Form S-1

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

SECTION I:

NGO#: 11-3603-402 Title: School Improvement Grant

SECTION II, PART A:	Internal use only: School Code / Type / Region / Sequence
School Name School 10	Lolita Vaughn (973) 321-0101 School Principal Name Phone #
School Address 48 Mercer Street	TBD School Program Director Name
School City, State, Zip Paterson, NJ 07524	(973) 321-0101 School Program Director Telephone
Grade Span of School K-8	(973) 321-0107 School Program Director Fax/email

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

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

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator — Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Paterson Public Schools school district (county code 3 1, District Code 4 0 1 0, School Code 140).

Signature of Chief School Administrator — State District Superintendent (Title) — April 20, 2011 (Date)

Business Manager: Dave Rindefknecht Phone: (973) 321-0701 Fax: (973) 321-0899

Form S-2

SCHOOL STATEMENT OF ASSURANCES

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

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

Paterson Public Schools
Applicant LEA

Signature: *Chief School Administrator*

School 10
Applicant School

March 29, 2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

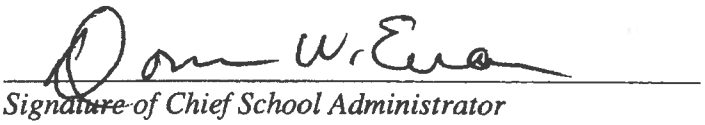
Part I – Applicant Organization

Organizational Name of Applicant	Paterson Public Schools
Address	90 Delaware Avenue, Paterson, NJ
DUNS number	079305892
Expiration Date of CCR registration	12/22/2011
Congressional District	NJ-008

Part II – Primary Place of Performance under this award

City	Paterson
County	Passaic

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

Donnie W. Evans, Ed.D., State District Superintendent
Name and Title

Form S-4

Name of School: School 10

9/21/2011
Revised

PROJECT ABSTRACT

LEA : Paterson Public Schools

Paterson Public School No. 10
School Improvement Grant (SIG)
"TOGETHER WE WILL SUCCEED"

Mission	Our mission at Paterson Public School No. 10 is to develop our students' character and intellect in order for them to be productive citizens and function successfully in life.
Vision	Our vision is to create a pathway to success by developing a learning environment that prepares students for college and careers of their choices.
Summary of School Improvement Grant (SIG)	I. Implement the "school within a school" approach and separate schools into two clusters: o Lower school: Kindergarten through 5th Grade o Middle school: 6th through 8th Grade • **Academy of College Pathways (6-8)** The middle school (6-8) will institute a college readiness pathway model to prepare students for higher secondary achievement. • **Academy of Civic Engagement (3-5)** The lower school (3-5) will embrace a civic engagement pathway model that will be infused into the school's curriculum • **Academy of Literacy Development (K-2)** The lower school (K-2) will focus on literacy development and implement the National Core Standards. II. Implement Turnaround Model • Significant **staffing changes:** restructuring of staff, which include replacing the principal and granting the new principal sufficient operational new principal, rehire no more than 50% if existing staff, select new staff • Extend school year at School 10 by 300 instructional hours by instituting programs that enrich student academics and improve student performance across all grade levels and proficiencies • Establish schedules and implement strategies that provide increased learning time for all students • Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed • PD providers will facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

Form S-4

Name of School: School 10

9/21/2011
Revised

PROJECT ABSTRACT

LEA : Paterson Public Schools

	• Shared governance structure to support the principal will be in place to make decisions • 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 and National academic standards • Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students • Provide appropriate social-emotional and community-oriented services and supports for students • Establish a system to collect data for the required leading indicators for schools receiving SIG funds (Data Coach) • Provide parent training and workshops • Increase family and community engagement

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 3

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	66	4	0	0	62	49	79.0	12	19.4	1	1.6	175.7
General Education [5]	48	0	0	0	48	35	72.9	12	25.0	1	2.1	178.0
Special Education	6	4	0	0	2	2	100.0	0	0.0	0	0.0	139.0
Limited English Proficient [6]	12	0	0	0	12	12	100.0	0	0.0	0	0.0	172.3
Current LEP	12	0	0	0	12	12	100.0	0	0.0	0	0.0	172.3
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	34	1	0	0	33	24	72.7	8	24.2	1	3.0	180.9
Male	32	3	0	0	29	25	86.2	4	13.8	0	0.0	169.7
Ethnicity												
White	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Black or African American	31	1	0	0	30	24	80.0	5	16.7	1	3.3	172.3
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	35	3	0	0	32	25	78.1	7	21.9	0	0.0	178.8
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	60	3	0	0	57	45	78.9	11	19.3	1	1.8	176.5
Non-Econ. Disadvantaged	6	1	0	0	5	4	80.0	1	20.0	0	0.0	165.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	66	4	0	0	62	49	79.0	12	19.4	1	1.6	175.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 3

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	66	4	0	0	62	38	61.3	12	19.4	12	19.4	196.8
General Education [5]	48	0	0	0	48	28	58.3	8	16.7	12	25.0	200.5
Special Education	6	4	0	0	2	2	100.0	0	0.0	0	0.0	155.5
Limited English Proficient [6]	12	0	0	0	12	8	66.7	4	33.3	0	0.0	188.9
Current LEP	12	0	0	0	12	8	66.7	4	33.3	0	0.0	188.9
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	34	1	0	0	33	19	57.6	6	18.2	8	24.2	204.2
Male	32	3	0	0	29	19	65.5	6	20.7	4	13.8	188.5
Ethnicity												
White	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Black or African American	31	1	0	0	30	21	70.0	4	13.3	5	16.7	192.3
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	35	3	0	0	32	17	53.1	8	25.0	7	21.9	201.1
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	60	3	0	0	57	34	59.6	12	21.1	11	19.3	197.0
Non-Econ. Disadvantaged	6	1	0	0	5	4	80.0	0	0.0	1	20.0	195.0
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	66	4	0	0	62	38	61.3	12	19.4	12	19.4	196.8

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 4

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	68	2	1	0	65	46	70.8	18	27.7	1	1.5	172.3
General Education [5]	46	0	0	0	46	29	63.0	16	34.8	1	2.2	183.0
Special Education	14	2	1	0	11	11	100.0	0	0.0	0	0.0	131.4
Limited English Proficient [6]	9	0	0	0	9	6	66.7	3	33.3	0	0.0	173.7
Current LEP	8	0	0	0	8	6	75.0	2	25.0	0	0.0	167.3
Former LEP	1	0	0	0	1	0	0.0	1	100.0	0	0.0	225.0
Gender [7]												
Female	35	0	0	0	35	21	60.0	13	37.1	1	2.9	182.0
Male	31	2	0	0	29	24	82.8	5	17.2	0	0.0	162.1
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	215.0
Black or African American	32	1	0	0	31	28	90.3	3	9.7	0	0.0	157.1
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	200.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	33	1	1	0	31	17	54.8	13	41.9	1	3.2	186.7
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	1	0	0	0	1	1	100.0	0	0.0	0	0.0	128.0
Economic Status												
Econ. Disadvantaged	64	2	1	0	61	43	70.5	17	27.9	1	1.6	174.0
Non-Econ. Disadvantaged	4	0	0	0	4	3	75.0	1	25.0	0	0.0	146.5
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	68	2	1	0	65	46	70.8	18	27.7	1	1.5	172.3

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7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 4

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	68	2	1	0	65	40	61.5	21	32.3	4	6.2	182.8
General Education [5]	46	0	0	0	46	23	50.0	20	43.5	3	6.5	191.2
Special Education	14	2	1	0	11	10	90.9	1	9.1	0	0.0	157.8
Limited English Proficient [6]	9	0	0	0	9	7	77.8	1	11.1	1	11.1	172.9
Current LEP	8	0	0	0	8	7	87.5	0	0.0	1	12.5	168.4
Former LEP	1	0	0	0	1	0	0.0	1	100.0	0	0.0	209.0
Gender [7]												
Female	35	0	0	0	35	20	57.1	13	37.1	2	5.7	185.9
Male	31	2	0	0	29	19	65.5	8	27.6	2	6.9	180.4
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	216.0
Black or African American	32	1	0	0	31	23	74.2	8	25.8	0	0.0	173.6
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	225.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	33	1	1	0	31	16	51.6	11	35.5	4	12.9	190.8
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	1	0	0	0	1	1	100.0	0	0.0	0	0.0	143.0
Economic Status												
Econ. Disadvantaged	64	2	1	0	61	38	62.3	20	32.8	3	4.9	182.4
Non-Econ. Disadvantaged	4	0	0	0	4	2	50.0	1	25.0	1	25.0	188.3
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	68	2	1	0	65	40	61.5	21	32.3	4	6.2	182.8

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7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 4

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	68	2	2	0	64	20	31.3	40	62.5	4	6.3	209.2
General Education [5]	46	0	0	0	46	11	23.9	32	69.6	3	6.5	213.2
Special Education	14	2	2	0	10	6	60.0	4	40.0	0	0.0	191.5
Limited English Proficient [6]	9	0	0	0	9	3	33.3	4	44.4	2	22.2	212.8
Current LEP	8	0	0	0	8	3	37.5	4	50.0	1	12.5	208.1
Former LEP	1	0	0	0	1	0	0.0	0	0.0	1	100.0	250.0
Gender [7]												
Female	35	0	0	0	35	8	22.9	25	71.4	2	5.7	211.5
Male	31	2	1	0	28	11	39.3	15	53.6	2	7.1	206.9
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	236.0
Black or African American	32	1	1	0	30	12	40.0	18	60.0	0	0.0	200.6
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	240.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	33	1	1	0	31	7	22.6	20	64.5	4	12.9	216.2
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	1	0	0	0	1	1	100.0	0	0.0	0	0.0	194.0
Economic Status												
Econ. Disadvantaged	64	2	2	0	60	18	30.0	39	65.0	3	5.0	209.2
Non-Econ. Disadvantaged	4	0	0	0	4	2	50.0	1	25.0	1	25.0	209.0
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	68	2	2	0	64	20	31.3	40	62.5	4	6.3	209.2

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9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 5

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	88	0	0	1	87	75	86.2	12	13.8	0	0.0	172.9
General Education [5]	62	0	0	0	62	52	83.9	10	16.1	0	0.0	177.7
Special Education	21	0	0	1	20	18	90.0	2	10.0	0	0.0	158.8
Limited English Proficient [6]	12	0	0	0	12	9	75.0	3	25.0	0	0.0	179.2
Current LEP	6	0	0	0	6	6	100.0	0	0.0	0	0.0	170.7
Former LEP	6	0	0	0	6	3	50.0	3	50.0	0	0.0	187.7
Gender [7]												
Female	34	0	0	0	34	30	88.2	4	11.8	0	0.0	174.8
Male	53	0	0	1	52	44	84.6	8	15.4	0	0.0	171.3
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	236.0
Black or African American	40	0	0	1	39	34	87.2	5	12.8	0	0.0	168.4
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	44	0	0	0	44	38	86.4	6	13.6	0	0.0	175.5
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	3	0	0	0	3	3	100.0	0	0.0	0	0.0	172.7
Economic Status												
Econ. Disadvantaged	73	0	0	1	72	63	87.5	9	12.5	0	0.0	171.0
Non-Econ. Disadvantaged	15	0	0	0	15	12	80.0	3	20.0	0	0.0	181.9
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	88	0	0	1	87	75	86.2	12	13.8	0	0.0	172.9

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

TEST DATE: SPRING 2010
REPORT PRINTED: 8/23/2010

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 5

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	88	0	0	1	87	50	57.5	33	37.9	4	4.6	189.3
General Education [5]	62	0	0	0	62	32	51.6	26	41.9	4	6.5	194.2
Special Education	21	0	0	1	20	15	75.0	5	25.0	0	0.0	175.0
Limited English Proficient [6]	12	0	0	0	12	5	41.7	7	58.3	0	0.0	200.6
Current LEP	6	0	0	0	6	3	50.0	3	50.0	0	0.0	192.3
Former LEP	6	0	0	0	6	2	33.3	4	66.7	0	0.0	208.8
Gender [7]												
Female	34	0	0	0	34	20	58.8	13	38.2	1	2.9	189.1
Male	53	0	0	1	52	29	55.8	20	38.5	3	5.8	190.4
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	229.0
Black or African American	40	0	0	1	39	23	59.0	15	38.5	1	2.6	187.2
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	44	0	0	0	44	25	56.8	16	36.4	3	6.8	191.7
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	3	0	0	0	3	2	66.7	1	33.3	0	0.0	169.7
Economic Status												
Econ. Disadvantaged	73	0	0	1	72	42	58.3	26	36.1	4	5.6	189.4
Non-Econ. Disadvantaged	15	0	0	0	15	8	53.3	7	46.7	0	0.0	189.1
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	88	0	0	1	87	50	57.5	33	37.9	4	4.6	189.3

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5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 6

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	71	2	0	0	69	53	76.8	16	23.2	0	0.0	182.9
General Education [5]	52	0	0	0	52	36	69.2	16	30.8	0	0.0	189.5
Special Education	17	2	0	0	15	15	100.0	0	0.0	0	0.0	162.3
Limited English Proficient [6]	3	0	0	0	3	3	100.0	0	0.0	0	0.0	163.0
Current LEP	2	0	0	0	2	2	100.0	0	0.0	0	0.0	164.5
Former LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	160.0
Gender [7]												
Female	33	2	0	0	31	24	77.4	7	22.6	0	0.0	184.5
Male	32	0	0	0	32	25	78.1	7	21.9	0	0.0	181.8
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	200.0
Black or African American	36	2	0	0	34	29	85.3	5	14.7	0	0.0	178.3
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	1	0	0	0	1	1	100.0	0	0.0	0	0.0	198.0
Hispanic or Latino [8]	24	0	0	0	24	16	66.7	8	33.3	0	0.0	188.1
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	9	0	0	0	9	7	77.8	2	22.2	0	0.0	182.8
Economic Status												
Econ. Disadvantaged	58	2	0	0	56	42	75.0	14	25.0	0	0.0	183.9
Non-Econ. Disadvantaged	13	0	0	0	13	11	84.6	2	15.4	0	0.0	178.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	71	2	0	0	69	53	76.8	16	23.2	0	0.0	182.9

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5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 6

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	71	2	1	0	68	55	80.9	13	19.1	0	0.0	180.7
General Education [5]	52	0	0	0	52	39	75.0	13	25.0	0	0.0	186.8
Special Education	17	2	1	0	14	14	100.0	0	0.0	0	0.0	162.4
Limited English Proficient [6]	3	0	0	0	3	3	100.0	0	0.0	0	0.0	154.7
Current LEP	2	0	0	0	2	2	100.0	0	0.0	0	0.0	151.5
Former LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	161.0
Gender [7]												
Female	33	2	1	0	30	22	73.3	8	26.7	0	0.0	183.3
Male	32	0	0	0	32	28	87.5	4	12.5	0	0.0	177.0
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	211.0
Black or African American	36	2	1	0	33	27	81.8	6	18.2	0	0.0	176.2
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	1	0	0	0	1	1	100.0	0	0.0	0	0.0	172.0
Hispanic or Latino [8]	24	0	0	0	24	20	83.3	4	16.7	0	0.0	183.2
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	9	0	0	0	9	7	77.8	2	22.2	0	0.0	188.3
Economic Status												
Econ. Disadvantaged	58	2	0	0	56	46	82.1	10	17.9	0	0.0	179.3
Non-Econ. Disadvantaged	13	0	1	0	12	9	75.0	3	25.0	0	0.0	187.5
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	71	2	1	0	68	55	80.9	13	19.1	0	0.0	180.7

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
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TEST DATE: SPRING 2010
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 7

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	69	1	0	0	68	52	76.5	14	20.6	2	2.9	182.7
General Education [5]	56	0	0	0	56	40	71.4	14	25.0	2	3.6	188.7
Special Education	12	1	0	0	11	11	100.0	0	0.0	0	0.0	154.2
Limited English Proficient [6]	1	0	0	0	1	1	100.0	0	0.0	0	0.0	160.0
Current LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	160.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	32	0	0	0	32	22	68.8	8	25.0	2	6.3	193.2
Male	37	1	0	0	36	30	83.3	6	16.7	0	0.0	173.3
Ethnicity												
White	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Black or African American	37	0	0	0	37	26	70.3	11	29.7	0	0.0	187.2
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	26	1	0	0	25	20	80.0	3	12.0	2	8.0	179.9
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	6	0	0	0	6	6	100.0	0	0.0	0	0.0	166.3
Economic Status												
Econ. Disadvantaged	60	1	0	0	59	43	72.9	14	23.7	2	3.4	184.5
Non-Econ. Disadvantaged	9	0	0	0	9	9	100.0	0	0.0	0	0.0	170.6
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	69	1	0	0	68	52	76.5	14	20.6	2	2.9	182.7

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7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 7

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	69	1	0	0	68	59	86.8	8	11.8	1	1.5	165.9
General Education [5]	56	0	0	0	56	47	83.9	8	14.3	1	1.8	173.0
Special Education	12	1	0	0	11	11	100.0	0	0.0	0	0.0	133.4
Limited English Proficient [6]	1	0	0	0	1	1	100.0	0	0.0	0	0.0	128.0
Current LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	128.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	32	0	0	0	32	25	78.1	6	18.8	1	3.1	172.5
Male	37	1	0	0	36	34	94.4	2	5.6	0	0.0	160.1
Ethnicity												
White	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Black or African American	37	0	0	0	37	32	86.5	5	13.5	0	0.0	165.5
Asian	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	26	1	0	0	25	21	84.0	3	12.0	1	4.0	171.6
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	6	0	0	0	6	6	100.0	0	0.0	0	0.0	145.0
Economic Status												
Econ. Disadvantaged	60	1	0	0	59	50	84.7	8	13.6	1	1.7	168.2
Non-Econ. Disadvantaged	9	0	0	0	9	9	100.0	0	0.0	0	0.0	150.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	69	1	0	0	68	59	86.8	8	11.8	1	1.5	165.9

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TEST DATE: SPRING 2010
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 8

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	87	0	0	0	87	53	60.9	33	37.9	1	1.1	192.7
General Education [5]	64	0	0	0	64	33	51.6	30	46.9	1	1.6	198.8
Special Education	14	0	0	0	14	12	85.7	2	14.3	0	0.0	174.8
Limited English Proficient [6]	12	0	0	0	12	10	83.3	2	16.7	0	0.0	178.2
Current LEP	11	0	0	0	11	10	90.9	1	9.1	0	0.0	175.5
Former LEP	1	0	0	0	1	0	0.0	1	100.0	0	0.0	208.0
Gender [7]												
Female	43	0	0	0	43	20	46.5	22	51.2	1	2.3	199.6
Male	40	0	0	0	40	29	72.5	11	27.5	0	0.0	187.7
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	221.0
Black or African American	39	0	0	0	39	20	51.3	18	46.2	1	2.6	196.6
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	228.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	42	0	0	0	42	29	69.0	13	31.0	0	0.0	189.8
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	4	0	0	0	4	4	100.0	0	0.0	0	0.0	169.3
Economic Status												
Econ. Disadvantaged	74	0	0	0	74	42	56.8	31	41.9	1	1.4	194.7
Non-Econ. Disadvantaged	13	0	0	0	13	11	84.6	2	15.4	0	0.0	181.2
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	87	0	0	0	87	53	60.9	33	37.9	1	1.1	192.7

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 8

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	87	0	0	0	87	58	66.7	29	33.3	0	0.0	177.4
General Education [5]	64	0	0	0	64	39	60.9	25	39.1	0	0.0	181.1
Special Education	14	0	0	0	14	14	100.0	0	0.0	0	0.0	150.4
Limited English Proficient [6]	12	0	0	0	12	8	66.7	4	33.3	0	0.0	186.6
Current LEP	11	0	0	0	11	7	63.6	4	36.4	0	0.0	185.8
Former LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	195.0
Gender [7]												
Female	43	0	0	0	43	28	65.1	15	34.9	0	0.0	182.3
Male	40	0	0	0	40	27	67.5	13	32.5	0	0.0	172.0
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	215.0
Black or African American	39	0	0	0	39	27	69.2	12	30.8	0	0.0	175.4
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	244.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	42	0	0	0	42	28	66.7	14	33.3	0	0.0	176.6
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	4	0	0	0	4	3	75.0	1	25.0	0	0.0	179.8
Economic Status												
Econ. Disadvantaged	74	0	0	0	74	48	64.9	26	35.1	0	0.0	178.4
Non-Econ. Disadvantaged	13	0	0	0	13	10	76.9	3	23.1	0	0.0	171.7
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	87	0	0	0	87	58	66.7	29	33.3	0	0.0	177.4

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9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 8

COUNTY: 31 PASSAIC
DISTRICT: 4010 PATERSON
SCHOOL: 140 NUMBER 10

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	87	0	1	0	86	61	70.9	25	29.1	0	0.0	189.1
General Education [5]	64	0	0	0	64	42	65.6	22	34.4	0	0.0	191.1
Special Education	14	0	1	0	13	12	92.3	1	7.7	0	0.0	179.6
Limited English Proficient [6]	12	0	0	0	12	10	83.3	2	16.7	0	0.0	185.8
Current LEP	11	0	0	0	11	9	81.8	2	18.2	0	0.0	185.5
Former LEP	1	0	0	0	1	1	100.0	0	0.0	0	0.0	189.0
Gender [7]												
Female	43	0	0	0	43	31	72.1	12	27.9	0	0.0	188.8
Male	40	0	1	0	39	27	69.2	12	30.8	0	0.0	190.2
Ethnicity												
White	1	0	0	0	1	0	0.0	1	100.0	0	0.0	203.0
Black or African American	39	0	1	0	38	26	68.4	12	31.6	0	0.0	189.1
Asian	1	0	0	0	1	0	0.0	1	100.0	0	0.0	235.0
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino [8]	42	0	0	0	42	32	76.2	10	23.8	0	0.0	188.4
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other [9]	4	0	0	0	4	3	75.0	1	25.0	0	0.0	181.8
Economic Status												
Econ. Disadvantaged	74	0	0	0	74	52	70.3	22	29.7	0	0.0	189.9
Non-Econ. Disadvantaged	13	0	1	0	12	9	75.0	3	25.0	0	0.0	184.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	87	0	1	0	86	61	70.9	25	29.1	0	0.0	189.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
9 Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

Form S-5

Date: March 29, 2011

REPORTING METRICS

LEA : Paterson Public Schools

Name of School: School 10

<table>
<tr><th>Metric</th><th>2010-2011 Data</th></tr>
<tr><td>School Data</td><td></td></tr>
<tr><td>Which intervention the school used (i.e., turnaround, restart, closure, or transformation)</td><td>Turnaround</td></tr>
<tr><td>AYP status</td><td>Middle Language -Year 8
Middle Math -Year 9
Elementary Language- Year 1
Elementary Math -Year 2</td></tr>
<tr><td>Which AYP targets the school met and missed</td><td>Missed: Elementary Math & Language
Missed: Middle Math & Language</td></tr>
<tr><td>School improvement status</td><td>Year 10</td></tr>
<tr><td>Number of minutes within the school year</td><td>72,000</td></tr>
<tr><td>Student Outcome/Academic Outcome Data</td><td></td></tr>
<tr><td>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</td><td>See attachment</td></tr>
<tr><td>Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup</td><td>
<table>
<tr><th>Subgroup</th><th colspan="2">Math</th><th colspan="2">Language</th></tr>
<tr><th></th><th>ELEM</th><th>MIDDLE</th><th>ELEM</th><th>MIDDLE</th></tr>
<tr><td>TOTAL</td><td>99.6%</td><td>99.2%</td><td>96.7%</td><td>100%</td></tr>
<tr><td>WHITE</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>AFRICANAMERICAN</td><td>99.1%</td><td>99.5%</td><td>96.1%</td><td>100%</td></tr>
<tr><td>HISPANIC</td><td>93.5%</td><td>98.3%</td><td>100%</td><td>100%</td></tr>
<tr><td>ASIAN</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>SPECIAL EDUCATIO</td><td>97.1%</td><td>98%</td><td>100%</td><td>100%</td></tr>
<tr><td>LEP</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>ED</td><td>100%</td><td>99.1%</td><td>97.5%</td><td>100%</td></tr>
<tr><td colspan="5">2010 AYP DATA</td></tr>
</table>
</td></tr>
<tr><td>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</td><td>See attachment</td></tr>
<tr><td>Percentage of limited English proficient students who attain English language proficiency</td><td>7.5%</td></tr>
<tr><td>Graduation rate</td><td>N/A</td></tr>
<tr><td>Dropout rate</td><td>N/A</td></tr>
<tr><td>Student attendance rate</td><td>91.8%</td></tr>
<tr><td>Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high</td><td>N/A</td></tr>
</table>

Form S-5

Date: March 29, 2011

REPORTING METRICS

LEA : Paterson Public Schools

Name of School: School 10

Metric	2010-2011 Data
schools, or dual enrollment classes	
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	32%
Truants	N/A
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate	93.4%

Form S-6

Date: March 29, 2011

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	• NJASK scores (grades 3-8) (2009-2010; 2008-2009; 2007-2008) • Terra Nova (grades K-2) (2009-2010; 2008-2009; 2007-2008) • 2009-2010 Learnia benchmarks (fall, winter and spring) • 2010-2011 Learnia benchmarks (fall and winter) • Running Records (K-3) • Dynamic Indicators of Basic Early Literacy Skill (DIBELS) (K-2) • Scholastic Reading Inventory (SRI) and Lexile scores (grades 4-8) • School 10 Professional Development Plan 2010-2011 • Paterson Public Schools District Professional Development Plan 2010-2011 • School 10 Title I Unified Plan • School 10's 100 Day Action Plan • CAPA Fall Report (10/21/10) and meeting minutes from Fall Benchmark Visitation District Meeting for School 10 • Needs Assessment data: o Parent Surveys	In order to diagnose the root cause of the lack of academic achievement in reading among School 10 students, the district analyzed a wide variety of measures. NJASK and Terra Nova scores spanning the last three (3) years were considered alongside benchmark results from the 2009-2010 school year as well as fall and winter benchmarks from the current school year to determine whether the benchmarks currently used by the district serve as accurate predictors of student proficiency and likelihood of success on the state assessments. The results of this analysis indicated that the benchmarks currently utilized by the district are accurate and reliable, but are not being utilized by teachers or school leadership. For example, the Spring LAL benchmark results for 3rd graders indicated that 18% were proficient while 82% were partially proficient or not proficient. NJASK scores for the same group lined up almost precisely with the benchmark scores: 78.7% of students were partially proficient, 19.7% proficient and 1.6% advanced proficient. Because that data was not meaningfully utilized by teachers, achievement among the same group of students has remained static. As 4th graders, the students' most recent LAL benchmarks (Winter 2010-2011) indicate that 17.5% are proficient while 82.4% remain partially proficient or not proficient. Despite efforts to improve academic achievement at School 10, students are languishing. While students may improve between Winter 2010-2011 benchmark assessments and the NJASK in the Spring 2011, an analysis of scores across the last three (3) academic years indicates that such improvement is unlikely (in fact, many students actually regressed not only from year to year, but between benchmark assessments). Supplemental assessments such as the Scholastic Reading Inventory (SRI), which gauges reading levels for 4-8 grade students, echo the findings of the NJASK/Terra Nova v. benchmark analysis. Among 4th grade students, the results of the Fall 2010 SRI indicated the following: • 0% advanced • 22% proficient • 38% basic • 40% below basic

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	o Teacher Focus Groups o School Leadership Focus Groups o Community Meetings o Student Surveys o Staff Surveys o School walk throughs	SRI results remained equally dismal as the grades progressed. Among 7th graders, the Fall 2010 SRI indicated the following: • 0% advanced • 17% proficient • 44% basic • 39% below basic For the 7th grade, below basic means that a student is five (5) or more grade levels below their current level; in other words, 39% of 7th graders at School 10 are reading at a 2nd grade reading level or below. Running Records, the lower grade equivalent of SRI, tracks reading levels in grades K-3. Teachers sit individually with each student and administer the assessment one-on-one. The most recent Running Records data was recorded in January 2011. Every single Kindergarten student at School 10 tested below grade level. The root cause of this lack of achievement is identified as students entering Kindergarten without the benefit of Pre-K or attendance at any structured educational program. During Teacher Focus Groups, Kindergarten teachers emphasized that the curriculum and instructional materials used at the Kindergarten level presuppose Pre-K, yet almost none of the students entering School 10 have attended Pre-K. As a result, Kindergarten teachers must find ways to bring entering Kindergarten students up to the level at which they should have entered the school as quickly as possible. The results of the Fall 2010 administration of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a formative assessment for K-2 students that focuses on phonics, support this root cause analysis. 52% of Kindergarten students scored in the "intervention" range on initial sound fluency. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results from School 10 show students' mastery of early literacy skills (i.e. phonics and phonemic awareness) to be below the district average. This is consistent with School 10's Running Records data which shows only 18% of students in grades K-2 reading on grade level. As students progress through third to eighth grade reading abilities remain low with over 50% of students reading at a basic or below basic level according to SRI (Scholastic Reading Inventory) data. This indicates a gap of at least two years

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		between students' functioning reading level and their current grade level. School 10's 100 Day Plan calls for a focus on Working with Text and Analyzing Text, both of the main components of the reading section of NJASK, for students in grades 3-8. Based upon the 2009-2010 NJASK scores, this focus is essential: • 3rd grade o Mean reading score overall: 36% o Mean score for Working with Text: 43% o Mean score for Analyzing Text: 31% • 4th grade o Mean reading score overall: 44% o Mean score for Working with Text: 54% o Mean score for Analyzing Text: 38% • 5th grade o Mean reading score overall: 42% o Mean score for Working with Text: 52.7% o Mean score for Analyzing Text: 34.5% • 6th grade o Mean reading score overall: 45.7% o Mean score for Working with Text: 51% o Mean score for Analyzing Text :41% • 7th grade o Mean reading score overall: 45% o Mean score for Working with Text: 47% o Mean score for Analyzing Text: 43% • 8th grade o Mean reading score overall: 41.5% o Mean score for Working with Text: 42% o Mean score for Analyzing Text: 41% The Indicators of Success set forth in the 100 Day Plan are:

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• On the Spring 2011 benchmark, 10% decrease in students who fell below 50% on the Fall 2010 benchmark • On the Spring 2011 benchmark, 10% increase in students who scored between 50% and 70% While Spring 2011 benchmark results are not yet available, Winter 2011 benchmarks provide insight as to School 10's progress toward its stated goals. On the Fall 2010 LAL benchmark, 64.4% of students scored below 50% and 25.3% scored between 50% and 70%. Based on School 10's goal of decreasing the first category by 10% and increasing the second by 10%, 25 students between grades 3 and 8 must move progress from below 50% to above 50% by Spring 2011. On the Winter 2011 LAL benchmark assessment, 56.8% of students scored below 50% and 28.7% of students scored between 50% and 70% representing a decrease of 7.6% of students who scored below 50% and an increase of 3.4% of students who scored between 50% and 70%. These scores show that progress is being made but at a much slower pace than anticipated. Based on these benchmarks, it is difficult to say with any certainty that the district will reach their modest goal by the end of the school year.
Academic Achievement - Writing	• NJASK scores (grades 3-8) (2009-2010; 2008-2009; 2007-2008) • Terra Nova (grades K-2) (2009-2010; 2008-2009; 2007-2008) • 2009-2010 Learnia benchmarks (fall, winter and spring) • 2010-2011 Learnia benchmarks (fall and winter) • Dynamic Indicators of Basic Early Literacy Skill (DIBELS) (K-2) • School 10 Professional Development Plan 2010-2011 • Paterson Public Schools District Professional Development Plan 2010-	In order to diagnose the root cause of the lack of academic achievement in writing among School 10 students, the district analyzed a wide variety of measures. NJASK and Terra Nova scores spanning the last three (3) years were considered alongside benchmark results from the 2009-2010 school year as well as fall and winter benchmarks from the current school year to determine whether the benchmarks currently used by the district serve as accurate predictors of student proficiency and likelihood of success on the state assessments. The results of this analysis indicated that the benchmarks currently utilized by the district are accurate and reliable, but are not being utilized by teachers or school leadership. With the sole exception of 7th graders, among whom 51.6% was the average score, students at every grade level from 3rd through 8th scored below 50% on the Writing section of the NJASK. Scores for each individual section (Expository Task, Speculative Task, Persuasive Task, Explanatory Task) all hovered at or below the 50% mark, indicating that student skills are lacking equally in all areas. Students in the Special Education subgroup scored substantially lower than General Education students with the average score for SPED students in grades 3-5 frequently half as high as the average score for General Education students:

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

<table>
<tr><th>Areas</th><th>List Multiple Measures Analyzed</th><th>(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement</th></tr>
<tr><td></td><td>2011
• School 10 Title I Unified Plan
• School 10's 100 Day Action Plan
• CAPA Fall Report (10/21/10) and meeting minutes from Fall Benchmark Visitation District Meeting for School 10
• Needs Assessment data:
o Parent Surveys
o Teacher Focus Groups
o School Leadership Focus Groups
o Community Meetings
o Student Surveys
o Staff Surveys
o School walk throughs</td><td>
<table>
<tr><th></th><th>Writing – cumulative</th><th>Expository Task</th><th>Speculative Task</th></tr>
<tr><td>3rd grade</td><td>Gen Ed: 8.4/20*= 42%**
SPED: 4/20= 20%</td><td>Gen Ed: 4.3/10= 43%
SPED: 2/10= 20%</td><td>Gen Ed:
4.2/10=42%
SPED: 2/10=20%</td></tr>
<tr><td>4th grade</td><td>Gen Ed: 10.1/20= 50.5%
SPED: 5.5/20= 27.5%</td><td>Gen Ed: 4.5/10=45%
SPED: 2.2/10=22%</td><td>Gen Ed:
5.6/10=56%
SPED: 3.3/10=33%</td></tr>
<tr><td>5th grade</td><td>Gen Ed: 10.1/20=50.5%
SPED: 7.2/10=36%</td><td>Gen Ed: 4.6/10=46%
SPED:3.2/10= 32%</td><td>Gen Ed:
5.5/10=55%
SPED: 4/10= 40%</td></tr>
<tr><td colspan="4">*mean score for subgroup /total points possible
**Percentages represent the mean score for each subgroup</td></tr>
</table>

The CAPA Fall Report (10/21/10) and meeting minutes from Fall Benchmark Visitation District Meeting for School 10 offers insight into the root cause of the lack of student achievement in Writing at School 10. According to the Focused Walkthrough Summary, "no writing folders or evidence of authentic writing" was listed as a "challenge noted." The prescriptive "next step" for Fall 2010 reads, "[a]uthentic writing will be required in planning and evidence must be shown, i.e. writing folders, evidence of the writing process being implemented, etc." Although this action was slated for Fall 2010, no such evidence currently exists. The CAPA team also observed that NO student work was posted in classrooms and there was "very little evidence of organization such as filing of student work. Many classes had piles of student work not filed."

School 10's 100 Day Plan includes, but is not limited to, the following action steps:

• All content areas will incorporate interdisciplinary writing assignments as part of daily planning."
• Rubrics will be developed and attached that will clearly define what the student has to do to receive maximum points with each written assignment
• Increased focus by administration by grade level on the creation and use of portfolios (writing</td></tr>
</table>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

<table>
<tr><th>Areas</th><th>List Multiple Measures Analyzed</th><th>(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement</th></tr>
<tr><td></td><td></td><td>folders)</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>• NJASK scores (grades 3-8) (2009-2010; 2008-2009; 2007-2008)
• Terra Nova (grades K-2) (2009-2010; 2008-2009; 2007-2008)
• 2009-2010 Learnia benchmarks (fall, winter and spring)
• 2010-2011 Learnia benchmarks (fall and winter)
• Success Maker (guided interactive digital practice and assessment)
• School 10 Professional Development Plan 2010-2011
• Paterson Public Schools District Professional Development Plan 2010-2011
• School 10 Title I Unified Plan
• School 10's 100 Day Action Plan
• CAPA Fall Report (10/21/10) and meeting minutes from Fall Benchmark Visitation District Meeting for School 10
• Needs Assessment data:
o Parent Surveys
o Teacher Focus Groups
o School Leadership Focus Groups
o Community Meetings
o Student Surveys</td><td>The results of math assessments at School 10 indicate a disturbing downward trend between the 3rd grade and 8th grade. It seems that as students progress through School 10, math proficiency declines. 2009-2010 NJASK mathematics scores for 3rd graders reveal that while a majority of students were partially proficient (60.7%), the remainder of students were split evenly between proficient and advanced proficient at 19.7% each. By the 8th grade, the percentage of students who scored advanced proficient dropped from 19.7% to 0%. After a precipitous drop between 3rd and 4th grade, the percentage of students who are advanced proficient continues to decline according to 2009-2010 NJASK results:

<table><tr><th></th><th>% partially proficient</th><th>% proficient</th><th>% advanced proficient</th></tr><tr><td>3rd grade</td><td>78.7%</td><td>19.7%</td><td>19.7%</td></tr><tr><td>4th grade</td><td>58.3%</td><td>35%</td><td>6.7%</td></tr><tr><td>5th grade</td><td>52.6%</td><td>42.3%</td><td>5.1%</td></tr><tr><td>6th grade</td><td>80.3%</td><td>19.7%</td><td>0%</td></tr><tr><td>7th grade</td><td>86.8%</td><td>11.8%</td><td>1.5%</td></tr><tr><td>8th grade</td><td>65.9%</td><td>34.1%</td><td>0%</td></tr></table>
The chart also reveals staggering percentages of students who are partially proficient across all grade levels. The root cause identified for School 10 students' lack of achievement in math is substantially similar to the root cause identified for LAL and Reading: quality of instruction. Teachers fail to fully utilize technology in the classroom, which is particularly detrimental during math instruction. In numerous classrooms, SMART boards sit idle while teachers pass around worksheets. During the school walk through conducted by partnering community organizations as part of the comprehensive needs assessment, only one teacher was using technology to promote math instruction in the classroom.</td></tr>
</table>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

<table>
<tr><th>Areas</th><th>List Multiple Measures Analyzed</th><th>(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement</th></tr>
<tr><td></td><td>o Staff Surveys
o School walk throughs</td><td>Analysis of disaggregated data reveals that Former LEP students outperform the total population in math at nearly every turn. Looking at the same NJASK scores listed in the chart above, the trend is evident:
<table>
<tr><th>2009-2010 NJASK Math</th><th>Number & Numerical Operations</th><th>Geometry and Measurement</th><th>Patterns and Algebra</th><th>Data Analysis, Probability & Discrete Math</th><th>Problem Solving</th></tr>
<tr><td>3rd grade</td><td colspan="5">N/A (0 former LEP students)</td></tr>
<tr><td rowspan="2">4th grade</td><td>General student population: 8.2/20*=41%**
Former LEP subgroup: 10/20= 50%</td><td>General student population: 3.2/11= 29%
Former LEP subgroup: 3/11= 27%</td><td>General student population: 4.8/11=43%
Former LEP subgroup: 9/11=81.8%</td><td>General student population: 3.5/8=43.75%
Former LEP subgroup: 5/8=62.5%</td><td>General student population: 8.2/24=34%
Former LEP subgroup: 10/24=41.6%</td></tr>
<tr><td>5th grade</td><td>GSP: 5.5/15=36%
FLEP: 7.7/15=51.3%</td><td>GSP: 6.4/16=40%
FLEP: 8/16=50%</td><td>GSP: 3.4/8=42.5%
FLEP: 3.5/8=43.75%</td><td>GSP: 3.4/8= 42.5%
FLEP: 5.2/8= 65%</td><td>GSP: 10/25= 40%
FLEP: 13.2/25=53%</td></tr>
<tr><td>6th grade</td><td>GSP: 4.8/13=37%
FLEP: 5/13=38%</td><td>GSP: 6.3/17=37%
FLEP: 6/17=35%</td><td>GSP: 3.2/9= 35.5%
FLEP: 1/9= 11%</td><td>GSP: 4.1/10=41%
FLEP: 0/10= 0%</td><td>GSP: 9.6/28= 34%
FLEP: 4/28= 14%</td></tr>
<tr><td>7th grade</td><td colspan="5">N/A (0 former LEP students)</td></tr>
<tr><td rowspan="2">8th grade</td><td>GSP: 3.2/11=29%
FLEP: 3/11=27%</td><td>GSP: 7.5/17=44%
FLEP: 10/17= 59%</td><td>GSP: 4.4/13=34%
FLEP: 7/13= 54%</td><td>GSP: 2.7/8= 33.7%
FLEP: 2/8=25%</td><td>GSP: 10/32=31%
FLEP: 14/32=44%</td></tr>
<tr><td colspan="5">*mean score /total points possible
** mean score</td></tr>
</table>
</td></tr>
</table>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		NOTE: FLEP students are included in the GSP figures Some figures are astonishing: • 4th grade FLEP students' average score was nearly 40% greater than the GSP in Patterns and Algebra • 4th grade FLEP students outperformed the GSP in Data Analysis, Probability & Discrete Math by almost 20% • 5th grade FLEP students' mean score was 22.5% higher than the GSP in Data Analysis, Probability & Discrete Math • 5th grade FLEP students boasted an average score that was 15% higher than the GSP in Number & Numerical Operations • 8th grade FLEP students outperformed the GSP by 20% in Patterns and Algebra • 8th grade FLEP students outperformed the GSP by 15% in Geometry and Measurement FLEP students overall achieved significantly higher average scores than the general student population, with the exception of the 6th grade. The root cause for the disparity between former LEP students and the total student population is the strength of math instruction by bilingual teachers. In order to capitalize upon this trend, the strength of math instruction in bilingual classrooms will be considered by the new SIG principal in determining which teachers will remain at School 10.
Parent Involvement	• Needs Assessment data: o Parent Surveys o Teacher Focus Groups o School Leadership Focus Groups o Community Meetings o Student Surveys o Staff Surveys	Parent involvement was analyzed using a variety of measures and from diverse perspectives in order to ascertain the root cause of the lack of parental involvement at School 10. Home School Council representatives reported that less than five (5) parents turn out for each meeting. Apathy among parents can be contagious, and some parents reported feeling discouraged by the lack of broader support for School 10 among other parents and family members, which led them to abandon their efforts to be involved. However, just as apathy is contagious, so too is enthusiasm. The district

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	○ School walk throughs • Data maintained by Paterson Public Schools Office of Family and Community Engagement • Title I Unified Plan	intends to capitalize on the momentum generated by the SIG Needs Assessment process to create a Paterson Public Schools (PPS) Stakeholder Network, which will be launched in June 2011 as a pilot program at all three (3) SIG schools with the intention to expand the program district-wide by September 2012. Harnessing the enthusiasm parents, caretakers and family members expressed as a result of being asked their opinions during the needs assessment and ensured that their opinions would shape the SIG program, the PPS Stakeholder Network will create an opportunity for all stakeholders, including, but not limited to, parents, families, community members, business and non-profit leaders, and government officials, to participate meaningfully in key decisions and keep informed about the latest PPS news. Members of the PPS Stakeholder Network will be invited to special events and will serve as a link between the District and the surrounding community, sharing information with neighbors, friends and associates. All PPS Stakeholder Network activities will be closely aligned with the efforts undertaken by the district's Office of Family and Community Engagement, which will provide critical support for the establishment of the Network in conjunction with the district Turnaround Leader. The first step toward establishing a district-level PPS Stakeholder Network will be the formation of a SIG Stakeholder Committees at School 10. SIG Stakeholder Committee members will serve as the initial members of the PPS Stakeholder Network. During the 2011-2012 school year, members of the PPS Stakeholder Network will attend meetings arranged by the SIG Principal and Turnaround Leader and conducted by key members of the internal district team (IDT) to ensure that stakeholders are apprised of how the SIG programs are being implemented at each of the three (3) schools and are afforded an opportunity to provide meaningful input and feedback. The three tenets of the PPS Stakeholder Network are: *informed, involved, and invested:* all stakeholder groups will be *informed* of the latest developments in the SIG process, *involved* in making key decisions, and *invested* in School 10's success. According to the School 10 Title I Unified Plan, parents are invited to attend: * Back-to-School Night

STATEMENT OF NEED

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Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		* Assembly Programs *Celebrations of Ethnic Heritage Programs *National Junior Honor Society Induction Ceremony * Winter and Spring Concerts * Kindergarten Moving-Up-Ceremony * 8th Grade Promotional Ceremony * Field Trips When the Title I Unified Plan is contrasted with the data collected from stakeholder groups during the needs assessment, a disconnect becomes apparent. Parents, teachers and students reported decried a lack of parent involvement and identified two (2) root causes: lack of opportunity and lack of respect for the importance of education among parents. During Teacher Focus Groups, teachers expressed outrage over report cards from the first marking period that still had not been picked up by the third marking period. Some teachers defended parents ("very seldom do we reach out to parents over something positive") and connected lack of parent involvement to the negative culture within School 10. Parent survey data indicated that an overwhelming majority of respondents failed to participate because "activities or services offered were unsatisfactory." Winter and Spring concerts ceased after the music program was eliminated from School 10. While teachers and school leadership expressed the view that parents do not and will not attend any school events, parents asserted that opportunities to be involved with School 10 are insufficient. As a reflection of the school culture and the lack of respect for the importance of education among parents, 54% of students in grades 3-8 disagreed or strongly disagreed with the assertion, "students who get good grades in my school are respected by other students." In order for students to value academic achievement, the school must set the tone that, "school is cool" and work with parents and families to ensure that the same message is promoted at home.

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: School 10

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		The root causes of the entrenched attitude that school is not important (reported by teachers, focus groups, and surveys), students (surveys and community meetings) and parents/family members (community meetings and surveys) are manifold. A large percentage of School 10 parents are poorly educated and never gained an appreciation for the benefits that education can confer. In spite of this reality, parent survey data indicates a desire for support in this area from the school. When asked about interest in a variety of possible services, a large percentage of respondents answered affirmatively: Are you interested in any of the following services/workshops? ESL: 39.5% Computer training: 60% GED: 23% Resume and interview skills: 44% Reading skills: 46.5% Parenting tips: 39.5% How to help your child with homework: 44% In addition to 44% of parents seeking guidance on how to help students with homework, 64% indicated that homework strategies are one of the topics they speak with teachers about. In addition to parents who fail to value education, a segment of the School 10 parent population wishes to support students' academic achievement but need assistance doing so.
Professional Development	• School 10 Professional Development Plan 2010-2011 • Paterson Public Schools District Professional Development Plan 2010-2011 • School 10 Title I Unified Plan • Teacher Focus Groups	The School 10 Professional Development Plan for 2010-2011 states that, "[a]t times the professional development has been disjointed between the district and the school. The communication regarding new initiatives and programs has not always been strong and as a result, PD has often felt like it was not connected to anything." This sentiment was expressed vehemently by teachers during Teacher Focus Groups: • "Most of the time it's irrelevant" • "Generic" • Concepts don't apply here ("don't tell me about discipline in this building, you don't know this

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	• School Leadership Focus Groups	building and these kids;" "How can you give me PD when you've never been to this school, don't know the kids or the classes") • K-8 teachers and staff are usually all in sessions together although we should be broken into subsets • "Central office sends materials and we have to use them" The outcome of this teacher discontent is that PD has little to no value for teachers and is instead something teachers participate in out of obligation. The format for delivery of PD was mentioned repeatedly as teachers expressed discontent with the passive lecture model of PD delivery and called for more modeling and coaching. Modeling was noted to be of particular value to teachers in employing new instructional methods and strategies. Teachers cited insufficient time allotted for teacher collaboration as a major source of frustration and noted that grade level meetings were eliminated. Teachers also emphasized the need for vertical alignment of instruction.
Extended Learning Opportunities	• Title I Unified Plan • Needs Assessment data: o Parent Surveys o Teacher Focus Groups o School Leadership Focus Groups o Community Meetings o Student Surveys o Staff Surveys o School walk throughs	The concept of Extended Learning Opportunities is new to School 10 and, as such, little data existed for the district to consider during the needs assessment process regarding previous efforts. The need for ELO is overwhelmingly clear; School 10 is in Year 10 status and analyzation of student data across grade levels (following the progression of individual students from one grade level to the next) demonstrates that students are not progressing under the current schedule. Parents expressed support for a longer school day, week or year in order to promote student achievement. Teachers pointed out the flex time provision in their contract and agreed that students would benefit from more structured learning time. Parents and teachers expressed discontent with the current after school program, which utilizes an old fashioned child care model during which students frequently watch movies and play games and content is not aligned to the curriculum. The Morning Algebra Program cited in the Title I Unified Plan was not mentioned by any stakeholder during the needs assessment process and the statements contained therein are vague and not

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		substantiated by any data. (Overall Results and Outcomes: "Students who attended the extended learning opportunities tended to score better on the NJASK. More of these students were proficient or above.")
Homeless	• Placement data from the Department of Special Education	Placement for homeless students is handled by the district-level Department of Special Education, which reports that as of March 29, 2011, no homeless students attended School 10.
Students with Disabilities	• NJASK • Terra Nova • Learnia benchmarks • Running Records	74 students who attend School 10 have IEPs (Individualized Education Programs). 34 resource students between the 1st and 7th grades started at School 10 in September 2010. Some of these students are placed in self-contained classrooms while some have been mainstreamed.
English Language Learners	• Axis • WAPT	11% of students at School 10 are classified as Limited English Proficient. When a student arrives in the district and is identified as an English Language Learner, the WAPT is administered to gauge the student's language proficiency. Based on the results of the WAPT, the Bilingual Department customizes a program that is best for the individual student. The program may consist of pulling a student out of the classroom for personalized instruction, offering supplemental assistance within the classroom, or some other form of supplemental assistance. At the present time, there is no consistency at district level in terms of the services students receive. Schools offer what they can based on limited resources and students are sometimes bussed to other schools if the services they need are not available within their home school. Beginning in the 2010-2011 school year, students who score 4.5 or higher on the ACCESS exam exit the Bilingual program. In previous years, the district had more flexibility regarding whether a student would exit the program as it was based on multiple criteria. Based the new model, which is limited to ACCESS results, the district anticipates that more students will remain in the Bilingual program.
Economically	• Student demographic data maintained	An overwhelming number of students at School 10 are classified as economically disadvantaged.

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Disadvantaged	by the district • NJASK scores (grades 3-8) (2009-2010; 2008-2009; 2007-2008) • Terra Nova (grades K-2) (2009-2010; 2008-2009; 2007-2008) • 2009-2010 Learnia benchmarks (fall, winter and spring) • 2010-2011 Learnia benchmarks (fall and winter) • Community Meetings • Teacher Focus Groups	Approximately 95% of students are eligible for free or reduced lunch. The neighborhood surrounding School 10 is visibly dilapidated with boarded-up homes and businesses abounding. A recurring theme mentioned by parents, caretakers, community members, and teachers throughout the stakeholder needs assessment process was displeasure about a house across the street from School 10 that has apparently been boarded up for more than ten (10) years. Located in the remote Bunker Hill section of Paterson, School 10 is removed from the bustle of the downtown area and is difficult to reach via public transportation. Neighborhood resources are scarce in the immediate vicinity of School 10 and families, students and teachers reported feeling detached from the district and from other schools. The root cause of the economic disadvantage that the large majority of School 10 families endure is complex and difficult to diagnose. Entrenched poverty and high unemployment plague the City of Paterson as a whole, and School 10's neighborhood is often overlooked by social service agencies and community organizations. Current school leadership has made progress in developing relationships with local faith-based and community organizations, but a broader effort is needed to reach families and create a support network to prevent students' economically disadvantaged status from creating an impediment to academic success.
School Culture	• Title I Unified Plan • Discipline data maintained by the district for the 2010-2011 school year • NJDOE School Report Card data for 2009-2010 school year • School 10 Student Handbook • School 10 Faculty Handbook • Needs assessment data: o Parent Surveys o Teacher Focus Groups o School Leadership Focus Groups o Community Meetings o Student Surveys o Staff Surveys	• Stakeholders expressed a need for enhanced security within the building and clear, consistent, and age appropriate disciplinary policy • Existing school leadership spends an inordinate amount of time dealing with student disciplinary issues, to the detriment of other school matters • Stakeholders (parents, students, teachers, school leadership) stated unanimously and resoundingly that the school is currently plagued with a small but significant number of students who continually and repetitively disrupt the school environment, which has a negative effect on teachers, staff, and students and exhausts a disproportionate amount of the school's resources to address disciplinary issues • School 10 currently has a severe problem with bullying (44% of students in grades 4-8 report that they do not feel safe in the school), which is exacerbated by comingling of grade levels. At community meetings, parents and grandparents reported a pervasive bullying problem. One grandmother showed the group a large gash on her grandson's head that was inflicted by a bully.

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	○ School walk throughs	A 4th grade student at one community meeting bravely spoke to the group about his fear walking through the hallways. • Community lacks an ability to focus on academics because of disciplinary issues within the school Although the Title I Unified Plan mentions that the culture at School 10 has "changed significantly" in a positive way, stakeholders disagreed. New school leadership must create an environment that facilitates increased student achievement and displays orderly and productive small learning environments.
Leadership	• Parent Surveys • Teacher Focus Groups • School Leadership Focus Groups • Community Meetings • Student Surveys • Staff Surveys • School walk throughs • NJASK scores (grades 3-8) (2009-2010; 2008-2009; 2007-2008) • Terra Nova (grades K-2) (2009-2010; 2008-2009; 2007-2008) • 2009-2010 Learnia benchmarks (fall, winter and spring) • 2010-2011 Learnia benchmarks (fall and winter) • Running Records (K-3) • Dynamic Indicators of Basic Early Literacy Skill (DIBELS) (K-2)	Analysis of academic achievement among students as well as stakeholder feedback regarding the current leadership at School 10 unanimously points to a need for a change. During Teacher Focus Groups, teachers were asked, "what kind of leader does School 10 need?" and responded with the following: • Easily accessible • Flexible • Problem solver • Mover and shaker • "This school isn't designed like others- have to be open to different ways of learning" • "Treat teachers with respect and courtesy" • "Be familiar with community" ("too many past principals have come in from outside and it didn't work") • Gets to know staff – no reprimands over the loud speaker like we're students • Knowledgeable about the role of the principal ("keep getting newbies – they don't know") • "Current principal might thrive in another atmosphere but this is School 10" • "Understand culture of students AND parents" • "You need to sweat in this building- be abreast about everything going on- act like you want to know what's going on" • "Need a discipline plan that's going to work and an administrator to step up for us and get

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	• Scholastic Reading Inventory (SRI) and Lexile scores (grades 4-8) • School 10 Professional Development Plan 2010-2011 • School 10 Title I Unified Plan • School 10's 100 Day Action Plan • CAPA Fall Report (10/21/10) and meeting minutes from Fall Benchmark Visitation District Meeting for School 10	us what we need" Overall, teachers praised the current principal's personality and lauded his success with All-Pro Dads, a program to encourage paternal involvement in their son's lives, but lacked confidence in his ability to provide the kind of leadership that School 10 needs.
Highly Qualified Staff	• Teacher evaluations • Teacher certifications	Upon review of the HQT Report for Public School No. 10, it was found that of the 42 total amount of teachers in the school, all but two (2) are highly qualified (certified) in the grade level and/or content area that they deliver instruction in each day. There are 17 teachers who are elementary certified (either K-5 or K-8) teaching grades K-5. There are nine (9) Special Education teachers who possess Teacher of the Handicapped, and/or Students with Disabilities certificates teaching at the K-5 or K-8 level. There are two (2) Physical Education and Health certified teachers teaching Physical Education and/or health. Both Academic Support Teachers possesses K-8 certificates. In the middle school level, there are nine (9) teachers teaching specific content. Of those, seven (7) are highly qualified via the HOUSE matrix (1) bilingual certified with K-8 and Bilingual/Bicultural certification, one (1) has a Biology certificate teaching Science (not HQT), and one (1) teacher is teaching a bilingual class (grade 6) with an ESL certificate only. Therefore, all but two teachers in School 10 meet the HQT status that is required under the Elementary and Secondary Act. • Non-Renewals: 1 • Increments Withheld: 3
Other: School facility	• Needs assessment data: o Parent Surveys o Teacher Focus Groups o School Leadership Focus Groups	The district's $523.2 million 2011-2012 budget more than doubles funding to build and repair district facilities. In fact, the largest increase in the 2011-2012 budget is a 131% increase in capital spending on equipment, building purchases, and construction (up more than threefold from the 2009-2010 school year). According to the district's interim facilities director, the newly allocated

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	o Community Meetings o Student Surveys o Staff Surveys o School walk throughs	funds will be put toward repairs rather than new construction or property purchases in order to complete stalled projects, such as replacement of heating systems, and maintain the district's older facilities. Built in 1916, School 10 is 95 years old and, according to parents, students and teachers, is in desperate need of repair. Temperature control within classrooms is a pervasive issue at School 10. During the community walk through, all participants noted the extreme heat in most classrooms despite the moderate outdoor temperature of about 45 to 50 degrees Fahrenheit. The significance of the impact of temperature in classrooms on student achievement cannot be underestimated. In the hottest classrooms, students were languid, lethargic and unable to focus on instruction or classroom activities.

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Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	In anticipation of a SIG application, the district undertook a comprehensive needs assessment process. In addition to the disaggregation and analyzation of all formative and summative student assessment data, an extensive stakeholder engagement process was conducted, including community meetings, teacher focus groups, school leadership focus groups, student surveys, parent surveys, staff surveys and school walk throughs. Community meetings: • School 10: Two (2) community meetings were held for School 10 stakeholders on March 7th and 8th. Both meetings were held during evening hours to accommodate working parents and maximize turnout. • Publicity: Flyers for each meeting were sent home in students' backpacks as well as hung around schools and at nearby businesses, houses of worship and community organizations. School principals notified all students' households using the EdConnect automated phone messaging system. Community organizations such as Paterson Education Fund, Paterson Education Organizing Committee, the Boys and Girls Club and Paterson Public Library helped to spread the word about community meeting and attended some of the meetings. • Format and content: o All of the community meetings were conducted by outside consultants in order to ensure that parents, grandparents, caretakers, family members and other interested community members would feel comfortable voicing their opinions about sensitive topics. o Meeting facilitators opened each meeting by explaining the purpose of the meeting, namely that the school in question was eligible for a School Improvement Grant and that all information gathered at the meetings would be used to inform SIG program development. Facilitators encouraged, but did not require, participants to sign in and

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		ensured attendees that while the content of their comments would be used to shape the SIG program, participants' names would not be connected to specific comments. o Facilitators guided conversation with open ended questions about four (4) main topics: academic performance, teachers and school leadership, school environment and culture, and parent/family involvement. • Teacher/staff focus groups o Conducted at each of the three (3) SIG schools, small groups of teachers and staff members met with outside consultants on a rotating basis. o Participants included teachers from each grade level and subject area, teachers who had been in the school for at least ten (10) years, teachers who had begun teaching in the school within the last two (2) academic years, special education, bilingual, and resource teachers, instructional coaches, school security officers, school nurses, and guidance counselors. o Facilitators posed questions revolving around four (4) topics: curriculum and academic performance; teacher performance evaluations and performance expectations; professional development and teacher support; school environment, school culture and student behavior; and parent/family involvement. • School leadership focus groups o Outside consultants met with the leadership teams at each of the three (3) SIG schools to discuss academics, school culture, and parent involvement. • Student surveys o Students at all grade levels from Kindergarten to 8th grade were surveyed; o The survey was translated into Spanish for LEP students (11% of school population); o A sealed drop box was placed near the entrance of the school to ensure confidentiality;

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		○ Questions focused on academics, school environment, discipline and safety, and what currently unavailable subjects students are interested in studying. • Staff surveys ○ Surveys were available online and in the school building; ○ A sealed drop box was placed near the entrance of the school to ensure confidentiality; ○ Questions focused on school environment, disciplinary policies and procedures, school leadership, teacher quality, the school's mission and challenges, and parent involvement. • Parent surveys ○ Surveys were made available in English and Spanish to accommodate the sizeable Hispanic population (Spanish is the first language spoken at home for 40% of School 10 students); ○ A sealed drop box was placed near the entrance of the school to ensure confidentiality; ○ Surveys were distributed at community meetings, made available at a table in the front of the school, and sent home in students' backpacks; ○ Questions focused on parent involvement, academics, teachers, non-teaching staff, the effectiveness of school leadership, discipline and safety.
2.	Describe methods used to collect and compile data for student subgroups.	Working in conjunction with the Office of Assessment, Evaluation and Planning, the district SIG team compiled data drawn from Performance Matters (the district's central warehouse for student data) as well as supplementary sources (e.g. disaggregated NJASK data maintained by the NJDOE). District benchmark data stored in Performance Matters is collected according to the following steps: 1. Office of Assessment, Evaluation and Planning sends benchmark exam

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		materials to all schools 2. School leadership distributes materials to each classroom teacher 3. Teachers administer the benchmark exams 4. Teachers deliver exam results to the principal, who forwards same to the Office of Assessment, Planning and Evaluation 5. Within 48 hours of receipt of raw data, benchmark results are scanned into Performance Matters, at which point data is available for teachers, instructional aides, principals and other school leaders to access. Within PM, data can be analyzed in myriad ways, including, but not limited to, aggregated or disaggregated, by class, by grade level, by subject area (broken down into specific skill sets within each subject area), and by individual student. All NJASK/Terra Nova (soon to be NJPASS) data is also stored in PM and can be accessed and analyzed in the same manner.
6.	Explain how the data from the collection methods are valid and reliable.	Data collection efforts up until this time have been hampered by a disconnect between teachers, who administer student assessments, and the district's Office of Assessment, Evaluation and Planning. The validity and reliability of data collection methods will be enhanced as part of the SIG program. In an effort to improve the validity of data, this year the district will administer the NJPASS to students in Kindergarten through second grade. The NJPASS will replace the Terra Nova and was selected for a variety of reasons, namely that NJPASS is more similar to the NJASK, is correlated to the NJ Core Curriculum Content Standards (NJCCCS), and produces more actionable data and more user-friendly reports for teachers and parents.
7.	What did the data analysis reveal regarding classroom instruction?	Data analysis revealed that classroom instruction is not sufficiently data driven. The root cause of this problem is a disconnect between classroom teachers and the district Office of Assessment, Evaluation and Planning (OAEP), which compiles, stores and analyzes student data. Principals have not served as effective intermediaries between teachers and the OAPE. As a result, teachers view

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		benchmarks and other district assessments as something done by and for the district and a process they undertake merely to satisfy the district. Teachers do not view student data as a powerful tool to drive instruction; instead teachers view data collection as a disruption to classroom instruction imposed upon them by the district. The CAPA Fall Report (10/21/10) noted that, "rubrics were non-existent" and that School 10 suffers from a "lack of rigor in instruction." The meeting minutes from Fall Benchmark Visitation District Meeting for School 10 reiterate the same issue: "[l]ack of rigor in instruction will not allow for the use of rubrics, due to skills needed to perform at the rubric level."
8.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Teachers reported that professional development opportunities were too far removed from day-to-day life within their classrooms. The School 10 Professional Development Plan for 2010-2011 states that, "[a]t times the professional development has been disjointed between the district and the school. The communication regarding new initiatives and programs has not always been strong and as a result, PD has often felt like it was not connected to anything." This sentiment was expressed vehemently by teachers during Teacher Focus Groups: • "Most of the time it's irrelevant" • "Generic" • Concepts don't apply here ("don't tell me about discipline in this building, you don't know this building and these kids;" "How can you give me PD when you've never been to this school, don't know the kids or the classes") • K-8 teachers and staff are usually all in sessions together although we should be broken into subsets • "Central office sends materials and we have to use them"

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		The outcome of this teacher discontent is that PD has little to no value for teachers and is instead something teachers participate in out of obligation. The format for delivery of PD was mentioned repeatedly as teachers expressed discontent with the passive lecture model of PD delivery and called for more modeling and coaching. Modeling was noted to be of particular value to teachers in employing new instructional methods and strategies. Teachers cited insufficient time allotted for teacher collaboration as a major source of frustration and noted that grade level meetings were eliminated. Teachers also emphasized the need for vertical alignment of instruction.
9.	How are educationally at-risk students identified in a timely manner?	At the current time, educationally at-risk students are not identified in a timely manner. Due to severe budget cuts at the end of the 2009-2010 school year, teachers, support staff, the guidance counselor, and student assistance counselor (SAC) are over-burdened, frustrated and unable to pay sufficient attention to the needs of at-risk students. School 10 shares its Child Study Team with two (2) other schools, so the two (2) social workers, psychologist and learning consultant who comprise the Team are not in the building on a daily basis. As a result, student needs are not being met.
10.	How are educationally at-risk students provided with effective assistance?	Interventions are performed for at-risk students as soon as practicable after the need for such an intervention becomes evident. At the present time, the district's intervention support system is minimal at best and is not adequately accommodating students' needs. The district intends to institute an RTI system based upon a model promulgated by the National Center on Response to Intervention (IDEAs that Work, Office of Special Education Programs). The new model will empower teachers and staff members to screen students, utilize a multi-level prevention system, and engage in progress monitoring, all of which is centered around data-based decision making. In March of 2011 School 10 began participating in a district pilot program of the Leveled Literacy Intervention system (LLI). LLI was developed by Irene

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		Fountas and Gay Su Pinnell, well-known and respected literacy educators, and is aligned to the District's assessment for students in grades K-2, Running Records. Students are identified for intervention based on their Running Records results and receive thirty minutes of additional literacy instruction each day. Currently fifteen first graders are being serviced by one teacher and feedback from the instructor, parents, students, classroom teachers, and the administration is positive.
11.	How does the needs assessment address migrant student(s) needs?	N/A
12.	How does the needs assessment address homeless student(s) needs?	Placement for homeless students is handled by the district-level Department of Special Education, which reported that no homeless students attended School 10 during the needs assessment process.
13.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers provided extensive feedback during Teacher Focus Groups and through staff surveys. The information gleaned through these measures was utilized to directly inform program development, particularly with regard to academic assessments and improvements to the instructional program. Follow-up meetings with the Department of Assessment, Evaluation and Planning were conducted to discuss teacher concerns about assessment and explore solutions.
14.	Describe the transition plan for preschool to kindergarten, if applicable.	Pre-K will be introduced to School 10 for the first time as part of the SIG program. Because the new Pre-K program will be housed within the school building, transition will be streamlined since Kindergarten students will be familiar with School 10. The district's Student Progression Guide includes a PK-12 Progression Plan for Promotion of Students (currently in draft form). The PK-12 Progression Plan includes the following steps: • Committees of stakeholders with overlapping groups (P-3, 3-6, 6-12) in transitional grade levels. Stakeholders in the transition grades once they are determined would sit on both committees so that a flow is developed for standardization (work already being done supports this framework); • Looking to standardize processes across the district, particularly in areas of curriculum and instruction and assessment. Discussion must take place regarding what local assessments will be utilized to indicate if a student is ready to move forward (marking period exams, mid-term/final exams, state

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		assessments, portfolio assessments). While the specific steps for Pre-K have not yet been finalized, they will include: • Pre-requisites to enter grade level • Academic Expectations for Learning (what are the pre-requisites for success at this grade level? SPECIFIC SKILLS) • Essential Learning (what are the "must haves" at each grade level to be promoted and/or be on grade level? DEMONSTRATIONS OF LEARNING) • Indicators of Student Mastery (what percentage of skill must be achieved for promotion? ASSESSMENT OF APPLICATION OF SKILLS) • Assessments (*What* assessments will be used to determine mastery? SPECIFIC PROTOCOLS)
15.	Describe the process used to select the priority problems and root causes for this plan?	District officials met extensively to explore root causes and determine what priority problems School 10 will address with its SIG program and analyzed all of the measures cited above under "Multiple Measures Analyzed." The district SIG team analyzed both qualitative and quantitative data to isolate priority problems and root causes to drive the development of the SIG program. The priority problem identified in School 10's 2011 SIA Part A application, "[i]nability to close the student achievement gaps in literacy and math proficiency" mirrors the priority problems identified herein.
16.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The district identified a wide range of root causes as set forth in detail above.
17.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	The district began by considering the four (4) SIG models to determine which models could feasibly be implemented. Closure was eliminated from consideration due to a dearth in higher performing (i.e. not in status) schools (based on the requirement that students displaced by a school closure must be enrolled in a higher-achieving school as set forth in the Federal Guidance at D-6). Only one (1) higher performing K-8 school is located near School 10 and that school is at capacity and cannot accept any more students. Further, relocating students out of School 10 was

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		not in line with the findings of the needs assessment (or the Federal Guidance at D-5), which pointed to a lack of mobility among School 10 families (many parents/caretakers do not drive, public transportation options are severely limited and parents and families expressed hesitance to move about extensively after dark due to safety concerns). In light of these facts, the closure model was removed from consideration. Because the district has a separate charter initiative, and did not wish to involve SIG school with plans already in place, the Restart model was also removed from consideration. In determining whether to implement the Turnaround or Transformation model, the district considered all data gathered and analyzed during the comprehensive needs assessment process. School 10's Year 10 status underscores the need for dramatic change. Both teachers and parents expressed the perception that existing school leadership lacks the capacity and experience to manage the complexities that exist at School 10. During Teacher Focus Groups, teachers articulated their frustration with other teachers – the term "dumping ground" was used repeatedly. Across stakeholder groups, a perception of School 10 as disconnected from the district, ignored, overlooked, and "set up to fail" was pervasive. Every piece of data analyzed, from NJASK and Terra Nova scores to stakeholder needs assessment findings to school and district plans pointed to a need for immediate and dramatic change at School 10. For these reasons, the turnaround model was selected to provide School 10 with a fresh start including new leadership and a significantly altered staff. For purposes of this SIG program, "staff" will be defined as including teaching and non-teaching staff. This determination was also based on needs assessment findings. Parents, teachers, school leadership and students expressed sometimes grave discontent with non-teaching staff (i.e. security guards, cafeteria monitors, custodians). In recognition of the fact that every individual in a school building impacts the culture and atmosphere, and in order to provide the new SIG principal with maximum latitude in determining who will populate the school, staff will be

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		defined broadly to include both teaching and non-teaching staff.
18.	What is the process for removal of staff members deemed to be ineffective?	All teachers will be required to submit a Petition of Consideration if they wish to teach at the new School 10. The Petition of Consideration will include the following questions: 1. Why are you pursuing a position at the new School 10? 2. Why do you want to be part of the turnaround initiative at School 10? 3. What strengths will you bring to the new School 10? 4. How will you establish a culture of high expectations for learning and achievement at the new School 10? 5. What qualities must a teacher possess to succeed at a turnaround school? To support the petition, each teacher will be required to submit an updated resume and a letter of reference from someone outside of School 10. As soon as a new SIG principal is in place (on or before June 1, 2011), he/she will commence the process of interviewing and selecting teachers. Principals will take into account each candidate's Petitions for Consideration, letter(s) of reference, and evaluations from at least the last three (3) school years. The criteria used to select teachers will be personalized by the selected SIG principal, but guidance will be derived from the USDE Doing What Works Clearinghouse publication, "Building a Staff Committed to the Turnaround Process (September 2008). No more than 50% of current staff members will be selected, with "staff" defined as teaching and non-teaching staff. The district decided to define "staff" as broadly encompassing both teaching and non-teaching staff based on the needs assessment findings. Emphatic demands for enhanced security coupled with pervasive complaints about existing security personnel underscore the need for a shift in security staff. Stakeholders expressed displeasure about other segments of the staff as well, such as lunch monitors. In order to accomplish a "quick win" and demonstrate to all stakeholder groups that School 10 is a radically different place, at least 50% of current teaching and non-teaching staff will be removed and replaced.

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		Moving forward through the SIG program, the principal will have the latitude to request that a teacher be transferred out of the school if the teacher fails to meet a minimum level based on the new evaluation system.
19.	Describe the incentive for Nationally Board Certified Teachers and Principals.	National Board for Professional Teaching Standards (NBPTS) Take One initiative provides a standards-based approach for improving teaching practices and links student learning to effective instruction. Teachers prepare and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification. A teacher can later transfer the score if he or she pursues National Board candidacy. During the 2010-2011 school year, seven (7) teachers at School 6/Academy of the Performing Arts are being sponsored through this partnership, which is being coordinated by the Vice Principal at School 6, Dr. Burnie Bristow. During the 2011-2012 school year, the IDT will work with Dr. Bristow to expand the program to School 10 (and Napier Academy so that all SIG schools are served) and to create a complementary program for principals. Incentives for teachers and principals who participate in the NBCT program will be determined by the IDT with advice from Dr. Bristow and input from the SIG principals.

TURNAROUND PROJECT DESCRIPTION

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Revised- 10/26/2011

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	Based on the findings reflected in the Needs Assessment for School 10, the district will select a new principal for School 10. In order to identify the most highly qualified turnaround leader available, the district will utilize a practice tool drawn from the USDE's "Doing What Works" database, which features research-based education practices. The tool, entitled, "District Reflection: Identifying the School Turnaround Principal," features the following key questions: • Has the principal had experience leading a school turnaround effort? • If so, did the effort yield positive results? • What was the evidence of success? • How long was this effort, from beginning to positive results? • Has the principal had training specifically for leading a turnaround effort? • If so, what skills did the training cover? • What was the time period and intensity of the training? • Driving for results: Does the principal maintain a relentless focus on improving achievement? • Does the principal set challenging goals and reach a high standard of performance despite barriers? • Does the principal demonstrate the ability to do more than expected or required in order to accomplish a challenging task? • Does the principal set clear expectations and hold others accountable for performance?	March 2011: Determination of research-based tool for selecting a new principal

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	• Does the principal plan ahead to prepare for future goals and avoid potential problems? • Influencing for results: Does the principal work with and through others? • Does the principal deliberately affect the perceptions, thinking, and actions of others? • Does the principal assume authoritative leadership for the benefit of the school? • Does the principal influence others with the specific intent of increasing their short- and long-term effectiveness? • Problem solving: Does the principal solve and simplify complex problems? • Does the principal break things down in a logical way and recognize cause and effect? • Does the principal see patterns and links among seemingly unrelated things? • Showing confidence to lead: Does the principal stay focused, committed, and self-assured? • Does the principal demonstrate a personal belief in his/her ability to accomplish difficult tasks and do his/her actions reflect that belief? Candidates for the position of new SIG principal at School 10 will be assessed using the above criteria in order to ensure that the most competent and appropriate candidate is selected to lead the turnaround effort at School 10.	
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Efforts to select a new principal for School 10 are already underway and the new school leader will be selected as soon as practicable in order to begin effectuating change. The new principal will be ready to begin work on August 2011, if not earlier, to ensure adequate preparation time to launch the SIG program in September, 2011. The Internal District Team (IDT) will be responsible for overseeing the principal selection process and is utilizing the criteria set forth under number 1, above, to select a strong new leader for School 10. Once the new SIG principal is selected, he/she will conduct a Leadership Needs	August 2011: New principal in place

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	Assessment using a USDE Doing What Works tool that was designed to aid leaders in turning around chronically low-performing schools (http://dww.ed.gov/School-Turnaround/Improved-Leadership/do/?T_ID=21&P_ID=44&t=2). The rubric to be used includes the following key questions: 1. What data will help me? 2. What are my strengths in this area? 3. What areas could be developed/improved? 4. What are my next steps? This needs assessment will provide the new SIG principal with a roadmap for first steps to be taken in launching the turnaround effort at School 10. Other first steps for the new principal will include: • Screening all existing staff members (through the Petition of Consideration process set forth below and through interviews with potential candidates) and select new teaching and non-teaching staff members from within and outside of the school (existing staff not to exceed 50% of the new staff); • Working with the newly formed School 10 SIG Stakeholder Committee to draft mission and vision statements for the new School 10; • Working with an outside vendor with specific expertise in scheduling to create a new school day schedule for School 10 with extended learning time. Following the recommendations set forth in the USDE Institute of Education Science's practice guide, "Turning Around Chronically Low-Performing Schools," (http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf), the new principal will: 1. Signal the need for dramatic change with strong leadership 2. Maintain a consistent focus on improving instruction	

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	3. Make visible improvements early in the school turnaround process (quick wins) 4. Build a committed staff The presence of a new principal and selection of a new staff will undoubtedly yield a "quick win" by demonstrating to stakeholders that their voices were heard during the needs assessment process and that their feedback was used to shape the SIG program as promised. The drafting of a new mission and vision, with substantial input from the School 10 SIG Stakeholder Committee, will provide the new principal with his/her first opportunity to work directly with parents and other stakeholders to build trust and set a new tone for the new School 10. The new principal will be supported by two (2) school leaders in accordance with the school's new governance structure. In response to the needs assessment, the school will be restructured and grade-level cluster schools will be co-located at School 10 in order to accommodate parent and student concerns about security and enhance the safety of all students. The grade clusters will be divided as follows and will occupy different floors in the school as noted: • K – 2nd Grade (1st floor of school building); • 3rd through 5th Grade (2nd floor); • 6th through 8th Grade (3rd floor). Each grade cluster will have its own leader and a distinct theme: • **K -2** will stress literacy; • **3 -5** will embrace a civic engagement pathway model that will be infused into the school's curriculum; • **6-8** will institute college readiness pathway model to prepare students for high secondary achievement.	

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	In the spirit of "doing what works," the new cluster structure at School 10 will mirror the successful Eastside High School redesign model to bring the "school within a school" approach to the primary level. All of these changes correlate directly to the following priorities identified in the district's strategic plan: Priority I: Effective Academic Programs; Priority II: Safe, Caring and Orderly Schools; Priority IV: Efficient and Responsive Operation The leaders of each cluster will be selected by the principal and will each possess the necessary competencies to support the turnaround effort. The new cluster structure at School 10 will provide "quick wins" for the new principal by drastic change through implementation of a program that was designed in response to stakeholder feedback during the SIG needs assessment process.	
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The district fully supports the implementation of the SIG program at School 10 and will grant the new principal maximum operating flexibility, including control over staffing, scheduling and budget. The increased autonomy the district will grant to the new SIG principal will be accompanied by increased accountability. The district will set clear expectations for success and the SIG principal will be responsible for selecting strategies and implementing programs to accomplish the goals of the SIG program (while working within the parameters set forth in this application).	August 1, 2011
4. The LEA establishes a pipeline of potential turnaround leaders.	Paterson Public Schools is in the process of selecting a vendor to provide professional development and capacity building services to district personnel in order to improve school performance and facilitate the full integration of the N.J. Core Curriculum Content Standards (NJCCCS) and the Common Core Standardse into the District curriculum. Per the Request for Qualifications (RFQ), the selected vendor will provide the following services to the District: 1) curriculum	Release RFQ for professional development, curriculum and capacity building services: August 1, 2011

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	development; 2) curriculum rollout support; 3) assessment alignment and articulation; and 4) professional development to support curriculum implementation. A committee is in the process of determining which vendor will be awarded a contract to provide the aforementioned services. In order to fairly and thoroughly evaluate all proposals, each committee member completed a detailed score sheet and a narrative sheet for each proposal. Criteria include: general and detailed approach and plans, qualifications of the firm, qualifications of individuals proposed and cost. (Please see form L-8, LEA Commitment and Capacity, section D for further information on the screening of external providers.) Relative to SIG, the vendor(s) secured by the District will work directly with the leadership at all two (2) SIG schools and will support SIG principals with implementing their transformation and turnaround plans. This vendor will bring the District curriculum in line with the NJCCCS, and will provide curriculum rollout support for both principals and teachers with an identified focus on Special Education and English Language Learners. In addition to providing support services to SIG principals and teachers, the District will utilize the vendor(s) to adequately train and prepare other principals throughout the district in order to build a pipeline of potential turnaround leaders for future school transformation efforts in other persistently low-achieving schools. The District will also require an intensive summer institute for all selected turnaround leaders, which will be implemented in July 2011. Through this program, principals will receive information about the goals, objectives and expected outcomes for their schools under SIG. Principals will be trained on effective practices for turnaround leaders, including best practices on evaluating instruction, using data to guide instruction and lesson plan development, engaging parents and community stakeholders, effective problem-solving, and building a positive school culture that instills a strong sense of academic achievement. Principals will evaluate the methods they review and will learn how to effectively	Review responses to RFQ: Sept. 2011 Award a contract for aforementioned services: Sept. 2011 Summer Institute for SIG Principals: July 2011

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	implement these strategies in the context of their unique school environments.	
5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.	The increased autonomy the district will grant to the new SIG principal, Lolita Vaughn will be accompanied by increased accountability. The district will set clear expectations for success and the SIG principal will be responsible for developing staff instructional capacity with support from the school leaders for each cluster, teaching coaches, teacher leaders, the district SIG Supervisor and the NTO assigned by the NJDOE. Instructional coaches will support the principal's efforts to develop staff instructional capacity by providing support to teachers within classrooms in the form of modeling lessons. At present, School 10 has only one (1) instructional interdisciplinary coach in the building who is actually a 7th grade math teacher who was pulled from her classroom midway through the school year to fill a gap. In order to provide teachers at the new School 10 with adequate instructional support while sweeping changes are implemented school-wide, an infusion of additional instructional specialists is a key component of the SIG program. The new clusters will be served by two (2) Reading Specialists and one (1) Data Analyst coach, who will serve all grade levels. This intensive, pervasive support for teachers will support the new principal's goal of developing instructional capacity. Professional development is a major component of the SIG program for School 10. The new "clusters" structure of School 10 will lend itself naturally to the re-institution of grade level meetings and the establishment of cluster meetings to ensure that information is shared between grade levels to support vertical alignment. In Year One, instructional coaches will provide an abundant amount of support within classrooms and during structured PD outside of classrooms. As the SIG program progresses, the new SIG Principal, Lolita Vaughn with support from cluster leaders, the IDT, and instructional coaches, will identify teachers who will serve as teacher leaders. Teacher leaders will work collaboratively with the	August 1, 2011

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	principal help to guide the learning agenda and ensure that the teachers' voices are heard as key decisions are made.	

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	While the new SIG principal, Lolita Vaughn will be responsible for adopting a transparent evaluation system for screening existing staff, determining which staff members to retain (not to exceed 50%) and selecting new staff members, the district recognizes that Lolita Vaughn will need to act quickly to begin the screening process. As such, a system has been developed which Lolita Vaughn will enhance and finalize. All teachers will be required to submit a Petition of Consideration if they wish to teach at the new School 10. The Petition of Consideration will include the following questions: 1. Why are you pursuing a position at the new School 10? 2. Why do you want to be part of the turnaround initiative at School 10? 3. What strengths will you bring to the new School 10? 4. How will you establish a culture of high expectations for learning and achievement at the new School 10? 5. What qualities must a teacher possess to succeed at a turnaround school? To support the petition, each teacher will be required to submit an updated resume and a letter of reference from someone outside of School 10.	• Existing staff (teaching and non-teaching) evaluated June 2011 • Petitions of Consideration due June 15, 2011 • Teaching staff • Non-teaching staff
2. The LEA evaluates teacher and administrator skills and knowledge,	The district's existing teacher evaluation tool, which has been in use for nearly 30 years, is overly simplistic and grossly inadequate for use in a SIG school. In	Creating April/May 2011 for

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using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	anticipation of launching SIG programs in September 2011, the district has expedited its existing effort to create and adopt a new teacher evaluation tool. The committee overseeing the creation of a new teacher evaluation tool includes representatives from various stakeholder groups district-wide: Joanne Riviello- Assistant Superintendent Rogelio Suarez - Bilingual Supervisor Anna Adams - Physical Education, Supervisor Lori Kelly - Interim Director, Professional Development Jim Joyner, PEA Union, Officer Karen Liguori - Teacher, PEA Delegate Linda DiMuro - Teacher, PEA Delegate Carol Stryker - Teacher, PEA Delegate Javier Fressee - Teacher, PEA Delegate Dana Cironi - Teacher, PEA Delegate Grace Giglio - Principal, President, PPA Union Based on the Mike Miles model, the teacher evaluation system will be a rubric that takes into account student achievement data. While the specific criteria to be used in the evaluation are still being determined, the following performance standards will serve as the pillars for the rubric: 1. Preparation for instruction a. Establish a culture of high expectations for learning and achievement b. Use district adopted curriculum maps and content knowledge to design coherent lessons c. Post aligned lesson objectives and plan for demonstrations of learning 2. Use of data to inform instruction a. Focus on improving instruction using data b. Use a variety of assessment methods when designing classroom assessments	implementation in November 2011

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	c. Involve students in assessing their own learning 3. Delivers quality instruction a. Instruct bell to bell b. Use a variety of instructional strategies to focus instruction c. Engages students in learning d. Continually checks for understanding e. Deliver rigorous and relevant content f. Integrate 21st Century Skills in instruction g. Provides feedback about student proficiency 4. Interventions to meet diverse needs a. Differentiate instruction based on student needs and background b. Implements interventions with fidelity and adjusts interventions based on results c. Adapt and modify instruction for the unique needs of learners 5. Classroom environment a. Contribute to a safe and orderly learning environment b. Use effective classroom management procedures c. Effectively manage student behavior d. Foster collaboration and self-regulation in students e. Promote positive and respectful rapport 6. Leadership a. Understand their role and responsibility in implementing the District and/or Building Action Plan b. Promote the concept of Professional Learning Communities through collaboration and purposeful involvement c. Continue professional growth 7. Professional responsibilities a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education policies, and school rules b. Demonstrate professionalism c. Effectively communicates and solves problems	

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	Within the rubric, indicators of effectiveness will correspond to each of the performance standards listed and a performance rating will be assigned in each category. The new SIG Principal, Lolita Vaughn will be charged with evaluating all existing teaching staff based on the district's new teacher evaluation rubric. Principal Lolita Vaughn will be granted the power to evaluate district-level non-teaching staff, such as security officers and cafeteria monitors, which is a departure from standard district policy in support of SIG. Immediately upon adoption of the newly developed teacher evaluation rubric, the same committee discussed above will conduct a rigorous review of the existing evaluation tools for non-teaching staff. SIG principals will participate in this effort to ensure that the new evaluation tools developed can be effectively utilized in SIG schools.	
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	Top level administrators from the Paterson Public Schools have attended numerous trainings conducted by the NJDOE throughout the 2010-2011 school year focused on developing useful evaluation tools and implementing those tools with fidelity. The district is using all of the information gleaned and materials disseminated during said sessions to guide the committee described above in developing new evaluation tools. In addition to trainings and seminars conducted by the NJDOE, district administrators are relying upon concepts and standards learned during other professional development activities undertaken in recent years, such as knowledge of the Mike Miles model. As soon as the new teacher evaluation rubric is approved by the PPS Board of Education, the district will introduce the new teacher evaluation tool to all of its teachers and will offer training to all teachers about the content and purpose of the new tool.	**Evaluator Training** - 3 days, September 30, 2011 (**at least one** training day completed by 9/30 and other 2 days by 10/14) **Train the Trainer** -2 days, by October 31, 2011 **Train Instructional Staff** -2 days, by November 30, 2011
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The development of the district's new evaluation tools is being informed by the Interim Report released by the New Jersey Educator Effectiveness Task Force (dated March 1, 2011). The district stakeholder committee that is collaborating to create the evaluation rubrics for teachers and non-teaching staff will convene periodically to evaluate the effectiveness of the new tools to ensure that the tools are (a) useful and (b) being	Committee meetings to gauge effectiveness of evaluation tools: at least twice per

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	implemented with fidelity. SIG principals will collaborate with the committee to ensure that the tools are fully understood by all teachers in SIG schools and that the tools are being fully and properly utilized.	academic year
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	Please see box two (2) above (within Required Activity 2) for a full list of the indicators and standards that will be included in the new teacher evaluation tool, which include, but are not limited to, reflection and observation.	September 2011
6. The LEA monitors the evaluation process and reviews results.	The IDT will be charged with monitoring the staff evaluation process. Specifically, the SIG Supervisor (TBD) will work closely with the Principal Lolita Vaughn to oversee the evaluation process and ensure that the new tools are properly implemented. At the end of the 2011-2012 school year, after all evaluations have been completed, the IDT and the district stakeholder committee that is developing the tools will meet jointly to review the results gathered using the new evaluation tools. These two groups will work collaboratively to identify and ameliorate any issues that arise and to ensure that all stakeholder concerns are addressed and resolved.	September 2011 – June 2012

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The new teacher evaluation tool described herein will be utilized by Principal Lolita Vaughn, as part of the method for determining which teachers will receive performance-based incentives. The principal will also use the results of learning walks and other informal means of information gathering. The specific criteria to be utilized will be established by the school leadership team and will be valid, fair and transparent.	Implementation for September 2011
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	Stakeholders will be involved in the process of establishing valid, fair and transparent methods to be used in allocating performance-based incentives.	Development in Oct. 2011
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	PPS, SIG principals, teachers, parents, and other stakeholders will work together (possibly under the auspices of the PPS Stakeholder Network) to develop policies (in accordance with the Interim Report released by the New Jersey Educator Effectiveness Task Force on March 1, 2011) that facilitate performance-based dismissals.	Development in Nov. 2011
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	Dr. Laurie Newell, the new Director of Human Resources for the Paterson Public Schools, has established hiring procedures focused on recruiting and retaining high-quality teachers.	May 2011
5. LEA and school provide targeted assistance to underperforming teachers.	Underperforming teachers will be identified by school leadership based on multiple measures and will receive supplemental support from instructional coaches, teacher leaders and content specialists. Each underperforming teacher will work collaboratively with school leadership to develop a personalized improvement plan featuring specific	September 2011 – June 2012

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	objectives and benchmarks for success. The improvement plan will be periodically reviewed with school leadership and teachers who fail to make adequate and timely progress will be removed from the school at the principal's discretion.	

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	**Professional Development Model** Teachers and administrators of School #10 expressed through focus groups during the Needs Assessment process that there is currently a lack of job-embedded professional development that is relative to the specific needs of their school environment and instructional capacity. To address this need Principal Lolita Vaughn, in collaboration with the District and Seton Hall University will provide research-based, job-embedded professional development to both administrators and instructional staff through the Model for Urban School Transformation. Research from the Intercultural Development Research Association (IDRA) states, "An effective professional development program provides opportunities for participants to learn about research-based best practices, use data on children and parents in designing instruction, witness effectiveness through models and examples, use and reflect on practice, design instruction and the management of instruction, share and form accountability networks with other personnel, and evaluate and be accountable for what happens in the classroom." The Model for Urban School Transformation aligned in theory and practice with the IDRA, is also supported by the research of Mass Insight Education and Research	**Sept. 2011 – June 2014** • Provide job-embedded professional development • In-class mentoring, coaching, and modeling to improve instructional strategies • Use data to target critical areas in language arts and math

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	Institute, Inc. Levels of support will encompass study groups, professional development for instructional and administrative staff, job-embedded in-class coaching, and grade level meeting support. This will create a highly effective professional development system for teachers and administrators; leading to an environment that is focused on delivering quality instruction and is aligned to the learning needs of each student. **Differentiated PD Based on Teacher Experience, Expertise, and Student Data that is Provided in the Classroom** Professional development provided through Seton Hall University partnership in accordance with the Model for Urban School Transformation will be differentiated based upon each individual teacher experience, expertise, and classroom student data. Seton Hall University will provide master instructional coaches to work one-on-one for at least two hours each week with every teacher in the school towards delivering engaging and effective instruction. Although every teacher will receive this intensive instructional support, there will be an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach will observe, not evaluate, the teacher and build a relationship of trust in order to effectively provide specific, targeted, and "laser beam" professional development through modeling, coaching, and team teaching. Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach will leave the teachers with "next steps" and a skill or strategy to work on or reflect on for the next visit. The Seton Hall University master instructional coach will also give intensive support and coaching to the school instructional coach in order to build capacity and sustainability throughout the duration of the grant and beyond. The master instructional coach will work with the building coach as the building coach is providing job-embedded professional development, modeling effective coaching	

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	strategies much like the master coach will model effective instructional strategies for the teacher. Additionally, the master instructional coach will give guidance and model effective data analysis and application to differentiating targeted classroom instruction. Through analyzing student achievement data, the teacher in collaboration with the master instructional coach, will build skills needed to differentiate instruction based on student need. The focus of the master instructional coach will shift based upon the needs of the students and teachers. Furthermore, Seton Hall University will provide professional development to the building administrative team in areas such as curriculum alignment, action planning, and leadership skills and strategies. The Seton Hall University, in addition to the master instructional coaches, will provide a team leader who will work closely with the principal and NTO to address the PD needs of the administrator and determine areas of PD need for the instructional staff. Professional development will be research-based with practical, practitioner-based emphasis on real work issues that principals and vice principals face daily. Although the master instructional coach will not report back to the principal of the teacher's progress, the master instructional coach and team leader will be in constant contact with the principal as to what the coach and teacher are working in. The team leader will then coach the principal on how to monitor and support the teacher. The principals will also receive peer support through the creation of a Partnership Zone between Paterson's two schools that are eligible for the SIG. A Partnership Zone is a cluster of schools operating as a mini-district which is characterized by model organizational practices, including strong partnerships and more flexible operating conditions. The Partnership Zone will be facilitated by the SIG District Director and/or Supervisor, NTO officers, and SIG principals and leadership teams. The goal of the Partnership Zone is to increase student achievement, to apply improved management structures and processes necessary to sustain high achievement and better student outcomes over time, and to provide a structure of support to the administrative teams of the SIG schools within Paterson Public Schools.	

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2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	**Equipping Teachers with the Competencies Needed to Apply Evidence- and Standards-based Practices Effectively** Seton Hall University will provide master instructional coaches, to work one-on-one for at least two hours each week with every teacher in the school towards delivering engaging and effective instruction. The master instructional coach will provide specific strategies for delivery of instruction, student engagement, and the conceptualization from the student perspective. Although every teacher will receive this intensive instructional support, there will be an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach will observe, not evaluate, the teacher and build a relationship of trust in order to effectively provide specific, targeted, and "laser beam" professional development through modeling, coaching, and team teaching. Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Research from IDRA states, "Teachers must be provided opportunities to adapt and practice newly-learned skills in their context. Teachers also must be provided opportunities to reflect on the impact of new knowledge and skills on children's academic achievement and on the feedback that mentors and coaches provide them." Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach will leave the teachers with "next steps" and a skill or strategy to work on or reflect on for the next visit.	**Sept. 2011 – June 2014** • Provide job-embedded professional development • In-class mentoring, coaching, and modeling to improve instructional strategies • Use data to target critical areas in language arts and math
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	**High Levels of Teacher Practice Implementation** The District and the leadership of School #10 will define high levels of implementation of practices for effective teaching and learning that will ensure school reform. Based upon the Aligned Instructional System Strategic Plan, teachers are expected to accomplish the following: 1) develop lesson objectives that are tied to the curriculum guide, 2) teach objectives according to district pacing guidelines; 3) participate in	**Sept. 2011 – June 2014** *Implementation Year 1* • Begin implementing model as identified

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	Grade Level Meetings, teacher study groups and shared planning times; and 4) utilize the District's assessment database system, *Performance Matters*, to assist teachers and school leadership in the data mining process. **Monitor Changes in Teacher Practice and Student Outcomes** The implementation of these practices will be monitored by the principal of School #10, who will track the school's regularly scheduled program planning and curriculum design periods. The leadership of School #10 will also monitor teacher practices through classroom observations and Learning Walks, and will review student outcomes using the District assessment database, *Performance Matters*. *Performance Matters* will allow Principal Vaughn and her instructional coaching team to evaluate individual student outcomes using quarterly benchmarks.	through assessment • Provide intensive leadership training to school leaders **August 2012 – June 2014** *Implementation Year 2* • Re-assess and evaluate to determine program adjustments and successes • Continue job-embedded professional development **August 2013 – June 2014** *Implementation Year 3* • Re-assess and evaluate to determine program adjustments and successes • Continue job-embedded professional development • Conduct

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		summative evaluation
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	**Grade Level Meetings** The District and the leadership at School #10 will promote an environment professional learning communities and a school culture of continuous learning through the formation of grade level meetings and study groups. According to research from the Mid-continent Research for Education and Learning (McREL), "Schools should be learning communities - not just for students, but for teachers, administrators, and staff members." Grade level meetings will include such topics as curriculum, student data analysis, professional development, classroom management strategies, and other instructional or management challenges. The team leader and/or master instructional coach provided through the Seton Hall University partnership will participate in GLM's to provide guidance and focus where necessary and then to reinforce the GLM's findings/suggestions/professional development back in the classroom. Grade level meetings will provide an opportunity for the collaborative atmosphere that teachers expressed desire for through the needs assessment. **Teacher and Administrator Study Groups** Along with grade level meetings, the Seton Hall University will also establish three teacher/administrator study groups to promote professional learning communities and a school culture of continuous learning. McREL research states, "School leaders in award-winning sites emphasize the importance of giving teams adequate time to work together to plan, evaluate, and improve." The three study groups, as part of the Turnaround Trifecta will focus on three different areas: Structured to Learn, Structured to Teach, and Structured to Lead. Teachers, administrators, and the university team leader and instructional coaches will identify the most pressing challenges in each area, study best practices for improving the area (i.e. conduct action research, etc) and make recommendations to the school leadership committee for implementation. "This approach encourages them to exchange ideas and push each other toward excellence. Working in groups also helps them reinforce what they've learned through staff	**Sept 2011 – June 2014** • Establish the Turnaround Trifecta of three professional learning communities/ teacher study groups • Use PLC findings and suggestions to guide leadership decisions • Analyze and monitor the effectiveness of the PLC's • Change or add new topics as needed

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	development activities, maximizing the impact of those efforts on student achievement" (McREL). The Structured to Learn study group will focus on the culture and climate of the schools so that students have an environment in which they can learn and teachers have an environment in which they can teach. Topics for the study group, which will be indentified through the needs assessment, could include (a) safety, discipline, and engagement, (b) action against adversity, and (c) close student-adult relationships. This means that the students feel safe and cared for and that they are viewed not just as children coming to school with a myriad of social ills, but as individuals whose physical, psychological, social, and academic needs which must be addressed. The Structured to Teach study group will focus on teaching and learning and more specifically on areas such as (a) shared responsibility for achievement, (b) personalization of instruction, and (c) professional teaching culture. These components serve to guide teachers through realizing that they are accountable to children and their parents for the children's learning. Through the study group, the participants will determine strategies to address the needs of each child and to identify those needs though diagnostic assessment, enabling them to adjust the time on task for each student's capability. The Structured to Lead study group will focus on leadership – both for the school administration and teacher level leadership. Topics for this study groups may include (a) resource authority and ingenuity, (b) building a shared mission and vision, and (c) agility in the face of turbulence. This strategy empowers administrators to create a leadership team within the school; make mission-driven decisions regarding the use of resources (time, people, money, and programs); develop partnerships to acquire additional resources; and develop the flexibility to meet environmental challenges in the school, district, state, and the nation.	
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	**Evaluation System for Professional Development Providers** The District has developed a system to evaluate the PD providers and select only those	**August 2011** • Advertisement of RFQ

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oversight to PD providers selected by the school.	considered to be of the highest quality. The District convenes the Curriculum Writing and Professional Development Evaluation Committee. The function of the evaluation committee in any procurement is to make recommendations regarding vendors to the District Superintendent. The decision is based upon an objective and independent analysis of the proposals received, which is based upon the evaluation criteria contained in each Request for Qualifications (RFQ). To begin the process, members of the committee are briefed on the overall evaluation process and are given a set of expectations regarding their participation on the committee. Next, a point score methodology is used to quantify numerically both objective and subjective factors relative to each evaluator's findings and conclusions. Bidders are evaluated on how well the met the criteria outlined in the RFQ, as well as their clear indication of past experience with positive outcomes. Once all proposals are screened, the District creates a list of qualified PD providers, from which each individual can select to meet their school's PD needs. The District will issue an RFQ and embark on the evaluation process for a university partnership, or equivalent of, in providing job-embedded standards- and evidence-based professional development for instructional staff and administrative staff. Included in the RFQ will be the above mentioned desired components such as the teacher and administrative study groups, two weekly hours of job-embedded professional development for every teacher, the establishment and guidance of grade level meetings, and the assignment of a team leader to each school to coordinate professional development with the principal and staff. The RFQ will also require that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders will participate on the evaluation committee to select the university partnership, or equivalent of, to provide the professional development such as school leadership, instructional staff, district representatives, and community members. The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative and summative assessment data. The District SIG Supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete	• Evaluation process • Planning period • Data analysis **Sept. 2011 – June 2014** • On-going data analysis of student achievement data to determine effectiveness of PD • Facilitation of teacher surveys to provided desired and targeted PD • Monitoring by principal of PD strategies use in classroom • Re-assess and evaluate to determine program adjustments and successes • Conduct summative evaluation

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	surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies. Ultimately, summative and formative student achievement data will be the indicator as to whether the professional development had a positive impact. McREL research states, "Student performance data should be used to measure whether changes in teaching practice have improved student achievement". Teacher feedback about professional development providers will constitute a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys will also guide the direction of professional development.	

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	Paterson Public Schools will create an Internal District Team (IDT) at the district level to facilitate its efforts in all two (2) SIG schools. The team will be led by a SIG Supervisor (TBD) who will oversee all implementation efforts district-wide and assume responsibility for coordinating meetings of the IDT. With the assistance of Model for Urban School Transformation school governance and leadership will be overhauled at the district level to establish new tone and vision for each SIG school. Together the district's two (2) SIG schools will form a Partnership Zone. Within the larger district, the Partnership Zone will use new forms of mutually accountable partnerships and flexible operating conditions within the small cluster of two (2) SIG schools as a first step toward whole-district reform. The two main objectives of the Partnership Zone are: 1. To increase student achievement, and 2. To apply improved management structures and processes necessary to sustain high achievement and better student outcomes over time. In order to accomplish these objectives Seton Hall University will create a highly effective professional development system for teachers and administrators, that is focused on delivering quality instruction and is aligned to the learning needs of each student. Every teacher in the two identified schools will have his or her own in-class instructional coach, working in the classroom providing feedback and modeling lessons. In addition, Seton Hall University will train teachers and administrators	• Internal District Team to be in place by Sept. 2011 • Turnaround Leader (district-level) to be hired by August 2011

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	how to ensure that all students, parents, families, and community members are respected and the school is safe and family friendly. The theoretical framework and approach for Seton Hall University partnership, is guided by, 1) Mass Insight, 2) The Effective School Research, and 3) Research conducted by Fullan, Elmore, and Spillane.	
2. The LEA allocates resources to support the turnaround office or team.	School leadership is typically left to the principal, who must possess the requisite knowledge, skills, character and courage to make decisions that will lead the school to success. According to the Structured to Lead component of Model for Urban School Transformation is that the principal in a turnaround school should never lead in isolation; rather a structured leadership team should be composed to make collaborative decisions about staffing, budget, scheduling and programs. As instructional leader, the principal will form the partnerships that will constitute the Leadership Study Group and lead the effort to build a shared mission, create a uniform curriculum aligned with the NJCCCS, develop assessment strategies, provide meaningful data to inform instruction (and enable teachers to access and analyze such data independently on a regular basis through Performance Matters), supervise and evaluate teachers, implement staff development with mentoring and coaching, communicate high expectations, understand the principles of effective school leadership, establish a positive school climate and culture, and act as head cheerleader for the school. In order for Principal Vaughn to effectively and expeditiously tackle all of the responsibilities listed above, a strong Leadership Study Group is required to support the principal's efforts. The district will ensure that Principal Vaughn receives the full support of the IDT to facilitate the formation of the Leadership Study Group at the school level.	On or before June 1, 2011
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	District policies and procedures were reviewed exhaustively as part of the needs assessment and program development and the following policies and procedures have been modified to remove barriers to success:	On or before June 1, 1011

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- New governance model at School 10 including a new principal, school leaders for each cluster, and the shared governance model promulgated by Model for Urban Transformation.
- The principal will be granted the authority to select the staff members (both teaching and non-teaching) who populate the school building and to conduct performance evaluations for both teaching and non-teaching staff within the building
- New evaluation rubrics for both teaching and non-teaching staff

</td><td></td></tr>
<tr><td>4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.</td><td>

Paterson Public Schools' Business Office has an extensive process in place for screening and selecting external partners. Each time the process is used, it is tailored to the specific needs of the particular project in question.

The District's process is conducted as follows:

FORMAL BIDDING PROCESS (non-construction)

<table>
<tr><th>Step</th><th>Time Line</th></tr>
<tr><td>An administrator initiates the request to purchase goods or services requiring a bid</td><td>One Day</td></tr>
<tr><td>The appropriate administrator approves the request for bidding.</td><td>One Week</td></tr>
<tr><td>Sufficient funds are available for the purchase.</td><td>One Day</td></tr>
<tr><td>Detailed specifications are developed for the goods or services.</td><td>One Week</td></tr>
<tr><td>The initiating administrator reviews and approves the specifications.</td><td>One Week</td></tr>
<tr><td>A bid package is prepared by Purchasing.</td><td>One Week</td></tr>
<tr><td>A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.</td><td>Ten Days</td></tr>
</table>

</td><td>May 2011 – August 2014</td></tr>
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<tr><td>Bids are opened and read in public.</td><td>One Day</td></tr>
<tr><td>The bid results are reviewed by Purchasing.</td><td>One Week</td></tr>
<tr><td>Written recommendations for award are made by using department and Purchasing.</td><td>Three Days</td></tr>
<tr><td>The Board resolution is created.</td><td>One Day</td></tr>
<tr><td>The resolution is reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board attorney and State District Superintendent.</td><td>One Day</td></tr>
<tr><td>The Board and/or State District Superintendent approve the award.</td><td>One-Two Weeks</td></tr>
<tr><td>A contract is issued to successful bidder</td><td>Three days</td></tr>
<tr><td>Start the requisition and purchase order process.</td><td>One Day</td></tr>
</table>

In addition to the District's process, specific evaluation criteria will be developed and utilized to select vendors to provide SIG services. The School 10 Leadership Study Group and School 10 SIG Stakeholder Committee will work collaboratively to fairly and thoroughly evaluate all proposals. Each committee member will be given a detailed score sheet and a narrative sheet for each proposal. Criteria will include:
• general and detailed approach and plans,
• qualifications of the firm,
• qualifications of individuals proposed and cost.
</td>
<td></td>
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<tr>
<td>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</td>
<td>Every aspect of the SIG program has been devised with an eye toward sustainability after the two (2) year project period. The main components of the SIG program, including a new principal, turnover of at least 50% of the existing staff, intensive, job-embedded professional development and an infusion of new technology in</td>
<td>September 2011 – August 2014 and on-going</td>
</tr>
</table>

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	classrooms will all pay dividends for many years after the SIG program is concluded. Teachers will continue to draw upon the skills they gain during intensive professional development (particularly in-class coaching and modeling) for the rest of their careers. By the end of the three (3) year project period, professional learning communities will be in place and fully functioning so that teachers will continue to collaborate, share ideas, support one another and observe each other's classrooms to provide constructive feedback for continuous improvement. The instructional and data analyst coaches will empower teachers to improve in areas such as differentiated instruction, project-based learning and classroom management. Once mastered, these skills will serve teachers, their students and their colleagues for years to come. Some teachers will progress to become teacher leaders and will serve as mentors for new teachers and all teachers will participate more meaningfully in professional learning communities by virtue of the intensive PD received during the SIG project period. The SIG program was intentionally designed so that by the conclusion of the three (3) year period, the instructional and data analyst coaches will have rendered themselves obsolete. At that point, teachers and other key staff members will be empowered to carry on the instructional program without the enhanced level of support provided by the supplementary coaches.	
6. The LEA and school align SIG resources with other resources to sustain interventions.	The SIG program was designed in alignment with School 10's Title I Unified Plan, 100 Day Plan, the district's Bright Futures Strategic Plan, the district's Student Progression Plan, and all other relevant school and district-level plans. School 10's SIG Stakeholder Committee will work in conjunction with the school-level Leadership Study Group and the district-level IDT to ensure that interventions are sustained beyond the project period.	September 2011 – August 2014

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The district currently uses *Performance Matters* to warehouse and analyze assessment data, however during the comprehensive needs assessment process undertaken in anticipation of this application, it became evident that there is a disconnect between School 10 and the district-level Office of Assessment, Planning and Evaluation. Teachers and school administrators are not utilizing *Performance Matters* fully and seem to view the system as a "district tool" rather than a tool to inform classroom instruction. Under the present system, teachers administer classroom-based assessments and forward the results to the Office of Assessment, Planning and Evaluation, after which the student data is uploaded into *Performance Matters* and available to teachers within 48 hours. Although teachers have been trained on *Performance Matters*, analysis of user rates reveals that a scant few teachers are logging into *Performance Matters* to even view the results of student benchmarks, let alone running analysis through PM and using that analysis to inform classroom instruction. During the needs assessment portion of SIG development, the root cause for the lack of interpretation and use of data to drive instructional change was identified as a lack of communication between the district-level Office of Assessment, Planning and Evaluation and the school-level teachers. *Performance Matters* was deemed to be an effective tool by all accounts; the problem is that it is not being fully or properly utilized. This disconnect will be remedied through the SIG program so that all teachers in SIG schools will be required	May 2011 – August 2014

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	to use *Performance Matters* on at least a weekly basis and will receive support from the data analyst coach the Office of Assessment, Planning and Evaluation to enable such full and meaningful use.	
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	Disaggregated statewide assessment scores, school performance, and aggregated classroom observation data are all made available to principals and teachers as quickly as possible. Under the new SIG program, teachers and school leaders will analyze said data collaboratively during grade level meetings, cluster meetings, and later professional learning communities.	May 2011 – August 2014
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	In September 2010, Paterson Public Schools developed and implemented an Aligned Instructional System for grades K–12 that includes: textbook alignment, instructional alignment, alignment between state standards and enacted curriculum, and curriculum alignment. This system was developed to ensure that the District adequately delivers the National Core Standards in Language Arts, Social Studies, Science, and Mathematics. Key indicators of success for the Aligned Instructional System are whether or not lesson objectives and instructional strategies are aligned with effective instructional practices to ensure that students demonstrate knowledge learned; and whether or not teachers in K–12 ensure instruction enables students to pace their learning to realize grade level/course expectations. The District will work closely with school leadership in order to ensure that teachers receive appropriate professional development to meet the District's and the school's expectations for comprehensive instructional program. The District will review curriculum alignment concept with school leadership and refine walk-through tools to include specific indicators and rubrics for curriculum implementation. The District will also work with school leaders to develop a student progression plan that outlines what students should know and be able to do at each grade level. The District will empower Principal Vaughn at School 10 will provide staff development tin instructional practices associated with Balanced Literacy, Managed Instruction, and other instructional models used in the school. Staff will receive	May 2011 – August 2014

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	training in curriculum and instructional alignment, and will be coached on how to use the student progression plan to ensure student promotion. Instructional coaches will work one-on-one with teachers on how to work with parents so that they will understand and support student progression planning, and will provide individualize feedback to teachers after classroom visits and Learning Walks. Principal Vaughn will work with the school's instructional coaches to monitor and help facilitate scheduled team and subject area meetings. These meetings are focused directly on curriculum and instruction and agendas and minutes are shared with the full school faculty. The principal will also monitor the use of curriculum maps and provide feedback to teachers regarding their teaching of a guaranteed and viable curriculum. Finally, Principal Vaughn at School 10 will provide individual feedback to teachers and will implement procedures in which teachers who need additional support are observed weekly, either formally or informally, and are given individualize support to help them improve their performance.	
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	As part of the extended day component of the SIG program, teachers will spend time working collaboratively to analyze and interpret data during grade level meetings, cluster meetings and later professional learning communities. In addition, the Data Analyst Coach will provide in-depth coaching in analyzing data and utilizing data to drive instruction.	May 2011 – August 2014
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.	The District utilizes *Performance Matters* Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. *Performance Matters* manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction. The District maintains the *Performance Matters* data system through the Office of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school principals and instructional staff are granted access to the system using their district email address as a username and individual passwords. School leaders and instructional staff are permitted to access student performance data at any time and can review individual and collective student performance that will assist them with adjusting their instructional	May 2011 – August 2014

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	methods and lesson plans to meet the needs of students.	

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA provide access to timely data to schools.	After administering benchmark exams and other classroom assessments, teachers deliver exam results to the principal, who forwards same to the Office of Assessment, Planning and Evaluation. Within 48 hours of receipt of raw data, benchmark results are scanned into *Performance Matters*, at which point data is available for teachers, instructional aides, principals and other school leaders to access. Within *Performance Matters*, data can be analyzed in myriad ways, including, but not limited to, aggregated or disaggregated, by class, by grade level, by subject area (broken down into specific skill sets within each subject area), and by individual student. All NJASK/Terra Nova (soon to be NJPASS) data is also uploaded into PM within 48 hours of receipt and can be accessed and analyzed in the same manner. In addition, the Data Analyst Coach will provide in-depth coaching in analyzing data and utilizing data to drive instruction.	May 2011 – August 2014
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	One of the first challenges that will face the new SIG principal at School 10 Principal Vaughn is creating a schedule for the 2011-2012 school year. In order to expedite the scheduling process and provide the principal with necessary support to balance the unwieldy number of demands on her time between August and September Principal Vaughn will work closely with Human Resources to fill all vacancies. One of the challenges of creating a new School 10 schedule will be the incorporation of structured time for PD and staff collaboration to interpret data. Grade level meetings and cluster meetings will be included in the new schedule, during which times teachers will work collaboratively to analyze the most recent student data available (formative and summative, aggregated and disaggregated (by grade level and classroom),	May 2011 – August 2014

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	including state assessments, district benchmarks and classroom assessments). In addition, the Data Analyst Coach will provide in-depth coaching in analyzing data and utilizing data to drive instruction. Professional development in the form of coaching and modeling will be truly job-embedded and will take place within classrooms. In this way, structured time for a large portion of PD will be built right into the everyday schedule. Time outside of the classroom for staff to meet to discuss and analyze student data (both in grade level meetings and across grade levels to ensure vertical alignment) will be incorporated into the school schedule by the governance committee.	
3. The LEA has established annual goals for student achievement.	The annual goals for student achievement established by the district are set forth in full detail in section S-8 "Annual Student Targets." Specific goals for each subgroup were determined after an intensive analysis of the root causes for failure to achieve among each subgroup and consideration of the new measures proposed under the SIG program to remedy the identified root causes.	May 2011 – August 2014
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The district administers Learnia benchmarks for LAL and Math three (3) times per academic year: Fall, Winter and Spring. The results of these benchmark exams were analyzed extensively as part of SIG program development. According to School 10's 100 Day Action Plan, two (2) indicators of success were identified: • On the Spring 2011 benchmark, 10% decrease in students who fell below 50% on the Fall 2010 benchmark • On the Spring 2011 benchmark, 10% increase in students who scored between 50% and 70% It is not yet clear whether these goals will be accomplished based on the Spring 2011 NJASK and NJPASS results, however, to enhance academic rigor and set high expectations in line with the SIG model, the new School 10 principal will establish ambitious goals for student learning and focus on providing teachers with intensive PD so that effective practices are utilized throughout the school building.	May 2011 – August 2014

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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.	The needs assessment process undertaken in preparation for SIG marked the first step toward meaningful assessment of student data in order to guide instructional change. Building on the momentum established during the SIG needs assessment process, the district has devised mechanisms for ensuring that teachers and administrators make meaningful use of the data at their disposal. A number of forums have been and will be established during which teachers and administrators will meet to review data and plan improvements. Grade level meetings will provide teachers will opportunities to analyze student data collaboratively and compare notes and provide one another with encouragement and support. Cluster meetings (PK-2, 3-5 and 6-8) will provide a forum for teachers and administrators to review and analyze data across grade levels to facilitate vertical alignment and support student progression. In addition, the Data Analyst Coach will provide in-depth coaching in analyzing data and utilizing data to drive instruction.	May 2011 – August 2014
6. The LEA and school share student progress data with parents and students.	Through *Performance Matters*, teachers and/or school leaders can generate reports specifically designed for parents and students to review so that both groups can take an active role in monitoring academic progress. With guidance from instructional coaches and drawing on lessons imparted during intensive PD, teachers will share student progress data with each student, after which students will participate in setting his/her own academic goals to foster investment in academic success. Teachers will share progress reports with parents through the usual channels (back-to-school nights, parent-teachers conferences, report card nights) but will also share student data with parents through less formal means of communication established as part of the larger SIG program. All parents will be invited to join the School 10 SIG Stakeholder Committee (which will be the School 10-specific sub-group of the district-level PPS Stakeholder Network), through which input from parents, caretakers and family members will be solicited and used to shape the SIG program moving forward. The School 10 SIG Stakeholder Committee will examine aggregated student data to track the progress of the SIG program by grade level and overall.	May 2011 – August 2014

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Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.		
Implementation Guidance "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	The district utilized a plethora of sources to familiarize itself with evidence-based practices to provide increased learning time to its students. The practice guide entitled, "Structuring Out-of-School Time to Improve Academic Achievement," (NCEE 2009-2010, U.S.D.E., The National Center for Education Evaluation and Regional Assistance, Institute for Education Sciences) was one such resource drawn upon by the district in putting the SIG program together. District officials have also learned a great deal about increased learning time through PD and participation in seminars and workshops offered by the NJDOE.	May 2011 – August 2014
2. The LEA and school identify community needs and partnership opportunities.	Through the SIG program, the school year at School 10 will be extended by 300 instructional hours by instituting programs that enrich student academics and improve student performance across all grade levels and proficiencies. Parents support the idea of students being in the building later in the day and wish for students to be engaged in constructive after school services and activities. Current after school activities largely revolve around either a rehash of the material presented during the school day – often delivered by teachers who are paid to present the same ineffective lessons after school that are utilized throughout the school day— or operate as little more than a baby-sitting service during after school hours during which students watch movies and engage in passive, unstructured activity unrelated to academics). During the needs assessment process, students expressed an overwhelming desire for a	May 2011 – August 2014

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	wider variety activities and creative and recreational outlets, particularly for art, computers, music, and dance (over 80% of students surveyed). Parents expressed an overwhelming desire for academic support (homework help, tutoring, etc) between the hours of 3pm and 6pm.Stakeholders at all levels expressed a lack of quality enrichment programming for students (across all student subgroups). **Strategies:** • **Implement an extended day program** o School would expand the existing daily program by approximately 1.75 hours per day ▪ 124 days x 1.75 hrs/day = 217 hours o Target student population: all students K-8 o The extended school day will be a continuation of the daily school curriculum and instructional program aligned to the Common Core Standards • **Implement an extended year program** o School will extend the school year by approximately 14 days ▪ 14 days x 6 hrs/day = 90 hours o Goals of Summer Program ▪ To provide a vehicle for enrichment designed to strengthen skills of participating students ▪ To prepare student to achieve proficiency in areas of literacy, math, social studies, and science ▪ To develop and recognize the potential of participating students by enhancing their language arts and mathematics skills	

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	○ Summer Program Activities ▪ "Making the Connection" between students and real life experiences to show the relationship, establish the concept or global citizenry and social and civic responsibility (i.e. planning a garden, supporting seniors, recycling, etc.) ▪ Promote hand-on activities and project-based learning ▪ Incorporate service learning and meaningful community service projects ▪ Utilize and incorporate the arts (song, dance, puppetry, drama) ▪ Use technology to enhance learning (i.e. iPAD, video-conferencing, Skype, research projects) ▪ Reading readiness (K-2) ▪ Debate Team and Public Speaking (3-8) ▪ Educational Field Trips (i.e. museums, libraries, educational sites) The ELO portion of the SIG program ties directly into the following components of Bright Futures, the Paterson Public Schools Strategic Plan: Priority I: Effective Academic Programs; Priority III: Family and Community Connection Priority IV: Efficient and Responsive Operation	
3. The LEA allocates funding for extended learning programs.	Paterson Public Schools exhibits its commitment to extended-learning programs by allocating annual funding to support the operation of extended-learning and after school programs throughout the district. Currently, the District provides supplemental educational services (SES) to all schools that fail to meet Adequate Yearly Progress (AYP). The District SES program provides additional academic help such as tutoring and homework help to low-income students in the subjects of reading/language arts,	May 2011 – August 2014

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	mathematics, and science. Additionally, the district operates 21st Century Community Learning Centers at various school locations. This program connects community-based organizations with local schools to provide academic enrichment opportunities for children - particularly students who attend high poverty and low-performing schools - to meet State and local standards in core academic subjects.	
4. The LEA supports school leadership in developing and sustaining community partnerships.	The district invests substantial resources in its Office of Family and Community Engagement, which is charged with supporting efforts by school leaders to develop community partnerships. The new SIG principal at School 10, Ms. Vaughn, will be charged with sustaining existing community partnerships with neighboring faith-based organizations and groups such as All-Pro Dads while cultivating new partnerships. The PPS Stakeholder Network, a district-level effort which will be launched as a pilot program in the two (2) SIG schools in September 2011, will bring together stakeholders from all corners of the community, including parents, business owners, faith-based organizations, social service agencies and others to be *informed, involved* and *invested* about district initiative. The Office of Family and Community Engagement will support the creation and launch of the PPS Stakeholder Network, which will help to create a pool of potential community partners for School 10.	May 2011 – August 2014
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The university partnership selected to provide PD during the SIG program will be carefully screened to ensure that the provider meets the following criteria: • Experience working in a district that is substantially similar to Paterson both demographically and with regard to academic challenges • The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative and summative assessment data. The District SIG Supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies. • Offering a program that is strictly aligned with School 10's curriculum and, by extension, the NJCCCS	August 2011 – August 2014

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6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	The IDT and the Leadership Study Group will work collaboratively to periodically assess and critique the effectiveness of the ELO program. All such meetings will be guided by the most recent available student achievement data (state assessments, district benchmarks and classroom assessments).	May 2011 – August 2014

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Implementation Guidance

Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	New school leadership will develop age-appropriate policies for each Grade Cluster; School Leaders will implement school policies and discipline within their grade clusters and manage order on grade cluster floors Recommend that Paterson Public Schools pursue the implementation a district-wide Behavioral Modification Program (BMP) that will train teachers and leadership on effective disciplinary methods utilizing resources and expertise of district personnel for positive peer coaching; BMP will use incentives for professional development New school leadership will develop age-appropriate policies for each Grade Cluster; School Leaders will implement school policies and discipline within their grade	May 2011 – August 2014

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	clusters and manage order on grade cluster floors Understanding the district's desire to move away from an alternative middle school model, District must find an alternative solution to address problem students who egregiously violate school policy and ensure their removal from the school environment Recommend that Paterson Public Schools pursue the implementation a district-wide Behavioral Modification Program (BMP) that will train teachers and leadership on effective disciplinary methods utilizing resources and expertise of district personnel for positive peer coaching; BMP will use incentives for professional development	
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	The district has created a Partnership Zone with Model for Urban School Transformation which will support the turnaround effort at Paterson's two eligible SIG schools - Napier, School 6, and School 10. The Model for Urban School Transformation was founded to raise student achievement by providing urban schools with research-based, practitioner-validated, quality education services in teacher training, leadership training, and education capacity building. The proposed Partnership Zone will operate as a mini-district specifically serving the needs of these three schools. Within a larger district, a Partnership Zone, or equivalent of, uses new forms of mutually accountable partnerships applied initially to small, purposefully organized clusters of schools to advance whole-district reform. As part of this approach, integrated programs will be research-based, specifically designed, personalized, and adjusted for each student. In addition to this, related social services will be implemented to address psycho-social needs of children and families.	May 2011 – August 2014
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	The district intends to capitalize on the momentum generated by the SIG Needs Assessment process to create a Paterson Public Schools (PPS) Stakeholder Network, which will be launched in June 2011 as a pilot program at all two (2) SIG schools with the intention to expand the program district-wide by September 2012. Harnessing the enthusiasm parents, caretakers and family members expressed as a	June 2011: PPS Stakeholder Network Pilot Program launches; School 10 SIG Stakeholder Committee forms

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	result of being asked their opinions during the needs assessment and ensured that their opinions would shape the SIG program, the PPS Stakeholder Network will create an opportunity for all stakeholders, including, but not limited to, parents, families, community members, business and non-profit leaders, and government officials, to participate meaningfully in key decisions and keep informed about the latest PPS news. Members of the PPS Stakeholder Network will be invited to special events and will serve as a link between the District and the surrounding community, sharing information with neighbors, friends and associates. All PPS Stakeholder Network activities will be closely aligned with the efforts undertaken by the district's Office of Family and Community Engagement, which will provide critical support for the establishment of the Network in conjunction with the district SIG Supervisor. The first step toward establishing a district-level PPS Stakeholder Network will be the formation of a SIG Stakeholder Committees at School 10. SIG Stakeholder Committee members will serve as the initial members of the PPS Stakeholder Network. During the 2011-2012 school year, members of the PPS Stakeholder Network will attend meetings arranged by the SIG Principal and SIG Supervisor and conducted by key members of the internal district team (IDT) to ensure that stakeholders are apprised of how the SIG programs are being implemented at each of the two (2) schools and are afforded an opportunity to provide meaningful input and feedback. The three tenets of the PPS Stakeholder Network are: *informed, involved, and invested:* all stakeholder groups will be *informed* of the latest developments in the SIG process, *involved* in making key decisions, and *invested* in School 10's success.	July-August 2011: Office of Family and Community Engagement will meet with initial members of SIG Stakeholder Committee to plan for the upcoming school year September 2011: Publicity and first meeting of the PPS Stakeholder Network
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Team building will constitute an essential portion of the SIG Summer Institute for teachers and PD moving forward throughout the three-year project period. Preparation for Professional Learning Communities during year one (1) (and implementation beginning in year two (2) will foster a spirit of cooperation and community within School 10.	Summer 2011
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	The IDT and Turnaround Leader will conduct monthly meetings with the PPS Stakeholder Network (September-November; January-June) to report to the community and solicit input. In keeping with the *informed, involved, invested* theme of the Network, stakeholders will be involved on a regular and continuing basis. The School 10 SIG Stakeholder Committee will feed into the PPS Stakeholder Network and will	May 2011 – August 2014

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	provide another mechanism for ensuring that the voices and opinions of staff, families and the community are heard.	

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	Jane Van Splinter, Financial Analyst and Coordinator of Special Funding in the Academic Services Department, handles the collection of all information relating to SIA Part A for the district and is responsible for completing and submitting all required reports for same. Because of her expertise in this area, Ms. Van Splinter worked with the SIG team to develop a process for collecting and analyzing data at key points during the school year. In order to ensure that data on the nine (9) metrics that constitute the leading indicators for the SIG program is collected and reported with fidelity during the SIG process, the district identified the obstacles that usually arise in the course of collecting such data, analyzed the problems, and identified solutions:	May 2011 – August 2014

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	Issue 1: Principals are overwhelmed with responsibilities and collection of this important data is lost in the shuffle of competing priorities. *Solution 1:* Before the 2011-2012 school year begins, the new SIG principal will identify one individual (a cluster leader or other trusted member of the Leadership Study Group) to be responsible for collecting and maintaining data on the nine metrics in a timely and accurate fashion. The responsible party will understand clearly and unambiguously what is expected and how to satisfy the obligation. *Issue 2*: Principals make a lot of mistakes in their reports because they are not properly informed about exactly how to properly complete the forms, even if they've accurately collected data. *Solution 2*: The process can be streamlined and expedited by training principals and their designees (the responsible party referenced in Issue 1) on (a) what the nine metrics consist of, (b) what data must be maintained and (c) how to properly complete the forms to be submitted to the central office (Ms. Van Splinter to conduct said training).	
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	As soon as the new School 10 principal is identified, he/she will be required to select an individual who will be responsible for maintain the data required to complete the nine metrics. The responsible party will send said data to Ms. Van Splinter on at least a quarterly basis. Once received, Ms. Van Splinter will enter the data into her pre-existing data system and will maintain control over the SIG database for nine reporting metrics. Such reporting will be prioritized over other requests received.	May 2011 – August 2014

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Form S-8

Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: K-2	Running Records	Baseline	2012 Target	2013 Target	2014 Target	Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Running Records	18%	38%	48%	58%	District Math Benchmark	50%	60%	70%	80%
Students with Disabilities	Running Records	0%	10%	18%	26%	District Math Benchmark	15%	25%	35%	45%
Limited English Proficient Students*	Running Records	25%	35%	43%	51%	District Math Benchmark	5 %	15%	25%	35%
White**	Running Records	100%	100%	100%	100%	District Math Benchmark	100%	100%	100%	100%
African-American	Running Records	22%	42%	52%	62%	District Math Benchmark	32%	52%	62%	72%
Asian/Pacific Islander**	Running Records	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
American Indian/Native American***	Running Records	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Hispanic	Running Records	14%	34%	44%	54%	District Math Benchmark	56%	66%	76%	86%
Others*	Running Records	0%	20%	30%	40%	District Math Benchmark	0%	20%	30%	40%
Economically Disadvantaged	Running Records	18%	38%	48%	58%	District Math Benchmark	48%	58%	68%	78%

* less than 20 students
** less than 5 students
*** less than 1 student

Form S-8

Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: K-2	Name of Measurement	2010 Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	2010 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Terra Nova/ NJ PASS	42%	62%	62%	72%	Terra Nova/ NJ PASS	48%	58%	68%	78%
Students with Disabilities	Terra Nova/ NJ PASS	1%	11%	21%	31%	Terra Nova/ NJ PASS	2%	12%	22%	32%
Limited English Proficient Students*	Terra Nova/ NJ PASS	1%	11%	21%	31%	Terra Nova/ NJ PASS	5%	15%	25%	35%
White**	Terra Nova/ NJ PASS	0%	20%	30%	40%	Terra Nova/ NJ PASS	0%	20%	30%	40%
African-American	Terra Nova/ NJ PASS	19%	29%	39%	49%	Terra Nova/ NJ PASS	22%	32%	42%	52%
Asian/Pacific Islander**	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a
American Indian/Native American**	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a
Hispanic	Terra Nova/ NJ PASS	23%	33%	43%	53%	Terra Nova/ NJ PASS	56%	66%	76%	86%
Others*	Terra Nova/ NJ PASS	0%	20%	30%	40%	Terra Nova/ NJ PASS	0%	10%	20%	30%
Economically Disadvantaged	Terra Nova/ NJ PASS	36%	46%	56%	66%	Terra Nova/ NJ PASS	46%	56%	66%	76%

* less than 20 students
** less than 5 students
*** less than 1 student

Form S-8

Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: **3-5**	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	26%	46%	56%	66%	State Assessment	36%	56%	66%	86%
Students with Disabilities	State Assessment	0%	10%	20%	30%	State Assessment	0%	10%	20%	30%
Limited English Proficient Students	State Assessment	19%	29%	39%	49%	State Assessment	29%	49%	59%	69%
White**	State Assessment	100%	100%	100%	100%	State Assessment	100%	100%	100%	100%
African-American	State Assessment	17%	37%	47%	57%	State Assessment	30%	50%	60%	70%
Asian/Pacific Islander**	State Assessment	100%	100%	100%	100%	State Assessment	100%	100%	100%	100%
American Indian/Native American***	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
Hispanic	State Assessment	36%	56%	66%	76%	State Assessment	40%	60%	70%	80%
Others**	State Assessment	0%	20%	30%	40%	State Assessment	25%	45%	55%	65%
Economically Disadvantaged	State Assessment	29%	49%	59%	69%	State Assessment	42%	62%	72%	82%

* less than 20 students
** less than 5 students
*** less than 1 student

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Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 3-5	District LAL Benchmark	Baseline	2012 Target	2013 Target	2014 Target	District Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target
Total Students	District LAL Benchmark	43%	63%	73%	83%	District Math Benchmark	41%	61%	71%	81%
Students with Disabilities	District LAL Benchmark	0%	10%	18%	26%	District Math Benchmark	16%	26%	34%	42%
Limited English Proficient Students*	District LAL Benchmark	39%	49%	57%	65%	District Math Benchmark	33%	41%	49%	57%
White**	District LAL Benchmark	100%	100%	100%	100%	District Math Benchmark	100%	100%	100%	100%
African-American	District LAL Benchmark	33%	53%	63%	73%	District Math Benchmark	40%	60%	70%	80%
Asian/Pacific Islander**	District LAL Benchmark	50%	70%	80%	90%	District Math Benchmark	50%	60%	70%	80%
American Indian/Native American**	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Hispanic	District LAL Benchmark	51%	71%	81%	91%	District Math Benchmark	41%	61%	71%	81%
Others**	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Economically Disadvantaged	District LAL Benchmark	46%	66%	76%	86%	District Math Benchmark	45%	65%	75%	85%

* less than 20 students
** less than 5 students
*** less than 1 student

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Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: **6-8**	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target	State Assessment	2010 Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	21%	41%	51%	61%	State Assessment	24%	44%	54%	64%
Students with Disabilities	State Assessment	3%	13%	23%	33%	State Assessment	8%	18%	28%	38%
Limited English Proficient Students	State Assessment	20%	30%	40%	50%	State Assessment	32%	42%	52%	62%
White**	State Assessment	100%	100%	100%	100%	State Assessment	100%	100%	100%	100%
African-American	State Assessment	19%	39%	49%	59%	State Assessment	19%	39%	59%	69%
Asian/Pacific Islander**	State Assessment	0%	20%	30%	40%	State Assessment	0%	20%	30%	40%
American Indian/Native American***	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
Hispanic	State Assessment	23%	43%	53%	63%	State Assessment	27%	47%	57%	67%
Others*	State Assessment	11%	31%	41%	41%	State Assessment	16%	36%	46%	56%
Economically Disadvantaged	State Assessment	21%	41%	51%	61%	State Assessment	24%	44%	54%	64%

* less than 20 students
** less than 5 students
*** less than 1 student

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Date: April 5, 2011

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 10

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6-8	LAL Benchmark	Baseline	2012 Target	2013 Target	2014 Target	Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target
Total Students	District LAL Benchmark	41%	71%	81%	91%	District Math Benchmark	9%	29%	39%	49%
Students with Disabilities	District LAL Benchmark	3%	13%	21%	29%	District Math Benchmark	0%	10%	18%	26%
Limited English Proficient Students*	District LAL Benchmark	39%	47%	55%	63%	District Math Benchmark	11%	21%	29%	37%
White**	District LAL Benchmark	67%	87%	97%	100%	District Math Benchmark	33%	53%	63%	73%
African-American	District LAL Benchmark	38%	58%	68%	78%	District Math Benchmark	8%	28%	38%	48%
Asian/Pacific Islander**	District LAL Benchmark	100%	100%	100%	100%	District Math Benchmark	0%	20%	30%	40%
American Indian/Native American***	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Hispanic	District LAL Benchmark	43%	63%	73%	83%	District Math Benchmark	10%	30%	40%	50%
Others*	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Economically Disadvantaged	District LAL Benchmark	39%	59%	69%	79%	District Math Benchmark	9%	29%	39%	49%

* less than 20 students
** less than 5 students
*** less than 1 student

Form S-9

Date: 9/21/2011 Revised

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools

Name of School: School 10

SIG Required Activity – 1 Turnaround	Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
SMART Goal:	By September 2011, the principal will be 100% anchored in school improvement practices and strategies to make rapid and substantial changes such as spending a lot of time in classrooms, monitoring teachers closely, modeling good teaching practices, and being highly visible throughout the school.
Indicators of Success:	1. Demonstration and unrelenting focus on evidence-based teaching and learning. 2. Culture of trust, continuous improvement, and accountability for performance. 3. There is a structure time for learning that is based on the needs of the students within the school that accounts for enrichment, core instruction and intervention services.
SBR Practice to Address Goal:	Duke, D. (n.d.). Keys to sustaining successful school turnaround. Unpublished manuscript. Charlottesville, VA: Darden/ Curry Partnership for Leaders in Education. Retrieved August 2007, from http://www.darden.edu/html/standard.aspx ?menu_id=39&styleid=3&id=3215

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	A new principal will be selected to lead the turnaround effort at School 10	IDT	SIG	New principal in place by June 1, 2011	X			
2	District will select a new principal who demonstrates the necessary competencies to lead a turnaround effort	Superintendent IDT	USDE's "Doing What Works" tool, "District Reflection: Identifying the School Turnaround Principal."	New principal contract	X			
3	Board of Education will grant new principal autonomy over key decisions, including staffing, scheduling and budget	Board of Education Scheduler	SIG	Board resolution	X			
4	New principal will conduct a self-assessment using a tool designed to aid leaders in turning around chronically low-performing schools	Principal IDT	USDE Doing What Works Leadership Needs Assessment tool (http://dww.ed.gov/School-Turnaround/Improved-Leadership/do/?T_ID=21&P_ID=44&t=2).	Assessment document	X			
5	Principal will participate in Leadership Institute meetings conducted by NJDOE to share ideas with other SIG principals	Principal NTO IDT (select members)	NJDOE	Attendance sheet Handouts	X	X	X	X
6								

Form S-9

Date: 9/21/2011 Revised

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools **Name of School:** School 10

7								
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10								

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Date: 9/21/2011 Revised

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools **Name of School:** School 10

SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.
SMART Goal:	By June 2011, a measuring system to measure the effectiveness of teachers in content area knowledge and pedagogy in instructional strategies that include a variety of challenging and engaging activities during the hiring process. By September 2011, all teachers hired will be highly qualified and fit all the requirements such as effective leadership skills of a teachers institute involves understanding and commitment to the model, the ability to work effectively with universities and school districts, and fund raising skills.
Indicators of Success:	1. Principal will carefully select appropriate staff members for the school and to deploy staff members carefully to meet the student needs. 2. No more than 50% of existing staff will return to School 10 for the 2011-2012 school year.
SBR Practice to Address Goal:	Conzemius, A. (2000). Framework. *Journal of Staff Development, 21*(1): 38–41. Duke (n.d.); Duke et al. (2005); Johnson, J.F., and Asera, R. (Eds.). (1999). Hope for urban education: a study of nine high-performing, high-poverty, urban elementary schools. Washington, DC: Policy Studies Associates and The University of Texas at Austin, The Charles A. Dana Center. Lachat and Smith Picucci, A.C., Brownson, A., Kahlert, R.,and Sobel, A. (2002a). Driven to succeed :high-performing, high-poverty, turnaround middle schools. Volume I: crosscase analysis of high-performing, high poverty, turnaround middle schools. Austin, TX: The University of Texas at Austin, The Charles A. Dana Center. Whiteside, V.B. (2006). *Meeting the challenge of No Child Left Behind: how an inner-city middle school succeeded.* Unpublished doctoral dissertation. Fordham University, New York City. Zargarpour, N. (2005). A collective inquiry response to high-stakes accountability. Unpublished doctoral dissertation. Claremont Graduate University, Claremont.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal and leadership team will review the most recent evaluations for all existing staff members and interview applicants who submit a Petition for Consideration, resume and letter of reference to teach in the new School 10	Principal School leadership team Turnaround Leader	Petitions for Considerations Resumes Letters of Recommendation Teacher/staff evaluations	Petitions for Considerations Resumes Letters of Recommendation Teacher/staff evaluations	X			
2	Principal and leadership team will interview candidates and select staff members who demonstrate the necessary competencies and attitude to support enthusiastic implementation	Principal School leadership team Turnaround Leader	Interviews Petitions for Considerations Teacher/staff evaluations	Petitions for Considerations Teacher/staff evaluations	X			

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Date: 9/21/2011 Revised

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools **Name of School:** School 10

	of the SIG program.							
3	Principal and leadership team will strategically deploy staff members to maximize effectiveness based on strengths.	Principal School Leadership team Turnaround Leader	Interviews Petitions for Considerations Resumes Letters of Recommendation Teacher/staff evaluations	Roster of staff assignments	X			
4								
5								
6								
7								
8								
9								
10								

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Date: 9/21/2011 Revised

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools **Name of School:** School 10

SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
SMART Goal:	By September 2011, recruit, retain and reward teachers who are highly qualified and who fit the vision of the school and enthusiastically dedicate themselves to improving academic achievement and instituting a rigorous academic program.
Indicators of Success:	1. Classroom activities are engaging, rigorous, and aligned with core content standards. 2. Teachers receive financial incentives based on improved student performance.
SBR Practice to Address Goal:	Whiteside, V.B. (2006). *Meeting the challenge of No Child Left Behind: how an inner-city middle school succeeded.* Unpublished doctoral dissertation. Fordham University, New York City.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Establish valid, fair and transparent methods for allocating performance-based incentives	Teachers PEA (Paterson Education Association – local teachers' union) Parents Other relevant stakeholders	SBR	Written plan for allocation of performance-based incentives Board resolution		X	X	
2	Develop policies that facilitate performance-based dismissals	IDT PEA SIG principals Teachers Parents PPS Stakeholder Network	Interim Report released by the New Jersey Educator Effectiveness Task Force on March 1, 2011	Board resolution authorizing new policy			X	X
3	Identify underperforming teachers based on multiple measures and provide supplemental support from Reading specialists.	Principal School leadership PEA	Instructional coaches Content specialists	Teacher evaluations Learning walks				X
4	Develop a personalized improvement plan for each underperforming teacher featuring specific objectives and benchmarks for success (to be periodically reviewed with school leadership and teachers).	Principal Teacher PEA Reading specialists	Instructional coaches	Personalized improvement plans				X
5	Remove underperforming teachers who fail to make adequate and timely progress in	Principal IDT	Board policy on performance-based	Teacher evaluations				X

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PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools **Name of School:** School 10

	accordance with personalized improvement plans from School 10 at the principal's discretion		dismissals					
6								
7								
8								
9								
10								

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PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Paterson Public Schools

Name of School: School 10

SIG Required Activity – 4 Turnaround	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	By June 2012, after introducing at least 6 strategic ways to increase student engagement to all staff at School Number 10 through PD, 80% of teachers will demonstrate proficient use of at least 2 out of 6 student engagement strategies(1) multiple response strategies; 2) student –led discussions; 3) student elicit responses at higher levels of Blooms Taxonomy; 4) technology assisted response tools; 5) student to student Socratic dialogue; 6) lessons engage students ' use of multiple senses and novice level of use of all 6 strategies that contribute to increased levels of student engagement. Measurement of student engagement strategies will be observed using Walk Through protocol and/or Individual Teacher Observations. By June 2012, 75% of the instructional staff at School Number 10 will increase knowledge, demonstrate the skill and increase the use of effective demonstrations of learning (DOLs) practices; 75% of students at School # 10 will increase understanding of what they are learning; and 20% of parents will increase their knowledge about DOLs. Measurement of demonstration of learning (DOLs) will be observed using Walk Through protocol and/or Individual Teacher Observations and surveys or discussions during meetings and conversations when visiting the school.

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LEA : Paterson Public Schools **Name of School:** School 10

Indicators of Success:	1. After PD on student engagement, 75% of teachers will know and use at least two out of six strategies engaging student in the classroom as observed during walkthroughs and/or Individual Teacher Observation. 2. Out of 40 Spot Observations of classrooms by November 2011 by individual NTOs and school administrative teams, students in at least 50% of the classrooms are engaged in instruction. This percentage will increase to 75 % by January and 100 % by April 2012. 3. After PD on demonstrations of learning, 75% of math, science, literacy and social studies teachers will use DOLs that are student friendly as observed on walkthroughs and/or Individual Teacher Observation. 4. Walk -Through Data show increasing numbers of students able to articulate "what" they are learning in student interviews. **5.** All teachers can demonstrate novice level use of these 6 strategies: 1) **multiple response strategies;** 2) student –led discussions; 3) **student responses elicit responses at higher levels of Blooms Taxonomy**; 4) technology assisted response tools; 5) student to student Socratic dialogue; 6) **lessons engage students ' use of multiple senses**
SBR Practice to Address Goal:	Porter, A.C., Birman, B.F., Garet, M.S., "Does Professional Development Change Teaching Practice? Results From a Three-Year Study," 2000. See "Executive Summary." Smylie, M.A., Allensworth, E., Greenberg, R.C., Harris, R., Luppescu, S., "Teacher Professional Development in Chicago: Supporting Effective Practice," Consortium on Chicago School Research, 2001.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	By September 15, inform the school community about the SIG goals and expectation for implementation	Administrator Leadership Team/NCLB Supt.	Parent/Community Outreach Meeting	Flyer, agenda, sign-in sheets	x			
2	By October 15, develop a rubric for student engagement and use of DOLs that shows baseline, proficient and exemplary demonstration.	School Administrators NTO SIG Supervisor Central Office Curriculum Department	Walk Through Protocol (Mike Miles Spot Observation Form)	Walk Through Data Individual Teacher Observation	x			

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3	By October 1, conduct Walk Through to gather baseline data on use of student engagement strategies and DOLs; compile and analyze Walk Through data.	School Administrators Principal NTO Central Office Administrators Coaches	Walk Through Protocol (Mike Miles Spot Observation Form)	Walkthrough tool, analysis of results	x			
4	Research student engagement and DOLs strategies to present to staff through modeling during Professional learning teams and faculty meetings for further study.	School Administrators Principal NTO Central Office Administrators	Professional Articles University Partners	Agenda & Minutes of PLT/Faculty meetings Participation list	x			
5	Collaborate to develop a professional development model program to encompass study groups, job-embedded in- class coaching, and grade level meeting support.	School Administrators Principal NTO Central Office Administrators University Partnership	SIG	Schedule Agenda(s)	X			
6	By September 31, conduct monthly meeting/training with parents to discuss instructional strategies used at School # 10	Administrators Parent Liaison Leadership Committee/NCLB	Incentives Parent Room Multi-Purpose Room	Agenda, schedule, handouts	x			
7	October 2011 –February 2012, conduct PD on student engagement strategies: multiple response; lessons that engage students use of multiple senses; engage student responses that elicit higher levels of Blooms Taxonomy; student –led discussions; technology assisted response tools; and student to student Socratic dialogue.	Consultants SIG Data person SIG Supervisor	Increased Learning for staff PD costs PLCs	Agenda, schedule, handouts	x	x	x	x
8	By November 30, conduct 2nd series of walkthroughs to determine progress on goals and report findings/discuss improving implementation.	Administrators NTO SIG Data person SIG Supervisor	Analysis software IPads Walkthough Tool Administrator Newsletter	Analysis of results Walkthrough summaries Artifacts/charts in data room Agendas minutes,	x			

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				communications				
9	Use the data generated from Performance Matters to identify strengths and weaknesses of students across classrooms, grade-spans, and the school as a whole.	School Administrators Principal NTO Reading Specialists Central Office Administrators University Partnership Teaching Staff	University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X	X	X	X
9	By the end of each month, complete a monthly series of walkthroughs, analyze results and present results to school community (parents, staff, students)	Administrators NTO SIG Data person SIG Supervisor	SIG Supervisor	Analysis of results Walkthrough summaries Artifacts/charts in data room	x	x	x	x
10	May 2012, survey the school community about student engagement, and DOLs; administer post-test of knowledge; distribute results.	Administrators SIG Data person SIG Supervisor	PLT Coaches	Survey	x	x	x	x
11	By October 15, through the university partnership provide job-embedded professional development for at least two hours each week with every teacher (modeling, coaching ,and team teaching)	Administrators Math/LAL Coaches NTO Reading Specialist Teaching Staff University Partners	SIG University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	x	x	x	x
12	Provide PD in technology integration, Smart Boards, IPADS	Administrators SIG Data Person SIG Supervisor Technology Vendor	Technology Hardware and Software, Time Allocation for PD training,	Agenda(s) Sign-in documentation Handout(s)	x	x	x	x

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LEA : Paterson Public Schools **Name of School:** School 10

SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal:	By October 2011, a shared governance structure to support the principal will be in place to make decisions.
Indicators of Success:	1. Principal makes autonomous decisions about budget, staffing and scheduling. 2. Shared governance committee supports the principal in making and carrying out key decisions
SBR Practice to Address Goal:	Portin, B. S., Knapp, M. S., Dareff, S., Feldman, S., Russell, F. A., Samuelson, C., & Yeh, T. L. (2009). Leadership for learning improvement in urban schools. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington. Details of this case on this page and the next come from a school case portrait developed for this research

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Create direct, personal relationships between individual central office administrators and school principals specifically focused on helping every school principal become a stronger instructional leader.	Governance committee IDT ; Turnaround Leader University program for Urban School	University program for Urban School District Principals	Meeting agenda Meeting minutes	X			
2	This governance committee will meet to share information for school improvement plans.	Governance committee Principal; Turnaround Leader	University program for Urban School District Principals	Meeting agenda Meeting minutes	X	X	X	X
3	The principal governance will plan ahead to be prepared for anticipating situations and dealing with them in advance.	Governance committee Principal; Turnaround Leader	University program for Urban School District Principals	Meeting agenda Meeting minutes	X	X	X	X
4	The principal will bring the information back to the leadership team at the school level to make discussions and changes.	Principal; Turnaround Leader School leadership team	Research Student data	Meeting agenda Meeting minutes	X	X	X	X
5	The principal and the governance committee will hire a vendor to provide parent involvement seminars	Governance committee Principal	University program for parental topics	Meeting agenda Meeting minutes	X	X	X	X

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SIG Required Activity – 6 Turnaround	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.
SMART Goal:	By June 2012, 75% of school staff; 20% of parents; and 50% of students in grade 4-8 will know how to use data so they can explain expectations and assessment criteria
Indicators of Success:	1. 80 % of teachers will run and examine disaggregated data reports from Performance Matters on at least on a weekly basis 2. 100% of teacher collaboration with instructional coaches and other teachers during grade level and cluster meetings to analyze student data 3. 75% of students in grades 5-8 will be able to use a rubric for evaluating 3-5 paragraph essays 4. 100% of teachers will be able to assist students in using the 3-5 paragraph rubrics
SBR Practice to Address Goal:	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/. Appalachia Regional Comprehensive Center. (n.d.) *Becoming Data Smart: A New Tool for Effective Data Use.* Retrieved from http://www.edvantia.org/publications/arccwebcast/june07/

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Establish data committee and assign a representative from each school stakeholder group	SIG Committee/NCLB Data Coach	Data Plan Time	List of committee members	x			
2	Establish data vision and define data literacy	Data Committee	McRel Process Guide	Vision and definition of data literacy	x			
3	Notify school community and parents about school's data driven focus	Parent Liaison Principal Data Coach	Flyer Project Explanation	Notifications Agenda Parent Meeting	x			
4	Develop the tools for student data analysis;	Data Committee	Summer stipends	Tool for student data	x			

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	incorporate activities into curriculum and lesson plans	Data Coach SIG Supervisor		analysis				
5	Provide PD to teachers and parents about the data plan; teachers meet to determine data that will be analyzed by students. Explain how feedback must be designed to help students understand their own strengths and weaknesses explaining why they received the grades that they did and where they should focus.	Data Committee Administration Consultants	Agenda Location	PD agenda, handouts, video clips	x	x	x	x
6	With support from Reading Specialist, Data Coach, Interdisciplinary Coach and Adminstrators, teachers will identify the root causes for lack of student achievement by analyzing various assessment data and use the data to drive instruction and plan interventions	Teachers Reading Specialist Data Coach University Partners	Performance Matters Common Assessments	Lesson plans Copies of student data Data Binders	x	x	x	x
7	Grade Level planning time will be used to provide PD to teachers on the basic data analysis and how to use the tools.	PLCs All staff SIG Supervisor Administrators	Tools Schedule Assessment Results	Attendance sheet Meeting Agenda Student performance reports (aggregated and disaggregated)	x	x	x	x
8	Provide training for teachers on how to develop and use rubrics for evaluating 3-5 paragraph essays	PLCs All staff SIG Supervisor Administrators	Tools/Rubrics Schedule	Copies of student data	x	x	x	x
9	Conduct one grade level walk through per week to observe teacher and student use of data. Provide specific feedback at PLC meetings.	School/district leadership	Walkthrough Tool	Walkthrough analysis PLC agendas, minutes	x	x	x	x
10	Further develop a data-driven culture of improvement. Begin development of online data analysis tools for use by students and teachers. Chart progress from one cycle to another.	SIG data person All staff	Online tools Charts Progress items	Demonstration of online tools, data room charts		x	x	x

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11	PLCs review the results of the student /teacher use of data analysis.	All staff	Data Results	Data analysis, video clips, survey	x	x	x	x

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LEA : Paterson Public Schools

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SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	By June 2012, 100% of all teachers will continuously monitor individual student progress, identify areas where students need additional support and differentiate instruction to address individual needs.
Indicators of Success:	1. Teachers use a wide range of student data, including the results of formative, interim, classroom, and summative assessments, to determine individual students' academic needs. 2. Teachers differentiate instruction to accommodate students' individual needs.
SBR Practice to Address Goal:	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/. Johnson, G. M. (2000). Schoolwide enrichment: Improving the education of students (at risk) at promise. *Teacher Educator, 27*(4), 45-61.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal and Teachers analyze data in a series of simple steps.	Principals Teachers Counselor Reading Specialists	Agendas Student work Research Guides	Lesson Plans	X	X	X	X
2	Use student work to group students appropriately for strategic or intensive instruction.	Principals Teachers Counselor Reading Specialists	Student work Research Guides	Lesson Plans	X	X	X	X
3	Explicitly decide when to ""re-do" "review" or "re-teach".	Principals Teachers Reading Specialists Counselor	Student work Research Guides	Lesson Plans	X	X	X	X
4	Facilitate grade level or subject area group discussions of data.	Principals Teachers Counselor	Student work Research Guides	Lesson Plans	X	X	X	X

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		Reading Specialists						
5	Make the ongoing use of data part of the school's culture.	Principals Teachers Counselor Reading Specialists	Student work Research Guides	Lesson Plans Agendas	X	X	X	X
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SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	By this school year 2011, Students will achievement improvement by delivery of instruction is in a structured, focused format with adequate dosage.
Indicators of Success:	1. Greater exposure to extended day program will yield higher academic achievement.
SBR Practice to Address Goal:	Lauer, P. A., Akiba, M., Wilkerson, S. B.,Apthorp, H. S., Snow, D., Martin-Glenn,M., et al. (2004). *The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis, updated.* Aurora, CO: McREL. Reisner, E. R., White, R. N., Russell, C. A., & Birmingham, J. (2004). *Building quality,scale, and effectiveness in afterschool programs: Summary report of the TASC evaluation.* Washington, DC: Policy Studies Associates.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Principal and Teacher panel assume the basic structure of an academically focused extended day program.	Principals Teachers Reading Specialists	Curriculum Schedules Needs assessments	Lesson Plans Agenda	X	X	X	X
2	Appoint classroom teachers who demonstrate success during the school day.	Principals Teachers Reading Specialists	Curriculum Schedules Needs assessments	Lesson Plans Agenda	X	X	X	X
3	Devise flexible staff schedules that allow teachers to work for shorter periods.	Principals Teachers Reading Specialists	Curriculum Schedules Needs assessments	Lesson Plans Agenda	X	X	X	X
4	Extended learning opportunities will be offered by an experienced vendor during year one	Vendor Reading Specialists School leadership team Technical Consultants i.e. math, science and technology	Vendor	Curriculum for ELO Plans	X	X	X	X
5	Content presented during extended learning time will be aligned with curriculum	Principal District curriculum specialists	Curriculum ELO research	Curriculum for ELO Plans	X	X	X	X

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		Reading Specialists School leadership team Technical Consultants i.e. math, science and technology						
6	Create standardized tools for observers to use in assessing program quality.	Principals Teachers Reading Specialists	Curriculum Schedules Needs assessments	Lesson Plans Agenda	X	X	X	X
7	Provide extended day and extended year academic courses, enrichment courses and activities for students	Principal District Supervisor; partnering agencies	Research	MOU	X	X	X	X

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LEA : Paterson Public Schools

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SIG Required Activity – 9A Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	By May 2012, there will be a 50% decrease in student discipline referrals, and suspensions compared to the 2011 school year. Verbal and physical types of bullying by students will be reduced to 50% by the end of the school year through a zero tolerance policy.
Indicators of Success:	1. The overall number of student discipline referrals for each quarter declines by 25% when compared with the previous year. 2. The Anti-bullying Specialist will provide training in conflict resolution and peer mediation. 3. After PD on classroom management, 75% of staff will know and demonstrate positive behavior supports. 4. 100 percent of students will be able to define four types of bullying and know the consequences if bullying occurs. 5. Expose students' to 5 positive habits to incorporate into their daily routine by showing "acts of kindness." 6. Students will be rewarded for their positive behavior and academic accomplishments.
SBR Practice to Address Goal:	Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Positive habits of Mind, http://www.essentiallifeskills.net/positivehabits.html

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The Anti-Bullying Specialist will share his/her role with the school community and assist in implementing and enforcing anti-bullying policies.	Principal, Vice Principals Teachers Anti-bullying Specialist SAC	Data Anti-bullying Specialist	Incident reports Discipline referrals	x	x	x	x

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2	Implement Peer Mediation Program	Guidance Counselor SAC	Training Materials Location	Incident reports Peer Mediation Referrals	x	x	x	x
3	Create a "Think Spot" Room for student intervention services (i.e. small group counseling, peer mediation, time out zone)	Principal, Vice Principals, Guidance Counselor, SAC, Social Worker, Support Staff	Location Time Schedule	Student Referrals Record Log	x	x	x	x
5	Keep data on student behavior as measured by incident reports	Vice Principals, Anti-bullying Specialist Parent Liaison SIG Committee/NCLB Data Coach	Parent/Community Compact Locations	Newsletters Flyers Agenda, minutes, handouts	x	x	x	x
6	Work with staff on implementing affective behavior lessons to students every week	Parent Liaison SIG Committee/NCLB Data Coach Vice principals	Parent/Community Compact Locations	Newsletters Flyers Agenda, minutes, handouts Lesson Plans	x	x	x	x
7	Recruit parents/community partners to be on the school climate/culture committee	Parent Liaison SIG Committee/NCLB Data Coach Vice principals	Parent/Community Compact Locations	Newsletters Flyers Agenda, minutes, handouts	x	x	x	x
8	Conduct pre-post school year student satisfaction /interest surveys	Guidance SIG Committee/NCLB Data Coach Vice principals	Parent/Community Compact survey	Newsletters Flyers Agenda, minutes, handouts	x	x	x	x
9	Develop on/off site community service projects that involve students	Parent Liaison SIG Committee/NCLB Data Coach Vice principals	Parent/Community Compact Locations	Newsletters Flyers Agenda, minutes, handouts	x	x	x	x
10	Discuss 5 positive habits to develop during weekly/monthly convocations	Parent Liaison SIG Committee/NCLB Data Coach Administrators	Guidance Office Positive Habits of Mind	Feedback	x	x	x	x

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11	Implement Paterson Pathways for 6th-8th grade students, which will help them set goals for the future ,as well as, career exploration	Principal, Vice Principals, Teachers, Support Staff	Guidance Counselor District-wide Curriculum Student Portfolios	Student Portfolios, End-of-the Year Presentation, Career Day	x	x	x	x
12	Continue to promote wearing of uniforms at all grade levels through a school-wide logo contest	Principal, Vice Principals, Teachers, Support Staff	Uniform Vendors Student Incentives Logo	Survey Collection	x	x	x	x
13	Reward students for positive behavior and academic achievements	Principal, Vice Principals, Teachers, Support Staff	Principal, Vice Principals, Teachers, Guidance Counselor, Support Staff	Student of the Month, Quarterly Awards Presentation, Citizenship, Honor Roll and Principal List Awards, NJASK Awards Presentation, Jr. Honor Society	x	x	x	x

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SIG Required Activity – 9b Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	By June 2012, 25% of parents and community partners will be actively involved at the school through training, volunteering etc.
Indicators of Success:	1. Increase in parent's active participation by 25% at School 10. 2. Parental Survey Results 3. Increase community involvement by 25% at School 10.
SBR Practice to Address Goal:	Establishing and maintaining effective communication between Home, School, and Community is a SBR Practice consistently resulting in parental involvement having a positive effect on students' academic and social lives.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Help parents with strategies for supporting school work/homework across the grades.	Parent Liaison SIG Supervisor Administrators Coaches Academic Coaches	Time	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets Purchase Orders	x	x	x	x
2	Conduct grade level meetings that will focus on informing parents on curriculum and assessment standards, No Child Left Behind requirements, NJ ASK 3-8, District Benchmark Assessments, monitoring their students' progress, and working with educators.	Parent Liaison SIG Supervisor Administrators Coaches	Consultants	Feedback Agendas Sign-in	x	x	x	x
3	Recruit parents/community partners to participate on school	Parent Liaison SIG Supervisor	Location Incentives	Agendas Sign In Sheet	x	x	x	x

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	building committees	Administrators Coaches						
4	Conduct pre-post parent survey to assess satisfaction /interest	Parent Liaison SIG Supervisor Administrators Data Coach	Survey Monkey	Survey Results	x	x	x	x
5	Create Parent Resource Center	Parent Liaison SIG Supervisor Administrators	Office Equipment Computers, Printers Office Supplies	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	x			
6	Provide parents with materials and training to help them work with their child to improve their child's academic achievements	Parent Liaison SIG Supervisor Administrators Community Agencies	Consultant	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	x	x	x	x
7	Coordinate parental participation activities with other community resources and programs	Parent Liaison SIG Coordinator	Community Agencies	Activity	x	x	x	x
8	Develop on/off site community service projects that involve families	Parent Liaison SIG Supervisor Data Coach Administrators Guidance		Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	x	x	x	x
9	Host a Multicultural event to encourage the appreciation for diversity within the school and community population*	Parent Liaison Academic Coaches	Location	Agendas Sign In Sheet Feedback Sheets	x	x	x	x
10	Develop on/off site community service projects that involve students	Parent Liaison SIG Committee/NCLB Data Coach Vice principals	Parent/Community Compact Locations	Newsletters Flyers Agenda, minutes, handouts	x	x	x	x

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LEA : Paterson Public Schools

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SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	By September 2011, Teachers and administrators will have developed a collect data system by working directly with each other in the school to obtain information that can be used to guide instruction.
Indicators of Success:	1. Collect of any baseline or benchmark data that the SEA has thus far collected on the leading indicators.
SBR Practice to Address Goal:	Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, Review of Research: How Leadership Influences Student Learning, Center for Applied Research and Educational Improvement, Ontario Institute for Studies in Education, The Wallace Foundation, 2004. Catherine H. Augustine, Gabriella Gonzalez, Gina Ikemoto et al., Improving School Leadership: The Promise of Cohesive Leadership Systems, RAND Corporation, 2009.

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	First, look at benchmarks, lesson plans, and student work and examine through in-depth studies, looking for the characteristics of a carefully selected range of exemplary programs, including the costs of these programs.	Principals Teachers Reading Specialists Counselor	benchmarks, lesson plans, student work	Agenda Lesson plans Notes	X	X	X	X
2	.Second, the leadership team will examine the type of program offered (pre-service, in-service, or both) and the type of institution sponsoring or coordinating the program (district, university, or third-party).	Principals Teachers Counselor Reading Specialists	benchmarks, lesson plans, student work	Agenda Lesson plans Notes	X	X	X	X
3	. The principal will establish a specific "learning improvement agenda" for the school that reflects a strong, achievement-oriented school culture with clear expectations.	Principals Teachers Counselor Reading Specialists	benchmarks, lesson plans, student work	Agenda Lesson plans Notes	X	X	X	X
4	Teacher-leaders will be involved in crafting that agenda and communicating	Principals Teachers	benchmarks, lesson plans,	Agenda Lesson plans	X	X	X	X

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	it to other teachers and making it a reality in their classrooms.	Counselor Reading Specialists	student work	Notes				
5	Reports and agendas will demonstrate strong interactive and program implementation through out the school.	Principals Teachers Counselor Reading Specialists	benchmarks, lesson plans, student work	Agenda Lesson plans Notes	X	X	X	X
6	Principal will assume responsibility, or select a designee, to collect and maintain data on the nine leading indicators on a continuing basis	Principal or designee Turnaround Leader	Indicator database	Database reports	X	X	X	X
7	The Principal or designee will forward data on the nine indicators to the central office on a monthly basis	Principal or designee Turnaround Leader	Indicator database	Database reports	X	X	X	X
8	The central office will designate an Financial Analyst to assume responsibility for maintaining on nine leading indicators from all SIG schools	Financial Analyst	Indicator database	Database reports	X	X	X	X
9	Financial Analyst will communicate with the NJDOE on progress toward data collection about the nine leading indicators	Financial Analyst NTO	NJDOE	Database report	X	X	X	X
10	Financial Analyst will prepare and submit reports to NJDOE on nine leading indicators	Financial Analyst	Indicator database	NJDOE report	X	X	X	X

REVISED BY PAT SHAY DECEMBER 15, 2011
Form S-17 REVISED 10/24/2011
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Paterson Public Schools

School Name: School 10 County/LEA/School Code: 31 /4010/140

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: 11-SGO3-HO2 October 24,2011

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			925,960		925,960
Purchased Professional & Technical Services	100-300			262,500		262,500
Other Purchased Services	100-500					
Supplies and Materials	100-600			215,947		215,947
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				$1,404,407		$1,404,407
SUPPORT SERVICES						
Personal Services - Salaries	200-100			136,868		136,868
Personal Services – Employee Benefits	200-200			140,364		140,364
Purchased Professional & Technical Services	200-300			21,089		21,089
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			30,000		30,000
Travel	200-580			1,240		1,240
Supplies and Materials	200-600			23,625		23,625
Other Objects	200-800			36,000		36,000
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				$389,186		$389,186
FACILITIES ACQUISITION & CONSTRUCTION						
Buildings	400-720					
Instructional Equipment	400-731			137,840		137,840
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				137,840		$137,840
TOTAL COST				$1,931,433		$1,931,433

Dr. Carol Fredericks
Business Administrator/Chief Fiscal Officer

October 24, 2011
Date