost to the budget. The emphasis of the grant is on building human capacity rather than program acquisition. Simply put, we believe good teaching of a rigorous curriculum will accelerate student achievement. Professional development monies will support the establishment of teacher collaboration networks that will sustain the effort. Monies through Perkins (for the College and Career Academies), Title I, and local sources allocated to the High School will provide the funding needed to continually maintain and monitor the ongoing improvement efforts.
H	The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including, but not limited to, selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results	The LEA is committed to providing the principal maximum autonomy necessary to implement the SIG proposal. The district will develop flexible management structures that allow decision-making at the school level. A new governance structure developed provides for the transformation principal to report exclusively to the Superintendent of Schools. This act establishes what Lauren Resnick calls "a two-way accountability system". It allows the transformation principal to cut through the district structures and become a member of the executive cabinet. Maximizing flexibility to act is essential to the success of this transformational model (Center on Innovation and Improvement and Council of Chief State School Officers, 2010). The principal will be given broad discretionary powers over budget, guidance systems, and school staffing decisions. The LEA will establish a set of transparent benchmarks that provide a clear direction for the reform effort. The school leader will be ultimately responsible for the grant implementation. However, the principal will be supported by a SIG Transformation Director who will serve as a critical friend, coach, and grant accountability agent for the district. The newly developed data system will be critical in providing the school and the LEA the data necessary to judge successful implementation of the proposal.
I	The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2011. Indicate the number of years in the school of the current principal.	The Lakewood School district also recognizes its unique challenges and is confident that the transformational model will allow it to address many of these. The leadership supervisory structure lacks transparency and is not aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). These standards provide a transparency to leadership development and supervision, are nationally recognized and contain the essential characteristics for transformational leadership. The LEA plans to adopt these standards as the foundation for a supervisory evaluation system. These standards will drive the professional development for both school and district leaders. By aligning the support and evaluation systems, the LEA will have a transparent model for determining the

		effectiveness of the school and grant leadership.
J	The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.	The LEA recognizes it has limited capacity to organize the work and meet deadlines. The LEA plans on using the management and accountability plan to establish transparent benchmarks for implementation of the reform plan. To integrate and expedite the delivery of data the LEA plans to engage School Net, a data system provider with a long history of developing user-friendly integrated data monitoring systems to build the monitoring system. The LEA plans to contract with Teachscape to provide a Classroom Walk Through hand-held device to capture instructional improvements as well as Teachscape Reflect, which allows for teacher-recorded observations supported by the evaluation rubrics. These two complimentary systems will provide snapshot data for monitoring implementation of the plan. 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. Grant funds will also support a Data Coordinator who will manage all data. Student achievement data along with teacher effectiveness trends will inform the process on a quarterly basis, though tracked more often, providing the information necessary for revising the SIG strategy. The SIG Transformation Director will convene with the community advisory council, manage the relationship with partners and providers, advocate for the school and the district, and provide the superintendent and school board monthly implementation updates.

MONITORING AND ACCOUNTABILITY PLAN

LEA : Lakewood School District

Name of School: Lakewood High School

The Lakewood LEA believes the Management and Accountability Plan is a key lever in transforming Lakewood High School. It lays out in specific terms the actions necessary to meet the five overarching goals in the plan and accelerate student achievement for all students including those with IEPs. It helps create a necessary urgency, builds in accountability for actions and student achievement, and sends a message that 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 implementation of the grant under the supervision of the new principal, which will lead to 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 and 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 SIG Transformation Director will issue monthly progress reports to the principal, superintendent, the school board, and on the district website. In addition the director will convene the HS Transformation Advisory Board, 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, Collaborative Planning Groups (also known as Professional Learning Communities or PLCs), 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 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 specific indicators that support implementation of the overarching goals and indicators of student success are outlined in detail below:

(see charts on following pages)

Form L-11 (continued)

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.

Indicators for Student Success:

- Increase in student first-time course pass rates by 10% in 2012, 25% in 2013, and 50% in 2014
- 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, 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 (see form S-7)

Benchmark	Implementation Indicators	Person Responsible
1. Add up to <i>300 hours of instruction and collaborative professional development time</i> to the school year	1A Add at least 285 hours of instructional and professional development time as determined by teacher and master student schedules by 8/15/11 1B Establish extended learning time opportunities to meet 300 hours of learning time as determined by opportunity offerings and registration by 7/12 1C Expand extended school day to middle school as determined by teacher and master schedules by 7/11	1A School Principal and Scheduler 1B The Community Based Partner, SIG Transformation Director, On-line Teachers 1C SIG Transformation Director, MS Principle, Master Scheduler

Form L-11 (continued)

Goal Two: To develop and implement a common instructional framework and focused curricula that are rigorous, deliberate, 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 the use of 21st century skills.

Indicators for Student Success:

- Increase students passing the AP Exam by 5% in 2012, 20% 2013, and 25% in 2014 (pass with a course of 3 or 4)
- Increase in students taking and passing Dual and college courses by 5% in 2012, 20% 2013, and 25% in 2014
- Increase in students passing 9th and 10th grade core courses by 20% in 2012, 30% in 2013, and 50% in 2014
- Increase student pass rates on the Algebra end-of-course exam for each sub group over the baseline by 10% in 2012, 15% in 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 to 90% the number of students who need credit recovery to meet the numbers of under credited students needing credit recovery by 10/2011
- Reduce by 10% number of students using On-line for credit recovery and increase by 10% number using it for original credit by 2012
- Reduce by 25% the number of students using On-line for credit recovery and increase to 25% the number of students obtaining original credit on line by 11/2013
- Increase proficiency on ACCESS for ELLs exam by 10% over the baseline for each grade by 6/12; by 25% in 6/13 and 6/14
- Increase in student first time course pass rates by 10% in 2012, 25% in 2013, and 50% in 2014
- To increase student benchmark scores by 10% for each administration over the prior administration by 2013 through 2014
- Increase in NJASK scores on grade 7 and 8 by 10% each year over the 2012 baseline

Benchmark	Implementation Indicators	Person Responsible
1. Establish College & Career Academies in Grades 11 & 12	<p>1A Strengthen the district Economic Advisory Board to assure broad based community representation reflects economic growth industries as described in the Office of Economic Growth "Economic Growth Report" and to support the development of the NAF academy applications by 11/11</p> <p>1B Evaluate present pathways and courses of study for student participation, credit accumulation, and 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 2/12</p> <p>1C Develop and submit the necessary NAF academy applications by due date. Establish implementation benchmarks for successful implementation. (February 2012)</p> <p>1D Develop and institute one entry-level cross cluster CTE course that focuses on</p>	<p>1A SIG Transformation Director</p> <p>1B SIG Transformation Director, Data Coordinator</p> <p>1C Committee</p>

<p>2.Advanced Placement Classes for 12th Graders</p>	<p>technical reading/writing communication and use of technology necessary for success in NAF courses. Summer 2012</p> <p>1E Submit request for approval to NJ State Department of Education Office of Career and Technology the NAF academy courses and sequences. 4/12</p> <p>1F Organize 11th and 12th grade students into three academies that align the proposed NAF academies. 5/12</p> <p>1G Provide the professional development necessary to implement the NAF academy courses (provided by NAF staff developers upon application approval). School year 12-13 With the support of the NAF coach, convene the expanded Career Technology Advisory Board to support and develop paid internships. School year 12-13</p> <p>1H 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. 13-14</p> <p>1I Continue to strengthen implementation of the three NAF academies through ongoing professional development and externship experiences for teachers.</p> <p>2A 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>2B Add to the AP offerings, at least 4 dual enrollment classes to the school course offerings. Increase student participation by 120 students as determined by class rosters by 9/13.</p>	<p>1D Consultants, SIG Transformation Director</p> <p>1E Perkins Director</p> <p>1F Perkins Director, Data Coordinator/Scheduler</p> <p>1G NAF Consultants</p> <p>1H Perkins Director, SIG Transformation Director</p> <p>1I NAF consultants</p> <p>2A Curriculum Committee, School Principal</p> <p>2B Curriculum Committee,</p>
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<p>3.Small Learning Communities in Grades 9 & 10</p>	<p>3A Establish 9th grade academy and SLC of 4 core classes as determined by teacher schedules and class rosters by 8/11. 3B Loop 9th grade teachers and guidance counselor with students in SLC as determined by teacher schedules and class rosters by 9/12. 3C Implement a College Readiness course as determined by master schedule and curriculum guide by 9/13.</p>	<p>School Principal 3A School Principal, Scheduler 3B School Principal, Scheduler 3C Consultants, School Principal</p>
<p>4.Common Instructional Framework</p>	<p>4A Implement by 6/12 the CIF across all core subjects with 85% fidelity as measured by survey trend data collected monthly. 4B Establish by 9/13 laboratory classrooms that are used by teachers to increase understanding of CIF as measured by number of teachers and periods observations take place. 4C Implement a system of teacher case studies to document CIF by 1/13 and 6/13.</p>	<p>4A Principal/Teachers, Consultants 4B Coaches, Consultants, Principal, Teachers 4C Teachers, Coaches, Consultants</p>
<p>5.On-line Learning and Credit Recovery Classes</p>	<p>5A Establish an on line credit system Core of 12 teachers trained as evidenced by numbers of student participation rates at 90% of those in need of credit recovery by 10/11 5B Establish an on-line credit recovery for mathematics credit recovery and for original credit as evidenced by summer class rosters by 7/12 5C Establish an on-line courses for students obtaining original credit on line as determined by class rosters by 10/13 5D Establish an online Course for up to 100 incoming freshmen by , 7/12, 7/13</p>	<p>5A On-line, Teachers, SIG Transformation Director 5B SIG Transformation Director, Principal, Teachers 5C & D SIG Transformation Director, Teachers, Principal</p>
<p>6.Transforming Spanish World Language Classes into Heritage Language Classes</p>	<p>6A 100% of world language teachers participate in training in Heritage Language Course 2011-2012 school year 6B Develop and pilot benchmark exams in world heritage as a measure of student success 4 times Summer 2012 6C Based on pilot results, implement benchmarks to track ELL student progress 4 times yearly: 11/12; 1/13; 3/13; 5/13 7A Develop 4 benchmark tests in each core subject. Provide ongoing training in using them to drive instruction 11/11; 1/12; 3/12; 5/12 7B To establish benchmark exams for non-core subjects, provide ongoing training in using</p>	<p>6a Consultants, Principal, Teachers 6B Consultants, Teachers, Curriculum Committee, Data Coordinator 6C Consultants, Teachers, Curriculum Committee, Data Coordinator 7A Consultants, Core Teachers, Data Coordinator</p>

7. Aligning Curriculum and Assessment	<p>them to drive instruction. Summer 2012 11/12; 1/13; 3/13; 5/13</p> <p>7C Review and refine benchmarks, develop anchor papers, refine curriculum using data</p>	<p>7B Consultants, Core Teachers, Data Coordinator</p> <p>7C Consultants, Core Teachers, Data Coordinator</p>
8. Bridging Work with the Middle School	<p>8A Continue benchmark assessments and curriculum alignment with fidelity by 2012.</p> <p>8B Increase the school day by 185 hours as measured by teacher and student schedules. Implement the Common Instructional Framework as measured by 85% implementation on walkthrough observations.</p>	<p>8A Principal, Consultants, Teachers, Coach</p> <p>8B Principal, APs, Consultants, Teachers, Coach</p>

Form L-11 (continued)

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) improve our teacher and administrator evaluation systems.

Indicators for Student Success:

- To increase student benchmark scores by 10% for each administration over the prior administration by 2013 through 2014
- To increase student pass rates on NJ end of course exams for each sub group in each class on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012, 20% in 2013, and 40% in 2014 as a measure of teacher effectiveness
- To increase student pass rates on NJ end of course exams for each sub group in each class on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012, 20% in 2013, and 40% in 2014 as a measure of leader effectiveness
- To decrease the number of suspensions for each cohort over the baseline by 20% in 2012; 25% in 2013, and 25% in 2014 as a measure of leader effectiveness
- To increase the attendance rate for the school population to 95% by 2014 as a measure of leader effectiveness
- To increase the attendance rate for teachers to 97% by 2012

Benchmark	Implementation Indicators	Person Responsible
1. Create a Multi-level System for Monitoring Needs, Identifying Risks, and Intensifying Intervention	1A Hire a data coordinator, purchase scanners, build the data management system by Fall 2011 1A.1 Train teachers, principal, and coaches on integrated data system. Fall 2011 1B Build school-wide capacity in core classes to use benchmark data to instruction and supports for intervention 1C Build school-wide capacity in core and non-core classes to use benchmark data to instruction and supports intervention (Summer 2012 and ongoing)	1A School Net, Superintendent, Teachers, Principal, SIG Transformation Director, Data Coordinator, Consultants 1B Data Coordinator, Teachers, Coaches, Consultants, Principal 1C Data Coordinator, Teachers, Coaches, Consultants, Principal
2. Evaluation of School Staff	2A Implement the new teacher evaluation system by conducting walk-throughs; observe highly performing teachers annually and struggling teachers at least 3 times annually by the Spring of 2011. Document suggestions for improvement of practice. 2B Link trend data to professional development and continue the evaluation system using Teachscape handheld to walk through data and provide it to PLC's to drive PD by 9/2012 2C Introduce Teachscape Reflect as a reflective tool for teachers and coaches to improve practice using video and downloaded annotations of teacher lessons, Continue the teacher evaluation system, use survey and teacher	2A Principal, Consultants, Teachers, Coaches, Data Coordinator, SIG Transformation Director 2B Principal, Consultants, Teachers, Coaches, Data Coordinator, SIG Transformation Director 2C Principal, Consultants, Teachers, Coaches, Data Coordinator, SIG

<p>3. School Principal Evaluation</p> <p>4. Monitoring for Continuous School-wide Improvement & Coherence</p>	<p>effectiveness data (student achievement) to refine evaluation system by 2013</p> <p>2D Create a culture of professionalism by encouraging distinguished teachers who have achieved highly proficient ratings in all domains for three consecutive years to apply for National Board Certification</p> <p>3A Develop criteria and performance goals that support implementation of the plan using the ISLIC standards and performances. Set expectation for review process by 7/11</p> <p>3B Continue the ISLIC portfolio system include student data as outlined in the SIG accountability and monitoring section. Make recommendation to the Board for extension or termination by 6/12</p> <p>3C Continue and refine the ISLIC portfolio system include student data as available.</p> <p>3D Institute principal evaluation system outlined in the SIG accountability and monitoring plan by 7/11</p> <p>3E Make recommendation to the Board for extension or termination based on evaluation system 6/12, 6/13 6/14</p> <p>4A Use observations, data reviews, artifacts, and other evidence of the grant using the SIG monitoring and accountability plan targets and key indicators monthly throughout the grant</p>	<p>Transformation Director</p> <p>2D Principal, Selected Teachers</p> <p>3A SIG Transformation Director Superintendent, APs, Principal</p> <p>3B - SIG Transformation Director, Superintendent, APs, Principal</p> <p>3C SIG Transformation Director Superintendent, AP's Principal</p> <p>3 D& E District Superintendent</p> <p>4A Data Coordinator, SIG Transformation Director, Superintendent, Principal, Advisory Council</p>
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Form L-11 (continued)

Goal Four: 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.

Indicators for Student Success:

- To increase student pass rates on NJ end of course exams for each sub group in each class on end of course exams (Algebra, English, Biology) over the baseline by 5% in 2012, 20% in 2013, and 40% in 2014 as a measure of leader effectiveness
- Increase in student first time course pass rates by 10% in 2012, 25% in 2013, and 50% in 2014
- To increase student benchmark scores by 10% for each administration over the prior administration by 2013 through 2014
- Increase proficiency on ACCESS for ELLs exam by 10% over the baseline for each grade by 6/12; by 25% in 6/13
- To increase student benchmark scores by 10% for each administration in the core over the prior administration by 3/12 through 2014
- Increase in student writing proficiency as measured by benchmark exams by 10% in 2012, 25% in 2013, and 40% in 2014

Benchmark	Implementation Indicators	Person Responsible
1. PLCs and Training	<p>1A 75% core teachers will participate in training through PLC's organized to build core curriculum and benchmarks as measured by attendance an evaluation records by Fall 2011</p> <p>1B 85% non-core and core teachers will participate in training on identified topics as measured by attendance and evaluation records Fall 2011</p> <p>1B.1 100% teachers will participate in PLCs on topics as outlined as measured by schedules, attendance, and minutes daily throughout the grant</p> <p>1C 75% non-core teachers will participate in Summer training organized to build core curriculum and benchmarks as measured by attendance and evaluation records Summer 2012</p> <p>1D 85% of core and non-core teachers will participate in PLC Summer training on selected topics as measured by attendance and evaluation records Summer 2012</p> <p>1E 85% of core and non-core teachers will participate in PLC Summer training on selected topics including curricular reviews as needed as measured by attendance and evaluation records Summer 2013</p>	<p>1A Core teachers, Consultants</p> <p>1B All teachers in PLC's either core, academies or content, Consultants</p> <p>1B.1 All teachers in PLC's core, academies or content, Consultants 1C Teachers, Consultants</p> <p>1D Teachers, Consultants</p> <p>1E Non-core Teachers, Consultants</p>
2. Meeting the Needs of English Language	2A Core teachers as part of training (2011, 12) will receive SIOP training aligned to the CIF as evidenced through classroom observations bi monthly	

<p>Learners</p> <p>3. Meeting the Needs of Students with Disabilities</p> <p>4. Curriculum Alignment and Benchmark Assessment</p> <p>5. Cross Curricular Development and Training for Staff</p>	<p>2B A lead teacher for each SLC will be identified and provide ongoing turnkey training to improve ELL academic performance as measured by benchmarks and course pass rates by 10% each year of the grant 2C Review data to refine the PD delivery model at the end of each benchmark period (November, January, March, May).</p> <p>3A Core teachers as part of their training (2011,12) will receive training on differentiation and curriculum modification and team-teaching aligned to the CIF as evidenced through classroom observations bi-monthly</p> <p>3B A lead teacher for each SLC will be identified and provide ongoing turnkey training to improve students with disabilities academic performance as measured by benchmarks and course pass rates by 10% each year of the grant</p> <p>3C Review data to refine the PD delivery model at the end of each benchmark period (November, January, March, May)</p> <p>4A Begin to Link the 4 Core Curriculum to common core and benchmark tests Fall 2011</p> <p>4B Begin to Link non-core standards to industry or college readiness standards and benchmark tests during Fall 2011 to increase the number of credits accumulated on time by 50%</p> <p>4C Develop specific college readiness standards aligned to David Conley and local community college admission standards as measured by the number of students who acquire college credit in HS by 6/13 4C1 Continue the curriculum and benchmark alignment process as evidenced by minutes from PLC's at least monthly throughout the grant.</p> <p>5A Core teachers will receive summer training on cross curricular planning focusing on writing (2012, 2013) 5B Core and non-core teachers will study the integration of writing across the curriculum as evidenced by 10% increases in scores on benchmark exams from administration to administration throughout year 3 of the grant</p>	<p>2A All Teachers, Consultants</p> <p>2B Designated Teachers, Consultants</p> <p>2C Data Coordinator, School Leadership, Consultants, PLC teachers</p> <p>3A Selected Core Teachers, Special Education Teachers, Consultants</p> <p>3B Selected Special Education Teachers, Consultants</p> <p>3C All Teachers in PLC's, Data Coordinator, Coaches, Principal, SIG Transformation Director</p> <p>4A Selected Core Teachers, Consultants</p> <p>4B Selected Non-Core Teachers, Consultants</p> <p>4C Selected Core and Non-Core Teachers, Consultants</p>
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<p>6. Technology Training and Data Systems</p>	<p>6A Training will be provided to support use of Integrated data system as evidenced by weekly teacher log in by 1/2012</p> <p>6B Teachers will use benchmark data analyzed by the data system to impact on instruction as measured by quarterly pass rates increasing by 10% over the prior quarter starting in 11/2012</p>	<p>4C1 All teachers in PLC's, Data Coordinator, Coaches, Principal, SIG Transformation Director</p> <p>5A Teachers, Consultants 5B Teachers, Consultants</p> <p>6A & B Data Coordinator, Teachers</p>
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Form L-11 (continued)

Goal Five: 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.

- To decrease the number of Out of School suspensions for each cohort over the baseline by 20% in 2012, 25% in 2013, and 25% in 2014 as a measure of program effectiveness.
- To increase the attendance rate for the school population to 95% by 2014 as a measure of program effectiveness.
- To increase the number of parents participating in their child's education over the baseline by 20% in 2012, 20% in 2013, and 25% in 2014 as a measure of program effectiveness.
- To increase the number of students in each subgroup attending college over the baseline by 20% in 2012, 25% in 2013, and 30% in 2014.

Benchmark	Implementation Indicators	Person Responsible
<p>1. Establish partnership with <i>External Educational Partner</i>, 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.</p>	<p>1A Establish a contractual relationship to deliver described services by 8/11 1B Establish a system for tracking attendance and suspension data for students participating in support programs by 11/11 1C Determine effectiveness of the program by tracking student attendance, behavior, and tardy data for improvements over prior year baseline</p>	<p>1A, B,C An External Educational Partner Staff, School Leadership, Superintendent, Data Coordinator, Guidance Counselors</p>
<p>2. Strengthen and expand partnership with School-Based Support Services to provide individual and family counseling to students.</p>	<p>2A Establish a clear system of communication with School-Based Support by the Fall of 2011 2B Establish a system for tracking attendance and suspension data for students participating in support programs by 11/11 2C Determine effectiveness of the program by tracking student attendance, behavior, and tardy data for improvements over prior year baseline</p>	<p>2A,B,C School-Based Manager, Data Coordinator, An External Educational Partner, Principal</p>
<p>3. Reorganize the Guidance Department to work with cohorts of students over 4 years.</p>	<p>3A Assign guidance counselors to cohort of students by 8/11 3B Establish a system for tracking student learning plans and progress by 1/12 3C Monitor student learning plans for "on track" to graduate data by 3/12 and throughout the grant</p>	<p>3A,B,C Guidance Counselors, Principal,</p>

