Seq 2

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

£ 4/26

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 07
LEA/OTHER: 0680
SCHOOL: 070

COUNTY NAME: Camden Pyne Point M.S.
Camden Board of Education

APPLICANT AGENCY
201 North Front Street

AGENCY ADDRESS

Camden	New Jersey	08102
CITY	STATE	ZIP
(856) 966-2040	(856) 966-2138	
AGENCY TELEPHONE NUMBER	AGENCY FAX	

PROJECT DIRECTOR (Please print or type name): **Deborah Polk**

TELEPHONE NUMBER:**(856) 966-2405** FAX#: **(856) 966-2456** E-MAIL **msoto@camden.k12.nj.us**

BUSINESS MANAGER: **Celeste Ricketts** PHONE#: **(856) 966-2036** E-MAIL**caricketts@camden.k12.nj.us**

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

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: $_____

APPLICATION CERTIFICATION:

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

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

Dr. B. Lefra Young

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent
TITLE

4/20/2011
DATE

Dr. Bessie Lefra Young
(Please print or type name)

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

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 – PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:

4:00 P.M., ON 03/31/2011

Form L-2

BOARD RESOLUTION TO APPLY

FY	NGO#	WKL

The **Camden Board of Education** Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

$ 1,994,972.00,

starting on **September 1, 2011**, and

ending on **August 31, 2014**.

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

Celeste Ricketts

Secretary of the Board-Celeste Ricketts

4/21 2011

Date

2011 APR 25 A 11:41
OGM-ACC

Form L-3
STATEMENT OF ASSURANCES

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

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.

- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).

- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.

- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.

- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.

- Is in compliance, for all grant awards in excess of $100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.

- As well as its principals and subgrantees, for all grant awards in excess of $25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.

- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).

- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:

  (A) Title VI of the Civil Rights Act of 1964 (P.L 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;

  (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;

  (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;

  (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;

  (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.

- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).

- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Dr. Bessie LeFra Young
Chief School Administrator Name

Chief School Administrator Signature

4/20/2011 20___
Date

Form L-4

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*Camden Board of Education*
Address	*2012 North Front Street Camden, New Jersey*
DUNS number	*114949936*
Expiration Date of CCR registration	*1/03/2012*
Congressional District	*5th*

Part II – Primary Place of Performance under this award

City	Camden City, New Jersey
County	Camden

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

Dr. Bessie LeFra Young, Superintendent
Name and Title

Form L-5

Date: March 31,2011

Page ____ **of** ____

PROJECT ABSTRACT

LEA : Camden Board of Education

Mission	*Camden City Public Schools maintains that academic success and student achievement through rigorous teaching and learning, and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society. We will build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.*
Vision	To foster a love of learning that inspires students to exceed beyond the standards of excellence and to have high expectations for what they can achieve.
Project Implementation Summary	The 2011 School Improvement Grant (SIG) project for the Camden City Public Schools will utilize the transformation model to improve student achievement at Morgan Village Middle School and Veterans Memorial Middle School. It will also utilize the turnaround model to improve student achievement at Camden High School, Woodrow Wilson High School, Octavius V. Catto Community School, Riletta Twyne Cream Family School, Cooper B. Hatch Middle School, and Pyne Poynt Middle School. At the high school level, the SIG project will use strategies and practices connected with the evidence-based Smaller Learning Communities (SLCs) model to offer students an individualized education in an environment that engages them in the learning process and ensures that every student is known by caring adults at the school. Other strategies to improve the high schools include replacing the principal and at least half of the teachers with educators that are capable of delivering a quality educational program, intensive professional development for school staff (with an emphasis on teachers), increasing opportunities for students, parents, and community stakeholders to give input into decision-making, establishing a strict

	accountability system for teacher performance based on data (with ongoing formative evaluation) and classroom observations, adding extensive supports for teachers (e.g., professional learning community, mentorship, coaching in content areas), increased social-emotional supports for students, adding instructional hours to the day and year, increased use of technology in the learning environment, restructuring the Ninth Grade Academy to give ninth-graders more support and direction, and focusing heavily on student mastery in core content areas. At the community school, family school, and middle schools included in the SIG project, improvement will revolve around replacing school leadership and underperforming teachers; increased parent involvement and strengthened home-school communication; professional development and added supports (e.g., professional learning community, coaches, mentors, etc.) for teachers and administrators; offering educational opportunities for parents (and including them more in their child's education); added instructional hours in the school day and year; increasing social-emotional supports for students; and utilization of data to customize the teaching program to the individual needs, interests, and assets of each student. School improvement activities will rely heavily on evidence-based programs and practices. Many other programs, including (but not limited to) Learnia, Science Learning Labs, and an enhanced mathematics program will also be implemented. The **Camden High School** SIG and the **Woodrow Wilson High School** SIG will engage in the following activities to implement the Turnaround Model: 1) Conduct a search for and hire a dynamic principal who will inspire staff and students to strive to achieve the mission of the school and who will successfully improve academic outcomes for students. 2) Develop criteria for teacher efficacy based on a range of competencies, measure teacher performance against this criteria, screen existing staff, rehire no more than 50% of existing staff and hire new staff based on the criteria. 3) Establish mini-grants, provide exceptional professional development, offer tuition assistance, create monetary incentives for participation in optional enrichment training, identify career growth opportunities, and create an atmosphere that supports, attracts, and retains excellent teachers. 4) Develop and implement a comprehensive professional development plan that is responsive to the needs of teachers and improves their instructional effectiveness. 5) Integrate Camden High SIG activities with the district "Turnaround Office" by working closely with the turnaround officer and the state department of education. 6) Hire an education specialist to oversee the ongoing, daily use of data to drive decision-

	making on all fronts and at all levels. 7) Develop and implement a data analysis plan that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected. 8) Implement block scheduling and add 300 learning hours per year (through before-school, after-school, and summer programming) to improve student academic outcomes. 9) Increase social-emotional and community-oriented services and supports for students, including hire of a substance abuse intervention counselor, consultation with a child psychiatrist, increased services for parenting teens, increased strategies to encourage students to aspire to enroll in post-secondary education, concentrating heavily on the needs of ninth-graders, and increasing wrap-around services available at the school or through referral for students and their families. 10) Implement the following research-based programs: Talent Development Program, Collaborative Learning's Curriculum Mapper, and Teach Scape Reflect (for classroom observation, assessment, and reflection that strengthens teacher professional development and effective teaching practice). The transformation of Veteran's Memorial Middle School into the **Veteran's Business Academy (VBA),** a PK to 8 school, will engage the principal, teachers, families, and community partners in powerful opportunities to investigate the relationship between teaching and learning. VBA will become a true Learning Organization; a place where adults and children learn together how to reach their full potential in the 21st century with strength, knowledge, sophistication, curiosity, and hope. Peter Senge describes learning organizations as places "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." (*The Fifth Discipline*, 1990.) Indeed, the very essence of a successfully transformed school requires that all members of the learning community continuously examine and reexamine what they know about content, standards, building relationships, and instruction. In order to create a learning organization such as the one that Senge describes, CCPS will select a principal who can be the learning leader of VBA—someone who will steward the mission and vision of the school. "In essence, leaders are people who walk ahead, people genuinely committed to deep changes, in themselves and in their organizations." (Senge, *The Dance of Change*, 1999.) CCPS will seek to hire such a leader for the school. VBA's lead partner will be the Federal Reserve Bank of Philadelphia. The Federal Reserve Bank's extensive educational programs for teachers and students, along with its community outreach and development will serve as the expert resource for learning at VBA.

	Other local and regional banks, such as Susquehanna Bank ,are already involved in the Camden schools; and VBA will become the center for active business-related partnerships in the Camden schools. In addition, VBA will work with the many small businesses and entrepreneurs in its immediate surroundings. The Federal Reserve is located 4.5 miles from VBA, and this partnership with a national financial institution, combined with relationships with local and regional businesses, will allow students and teachers to examine and experience economics in every facet—from the micro to the macro. To support and extend the work around the school's focus area, VBA will use Franklin Covey's *The Leader in Me* process, which instills leadership skills, character development, and collaborative relationships into daily behaviors and habits among students and adults. Vital to the work is the adoption of the *Seven Habits of Highly Effective People.* VBA students and adults will model these seven habits in all aspects of daily life. The work of running a school is akin to running a small business, and the VBA principal will be expected to operate the school as a CEO. VBA will serve as a model site for other schools in Camden, and will be a place where instructional leadership is rehearsed, practiced, demonstrated, and sustained. The task of a CEO is to run the organization with focus and efficiency combined with wise and competent allocation of resources—both human and material. This transformational model will allow the VBA CEO to do just that. In order to be an instructional CEO, the principal must manage and monitor the implementation of instruction based on the national criteria. In order for VBA students to be nationally competitive, they must have the capacity to achieve national benchmarks and must strive to do so from the beginning. The bar has been set high with the adoption of the national Common Core Standards (CCS) in July 2010. The CCS have become the foundation for New Jersey instruction, and across the nation. The task at hand for the VBA principal is to transform instructional practices to align them with the CCS, while at the same time supporting school leaders in organizing resources around two imperatives: 1) Response to Intervention with the goal of ensuring the *every* child makes accelerated progress and 2) Best practices in instruction and learning. The heart of the VBA transformation will be participation in an intensive, transformational *Response to Intervention* (RTI) Framework that is constructed on the architecture of recently adopted national Common Core Standards. CCPS began this work in SIG1 schools last year, and will implement the components of the SIG1 that have been successful. However, in addition to the successful components of SIG1, SIG2 will allow for additional depth and intensity in the move toward a total school and school community paradigm embedded in cultural transformation. The RTI Framework (RTIF) is built on several interlocking features, including rigorous, embedded professional development that centers on supporting the principal as model, leader,

	and chief investigator; an extensive data management, monitoring, and tracking system; an instructional framework that allows for the lab/workshop model of teaching and learning in all content areas, and a theme (in this case business) that allows for thinking investigation of both local and global topics. This RTIF will allow the VBA community to transform ideas for school improvement from a lengthy to-do list into a living, breathing reality. In order to nourish and maintain this transformation, VBA will implement a model that focuses on the nine actions required under the SIG2 opportunity. It is important to note that real transformation requires that each of these areas of focus be seen as vitally connected to and dependent upon each of the others. Transformation is more than the sum of the parts. As progress is made in each of these areas separately, the school culture itself undergoes a transformation and becomes itself an accelerator of further cultural change. Nothing short of a radical change in school culture will ensure that all students score proficient or advanced on NJASK and that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to leave high school ready for college and/or career. Because VBA is transforming into a school that services students from PK through 8th grade, it is imperative that VBA adopt the best practices of early and elementary education, in combination with those of high performing middle schools. Nothing short of ensuring that students read with real depth and breadth at grade level as defined by the Common Core Standards will make this possible; and nothing short of rigorous instruction that leads to the systematic cultivation of the sophisticated thinking skills required under the new Common Core Standards will make this possible. The Octavius Catto Community School will use the turnaround model to become the **Octavius Catto Health and Wellness Academy (CHWA),** a PK to 8 school. The work at CHWA will focus on using physical and emotional health and wellness as the driver for engaging families, students, teachers, staff, leadership, and community partners. Many members of the Catto community suffer from poor health and struggle with medical, economic, and social challenges that impact their daily lives, their long-term health/medical outcomes, and their ability to engage in a healthy lifestyle. (Sources: NJDHSS, Center for Health Statistics, Behavioral Risk Factor Surveillance System; Camden City/County Comparison/Behavioral Risk Factor Survey Breakdown; Healthy New Jersey 2010.) At CHWA, there will be one overarching goal—graduating students who are healthy in mind, body, spirit, and intellect. As students move through the CHWA teaching and learning experience, movement, sports, health, and fitness will serve as anchors for a variety of learning opportunities and school/community relationships. At CHWA, students will learn how to play both individual and team sports (in particular, those that have not been traditionally available to children in urban communities, such as swimming, golf, bowling, and baseball) and to play a variety of non-

	competitive physically active games as well. Engagement with various sports and movement activities and with curriculum materials with health- and wellness-related content will help students learn to confront challenges and in turn will help them develop leadership skills and character strengths that support their physical, mental and emotional wellness. Students will keep track of their physical activities in the same way that they keep track of their intellectual activities—they will count volume of time spent reading and they will count volume of time spent on physical activity as well. In doing so, students will become empowered to take action toward addressing critical social and health concerns in their own communities. This focus will provide students with early exploration of and development of foundational work-related attitudes, skills, and behaviors connected to employment opportunities in the medical, health, and sports industries, and will create an early pipeline leading to entrance into aligned academies in Camden's high schools, should they choose to do so. CHWA is uniquely positioned to adopt this theme. The facility includes a gymnasium, significant open space, and a golf course. Its location adjacent to the Boys and Girls Club of Camden provides access to a swimming pool and other amenities to support the theme of health and wellness. Partnerships with the Arthur Ashe Tennis Center and Cooper Hospital will further support CHWA programs. To support and extend the work around the school's focus area, CHWA will use Franklin Covey's *The Leader in Me* process in the same was as the VBA, described above. The CHWA will follow the same processes as the VBA (also described above) in promoting the Common Core Standards, collaborative instructional exploration, home and school communication, using the RTIF, focusing on the nine action areas outlined in the SIG, and promoting complete transformation of the school culture. At CHWA, we will support the accomplishment of these goals through the infusion of the health and wellness theme throughout the education process in an effort to not only interest, engage, and support students and families, but to also actively serve the community in which students and families live. The R.T. Cream Elementary School will use the turnaround model to become the **R.T. Cream Creative Arts Academy (CCAA),** a PK to 8 school. The work at CCAA will focus on using the performing arts as the drivers for engaging all families, students, teachers, staff, leadership, and community partners. We know that Cream, like so many urban schools throughout the country, has faced enormous pressure to curtail and in many cases eliminate the arts programs that have traditionally been a vital part of the school experience. CCAA will reverse that trend; it will enhance those programs and place them at the center of its turnaround model. In *Champions of Change: The Impact of the Arts on Learning*, a recent report published jointly by the President's Committee on the Arts and Humanities and the Arts Education

	Partnership, several independent researchers concluded that engagement in the arts nurtures the development of cognitive, social and personal competence. They found that learning in and through the arts: (1) contributes significantly to improved critical thinking, problem posing, problem solving, and decision-making; (2) involves the communication, manipulation, interpretation, and understanding of complex symbols, much as do language and mathematics; (3) fosters higher order thinking skills of analysis, synthesis, and evaluation; (4) regularly engages multiple skills and abilities; and (5) develops a person's imagination and judgment. As students move through the CCAA experience, music, dance, and theatre will serve as anchors for a variety of learning opportunities and school/community relationships. At CCAA, students will learn how to play a musical instrument and sing, how to dance, and will be involved in the theatre as actors, playwrights, set designers and constructors, stage managers, and props managers. Teachers will coach them as they make connections between their engagement in these artistic activities and their academic subjects as well as health, wellness, and physical education. After all, the performing arts are physical activities. Singing is about how one uses one's voice and diaphragm; acting and dancing are about moving one's body; playing an instrument is about developing one's fine motor skills. And, being ready to perform requires being at one's best: eating right, getting plenty of sleep, and managing stress. Involvement with the creative arts will also provide opportunities for students to see themselves reflected in the cultural traditions of their racial and ethnic groups and will, therefore, serve as mirrors of their experience. It will expand their cultural horizons through opportunities to engage with the traditions and heritage of those groups outside their immediate neighborhoods, thereby serving as windows through which to experience broader horizons. Engagement with various creative arts activities and with curriculum materials with arts- and performance-centered content will help students learn to confront challenges and in turn will help them develop leadership skills and character strengths that support their pursuit of excellence. CCAA will partner directly with two organizations: the Theatre for Transformation and Rutgers and the Camden Center for the Arts. Both of these organizations are committed to ongoing and deep involvement in the school. CCAA will house TFT for six weeks of the year, plus three additional one-day residencies. In addition, CCAA will house additional visual and performance art residencies; bringing professional artists into the school for extended periods of time. This will allow students multiple and ongoing opportunities to experience intensive creative learning as they are supported and challenged by professional working artists. The program will significantly raise the standard for both discipline and creativity. In addition, CCAA students will visit locally and nationally recognized art facilities regularly, giving students an opportunity to extend their thinking about the world and their place within it.

	To support and extend the work around the school's focus area, CCAA will use Franklin Covey's *The Leader in Me* process in the same was as the VBA and the CHWA, described above. The CCAA will follow the same processes as the VBA and CHWA (also described above) in promoting the Common Core Standards, collaborative instructional exploration, home and school communication, using the RTIF, focusing on the nine action areas outlined in the SIG, and promoting complete transformation of the school culture. Because the CCAA will include students from Kindergarten through 3rd grade for math, content areas and theme, and from 4th through 8th grade in all academic and theme areas, it is imperative that CCAA adopt the best practices of early and elementary education, in combination with those of high performing middle schools. Nothing short of ensuring that students read with real depth and breadth at grade level as defined by the Common Core Standards will make this possible; and nothing short of rigorous instruction that leads to the systematic cultivation of the sophisticated thinking skills required under the new Common Core Standards will make this possible. At CCAA, we will support the accomplishment of these goals through the infusion of the arts and creativity theme throughout the education process in an effort to not only interest, engage, and support students and families, but to also actively serve the community in which students and families live. **Hatch STEM Academy** (HSA), a K-8 school, will have a principal who is a true intellectual and instructional leader. The HSA principal will serve as a role model for other schools in the district, and the doors of HSA will be open to the other schools in the city. With HSA as a hub of learning within the district, all schools in CCPS will come to HSA to learn about STEM, about effective instruction around STEM, and about school leadership around STEM. Collaborative inquiry will be the norm and instructional exploration the process whereby instructional leadership is established and instructional culture is solidified. The content foci at HSA—STEM—are firmly grounded in the new national Common Core Standards (CCS) adopted in July 2010. As the Gates Foundation reminds us, "By 2018, 63 percent of all American job openings will require some sort of postsecondary education. While employers will need nearly 22 million new workers with postsecondary degrees, colleges will fall short of that mark by 3 million graduates." (http://www.gatesfoundation.org/postsecondaryeducation/Pages/postsecondary-fast-facts.aspx). At HSA, our goal is to make sure that all of our students have the opportunity to acquire one of those jobs by being prepared for careers and college. In order to implement this turnaround vision, HSA staff will need to undergo a paradigm shift that moves students out of their seats listening to teachers spout knowledge and onto their feet—moving, grouping, hypothesizing, trying, practicing, and learning. Teachers will move to the elbows of their students, taking on the role of expert coach and learning guide. HSA will partner with several key organizations: New Jersey Academy of Aquatic Sciences (NJAAS,

	located at the Camden Adventure Aquarium), Camden County 4-H Youth Development Program, Math Alive!, Math Forum, and Rutgers-Camden Pre-Engineering program. These organizations will nourish and sustain the instructional paradigm shift at HSA. Through its primary partnership with NJAAS, HSA will focus much of the science work on life sciences with hands-on components. Students will spend time at the aquarium and NJAAS. NJAAS staff will regularly be at the school—through its live animal, hands-on, interactive, assembly, summer and year-round library, and traveling theatre programs. HSA teachers will attend professional development at NJAAS and become part of the intellectual dialogue around science and science instruction. NJAAS staff will work collaboratively with HSA staff to refocus and reallocate instructional effort in science education. Through Math Alive! and Math Forum, HSA will become a laboratory for innovation in math instruction. Math Alive! model classrooms at each grade level will serve as fishbowls for math teachers from HSA and will model for teachers how higher-level math instruction in algebra and geometry can be engaging, lively, exciting, interactive, and can change students' perception of mathematics and of themselves as mathematicians. Through its work with Math Forum, HSA will work to turn mathematics instruction into problem-solving that requires rigorous thinking, revising, rethinking, and revising again. Math Forum work will also be focused on integrating mathematics and literacy through writing, further solidifying cohesion in the curriculum across content areas. The task facing HSA is grounding practice in the CCS, while at the same time supporting school leaders in organizing resources around two imperatives: 1) Best practices in STEM instruction and learning and 2) Response to Intervention (RTI) with the goal of ensuring that *every* child makes accelerated progress. The heart of the HSA renovation and cohesion effort will be participation in an intensive, turnaround *Response to Intervention* Framework that is constructed on the architecture of recently adopted national Common Core Standards. This RTI Framework (RTIF) is built on several interlocking features—rigorous, embedded professional development that centers on developing the principal as model, leader, and chief investigator; an extensive data management, monitoring, and tracking system; and an instructional framework that allows for the lab/workshop model of teaching and learning in all content areas. To further support both students and teachers, HSA will partner with Franklin Covey's *The Leader in Me*. *The Leader in Me* process instills leadership skills, character development, and collaboration into daily behaviors and habits among students and adults. Vital to the work is the adoption of the *Seven Habits of Highly Effective People.* HSA students and adults will model these seven habits in all aspects of daily life. In addition, to support our efforts to create a school community that celebrates diversity, HSA will partner with the Anti-Defamation League (ADL) for the implementation of its anti-

bias, anti-bullying, and positive school climate programs. This work will support both teachers and students in developing multicultural competencies increasingly called for in our emerging diverse country and world.

As described above, HSA will be turned into a learning environment that is built on three learning factors: the curiosity and exploration embedded in CCS; thinking as the unifying focus; and accountability for accelerating progress for every student, regardless of classification. In doing this, HSA will become a place where students are engaged, challenged, and are masters of their own learning and their place in the world as problem-solvers and critical thinkers. This is certainly the goal for STEM, and is absolutely the goal for HSA.

Through the implementation of the Turnaround Model, Pyne Poynt Middle School will become **Pyne Poynt Math and Language Academy** and will seek to achieve the following goals: 1) to improve school and student academic performance while reducing the achievement gap between the school and the state average, 2) to transform the school climate and culture, and 3) to promote and support leadership and governance that will guarantee sustained, school-wide student and staff success.

The major components of the Turnaround Model to be incorporated into the school project over the three-year grant period will be research-based, school-wide reform models and strategies that will be used to support the effective implementation and sustainability of all interventions required by the State Department of Education and Federal Government. In recent years, steps have been taken to improve student performance in the district and at PPMS, including changing leadership, purchasing of new programs, updating and aligning curriculum, and providing professional development. However, due primarily to lack of sustained and supported focus and therefore marginal and inconsistent implementation, the results have been disappointing, and the school remains in Tier I status.

The proposed Turnaround Model project meets all mandated requirements of the SIG grant while taking the critical turnaround actions essential to success (see "Turning Around Chronically Low-Performing Schools," Institute of Education Sciences US Department of Education, 2008). The focus and timely actions which will be taken in respect to each of the 3 major goal areas highlighted below: 1) signal the need for dramatic change with strong leadership, 2) maintain a consistent focus on improving instruction, 3) make visible improvements early in the school turnaround process, and 4) build a committed staff. Pyne Poynt Middle School will become a Professional Learning Community to which all staff will dedicate themselves in the advancement of learning for all community members. Here is what we can and will do within each of the 3 major goal areas:

<u>1) Improve School and Student Academic Performance:</u>

- Implementation of the Response to Intervention Framework, as aligned to the national

	Common Core Standards, featuring embedded professional development with the principal as model and instructional leader and an extensive, continuous use of data to drive instruction. • Implementation of rigorous, research/standards-based academic programs in core areas clustering students in flexible, leveled classes with student placement based on ongoing, formative assessments including inventory tests and quarterly benchmarks and tailored to meet individual needs and to promote rapid achievement • Extension of school day (8:30 am to 5:00 pm) and school year (20-day summer program) focusing on academic improvement, advanced placement in World Languages, and academic recovery due to absences (Saturday classes) • Formation of Professional Learning Teams (PLT) for 2-period, daily professional learning sessions including data analyses/lesson planning/student monitoring for all LAL and math teachers and semi-weekly for science and social studies teachers • Additional, school-wide professional development including: second language acquisition, addressing disabilities, teaching reading, brain-based learning, project-based learning, adolescent development, and meeting the needs of students living in poverty • Additional opportunities and incentives for professional learning including graduate courses, workshops, and stipends to purchase classroom supplemental resources as well as opportunities for staff to take on leadership roles. • Partnering with local universities and organizations to provide in-school tutors and after-school programs/classes for students and parents • Newcomer Program for newly arriving second language learners with interrupted formal education providing intense literacy and numeracy instruction along with ESL/Bilingual Programming • Opportunity for rapid Spanish acquisition for all students with classes up to 3 times weekly, leading to high school credit and providing native language speakers the opportunity to develop advanced reading and writing capacity while encouraging language learning, multiculturalism, and diversity throughout the school community • Hiring of Educational Program Specialist and Response to Intervention (RTI) Specialist to coordinate and provide additional, intensive services to indicated students • Full-time Technology Coordinator and part-time Technician to support complete integration of technology 2) Transform the School Climate and Culture

	• Creation of a Student Support Services Team (SSST), comprised of administrators, guidance counselors, social worker, RTI Specialist, Home and School Coordinator, Child Study Team (CST), which will coordinate, facilitate, and monitor all programming related to student support and school culture • Under the coordination of the SSST, regular Advisory Periods in small groups facilitated by all instructional staff for all students to develop and continuously refocus on and recommit to Individual Learning Plans • Intensive counseling and support provided to students with social-emotional needs, which are interfering with academic performance • Consistent implementation of a policy and aligned actions to support academic focus and social development of all students including improved security, equitable discipline, and a Turnaround Room to address behavioral distractions and issues in an in-school setting • Implementation of coordinated programming to communicate with, engage, and support parents through native language translation of all parent materials, ESL/Spanish classes, Health and Nutrition classes, Parents-as-Tutors program, GED programs, Saturday access to library and technology laboratory • Hiring of a Social Worker and additional Guidance Counselor 3) Promote and Support Leadership and Governance • Replace the principal and vice-principal with an administrative team with a proven record of commitment to and success in: instructional leadership, focus on and influence over results and rapid improvement, problem-solving, and high expectations for self and others • Screen and replace at least 50% of staff with an entire staff committed to intense and focused participation in all aspects of a Professional Learning Community and improving student academic performance in response to continuous use of numerous data to understand student needs and revise instructional focus and practices to meet needs • LEA commitment to create and support new policies that promote operational flexibility and the "Fact Cycle of Actions" ("School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement," Public Impact for the Center on Innovation and Improvement, 2007), including measuring and reporting, analysis and problem-solving, and driving for results The mission and vision of Pyne Poynt Middle School are to provide all students with a safe and nurturing environment within which they can acquire the academic and social skills to

	pursue successful professional and personal lives as knowledgeable and caring citizens in our 21st century, global community. The components outlined above are rigorous and focused exclusively on building and sustaining a community of learners—staff who understand that the quality with which they perform their jobs is the single greatest factor in improving student learning and realizing the goal of serving students who are continuously challenged, supported, and expected to reach their academic and personal potential. The challenges are evident; however, adhering to the components of the project described herein and with the support and structure of the School Improvement Grant, we will turn around PPMS. **Morgan Village Creative Arts Academy (MVCAA)** will become a model for the Camden City Board of Education, in that it will help more students 6th thru 12th grade to plan for their future, whether that is a career or college education. Many of American's middle and high school students need more help from schools to effectively plan for the future, according to a recent study by ACT. The study suggests that many students don't start thinking about their post-high school plans early enough, and that those who do may not be taking the right classes to prepare to meet their goals. The results of the study , a survey conducted among nearly 3,000 middle school and high school students in six different states, show that close to one-fourth (22%) of eighth and ninth grade respondents had not yet even thought about their post-high school plans, let alone planned a program of study to help them meet their goals. In addition, only two-thirds of the students who were planning to attend college said they were taking a college preparatory program of study in high school. Only slightly more-seven in 10- had begun to consider ways to finance college or training. "There is clearly a disconnect between students' post-high school goals and their plans to meet those goals," said Richard J. Noeth, director of ACT's Office of Policy Research. "The most important element for middle and high school students in preparing for the future is to take the right courses, and too few are doing that now." Our College and Career Readiness initiative is focused on improving the educational lives of both middle and high school student in Camden City. Through this initiative, the

	Morgan Village Creative Arts Academy is working to secure a high school diploma for all students entering its doors. The definitive goal for the academy is to define "what is college ready" and identifying the types and characteristics of courses that prepare students for success in both college and a career. We plan to dramatically increase college and career readiness by strengthening curriculum and instruction for the academy's students in grades 6-12. We propose to do the following: • Expose more students to rigorous curricula and college-level work, particularly in Science, Technology, Engineering and Math (STEM) fields. Early exposure is important for these students; the majority of whom are minority. • Align high school curricula with college entrance requirements • Defining skill attainment that defines college and career readiness. • Creating interventions and bridge programming that allows for effective and efficient movement toward college and career readiness that will: - Close achievement and skills gaps for all student groups. - Create accelerated learning opportunities for students with college and career readiness needs - Create common placement tests for each readiness area to support high school transition coursework and postsecondary placement. - Create student support systems (advising, mentoring, and tutoring) to promote the academic success of students not meeting system-wide standards of readiness. • Ensure teacher preparation programs reflect the college and career readiness initiatives and strategies. • Create professional development for secondary and postsecondary educators that integrates the college and career readiness content standards into postsecondary introductory-level coursework. • Create professional development for all post-secondary faculty working with student not meeting readiness standards.

	• Create K-12 and postsecondary collaborations and partnerships to integrate the readiness standards into the curricula. • Minimize college-level expectations gaps for all students transitioning to postsecondary institutions. That is, communicating college level expectations to create student, parent, teacher, school administer, and program administer understanding of those expectations. It is our intention to heavily invest in community resources and college institutions to assist our academy in carrying out these goals. We seek to proved a personalized education for student, who will be in a safe and orderly environment. We seek to prepare our students t become critical thinkers who formulate career pathways for lifelong learning.

Form L-6

Date: _____ **Page ____of ____**

SCHOOLS TO BE SERVED

LEA : **Camden Board of Education**

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

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

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)			
								turnaround	restart	closure	transformation
1.	Morgan Village Middle	07	0680	245	01384	X		X			
2.	Cream Elementary	07	0680	175	06084	X		X			
3.	Pyne Poynt Middle	07	0680	070	01352	X		X			
4.	Hatch Middle	07	0680	210	01376	X		X			
5.	Catto	07	0680	140	00793	X		X			
6.	Veterans	07	0680	080	01354	X		X			
7.	Camden High	07	0680	030	01346		X	X			
8.	Woodrow Wilson High	07	0680	040	01348		X	X			

Form L-7(a)

Date: _____ **Page** ____ **of** ____

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
				Yes	**No**	**Yes**	**No**
1/20/11	Catto	Plan Development	7	Yes			
2/16/11	Catto	Plan Development	5	Yes			
2/28/11	Catto	Needs Assessment	6	Yes			
3/24/11	Catto	Plan Development	5	Yes			
2/9/11	R.T. Cream Library	Plan Development	12	Yes			
2/23/11	R.T. Cream Library	Plan Development		Yes			
2/28/11	R.T. Cream Library	Plan Development		Yes			
3/7/11	R.T. Cream Library	Needs Assessment	12	Yes			
3/15/11	R.T. Cream Library	Needs Assessment	13	Yes			
1/25/11	Hatch	Needs Assessment	4	Yes			
1/31/11	Hatch	Needs Assessment	6	Yes			
2/2/11	Hatch	Needs Assessment	3	Yes			
2/9/11	Hatch	Plan Development	4	Yes			
2/10/11	Hatch	Plan Development	3	Yes			
3/2/11	Hatch	Plan Development	6	Yes			
3/3/11	Hatch	Plan Development	3	Yes			
3/8/11	Hatch	Plan Development	3	Yes			
3/14/11	Hatch	Plan Development	4	Yes			
3/15/11	Hatch	Plan Development	3	Yes			
3/16/11	Hatch	Plan Development	10	Yes			
2/28/11	Vets	Plan Development	12	Yes			
3/3/11	Vets			Yes			

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

Stakeholder Informational Methods & Events	The school community has been informed about the SIG application by various means. Meetings were held in each school with the leadership teams. All stakeholders were represented. The President of the CEA, the teacher association, attended the state sponsored information sessions along with central office staff. Supervisors held meetings at each school to inform the staff.
Describe how stakeholders are involved in model implementation on an on-going basis.	Stakeholders are involved in model implementation on an ongoing basis. Stakeholder meetings are held to review the models and to identify areas that should be included in the application. Stakeholders complete a needs assessment and are involved in reviewing the various components of the application. As soon as the SIG 2 awards are announced, a meeting is scheduled by the Assistant Superintendent of Curriculum and Instruction with faculty and staff to discuss the plans for implementation. A meeting will also be scheduled with the parents to provide them with this information. Monthly meetings will be held with the principal, school leadership team, the assistant superintendent for Curriculum and Instruction as well as the director and supervisors, to establish a timeline for implementation, a process for monitoring various components of the SIG, and to address the questions and concerns of the leadership team as well as to provide on-going support. Additional meetings may be scheduled as needed. The NTO and the Educational Program Specialist will be included in the meetings. At the building level, the principal and leadership team will meet with staff during grade level meetings and regularly scheduled staff meetings to discuss model implementation. Parents and community members will be notified through school flyers, parent letters and parent meetings.
Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO to discuss the following: • **Student achievement** • **Walkthrough trends** • **Attendance of students and staff** • **Discipline data** • **SIG component implementation**	Andrea Kirwin, Assistant Superintendent Curriculum and Instruction Patricia Kenny, Assistant Superintendent Student and Staff Support Dr. Eileen Rock, Director of Elementary Curriculum and Instruction Dr. Faith Hartie, Director of Secondary Curriculum and Instruction Louis Mason, Director of School Readiness Migdalia Soto, Director of Bilingual Education Dr. Robin Wyche, Director of Professional Development Dr. Joyous Carey, Director of Technology Dr. Jonathan Ogbonna, Director of Special Education Deborah Moore, Director of Guidance and Testing Deborah Polk, Supervisor of Grants Management & Development (Title I)

Form L-7(b)

Date: April, 2011

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form				
Name	**Stakeholder Group**	**Participated in Needs Assessment**	**Participated in SIG Application Development**	**Signature***
Migdalia Soto	Director	Yes	Yes	
Rachel Poller	Supervisor	Yes	Yes	
Gloria Cruz	Supervisor	Yes	Yes	
Kathleen Hans	ESL Teacher	Yes	Yes	
Cindy Pekarick	LAL Coach	Yes	Yes	
Karen Collins	Math Coach	Yes	Yes	
Jose Delgado	Board Member	Yes	Yes	
Elizabeth Munoz	Parent	Yes	Yes	
Jovany Martinez	Parent	Yes	Yes	
Ivelisse Velazquez	Parent	Yes	Yes	
Jackie McCafferty	Rowan University	Yes	Yes	
Joan Cargill	Community Member	Yes	Yes	
Students, parents, and staff participated by surveys responses				

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

Copy form as needed.

Form L-7(b)

Date: April 5, 2011

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form				
Name	**Stakeholder Group**	**Participated in Needs Assessment**	**Participated in SIG Application Development**	**Signature***
Andrea Gonzalez Kirwin	Assistant Superintendent	Yes	Yes	
Patricia Kenny	Assistant Superintendent	Yes	Yes	
Eileen Rock	Director Elementary C & I	Yes	Yes	
Deborah Polk	Director of State and Federal Grant Funds	Yes	Yes	
F. Hartie	Director of Secondary Ed.	Yes	Yes	
J. Carey	Director of Technology	Yes	Yes	
S. Ficke	Supervisor	Yes	Yes	
P. Mulle	Supervisor	Yes	Yes	
E. Ward	Supervisor	Yes	Yes	
I. Sullivant	Supervisor	Yes	Yes	
Loretta Gronau	Supervisor	Yes	Yes	
Ronald Butler	Principal	Yes	Yes	
Robert Farmer	CEA	Yes	Yes	
Pauline Bey	ARC-Community Affairs	Yes	Yes	
Christine Abernathy	Teacher	Yes	Yes	
Shelia Cosby	Teacher	Yes	Yes	

Charlotte Evans	Math Coach	Yes	Yes	
Joyce Beverly Scott	NJEA	Yes	Yes	
LaVerne Harvey	CEA	Yes	Yes	

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

Copy form as needed.

Form L-7(b)

Date: April 5, 2011

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form				
Name	**Stakeholder Group**	**Participated in Needs Assessment**	**Participated in SIG Application Development**	**Signature***
Andrea Gonzalez Kirwin	Assistant Superintendent	Yes	Yes	
Eileen Rock	Director Elementary C & I	Yes	Yes	

Deborah Polk	Director of State and Federal Grant Funds	Yes	Yes	
Christie Whitzell	Elementary Supervisor	Yes	Yes	
Edward Santos	Principal	Yes	Yes	
Glenda Dyer	Literacy Coach	Yes	Yes	
Crystal Mays	Math Coach	Yes	Yes	
Chameeka Still	Teacher of Language Arts	Yes	Yes	
Willie Hickson	Teacher of Handicap	Yes	Yes	
Katrina Squire	Teacher of Language Arts	Yes	Yes	
Kelly Lynch	Teacher of Math	Yes	Yes	
Jamal Kelley	Teacher of Math	Yes	Yes	
Cisley Turpin	Teacher of Handicap	Yes	Yes	
Evelyn Murray	Parent Coordinator	Yes	Yes	
Loetta Gooden	Parent	Yes	Yes	

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

Copy form as needed.

Form L-8

Date: _____ **Page** ____ **of** ____

LEA COMMITMENT AND CAPACITY

LEA : **Camden Board of Education**

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

A	The LEA's SIG design and implementation interventions	The LEA will establish a district turnaround office staffed with leadership that will monitor the ongoing implementation of the SIG project at all schools. Each participating school will form its own turnaround leadership team, which will provide oversight to the SIG process at the school and work with the district's turnaround office to ensure that implementation occurs with fidelity and within budget and that goals and objectives are met in a timely manner. The LEA will create two Supervisor of Performance Management job positions to divide the SIG2 schools and oversee all SIG2 activities. These positions will supervise the Education Program Specialists assigned to the SIG2 schools, will monitor the progress of SIG2 implementation, and will ensure that viable curricula are in place at each SIG2 school and that these curricula are implemented with fidelity. Because parents are so influential in the lives of their children, we will use the SIG to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. Parent advisory groups will be formed at each SIG project school. Each of these schools has a parent involvement coordinator who will take the lead in this process. This staff person will be charged with stepping up activities to increase parent participation in school activities and initiatives. Parents will be trained and hired to work as "community support assistants" in the classrooms to provide extra support for especially needy students who do not find that support at home. A

		comprehensive professional development program will be provided to teachers along with peer coaching and mentorship for underperforming teachers. A criteria based on student attendance and performance as well as classroom observation will be set up to assess teacher effectiveness and determine which teachers require attention with training, peer support, and mentorship. Teachers will be carefully monitored for performance. Teachers will be offered opportunities to have more input into decisions based on data on student progress (what works and what doesn't). They will give input into assessment of which strategies seem effective and whether or not they, as teachers, need more training to fully implement these strategies. The school day and school year will be extended to provide more instructional hours; in addition after-school activities, Saturday school, and Summer school will be expanded to increase instructional time, particularly for struggling students. At the two comprehensive high schools, the SIG project will be used to enhance the process of transformation to SLCs, with special attention to the ninth-grade academy and the needs of ninth-graders since this is a critical point in the education continuum. We will emphasize readiness for higher education and the world of work through an increased focus on learning driven by career choices, desire for technical/vocational education, and preparedness for college. This restructure will enhance the SLCs through a Career Technical Education Initiative implemented under the direction of the assistant superintendent for post-secondary readiness and curriculum and instruction. LEA leadership will monitor and direct unfolding SLC activities and initiatives, with a heightened focus on rigorous teaching and student achievement in the core content areas. The academic program will be infused with an approach that recognizes the importance of career preparedness and technical education to motivate students to become more engaged in the academic program because they can see that it has real life applications.

		At the two SIG high schools, a Ninth Grade Transitional Development program will be established (integrated with the Ninth Grade Academy), with students (and their parents) meeting regularly with the student's teaching team. Teachers will receive training in how to be better facilitators and guides, working with students to help them take a more active role in their own education. For this approach to work, it is imperative that we update the technology available to students and educators at these schools. Students need to have access to the global information and resource network. Educators need the tools necessary to utilize data analysis on student test scores and progress to continually adjust and improve the educational program. Teaching teams will work collaboratively to use student data to help increase student achievement. Teachers will be trained in how to better use data to tailor instruction to student needs and how to gather data on a daily basis that offers immediate feedback on student progress and learning. A virtual recovery credit program is offered to students who have difficulty functioning on grade level. SIG will enable the program to expand and capture more students and encourage potential drop outs to remain in school. We will provide training to teachers in improving home-to-school communication, extend expanded outreach to parents, and host more school activities for families to increase parental involvement. Parents will be made to feel that their input and involvement in the education of their children is important. Expanded opportunities for decision-making will also be extended to parents. Parents must be made to feel that they have a voice in the school. A comprehensive professional development program will be provided to teachers along with peer coaching and mentorship for underperforming teachers. Criteria based on student attendance and performance as well as classroom observation will be established to assess teacher effectiveness and determine which teachers need additional training opportunities, peer support, and mentorship. Teachers will be carefully monitored for performance. We will create opportunities for students to have a greater impact on decision-making through existing student leadership groups and by recruiting students to serve

		on additional advisory bodies. At the elementary and family schools, teachers will receive job-embedded professional development in how to be better facilitators and guides with a focus on empowering students to take responsibility for their own education. Teachers will receive support in how to implement best practices in their content areas. They will be provided with up-to-date resources and in-class support for how to utilize the latest technology for instruction. Educators will receive ongoing training to assist them with data analysis that will be used to drive their instruction and tailor it to student needs. Emphasis will be placed on gathering information that offers immediate feedback on student progress and learning. Data results will provide insight into the needs of students who are struggling and who will require additional support through RTI programs and initiatives. Staff will be provided training that will assist them in strengthening the home-to-school connection. A professional development program will be provided for teachers along with peer coaching and mentorship. Through increased and focused job-embedded professional development and support, teachers will be better able to meet the varying needs of their students. Parent involvement will be increased at all SIG schools (and district-wide) as a comprehensive strategy for improving student achievement. Currently, the district has parent coordinators at each school, therefore the infrastructure is in place to implement targeted outreach to parents. School staff will receive training in improving communication between school and home and opportunities (such as family nights, advisory groups, increased conferencing, etc.) for communication and input from parents will be enhanced and expanded. The SIG project will set high instructional standards and expectations for all students as follows: ❖ Students will be engaged in a rigorous, relevant, and challenging content teaching and learning process on a

		consistent basis with the necessary supplemental supports for students who are partially proficient. ❖ Having student work that is observable and analyzed and students will have multiple and varied opportunities to master content. ❖ Maintaining a district-wide assessment system to disaggregate data to inform instruction to provide ongoing and embedded support on a school-by-school basis. ❖ Implementing instructional practices and strategies that are researched-based in all classrooms. ❖ Utilizing benchmark data at the classroom level to direct individual student growth. ❖ Implementing teacher collaboration on instructional practices and data will have a positive impact that focus on learning for staff and students. ❖ Student diversity will be recognized, valued, and supported with programming that provides a challenging curriculum with high expectations. ❖ Recognizing, valuing, and supporting students with programming that provides a challenging curriculum and high expectations. ❖ Analyzing monthly math coach activity logs to identify the percentage of time spent on teacher and classroom support in each school. ❖ Analyzing monthly language arts literacy coach activity logs and binders to identify the percentage of time spent on teacher and classroom support in each school. The following key LEA activities will support SIG implementation (of the selected intervention models): ❖ Curriculum alignment and mapping at all project schools. ❖ Scheduled formative assessments to impact individualized teaching. ❖ Adding additional instructional hours. ❖ Professional development for administrators, teachers,

		paraprofessionals, counselors, and parents. ❖ Professional learning communities, peer support, mentorship. ❖ Creating common planning and research time for teachers. ❖ SLC team collaboration using student assessment data. ❖ Uniform data collection and discussion around use of data to better support student learning. ❖ Training for teachers in formative assessment and optimum utilization of data. ❖ Training for teachers in how to work effectively with struggling students, high-need students, and students at risk of academic failure. ❖ Improving teacher-parent communication. ❖ Increasing parent involvement. ❖ Revising the collaborative decision-making process to include more stakeholders. ❖ Engaging in vertical and horizontal articulation. ❖ Implementing a process for regular observation of teachers. ❖ Identifying teachers who need more training and support. ❖ Monitoring and providing support for underperforming principals, vice principals and teachers. ❖ Providing instructional leadership training for principals and vice principals. ❖ Improving internal communication systems to raise employee morale. ❖ Establishing professional learning communities (PLCs). ❖ Providing training for the creation of effective school leadership communities (SLCs) and PLCs. ❖ Recognize parents' and teachers' perceptions of parental involvement and move to attain shared definition. At the high schools, departmentalization will establish a pattern of variation that challenges the progress of improvement. Secondary classrooms offer learning in a cornucopia of disciplines, all taught in isolation from each other by teachers who specialize in the subject matter. "School improvement" suggests growth that is evident simultaneously across a variety of classrooms and not just in certain

		places or content areas (e.g., math and language arts); consequently, the required scale of improvement is, by the very nature of the institutions, larger in middle and high schools. The overall problem that plagues our secondary schools in Camden is the gap in student academic performance when measured against the competencies inherent in core standards. Individual classrooms are not microcosms of the issues that preclude student achievement, however. Different classroom issues coalesce to define a general culture of learning expectations that facilitates or thwarts the level of student engagement necessary to fill the gap. The scope of change demanded in secondary schools calls for a plan for improvement that quickly and firmly embeds in the school's daily operation to the point that all shareholders recognize its inevitability and, therefore, the demise of the old order or whatever construct prevails in their corner of the school universe. Moving from the traditional bureaucratic model to one that engages all stakeholders in a decision-making structure that is marked by efficient communication across all disciplines and levels of responsibility will dramatically call attention to a "new day" of improved operation. In support of the changed structure in the secondary schools described above, the LEA will redeploy central office supervisors and secondary coaches. Currently, there are six certified supervisors in the Office of Secondary Curriculum and Instruction, organized by discipline: Math, Language Arts/English, Social Studies, Science, Health and Physical Education, and Visual and Performing Arts. In addition, the district employs certified supervisors in the Office of Professional Development, Guidance and Testing, Career and Technical Education (CTE), and Research and Planning. Also, there are ten secondary coaches currently working in the middle schools. Under this plan, supervisor and coach assignments will be changed to create LEA Compliance Teams working full-time in the secondary schools to troubleshoot the obstacles to improvement at each point in the system and to work to produce results that are unequivocal, measurable, and consistent across the varied contexts. Supervisors and coaches will be joined on the team by newly designated program

		specialists who together align and energize the school staff around the dynamics of the school's turnaround operation. LEA Compliance Teams report directly to an assistant superintendent.
B	The LEA's process to analyze the needs of each school and determine the selected intervention	Surveys (qualitative data) as well as test scores, attendance, and student performance level (quantitative data) have been used to assess which schools should participate in the SIG project. Based on these assessments, which included data from all Tier I schools, CCPS selected which schools to include in the SIG project. In determining which schools to include in the SIG project, the needs of each school, and which intervention model would be used, the LEA relied on data from QSAC and CAPA reviews; parent, staff and student surveys; state standardized test reports; and student and teacher attendance figures from Tier I schools. The selection of the intervention model was also based on: ➢ Classroom walkthroughs ➢ The need to develop a system for data collection so that classroom practice (and differentiated teaching) occurs based on that data, plus the effective use of a data support team ➢ Input from leadership and staff and the need to base school change on open communication and ongoing collaborative work between administrators and teaching staff ➢ Analysis of existing methods for district oversight responsibilities and the present role of the CSA At the elementary and family schools, NJASK, DRA, Schoolpace, Learnia, and quarterly math assessment data was analyzed to determine the needs of the schools. The latest data, as well as, historical data was examined. The teachers, parents, administrators and other staff members completed a needs assessment on Survey Monkey. In addition, walkthroughs were conducted throughout the year by school and district administrators. Each school has a data support team that meets monthly. Coaches and administrators share the school's data with the staff during horizontal and vertical articulations. Regular meetings with the schools' stakeholders are being conducted to keep the schools up-to-date on the progress of the

		grants and to continue to solicit their input.
C	The LEA's recent history in improving schools	Camden City Public Schools (CCPS) has been addressing the challenge of low-performing students for several years, with many schools unable to make AYP based on the State's requirements. An array of school improvement plans and strategies have been implemented across the district, including action in individual schools, to improve student academic achievement. Learning assessments have been utilized across the district to improve student achievement. Ongoing formative evaluation occurs and measures individual student learning and progress so that teaching can be tailored to individual student needs. The Learnia program has been implemented across grades 3-8, resulting in increased conversation about monitoring and supporting student success. Teachers have received training in how to work with underperforming students through the Learnia program, which has also allowed us to establish data teams in all schools in need of improvement. The data teams utilize data on a continuous basis to adjust teaching to meet the needs of students as revealed by the data gathered on learning measurement tools. The district's two large, comprehensive high schools, Camden High School and Woodrow Wilson High School, received a Smaller Learning Communities (SLC) grant from the federal government and conducted this project for three years. The SLC initiative was designed to provide all students with a personalized educational program that is responsive to student needs and interests and promotes motivation, improved academic performance, and connectedness with the school community. The goal of the SLC was to ensure that all students are known by adults in the school community and that they receive the support and attention necessary to succeed in a challenging academic program.

		In the past three years, the following activities have been conducted for school improvement: ❖ Conducted district-wide professional development with grades 6-12 math teachers in September 2009 to distribute revised high school curriculum management systems and to discuss the instructional focus for all students. ❖ Distributed NJASK8 student score reports to all ninth and eleventh grade teachers to identify their students' performance for instructional decision-making strategies. Conversations occurred during collaborative planning meetings. ❖ Administered the Developmental Reading Assessment in grades K-5. Coaches analyzed the results with teachers. Results were used to inform instruction. ❖ Administered the SRI in all Read 180 classrooms and used results to inform instruction. ❖ Analyzed Schoolpace data for reading steps and reading growth. ❖ Administered quarterly math assessments and utilized the data to inform instruction. ❖ Participated in FASTT Math and First in Math activities. ❖ Implemented a new LAL K-5 curriculum guide. ❖ Wrote a new Math K-5 curriculum guide. ❖ Wrote a new Science K-5 curriculum guide. ❖ Wrote a new Social Studies K-5 curriculum guide. ❖ Implemented Envisions Math across K-5th grades. ❖ Began training K-5 LAL coaches and teachers in the national standards for reading. ❖ Analyzed the NJASK writing assessments for the district, each individual school, teachers, and individual students. Used the results to inform writing instruction. ❖ Began a writing workshop pilot program in 3 schools. ❖ Provided professional development activities that focused on data results during district-wide professional development days and during teacher training sessions.

		❖ Conducted school visitations with walkthrough observations (formal and informal) to assess and monitor levels of instruction and student engagement; provided feedback to principals and teachers. ❖ Provided grade level common planning time meetings to monitor, guide, and answer questions and facilitate teacher discussions. ❖ Disaggregated school data summary reports to identify areas in need of improvement for professional development decision-making and support needed at each school. ❖ Used school data to create school and district professional development plans. The following programs, interventions, and strategies to improve student achievement in mathematics have been implemented in the past three years: ❖ Scheduled, planned, coordinated presentations at Saturday Math Teacher Academy targeted to areas in need of instructional improvement. ❖ Coordinated ongoing Algebra/Pre-Algebra professional development to grade 7-8 teachers to build content knowledge and instructional pedagogy. The targeted student population was those students who scored proficient and advanced proficient on the NJASK with the view of preparing a population of students who mastered algebraic skills/thinking for success at the high school level. ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and activities were then turn-keyed to staff within their schools. ❖ Provided improved instructional practices to grade 6-8 teachers that build capacity in content knowledge, instructional pedagogy, and best practices. Reformed math instruction from excessive direct instruction to differentiated instruction based on benchmark data.

		(Implemented rigorous instructional reform.) ❖ Provided in-class coaches via outside providers to support teachers by demonstrating lessons, co-teaching, collaborative lesson planning, analyzing data, and attending collaborative teacher meetings to support and guide teaching and learning "next steps." ❖ Monitored district assessment data to plan teacher professional development activities during the school year and summer teacher institutes. ❖ Provided standard math quarterly assessments for grades 9-12 teachers in collaboration with outside providers and teacher input. ❖ Revised outdated curriculum management systems aligned to core content standards and provided training for teachers along with instructional expectations. ❖ Conducted textbook review committees to review and recommend board adoption to upgrade instructional materials and resources to meet the needs of the 21st Century learner. ❖ Integrated technology with instruction via Distance Learning activities, web-based programs, purchased on-line services, calculators, and computer-based projects that engage the learning process. ❖ Partnership Grant with Rowan University to provide extensive professional development to K-8 math coaches in the areas of math content knowledge, activities, math materials/resources, best practices, guidance, mentoring, training on specific content, membership in local Math Association, stipend registration fees to area conferences, data analysis, coaching strategies, curriculum and assessments updates. ❖ To increase the number of highly qualified middle school teachers of mathematics, the district has provided selected middle school math teachers an opportunity to participate in a two-year Graduate Middle School Math

		Certification Program at Rowan University. The number of district teachers who successfully completed the program, two cohorts, will total 19. ❖ Provided ongoing opportunities for teachers to participate in Math/Science Programs at Rowan University during the school year and summer months. These programs build content knowledge, instructional practices, and technological training. ❖ Middle school and Grade 9 math students are provided increased learning time via a block scheduling. ❖ Implemented district-wide benchmark assessments via Learnia, grades 3-8 and Standard Solutions HSPA and content Benchmark assessments for grades 9-12. ❖ Coordinate and conduct ongoing monthly math coach meetings that focus on content strategies/activities and administrative processes. ❖ RIISA Network meetings, designing learning workshops, teacher leadership clusters within schools in need of improvement. Elementary and Family Schools have been implementing programs to strengthen student achievement. The goal of the programs selected was to improve academic performance. At the elementary school level CCPS has implemented the following school improvement strategies and programs: ❖ Infusion of NJ Core Curriculum Standards into Language Arts ❖ Infusion of NJ Core Curriculum Standards into Math ❖ Diagnostic Assessment (DRA2, Learnia, SRI, SMI) ❖ Writing Benchmark Assessment three times a year ❖ 120-Minute Bilingual Literacy Block ❖ 120-Minute Literacy Block ❖ 90-Minute Math Block ❖ LL Teach ❖ 100 Book Challenge Grades K-6

		❖ Learning Labs ❖ Read 180 ❖ Read 180 Monthly Articulation Meetings ❖ Writer's Workshop ❖ Writer's Workshop Monthly Articulation Meetings ❖ Children's Literacy Initiative ❖ WiggleWorks in Kindergarten ❖ Study Island Grades 3-4 ❖ Harcourt StoryTown Reading Series ❖ Harcourt and Envisions Mathematics Series ❖ Quarterly Topic Assessments for Mathematics ❖ RTI for Math Fluency through First in Math and FASST Math ❖ Infusion of technology to manage student data in Math ❖ Saturday Workshops for Data, Mathematics, and Literacy ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and activities were then turn-keyed to staff within their schools. ❖ Provided improved instructional practices to grade K-5 teachers that build capacity in content knowledge, instructional pedagogy, and best practices. ❖ Reformed math instruction from excessive direct instruction to differentiated instruction based on benchmark data. (Implemented rigorous instructional reform.) ❖ Provided in-class coaches via outside providers to support teachers by demonstrating lessons, co-teaching, collaborative lesson planning, analyzing data, and attending collaborative teacher meetings to support and guide teaching and learning "next steps." ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and

		activities were then turn-keyed to staff within their schools. ❖ Revised outdated curriculum management systems aligned to core content standards for Mathematics, Language Arts Literacy, Social Studies, and Science; and provided training for teachers along with instructional expectations. ❖ Conducted textbook review committees to review and recommend board adoption to upgrade instructional materials and resources to meet the needs of the 21st Century learner. ❖ Partnership Grant with Rowan University to provide extensive professional development to K-8 math coaches in the areas of math content knowledge, activities, math materials/resources, best practices, guidance, mentoring, training on specific content, membership in local Math Association, stipend registration fees to area conferences, data analysis, coaching strategies, curriculum and assessments updates. ❖ Provided ongoing opportunities for teachers to participate in Math/Science Programs at Rowan University during the school year and summer months. These programs build content knowledge, instructional practices, and technological training. ❖ Internet Instruction ❖ Art, Music, PE, Computer Literacy, Spanish, Library/Special Areas/Media enhancements ❖ Literacy Coach Meetings to "Train the Trainers" ❖ Math Coach Meetings to "Train the Trainers" ❖ Paraprofessionals ❖ Math Building Themes ❖ Data-Driven Instruction ❖ Intensive Early Literacy Instruction Program ❖ ELAS-Early Learning Assessment System ❖ Teacher's Academy Professional Learning Program

		❖ Peer Mediation ❖ Math Tutoring ❖ School Leadership Team ❖ Attendance Accountability Team A multi-tiered professional development program model has been implemented in 12 low-performing elementary and middle schools. In tandem with this program, we have established professional learning communities to support teachers and administrators. Professional leadership academies have provided school site administrators with training and support in improving their leadership skills. Leadership at the five middle schools participated in the leadership academies first and later the academies were extended to seven elementary schools. In collaboration with Rutgers University, we have provided training and have established professional learning communities that include regularly scheduled "network" meetings for staff at participating schools. Teachers and administrators have had the opportunity to visit each other's schools to discuss what works and doesn't work by looking at the data and strategies used thus far. Educators have formed a collaborative relationship through these professional learning communities and offer each other support. Professional development has been provided to teachers in how to assess the efficacy of classroom practices based on both quantitative (data analysis) and qualitative (teacher and student input) measures. Teachers have attended workshops on in-service days, new teachers' workshops (teachers new to the district), and many have received one-on-one mentoring. An annual Summer Institute for educators is held each year. The Summer Institute focuses on using research-based strategies for improving student learning in core academic subjects, with a heavy focus on language arts and mathematics.

		In the fall of 2010, selected school leadership from the lowest-performing schools attended an instructional leadership training provided by the Rutgers Institute for Improving Student Achievement (RIISA), a nationally recognized leader in this field. In the past two years, the district has provided workshops designed specifically for new administrators. The workshops provided new administrators with support and information to help them navigate through the managerial and emotional demands of their positions to perform as effective leaders. Additionally, all district administrators attend a four-day convocation to participate in workshops designed to enhance their knowledge of best practices, codes, polices, and curriculum and instruction updates (among other topics). Administrators are encouraged to think outside the box as they strive to provide students with a positive environment conducive to learning. CCPS educators must work on a daily basis with the challenge of teaching a largely economically distressed population of students and families. Students frequently arrive at school in an "unteachable" state and require basic services to function; services such as food, shelter, and therapy. The district provides many human services to students and families to improve child and family functioning and subsequently student academic performance and engagement in the educational process. The School Based Youth Services (SBYS) Division of CCPS manages a host of programs, many of which have been revised, expanded, and enhanced in recent years, to provide the variety of wrap-around supports necessary for our challenged and challenging student population to succeed in school. These programs include a recently launched school counseling program in two elementary schools (federally funded), ongoing programs for teen parents (and their very young children) at the two comprehensive high schools, and mental health and substance abuse treatment services

		resources accessible through the school. To be successful, any school improvement program in our district must address more than just academic achievement. More often CCPS students struggle with basic life issues that may make it difficult for them to concentrate on their studies. Any program we design for school improvement in our district must look at the big picture in our communities and address root causes in addition to implementing education reform initiatives. In the last three years, the district has supported Tier I and Tier II schools with additional professional development and programs designed to increase math and language arts proficiency. Many of those programs have been listed above. In addition, funding from Title I has been used to support the programs added at Tier I and Tier II schools. CCPS has added the position of Supervisor of Data to its administrative ranks. The duties of this individual include reviewing data of district schools and providing needed professional development to school data teams. This rigorous training is designed to increase capacity at the school level for data review and the use of data to inform instruction and other teaching and administrative practices. Many schools have implemented before- and after-school programs to increase learning time for students. Increased instructional time continues to be an important goal of the district. Teacher incentives are built into professional development training and implementation through title II A funds. Within the past three years, several low performing schools were restructured with new principals and, in some cases, transfer and realignment of instructional staff also occurred. Last year two CCPS schools, Cramer and Wiggins, received SIG funding and they have been undergoing reform under this initiative. At Cramer College Preparatory Lab School and at Wiggins College Preparatory Lab School, principals are being trained to be true instructional leaders—a leader who is

		committed to her growth on a leadership expertise continuum and is working on becoming a turnaround expert. Teachers are being trained in how to use best practices and are supported through quality materials, rigorous instructional blocks, job-embedded professional development, and ongoing feedback through learning walks. Each school hosts monthly learning labs to which other elementary and family school teachers and principals are invited to attend. Every teacher spends time working in teams in each other's classrooms, studying how students learn to read and develop mathematical content strands. This intense focus on and close observation of learning is the platform from which the schools' instructional and intervention maps are constructed. In the high schools several efforts have been mounted to improve student achievement, most notably by introducing a feedback system and improving the delivery of classroom instruction. During the 2007-2008 academic year, the LEA attempted to schedule and implement a reading and writing assessment system for the high schools. Some student performance data resulted from that process but not enough to engage staff in developing the common understandings about what was happening that impedes student progress. In addition, collaboration with *High Schools That Work* (*HSTW*) resulted in professional development sessions devoted to the process of backward design and unit development. The 2008-2009 academic year saw the implementation of a district-wide *Learnia* assessment system in LAL and Math for grades 6-8. Correlated to NJCCCS progress indicators, the process benchmarked student performance according to a common test administration schedule. In the high schools, efforts to frame the same type of assessment discipline continued through a contracted arrangement with *Standard Solution. HSTW* conducted a summer workshop on writing and orientations for implementation of *SpringBoard®* in grades 6-8

		LAL classrooms occurred in July and January. During the 2009-2010 academic year, Learnia assessments continued in grades 6-8 while initial and advanced training in *SpringBoard®* guided a second year of partial implementation in grades 6-8. In the high schools the collaboration with *HSTW* led to a series of workshops on scoring student writing through the application of state rubrics, and that in turn led to a district-wide writing assessment in grades 9-12. Teachers who had attended the workshops began to use feedback from the assessments to identify shortfalls in student learning, but, again, feedback was sporadic and incomplete. *HSTW* also conducted training on math strategies and technology and also collaborated to align Algebra I curriculum to EOC and revised assessments. Rowan University continues to prepare middle school teachers for improvement in instruction through the study of content. Rowan University offered a weeklong course in connecting Understanding by Design and Curriculum Mapping that resulted in the mapping and unit development of English III by the Curriculum Supervisor and teachers.
D	The LEA's process to recruit, screen and select external providers to ensure their quality.	Professional development providers will be selected based upon schools' needs. Several considerations will reference schools needs such as, but not limited to, student achievement data, surveys, administrators' and teachers' professional development needs, cost, recommendations, documentation of effectiveness, the provider's contact hours with the schools and commitment to the schools. The LEA proposes to identify layers of feedback data and methodologies that engage teachers and the school leadership in the analysis and discussion of successes and failures as well as the pursuit of a common understanding about why things happen the way they do in preparing and delivering classroom instruction. The evaluation of external providers of services will be conducted based on the rise in the average level of systemic quality and performance as evidenced in classroom observations and teacher planning; the

		decrease in variation among teachers and classrooms; and the engagement of staff in collaborative behaviors that foster analysis and understanding of the nature of instruction, adapting what works and abandoning practices that do not result in improved student achievement. External providers of services (particularly professional development) will be sought through a publically issued Request for Proposals (RFP). Timelines and benchmarks will be outlined in contracts, framed to produce immediate and unequivocal progress toward goals, and managed as a part of the Compliance Team's support system. The district has a system in place within the business office for the management of all contracts with external providers. The district has a system in place to evaluate the services provided by external providers based on feedback and online evaluations from district staff who utilized the services.
E	The LEA's plan for alignment of other resources and supports	E. <u>Align other resources and supports.</u> In addition to the redeployment of current personnel to construct the Compliance Team, the LEA will use Title I, Part A funds to enhance available technology so data can be collected, compiled, and reported in real time In addition, Title II, Part A funds will be applied to the remediation of staff performance gaps that will have the strongest influence on the turnaround situation and the recruitment of high quality staff. Other resources that will be aligned with the interventions include: ❖ Rutgers Institute for Improving Student Achievement (RIISA) and other Rutgers Education Department resources for professional development ❖ New Jersey Department of Education's Department of Accountability's technical assistance workshops and Turnaround Leadership Network

		❖ High Schools That Work through New Jersey Department of Education's existing partnership with the Camden Board of Education (to provide professional development and technical support for administrators, teachers, and counselors) ❖ Camden County College to provide dual credit courses for students, technical support, professional development, and assistance with curriculum development, enhancement, and revision ❖ Rowan University's ESL courses for high school seniors at the two large comprehensive high schools ❖ Federal grant funding for the Integrating Schools and Mental Health Systems project and the Elementary School Counseling Program implemented at two elementary schools ❖ The Virtual Credit Recovery Program for high school students ❖ Reinstatement programs at the two large comprehensive high schools ❖ The Response to Intervention (RTI) Model is being implemented across the district with comprehensive training provided to principals and counselors ❖ A comprehensive Science, Technology, Engineering, and Math (STEM) program is being implemented at the middle schools ❖ Each elementary school provides students with Read 180 as a resource to assist students in catching up if they are falling behind ❖ Math-based remedial computer programs are provided to struggling students if they are falling behind ❖ Literacy-based interventions (including remedial computer programs) are provided to struggling students if they are falling behind ❖ Computer-based catch-up programs are utilized to assist ESL students who need extra support ❖ A new curriculum was implemented last year for ESL

		students and for use in bilingual classrooms ❖ Partnership to Increase Student Achievement in Physical Science: Integrating STEM Approaches (PISA2) is a five-year program that has been extended the to the Camden City Public Schools' teachers who teach science in grades 3-8. The program aims to increase the number of teachers holding an Elementary School with Science Specialization Endorsement. CCPS is one of 12 school districts to partner with the Stevens Institute of Technology for this program. All of the programs, courses, strategies, resources, and professional development activities listed above will be automatically aligned with the NJCCCS. No programs are used in the district which are not aligned with these core standards. Title I and Title IIA funds will be realigned to support the schools in the SIG program. All NCLB Consolidated funds will be coordinated with SIG funding and activities. A key way that district resources will be applied to the SIG project schools is by reassigning many existing LEA leadership staff at the district level to work on the SIG implementation. These district leaders will provide oversight and monitoring. Support for the teacher's union for staffing and teacher evaluation will take place through the mechanism of the LEA Turnaround Team, which will include all key stakeholders, and will meet as frequently as necessary for the smooth functioning of the SIG project, beginning with weekly meetings at the launch of the SIG2. The LEA Turnaround Team will include representation from the School Board, parents, and staff as well as other stakeholders.
F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	In order to effectively implement a system of support for change and school reform for our school leadership, the LEA will abandon several organizational paragons, most notably,

		the nature of authority in a rigidly hierarchical structure. Principals, Directors, Deputy and Assistant Superintendents, the Superintendent, and the Board of Education collectively exercise control over the decision-making process in schools and, by extension, the decisions that are consequences of that process. Although there will always be functions that require control in the operation of schools and school districts (payroll, purchasing, etc.), school improvement is not a process that is facilitated by control. Improving a school involves the guidance and direction of those who deliver the school's primary process: instruction. School change does not emerge because a high ranking official made a decision to make improvements. The flaws of a bureaucracy are many, but chief among them is the belief that organizational rank is equivalent to knowledge. A principal does not have all the knowledge required for improvement, regardless of how skillful and experienced s/he is. In the end, it is the people who deliver instruction in a school who are required to have and to use their knowledge to make the school better. By establishing LEA Compliance Teams in the SIG schools, the district moves knowledgeable, district level staff out of the central office and into the schools to work side-by-side with school site leadership and staff to implement the interventions outlined in the plan. The LEA Compliance Teams will operate transparently in the schools, inviting parents, community members, union leaders, and students to work with change stakeholders in the schools and, by doing so, establishing a collaborative process that will be free of bureaucratic expedience. In addition, the LEA Compliance Teams will ensure efficiency of the implementation by maintaining engagement and motivation of external providers and administration of contracts; interim reporting and monitoring of budgets; instituting record keeping systems that include measuring/ tracking/reporting teacher performance; and fund disbursement.

		To implement the proposed SIG project in the proposed schools, we will make the following modifications to current practices and polices: ❖ Hire a district Transformation Officer to oversee the SIG activities at SIG schools ❖ Hire or assign a site Transformation Specialist at each target SIG school to administer SIG activities at the site level and form a turnaround or transformation team at the school to work with the specialist to monitor the ongoing implementation of the model ❖ Develop systems charts to outline team approach ❖ Utilize needs assessments to determine process for meeting student needs ❖ Establish a Ninth Grade Transitional Development Program that will support Ninth Grade Teaching Teams (NGTT) at Camden High School and at Woodrow Wilson High School. NGTT will meet individually with ninth grade students (and their parents) on a monthly basis ❖ Set up "Focus Rooms" at all middle school sites so that the individualized needs of students at high and moderate risk are met with services and supports necessary for success ❖ Improve the ratios of students to teachers ❖ Increase the number of highly qualified teachers who are teaching in their trained area of instruction ❖ Create a five-year staff development plan to provide focused and job-embedded professional development to staff ❖ Strengthen vertical and horizontal articulation teams of teachers to support an integrated instructional program.(Monthly Math and Literacy Coaches' meetings are held to share ideas and train the coaches on best practices and data analysis for them to turnkey with their staff. Grade levels are trained in strategies for their

		particular students. They also review data for their grade levels and learn how to use it to inform their instruction.) ❖ Infuse classrooms with technology and provide training to teachers in how to use that technology effectively. For example, Read 180, WiggleWorks, Schoolpace, FASST Math, First in Math, envisions, and SMI. ❖ Establish ing interdisciplinary collaborative planning time for teachers (common planning time will be built into their weekly schedules) ❖ Allow greater flexibility in hiring, transfer, and dismissal ❖ Promote administrative autonomy at the school site level (with support from central office as well as training and establishment of professional learning communities) ❖ Extend instructional hours, to include 1) mandating attendance of struggling students at extended programs, 2) adding instructional time during the school day, 3) extending the school year, and 4) increasing after-school programs, Saturday programs, and Summer programs ❖ Expand collaborative decision-making to garner more input from parents, students, and community members (stakeholders); and to use that input in a constructive manner that is visible to all stakeholders. (Parents are a part of the advisory committee for each school. As a part of the School Leadership Teams they help to make decisions related to school activities and policies. An active parent advisory group will be developed to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. Parents will be trained and hired to work as parent coaches. Parents and community members will also be invited into classrooms first thing each morning and in the afternoon.) ❖ Collaborative-decision making will result in a balance of ownership and productivity among those involved in the

		process. (Schools will communicate with central administration to invite staff to participate on school committees or teams. Committees or teams will meet on a regular basis to discuss, plan, and implement proactive measures, interventions, and solutions to concerns/problems.) ❖ Adding opportunities for increased communication within the school system at the administrative and school site levels and from outside the school system from parents and community members ❖ Creating advisory panels at school sites comprised of school staff and external stakeholders to monitor the progress of schools toward improvement ❖ Creating an executive advisory panel for the SIG project to include membership from critical stakeholders, such as state and local community leaders, the business community, parents, students, community organizations, faith-based organizations, and institutions of higher education *Collaborative Decision-Making:* The SIG project will provide an opportunity for increased internal collaborative decision-making. Supervisory staff will continue to conduct collaborative sessions with teachers to gather information/data, plan, and to communicate activities within content departments. Scheduled weekly teacher collaborative meetings are already conducted and attended by district level staff and expert consultants to discuss ideas about instruction, data, and concerns/issues. More collaborative time for teachers and leadership staff will be created as part of the professional learning communities and vertical and horizontal articulation. District leadership is already visible in the schools on a regular basis to share and model district goals and objectives with teachers and principals on both a one-on-one and group level. With the re-visioning of the model, district

		administrators will be reassigned to positions that allow them to work side-by-side with site staff in the schools. District leadership will identify teachers who can serve as coaches, mentors, and teacher leaders for underperforming teachers, for continued collaborative input and decision-making, and sharing of strategies specifically focused on improvement of instruction and professional development needs. Collaboration is based on shared goals, a shared vision, and a climate of respect and trust. Each stakeholder (administrators, teachers, parents, students, etc.) must understand their role and feel included in decision-making processes. Planning is crucial to make time and space for collaborative efforts, and effective leadership is essential to the process. Resources will be made available to support collaboration and the necessary time will be taken to build the relationships necessary for collaboration to occur over time. A climate that respects and values the opinions of a diversity of perspectives will be cultivated so that all stakeholders feel heard and are comfortable when making contributions.
G	The LEA's plan to sustain the reforms after the funding period ends	Sustaining reforms after the funding period ends is inherent in the project design, which depends heavily on capacity-building, infrastructure development, and professional development. Some programs which may require monies for continuation will be supported through the individual school budgets. In-district professional development funds will be used to support refresher training and Title IIA funds will also be used. Many key systems which will be put in place will not require funding, such as advisory panels. We will implement a district-wide method of accountability for instruction by utilizing walkthroughs, teacher observations, and other forms of performance assessment. All teachers and administrators will be trained to foster collegial relationships that develop highly qualified teachers through mentoring, in-class coaching,

demonstrated instructional pedagogy, vertical and horizontal articulation, school-based collaborative planning, and shared decision-making practices that focus on successful in-district school models that will improve student achievement. Fundamental principles of smaller learning communities will become the norm.

The school leadership will share data on student performance and achievement with all stakeholders so that informed decisions will be made in the best interest of all students in the district as well as the educational process. At the end of the three years, student achievement will have increased as measured through Learnia benchmark assessments and NJDOE-mandated assessments, such as the NJASK and HSPA.

Refer to the Project Description and Project Activity Plan matrices for each individual school in the school forms sections of this application for details about actual plans (including timeframes).

At the end of the SIG-funded project period, it is anticipated that the most significant difference in the schools will be the level of student engagement and performance. Students will be prepared to be successful in the 21st century by learning in a safe and nurturing environment, with a student-centered curriculum, which will engage them in a rigorous learning process, ensuring that all students function at or above grade level. High standards will be set for teachers and school administrators that support continuous data-driven instruction, content specific professional development, technology integration as an instructional tool, and implementation of an established rigorous standards-based curriculum using proven instructional methods that support student achievement.

Sustainability Beyond Grant-Funded Project Period

Description of Action Steps for Sustainability	Person(s) Responsible	Resources	Timeframe

School leadership and LEA Turnaround Team (stakeholder group) to work together to develop a sustainability plan through a sustainability task force	Superintendent	District Budget	2012-2014 Completed by 2014
Ongoing professional development to ensure that the strategies that were implemented during the grant are sustained.	Professional Development Office, Assistant Superintendents,	Title IIA Schools' Budgets	2014 and beyond
Ongoing learning walks, teacher observations, and other forms of teacher performance assessment will be continued by the school administrators and the district personnel.	NTO, Superintendent, Assistant Superintendents, Principals, Supervisor of Performance Management	Title I Schools' Budgets	2014 and beyond
Peer collaborations will be conducted throughout the school year.	Assistant, Superintendents, Principals and their staff	Title I Schools' Budgets	2014 and beyond
School leadership teams will continue to meet to review student achievement data.	Assistant Superintendents, School Leadership Teams	Schools' Budgets	2014 and beyond
Staff new to the schools will receive professional development and an experienced mentor will be assigned to each new staff member.	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond
Learning labs will	Assistant	Schools'	2014 and

		continue.	Superintendents, Principals	Budgets	beyond
		Professional Learning Communities and collegial atmosphere with lifelong learning the norm and team teaching to continue.	Assistant Superintendents, Principals	Schools' Budgets	2014 and beyond
		All SIG strategies and activities will become institutionalized within the district and supported with district resources for continuation.	Superintendent	District Budget	2014 and beyond
H	The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results	School leadership will be afforded with near autonomy in its rostering and scheduling procedures and the principal will be given wide latitude in constructing the school's budget and allocating funds where they can be most effective in implementing the transformative change envisioned by the grant. The district will facilitate the movement of staff out of and between schools when appropriate to achieve the goals of the project. The district and the school will partner to review data and needs assessment surveys to select the best professional development providers (and plans) for the school. Each SIG school will be assigned a curriculum and instruction supervisor who will assist in monitoring the program implementation and will assist with troubleshooting to eliminate barriers to success. Under the new improvement structure, school leadership will have unprecedented flexibility in identifying and modifying the elements in the school's operation that are impeding student progress toward proficiency in core standards. The LEA Compliance Teams will offer a phalanx of professionals knowledgeable in curriculum and instruction who will master the levels of feedback information in a way that enables the school to adapt effectively to the demands that are framed by the improvement plan. For example, identification of instructional shortfalls in real time can facilitate the application of			

		corrective action before student learning is compromised, offer opportunities to modify student or teacher schedules to meet the need for more staff development time or divert resources to areas that will engage in rectification of issue before it becomes too late in the school year to turn things around and make a difference.
I	The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.	Qualifications of the new principal will comply with the requirements for NJ licensure. In addition, candidates will be expected to demonstrate an ongoing dedication to professional development anchored in teaching and learning. Individuals who have successfully worked as school change agents in the past (i.e., have turned other schools around) will be sought to fill these leadership positions. The range of expected competencies for principals is those that can be found among turnaround leaders: a sense of urgency about change, trustworthiness, credibility, risk taking, communication, commitment, adaptability, creativity, innovation, conflict management, persuasiveness, self- and team-development, delegation, planning and action to reach targets, independence, and integrity. The LEA will embed ISLLC standards into the principal evaluation process as a means of establishing a new pattern of leadership marked by the implementation of a system where the principal's role as coach focuses on performance results that create new relationships among all stakeholders and where the educational staff prioritizes the expansion of learning capacity. Current principals with a tenure of three years or more will be removed and state and local searches will be conducted to find a principal with experience turning around chronically low performing schools for appointment no later than June 1, 2011. CCPS will hire SIG school principals who exhibit the following behaviors and qualities: organization, delegation, data analysis, instructional leadership, building management, resource management, district relationships, risk taking, problem solving, willingness to learn and try new things, and thinking outside the box.

J	The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.	The district will hire two Supervisors of Performance Management who will work under the direction of the Director for Elementary Curriculum and Instruction and the Director for Secondary Curriculum and Instruction. These two directors report to the Assistant Superintendent for Curriculum and Instruction, who works under the Superintendent. To insure fiscal Compliance the district will also hire an Accounting Manager that will work out of the Business Office assign to the SIG Grants only. The Accounting Manager will report to the Business Administrator and work directly with the Supervisors of Performance Management for all Fiscal Implementation, Compliance and Reporting. Thus there will be strong programmatic and fiscal managerial support for SIG implementation at the LEA level, with a direct line to the Superintendent. The day-to-day implementation of the project at the school level will be conducted as a collaboration between the Principal and the assigned Education Program Specialists. The Supervisors of Performance Management will organize the project work through the five Education Program Specialists. One Education Program Specialist will be assigned to each of the high schools and the other three will each be assigned to two SIG2 elementary, family, and/or middle schools. The Education Program Specialists will manage the program in the SIG schools, ensuring that deadlines are met, objectives achieved, and activities completed on time and within budget. Each SIG2 school will form it own turnaround team that will work with the assigned Education Program Specialist in collaboration with key stakeholders to ensure that the identified needs of students are met. All key stakeholder groups will have representation on the school site turnaround team. The project will be managed by the school leadership working in partnership with the LEA Turnaround Team, which will include representation from all key stakeholder groups. The LEA Turnaround Team will generate, update, and distribute a project calendar that will identify the key implementation dates and deadlines for all stakeholders. The transition to collaborative decision-making will require a model and facilitation of the model by an external provider

		for the first six months of the project. Once the model is understood by the school leadership collaborative, facilitators can be designated by the group. LEA activities in guidance and testing, professional development, special services, and scheduling will support participating schools. The district has hired an Educational Program Specialist who oversees the SIG project work at the two schools that are in year one of SIG at the present time. She ensures that deadlines are met and manages the program in the SIG schools. She serves as a resource to principals, supervisors, the director, and the superintendent. She oversees the purchasing of materials and the implementation of the professional development plan. She completes all quarterly reports. She works closely with the NTO. In collaboration with the business office, she ensures that the SIG grant money is spent appropriately and that the district stays within budget. A list of the LEA SIG activities is provided above on **Form L-7 LEA COMMITMENT AND CAPACITY** under *LEA-level activities.*

Form L-9

Date: _____ **Page** ____ **of** ____

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

This form should ONLY be completed those districts that are applying for some but not all Tier I schools

LEA : Camden Board of Education

Camden has the largest number of Tier I schools in the state with 9 in Tier I and Camden's two large comprehensive high schools are Tier II schools (feeder schools for these high schools are Tier I). The district does not have the internal capacity or the resources to attempt radical reform in all of these schools at once . We intend to focus on the identified schools in this application because after analyzing the data for the district's schools, these schools are the ones that are historically most in need of improvement.

Note that many of the planned activities, strategies, interventions, supports, and professional development connected with the proposed SIG project will be leveraged to include other school staff within the district who are not employed at the SIG project schools. We plan to provide additional support to other underperforming schools in the district but we face an uphill climb. Due to cuts in school aid, Camden City Public Schools may have to eliminate some positions in the coming year. The elimination of those positions will impact on our capacity to service many district schools. Obtaining SIG funding for the schools identified in this application will greatly assist the district with implementation and monitoring of these underperforming schools.

By focusing on the identified schools is this application, Camden has the capability of replacing staff members and recruiting teachers who will best serve the needs of the SIG 2 schools. Principals in the SIG 2 schools will have the opportunity to screen existing staff and rehire up to 50%. The process of screening and rehiring no more than 50% of the staff is a challenging undertaking for a district. The possible transfer of many of Camden's teachers is a daunting task but focusing on replacing teachers in the identified SIG 2 schools can be accomplished.

An additional reason the identified school were selected is because they are PK – 8 schools and will impact the greatest student population. Traditionally our middle schools have lower scores on the NJASK and our plan is to focus professional development and support to these most academically needy students.

Form L-10

Date: 3/31/2011 **Page ____ of ____**

WAIVER REQUEST

LEA : Camden Board of Education

School Name	Waiver 1 "Starting over" in the school improvement timeline for turnaround or restart model only	Waiver 2 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
Catto Health and Wellness Academy	X	
Cream Performance Academy	X	
Hatch STEM Academy	X	
Pyne Point Bilingual Leadership Academy	X	
Camden High Career and College Readiness Academy	X	
Woodrow Wilson Career and College Readiness Academy	X	
Morgan Village Creative Arts Academy	X	
Veterans Business Academy	X	

Form L-11

Date: 3/31/2011 **Page ____ of ____**

MONITORING AND ACCOUNTABILITY PLAN

LEA : Camden Board of Education **Name of School: Veterans Business Academy**

Accountability is at the heart of the program that will form the backbone for reform activities; and accountability is also at the heart of all planned leadership frameworks. Accountability will be the driver in the transformation and turnaround of all SIG project schools. In this model, the following are expected:

- Parents to be held accountable for the volume of their children's reading;
- Students to be held accountable for the volume of reading they do and the growth they make;
- Teachers to be held accountable for the instructional strategies they utilize, the progress and rate of reading growth their students make, the volume of reading their students perform, and their commitment to grow as learners; and
- Furthermore, principals are held accountable for the volume of reading their students do, the rate of reading growth the students make, the percentage of students reading on grade level, the professional development participation rates of their teachers, the instructional methodologies being used and their own commitment to grow as learners and school leaders.

Accountability is established by ongoing collection of data to assess and use the information to modify instructional practices. This information will then be displayed publicly to enable stakeholders to engage in "rich" dialogue based on the formative and summative data collected. Formative and summative data collection systems are currently in place as described below:

Formative Data Collection

Meaningful formative data is collected in the classroom daily and captured in a web-based progress monitoring tool called SchoolPace. In addition to formative data, assessment data can be imported into SchoolPace electronically. The data entry process is simple, occupying only a few minutes of each school day. The data collected is tied to individual student records with comprehensive demographics. Attendance, discipline, and subgroup assignments are captured to create a complete student profile.
Types of Student Data Collected:

- Individual student reading levels
- Individual student reading volume records
- Home reading habits
- Home Contract completion
- Formative assessment results: IRLA scores
- Principal Classroom Practice logs
- Principal Case Study records
- Principal and teacher participation in professional development
- Principal and teacher placement and movement along the Principal and Teacher Expertise Continuums
- Intervention maps and strategies

Summative Data Collection

The following summative data is collected on a regular basis and is reviewed by each school principal and instructional staff:

- Benchmarks

- DRA2
- Learnia
- Access
- Gates MacGinitie
- NJASK

Formative and summative data is stored in SchoolPace, which is a web-based progress monitoring tool and data management system. The district imports data into SchoolPace at regular intervals and school personnel enter data into SchoolPace daily. As data is entered, it is automatically categorized based on performance targets set within the system. Performance targets can be set to identify students who have scored below basic, basic, proficient, or advanced in a given metric. Similarly, targets can be established to show which students should receive group or individual interventions based on performance indicators measured in the system.

Stakeholders at all levels of the LEA have access to reports and graphs that aggregate the data in a variety of ways. Classroom teachers can see their students organized by performance targets and view individual student progress across multiple school years. School administrators can see metrics on student performance aggregated by classroom, grade, and subgroup. District administrators can see metrics on student performance aggregated by school, classroom, grade, and subgroup. In addition to monitoring by performance target, individual student growth is measured using data across multiple school years. By collecting and analyzing longitudinal student data, the school teams and district level administrators can effectively measure the effects of long-term interventions and core instructional programs. Administrators receive email and push notifications daily that draw attention to achievements and performance alerts for students, classrooms, or schools within the LEA.

The LEA can measure the correlation between two sets of student performance data using linear regression. In this way, the LEA can determine if there is a relationship between formative classroom data and state test results. The same methodology can be used to determine if there is a correlation between applied interventions and student growth. Data analysis routines are described below.

Tier I Monitoring

Tier I instruction is monitored through a variety of measures: 1) percentage of students reading on-target (amount of time spent reading), 2) percentage of differentiated instruction used, and 3) percentage of students reading on grade level, rate of reading growth per student, accuracy of independent reading levels, engagement levels and motivation of students, and observable accelerated progress. The principal and instructional staff are responsible for this monitoring; and successes and challenges are addressed at the weekly data and grade group meetings.

Tier II and III Monitoring

Students identified as Tier II or Tier III are monitored on a Data Wall. Teachers and administrators establish Intervention Action Plans for each of these students based on the power skill needed to accelerate reading growth. The action plans detail specific interventions implemented for each student along with the current plan for providing interventions, including resources needed, and the person responsible for ensuring intervention completion and success. The Data Wall can accommodate all types of data, e.g., DRA, IRLA levels, NJASK scores, and intervention plans. In addition, the Data Wall is the central location for systemic instructional support frameworks. The principal can build a schoolwide resource allocation map and a targeted instructional support map on and from the Data Wall. The principal, teachers, and leadership team meet weekly to review, assess, and modify Tier II and Tier III Intervention Action Plans. Because the data is always live and real-time, intervention plans are flexible and easily altered for maximum effect. Each student's action plan is captured in SchoolPace. Each

action plan is related to one or more unique interventions. With this information, SchoolPace can provide insight into the effectiveness of each intervention.

The above correlation data can be used as the foundation for ongoing and annual reform planning. The student-level analyses help determine intervention and curriculum effectiveness, drive the classroom assignment process, and provide a rationale for teacher accountability. Ineffective interventions can be suppressed, effective interventions can be scaled, sensible student groups can be made within classrooms, and teacher effectiveness can be measured based on student performance in like subgroups.

The LEA will support the SIG2 schools in the following ways. The two Supervisors of Performance Management will be the lead SIG2 personnel, coordinating fidelity of implementation and building the coalition between the NTO, the principal, CCPS leaders, the Educational Program Specialists, and the supervisors. In addition, the Educational Program Specialists will be based at the district office and will be responsible for the logistical aspects of SIG2 implementation, such as operational support, budgeting and fiscal logistics, and implementation fidelity. The LEA will also support the SIG2 principals by working within the district to address and ameliorate staffing issues as they arise. The Assistant Superintendent of Curriculum & Instruction will work within the existing CCPS systems to support staffing changes and instructional needs as they arise.

The LEA will establish a district turnaround office staffed with leadership that will monitor the ongoing implementation of the SIG project at all schools. Each participating school will form its own turnaround leadership team, which will provide oversight to the SIG process at the school level. The LEA Turnaround Office will monitor the implementation of project activities and will hold staff accountable for meeting stated objectives. The LEA Turnaround Office will ensure that implementation occurs with fidelity and within budget and that goals and objectives are met in a timely manner. The LEA will create two Supervisor of Performance Management job positions and these positions will report directly to the appropriate Director of Curriculum and Instruction (either elementary or secondary). The Directors of Curriculum and Instruction report to the Assistant Superintendent of Curriculum and Instruction. The two Supervisors of Performance Management will supervise the Education Program Specialists assigned to the SIG2 schools and through them will monitor the progress of SIG2 implementation. It is through this chain of command that the SIG project activities will be coordinated with the evaluation of the implementation of each school's SIG model.

Annual evaluation of the SIG reforms and their impact on student achievement will be drawn from the daily, weekly, monthly, and quarterly analysis of data at the schools. The state requires a quarterly report analyzing student data. In addition, the Supervisors of Performance Management will provide monthly reports on progress and will require input from the Education Program Specialists in order to compile these monthly reports. This system will monitor the ability of the project to meet timelines and stated objectives. Data analysis utilized in these reports will utilize student data as specific as the individual performance level of students in the SIG schools. Additionally Scatter Plots (cluster data) will be used for grade level analysis.

The district will ensure that the selected intervention model is being fully implemented effectively at each SIG school through monthly reporting and onsite monitoring. Subcommittees of the LEA Turnaround Team will conduct monthly monitoring visits to the SIG schools. During the course of the SIG implementation, data to be used to modify the SIG program for subsequent improvement will come from a wide range of sources, such as attendance reports, AYP, CAPA reports, teacher evaluations,

benchmark data, and standardized tests. School-level data at the site level and the grade level will also be gathered from the many programs being implemented that have their own built-in internal data collection functions, such as Learnia, DRA, Read 180, etc.

Timelines for implementation and monitoring for accountability for each school are outlined in the individual school applications, which provide timeframes for all SIG implementation activities. Overall coordination of monitoring and accountability will be conducted by the Supervisors of Performance Management.

School Section

Form S-1

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

SECTION I:

NGO#:____-_____-_____Title: School Improvement Grant

SECTION II, PART A:

Internal use only	School Code	Type	Region	Sequence

School Name
Pyne Poynt Middle

School Address
800 Erie Street

School City, State, Zip
Camden, New Jersey

Grade Span of School 6th to 8th

Calvin Gunning (856) 966-5360
School Principal Name Phone #

School Program Director Name
Migdalia Soto (856) 966-2408

School Program Director Telephone

(856) 966-2457 msoto@camden.k12.nj.us
School Program Director Fax/email

Total amount of funds requested for school application: Year 1 $ 1,994,972 Year 2 $ 1,994,972 Year 3 $ 1,994,972

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: 4/20/2011

SECTION II Part B

The school application has been duly authorized by the governing body of the _____ school district (county code **07** , District Code **0680** School Code **070**).

Signature of Chief School Administrator — Title: Superintendent — Date: 4/20/2011
Dr. Bessie Lefra Young

Business Manager: Celeste Ricketts Phone:856-966-2036 Fax:856-9662139
Ms. Celeste A. Ricketts

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.

Camden Board of Education
Applicant LEA

Signature: *Chief School Administrator*
Dr. Bessie LeFra Young

Pyne Poynt Middle School
Applicant School

4/20/2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*Camden Board of Education- Pyne Poynt Middle School*
Address	*800 Erie Street Camden, New Jersey 08102*
DUNS number	*114949936*
Expiration Date of CCR registration	*1/03/2012*
Congressional District	*5th*

Part II – Primary Place of Performance under this award

City	Camden City, New Jersey
County	Camden

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

Dr. Bessie LeFra Young, Superintendent
Name and Title

Form S-4

Date: _____ **Page** ____ **of** ____

PROJECT ABSTRACT

This information will be carried forward from the LEA application

LEA : Camden City Board of Education **Name of School:** Pyne Poynt Middle School

Mission	The mission of Pyne Poynt Middle School is to provide quality instruction in a caring and safe environment. Our students will develop and work toward mastering the skills of communication, problem solving, and citizenship as a foundation for life-long learning. They will learn to develop their own individual talents and to be responsible for their academic achievement and their physical and emotional well-being. Ultimately, they will become productive citizens, able to contribute to a changing world.
Vision	Pyne Poynt Middle School empowers all students to continually develop their knowledge, skills and attitudes to enable them to become successful and contributing members of a changing, global society.
Project Implementation Summary	The Camden City Public Schools is submitting an application for the School Improvement Grant for Pyne Poynt Middle School and has selected the Turnaround Model after serious consideration of both a comprehensive needs assessment and the goals and objectives developed in accordance with the critical needs of the school. Broadly, these goals are: 1) to improve school and student academic performance while reducing the achievement gap between the school and the state average, 2) to transform the school climate and culture, and 3) to promote and support leadership and governance that will guarantee sustained, school-wide student and staff success. Through the implementation of the Turnaround Model, Pyne Poynt Middle School will become Pyne Poynt Math and Language Academy. The major components of the Turnaround Model to be incorporated into the school project over the three year grant period will be research-based, school–wide reform models and strategies that will be used to support the effective implementation and sustainability of all interventions required by the State Department of Education and Federal Government. In recent years, steps have been taken to improve student performance in the district and at PPMS including changing leadership, purchasing of new programs, updating and aligning curriculum, and providing professional development. However, due primarily to lack of sustained and supported focus and therefore marginal and inconsistent implementation, the results have been disappointing, and the school remains in Tier I status. The proposed Turnaround Model project meets all mandated requirements of the SIG grant while taking the critical turnaround actions essential to success (see ""Turning Around Chronically Low-Performing Schools," Institute of Education Sciences US Department of Education, 2008). The focus and timely actions which will be taken in respect to each of the 3 major goal areas highlighted below: 1) signal the need for dramatic change with strong leadership, 2) maintain a consistent focus on improving instruction, 3) make

visible improvements early in the school turnaround process, and 4) build a committed staff. Pyne Poynt Middle School will become a Professional Learning Community to which all staff will dedicate themselves in the advancement of learning for all community members. Here is what we can and will do within each of the 3 major goal areas:

Improve School and Student Academic Performance:

- Implementation of the Response to Intervention Framework, as aligned to the national Common Core Standards, featuring embedded professional development with the principal as model and instructional leader and an extensive, continuous use of data to drive instruction.
- Implementation of rigorous, research/standards-based academic programs in core areas clustering students in flexible, leveled classes with student placement based on ongoing, formative assessments including inventory tests and quarterly benchmarks and tailored to meet individual needs and to promote rapid achievement
- Extension of school day (8:30 am to 5:00 pm) and school year (20 day summer program) focusing on academic improvement, advanced placement in World Languages, and academic recovery due to absences (Saturday classes)
- Formation of Professional Learning Teams (PLT) for 2-period, daily professional learning sessions including data analyses/lesson planning/student monitoring for all LAL and math teachers and semi-weekly for science and social studies teachers
- Additional, school-wide professional development including: second language acquisition, addressing disabilities, teaching reading, brain-based learning, project-based learning, adolescent development, and meeting the needs of students living in poverty
- Additional opportunities and incentives for professional learning including graduate courses, workshops, and stipends to purchase classroom supplemental resources as well as opportunities for staff to take on leadership roles.
- Partnering with local universities and organizations to provide in-school tutors and after-school programs/classes for students and parents
- Newcomer Program for newly arriving second language learners with interrupted formal education providing intense literacy and numeracy instruction along with ESL/Bilingual Programming
- Opportunity for rapid Spanish acquisition for all students with classes up to 3 time weekly, leading to high school credit and providing native language speakers the opportunity to develop advanced reading and writing capacity while encouraging language learning, multiculturalism, and diversity throughout the school community
- Hiring of Educational Program Specialist and Response to Intervention Specialist (RTI) to coordinate and provide additional, intensive services to indicated students
- Full-time Technology Coordinator and part-time Technician to support complete integration of technology

Transform the School Climate and Culture:

- Creation of a Student Support Services Team (SSST), comprised of administrators, guidance counselors, social worker, RTI Specialist, Home and School Coordinator, Child Study Team (CST), which will coordinate, facilitate, and monitor all programming related to student support and school culture
- Under the coordination of the SSST, regular Advisory Periods in small groups facilitated by all instructional staff for all students to develop and continuously refocus on and recommit to Individual Learning Plans
- Intensive counseling and support provided to students with social-emotional needs which are interfering with academic performance.
- Consistent implementation of a policy and aligned actions to support academic focus and social development of all students including improved security, equitable discipline, and a Turnaround Room to address behavioral distractions and issues in an in-school setting.
- Implementation of coordinated programming to communicate with, engage, and support parents through native language translation of all parent materials, ESL/Spanish classes, Health and Nutrition classes, Parents-as-Tutors program, GED programs, Saturday access to library and technology laboratory.
- Hiring of a Social Worker and additional Guidance Counselor

Promote and Support Leadership and Governance:

- Replace the principal and vice-principal with an administrative team with a proven record of commitment to and success in: instructional leadership, focus on and influence over results and rapid improvement, problem-solving, and high expectations for self and others
- Screen and replace at least 50% of staff with an entire staff committed to intense and focused participation in all aspects of a Professional Learning Community and improving student academic performance in response to continuous use of numerous data to understand student needs and revise instructional focus and practices to meet needs
- LEA commitment to create and support new policies that promote operational flexibility and the "Fact Cycle of Actions" ("School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement," Public Impact for the Center on Innovation and Improvement, 2007) including: measuring and reporting, analysis and problem-solving, and driving for results

The mission and vision of Pyne Poynt Middle School are to provide all students with a safe and nurturing environment within which they can acquire the academic and social skills to pursue successful professional and personal lives as knowledgeable and caring citizens in our 21st century, global community. The components outlined above are rigorous and focused exclusively on building and sustaining a community of learners—staff who understand that the quality with which they perform their jobs is the single greatest factor in improving student learning and students who are continuously challenged, supported, and expected to reach their academic and

	personal potential. The challenges are evident; however, adhering to the components of the project described herein and with the support and structure of the School Improvement Grant, we will turn around PPMS.

Form S-5

Date: _____ **Page** ____ **of** ____

REPORTING METRICS

LEA : _____ **Name of School:** _____

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Turnaround Model
AYP status	Year 10
Which AYP targets the school met and missed	Missed All Targets except for LAL for African American sub group and Math LEP Subgroup
School improvement status	Restructuring Year 5
Number of minutes within the school year	6 hrs. 30 minutes /school day X 180 days = **70,200 minutes/yr.** 5 hrs. 50 minutes /school day X 180 days = **63,000 instructional minutes/yr.**
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	

NJASK-6 LAL			
Yr	PP	Prof.	Adv. Prof
09-10	95.9%	4.1%	0.0%
08-09	92.9%	12.8%	0.0%
07-08	94.2%	5.8%	0.0%
NJASK-6 Math			
09-10	93.9%	6.1%	0.0%
08-09	92.9%	7.1%	0.0%
07-08	80.2%	19.8%	0.0%
2010 NJASK-6 LAL			
Total	95.9%	4.1%	0.0%
*Gen Ed	87.5%	12.5%	0.0%
SPED	94.7%	5.3%	0.0%
LEP	100%	0.0%	0.0%
White	n/a	n/a	n/a
Black	100%	0.0%	0.0%

Metric	2010-2011 Data			
	Asian	n/a	n/a	n/a
	Hispanic	94.7%	5.3%	0.0%
	Econ. Disadv.	95.9%	4.1%	0.0%
	*** < 10 in subgroup**			
	2010 NJASK-6 Math			
	Total	93.9%	6.1%	0.0%
	*Gen Ed	100%	0.0%	0.0%
	SPED	94.7%	5.3%	0.0%
	LEP	92.3%	7.7%	0.0%
	White	n/a	n/a	n/a
	Black	100%	0.0%	0.0%
	Asian	n/a	n/a	n/a
	Hispanic	92.1%	7.9%	0.0%
	Econ. Disadv.	93.9%	6.1%	0.0%
	*** < 10 in subgroup**			
	NJASK-7 LAL			
	Yr	PP	Prof.	Adv. Prof
	09-10	92.8%	7.2%	0.0%
	08-09	82.1%	17.9%	0.0%
	07-08	74.4%	25.6%	0.0%
	NJASK-7 Math			
	09-10	91.8%	8.2%	0.0%
	08-09	86.6%	13.4%	0.0%
	07-08	82.4%	16.8%	0.0%
	2010 NJASK-7 LAL			
	Total	92.8%	7.2%	0.0%
	Gen Ed	90.8%	9.2%	0.0%
	SPED	100%	0.0%	0.0%
	LEP	93.1%	6.9%	0.0%

Metric	2010-2011 Data		
*White	100%	0.0%	0.0%
Black	93.8%	6.3%	0.0%
Asian	n/a	n/a	n/a
Hispanic	92.2%	7.8%	0.0%
Econ. Disadv.	92.5%	7.5%	0.0%
*** < 10 in subgroup**			
2010 NJASK-7 Math			
Total	91.8%	8.2%	0.0%
Gen Ed	90.5%	9.5%	0.0%
SPED	93.5%	6.5%	0.0%
LEP	96.6%	3.4%	0.0%
*White	100%	0.0%	0.0%
Black	93.8%	6.3%	0.0%
Asian	n/a	n/a	n/a
Hispanic	90.8%	9.2%	0.0%
Econ. Disadv.	91.5%	8.5%	0.0%
*** < 10 in subgroup**			
NJASK-8 LAL			
Yr	PP	Prof.	Adv. Prof
09-10	71.6%	28.4%	0.0%
08-09	59.0%	41.0%	0.0%
07-08	74.0%	26.0%	0.0%
NJASK-8 Math			
Yr	PP	Prof.	Adv. Prof
09-10	90.3%	9.7%	0.0%
08-09	77.6%	20.7%	1.7%
07-08	87.9%	9.7%	2.4%
2010 NJASK-8 LAL			
Total	71.6%	28.4%	0.0%
Gen Ed	55.2%	44.8%	0.0%
SPED	91.2%	8.8%	0.0%
LEP	100%	0.0%	0.0%
*White	0.0%	100%	0.0%
Black	55.6%	44.4%	0.0%
Asian	n/a	n/a	n/a
Hispanic	82.6%	17.4%	0.0%
Econ. Disadv.	70.5%	29.5%	0.0%

Metric	2010-2011 Data

*** < 10 in subgroup**

2010 NJASK-8 Math

Total	90.3%	9.7%	0.0%
Gen Ed	86.2%	13.8%	0.0%
SPED	93.9%	6.1%	0.0%
LEP	100%	0.0%	0.0%
*White	0.0%	100%	0.0%
Black	93.2%	6.8%	0.0%
Asian	n/a	n/a	n/a
Hispanic	89.7%	10.3%	0.0%
Econ. Disadv.	90.0%	10.0%	0.0%

*** < 10 in subgroup**

Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup

	2010 NJASK-6 LAL		2010 NJASK-6Math	
	# Enrolled	# of Valid Scores	# Enrolled	# of Valid Scores
Total	53	49	53	49
*Gen Ed	8	8	8	8
SPED	23	19	23	19
LEP	27	26	27	26
White	n/a	n/a	n/a	n/a
Black	12	11	12	11
Asian	n/a	n/a	n/a	n/a
Hispanic	41	38	41	38
Econ. Disadv.	53	49	53	49

*** < 10 students in subgroup**

	2010 NJASK-7 LAL		2010 NJASK-8 Math	
Total	116	111	116	110
Gen Ed	67	65	67	63
SPED	33	31	33	31
LEP	30	29	30	29
*White	1	1	1	1
Black	34	32	34	32
*Asian	n/a	n/a	n/a	n/a
Hispanic	80	77	80	76
Econ. Disadv.	111	107	111	106

Metric	2010-2011 Data

*** < 10 students in subgroup**

	2010 NJASK-8 LAL		2010 NJASK-8 Math	
Total	120	116	120	113
Gen Ed	69	67	69	65
SPED	36	34	26	33
LEP	18	18	18	18
*White	1	1	1	1
Black	49	45	49	44
*Asian	n/a	n/a	n/a	n/a
Hispanic	69	69	69	68
Econ. Disadv.	115	112	115	110

*** < 10 students in subgroup**

Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup

Grade 6	**2010 NJASK-6 Avg. LAL Score**	**2010 NJASK-6 Avg. Math Score**
Total	165.3	167.7
*Gen Ed	185.9	179.3
SPED	152.9	154.0
LEP	166.2	170.8
White	n/a	n/a
Black	151.4	156.3
Asian	n/a	n/a
Hispanic	169.3	170.9
Econ. Disadv.	165.3	167.7

***< 10 in subgroup**

Grade 7	**2010 NJASK-7 Avg. LAL Score**	**2010 NJASK-7 Avg. Math Score**
Total	161.8	153.1
Gen Ed	170.5	157.5
SPED	140.6	141.6
LEP	162.6	155.7
*White	154.0	161.0
Black	159.2	147.1
*Asian	n/a	n/a
Hispanic	163.3	155.7
Econ. Disadv.	162.1	153.0

***< 10 in subgroup**

Grade 8	**2010 NJASK-8 Avg. LAL Score**	**2010 NJASK-8 Avg. Math Score**

Metric	2010-2011 Data		
	Total	186.4	160.4
	Gen Ed	196.7	170.6
	SPED	172.0	146.8
	LEP	174.1	147.6
	*White	246.0	212.0
	Black	192.2	163.1
	*Asian	n/a	n/a
	Hispanic	181.9	157.9
	Econ. Disadv.	187.2	160.9
	***< 10 in subgroup**		
Percentage of limited English proficient students who attain English language proficiency	10% attained English language proficiency		
Graduation rate	**n/a**		
Dropout rate	**n/a**		

Student attendance rate

Attendance Rates	**2009-10**		**2008-09**	
Percentage of students present on average each day.				
	School	State	School	State
Grade 6	92.3%.	95.6%	94.0%	95.6%
Grade 7	88.3%	95.2%	91.8%	95.1%
Grade 8	88.7%	94.9%	91.7%	94.9%
SE students in specialized classess	86.8%	92.0%	90.7%	92.0%
Total school	88.5%	94.6%	92.0%	94.6%

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	**n/a**
College enrollment rates	**n/a**
Student Connection and School Climate	

Discipline incidents

Student Suspensions			
	School	**District Avg.**	**State Average**
2009-10	37%	19%	4%

Metric	2010-2011 Data			
	2008-09	18%	18%	4%
	2007-08	24%	18%	5%
	Student Expulsions			
	The number of students expelled during the school year.			
	2009-10	0	0	90
	2008-09	0	2	35
	2007-08	0	1	66
Truants	2009-10	39%		
Talent				
Distribution of teachers by performance level on LEA's teacher evaluation system	Although building administrators evaluate teachers, the district does not currently maintain a system which compiles data on the distribution of teachers by performance level. In February 2011 the New Jersey Department of Education reported that 100% of the Camden City Public School District's teaching staff is high qualified and certified.			
Teacher attendance rate	**Faculty Attendance Rate**			
	Percentage of faculty present on average each day			
		School	**State Average**	
	2009-10	95.3%	95.7%	
	2008-09	94.8%	95.3%	
	2007-08	93.5%	96.0%	

Form S-6

Date: _____ **Page** ____ **of** ____

STATEMENT OF NEED

LEA : Camden City Board of Education **Name of School:** Pyne Poynt Middle School

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

<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>Academic Achievement – Reading</td><td>NJ ASK
CAPA
Learnia
READ 180
Report Cards</td><td>
(1) Overall Results & Outcomes:
The comparison between 2009 & 2010 NJASK READING scores reveals that 6th, 7th, and 8th grade proficiency levels decreased. Also noted is the eighth grade points are closer to the Just Proficient Mean (JPM) compared to the 6th and 7th grades. CAPA notes that the majority of partially proficient students are not "Bubble Proficient," that is close to the cut-off. These students require more comprehensive interventions. Cluster data does not distinguish specific clusters in either area as key focus areas, i.e., the gap in all clusters is almost equal.
NJASK-READING SCHOOL MEAN
<table>
<tr><th>2009-NJASK</th><th>2010-NJASK</th></tr>
<tr><td>6th Grade-20.1 (JPM 29.1)</td><td>6th Grade-19.0 (JPM 30.8)</td></tr>
<tr><td>7th Grade-20.0 (JPM 27.0)</td><td>7th Grade-19.7 (JPM 29.2)</td></tr>
<tr><td>8th Grade-21.8 (JPM 25.2)</td><td>8th Grade-19.4 (JPM 24.7)</td></tr>
</table>
The Learnia data showed an increase in proficiency in the 6th and 8th grades, but a decrease in proficiency in the 7th grade.
LEARNIA-READING PROFICIENCY CLASSVIEW A
<table>
<tr><td>2009 Classview A</td><td>2010 Classview B</td></tr>
<tr><td>6th Grade 9%</td><td>6th Grade 12%</td></tr>
<tr><td>7th Grade 40%</td><td>7th Grade 26%</td></tr>
<tr><td>8th Grade 40%</td><td>8th Grade 49%</td></tr>
</table>
Report Card data is inconsistent with formative data, i.e., report card grades indicate that students are achieving in reading.
READ 180 (GROWTH IN LEXILES)
Read 180 is used only in Grade Seven for 32 students. The baseline testing was
</td></tr>
</table>

<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>performed October, 2010 and the most recent test was dated March 16, 2011.
81% of students showed an increase in reading levels
10% of students increased between one and two reading levels.
29% of students increased two or more reading levels.
Read 180 was done on a part time basis for two days a week, due to the use of the other language arts literacy program, SpringBoard. Of the 19%, or 6 students, that did not show improvement, 3 were recently mainstreamed from the Bilingual Program, and the remaining students are being referred for special education services.
(2) Root Cause for Lack of Achievement:
Lack of administrative monitoring, support, & evaluation of lesson plans, instruction, & use of formative assessments.
Lack of administrative and teacher background knowledge, content expertise, and/or pedagogy.
Inadequate use of differentiated instruction to address student needs.
Lack of current, district-approved, standards-based LAL curriculum.
Insufficient specific training of staff to address needs of ELLs and students with disabilities.
According to CAPA, the root cause of the problems in language arts is that the majority of students in the school are either ELL or Special Needs students. Many of the ELL students are new entrances with limited, formal educational experience.</td></tr>
<tr><td>Academic Achievement Writing</td><td>NJASK
CAPA</td><td>(1) Overall Results & Outcomes:
The comparison between 2009 & 2010 NJASK WRITING scores reveals that there was a slight increase in proficiency in 6th & 7th grade levels, and a slight decrease in 8th grade proficiency levels. Also noted is that the 8th grade points are closer to the Just Proficient Mean (JPM) compared to the 6th and 7th grades. CAPA notes that the majority of partially proficient students are not “Bubble Proficient,” that is close to the cut-off. These students require more comprehensive interventions. Cluster data does not distinguish specific clusters in either area as key focus areas, i.e., the gap in all clusters is almost equal. Also noted is the 8th grade points are closer to the JPM compared to the 6th and 7th grades.
<table>
<tr><th colspan="4">NJASK- WRITING SCHOOL MEAN</th></tr>
<tr><td colspan="2">2009</td><td colspan="2">2010</td></tr>
<tr><td>6th Grade-5.6</td><td>(JPM 7.9)</td><td>6th Grade-5.7</td><td>(JPM9.2)</td></tr>
<tr><td>7th Grade-6.1</td><td>(JPM 9.0)</td><td>7th Grade-6.2</td><td>(JPM9.8)</td></tr>
<tr><td>8th Grade-8.5</td><td>(JPM 9.8)</td><td>8th Grade-7.5</td><td>(JPM9.3)</td></tr>
</table></td></tr>
</table>

<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>(2) Root Cause of Lack of Achievement:
Lack of administrative monitoring, support, & evaluation of lesson plans, instruction, & use of formative assessments.
Lack of administrative and teacher background knowledge, content expertise, and/or pedagogy.
Lack of differentiated instruction to address student needs.
Lack of current, district-approved, standards-based LAL curriculum.
Lack of specific training of staff to address needs of ELLs and students with disabilities.
As per CAPA, the root cause of the problems in language arts is that the majority of students in the school are either ELL or Special Needs students. Many of the ELL students are new entrances with limited, formal educational experience.</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>NJ ASK
Learnia
CAPA
Report Cards</td><td>(1) Overall Results & Outcomes:
The NJASK Proficient percentages for 2009 and 2010 reveal a decrease in all grades levels (6th, 7th, & 8th)
NJASK Math-Proficient Percentages for 2009 and 2010
<table>
<tr><th>2009-NJASK</th><th>2010-NJASK</th></tr>
<tr><td>6th Grade-15.3%</td><td>6th Grade-6.1%</td></tr>
<tr><td>7th Grade-13.4%</td><td>7th Grade-8.2%</td></tr>
<tr><td>8th Grade-20.7%</td><td>8th Grade-9.7%</td></tr>
</table>
The Learnia 2010-2011 Classview A Assessment Results for grades 6-8 reveal more than 86% of students are below proficient for mathematics
Learnia for 2010-2011Math Classview A Assessment Results for Grades-6-8
<table>
<tr><td></td><td>6th</td><td>7th</td><td>8th</td></tr>
<tr><td>Adv-Prof</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>Proficient</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>Basic</td><td>0%</td><td>1%</td><td>1%</td></tr>
<tr><td>Near Basic</td><td>14%</td><td>3%</td><td>5%</td></tr>
<tr><td>Below</td><td>86%</td><td>95%</td><td>94%</td></tr>
</table>
Report Card data is inconsistent with formative data, i.e., report card grades indicate that students are achieving in mathematics.
(1) Root Cause for Lack of Achievement:
Lack of differentiated instruction to address student needs.
Lack of specific training of staff to address needs of ELLs and students</td></tr>
</table>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		with disabilities. • Lack of administrative monitoring, support, & evaluation of lesson plans, instruction, & use of formative assessments. • Lack of administrative and teacher background knowledge, content expertise, and/or pedagogy. • Lack of common planning due to scheduling for 2010-2011 school year. • As per CAPA, the root cause of the problems in mathematics is the lack of a foundation in number sense. CAPA also notes that there are no "quick interventions," but more intensive interventions are needed.
Parent Involvement	Agendas Sign-in sheets Parent meetings Parent surveys Parent-Teacher Conferences Cultural and other events showcasing students	**Parent Involvement** **(1) Overall Results & Outcomes:** High average for Report Card nights, but attendance decreases to below average with other events due to inadequate communication, as stated on parent surveys. Parents also state on surveys that teachers do not communicate adequately regarding their children's progress. **Report Card night for 1st Marking Period.** Out of 450 parents, close to 300 parents attended. **Report Card night for 2nd Marking Period.** Out of 450 parents, close to 250 parents attended. **Hispanic Heritage Month Celebration.** Over 150 parents, students, and community members participated. **200 plus for NJASK -Student/Parent Appreciation Holiday Celebration.** There were close to 100 parents and students who attended this event **Parent Technology Training Event**. Close to 15 parents attended this event. **(2) Root Cause of Lack of Achievement:** • Poor communication between school administration/staff and parents. • Insufficient and/or disengaging activities for parents. • Lack of staff training in developing supportive positive relationships between home and school. • Insufficient communication between school and parents in native language. • Failure of parents to notify the school of changes in address and/or phone numbers. • Inadequate methods of communication with families. (No automated phone messaging system, text messaging, "blasting.") • Lack of parent involvement with IEP process. • Inadequate number of teacher telephone calls to parents.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• Lack of formal communication with parents through mailed letters.
Professional Development	Documentation of school and LEA workshops/trainings offered and sign-in sheets; teacher surveys; Professional Development Plans Professional Day Requests	**(1) Overall Results & Outcomes:** Many instructional and administrative staff members have participated in a variety of both job-embedded and off-site professional development workshops and trainings as scheduled during the academic school day/year particularly in the areas of data review and standards in math and LAL. Less than 25% of teachers have participated in optional, voluntary professional development opportunities more than three times annually, and less than 10% of teachers are currently enrolled in classes and/or graduate level coursework independently. Based on follow up responses from teachers and classroom observations/walkthroughs, there is minimal transfer to classroom practices of information provided at professional development trainings. More than 85% of teachers report excitement and enthusiasm following required workshops, but enthusiasm decreases through time reportedly due to not having all materials in place for teachers or students to implement programs and/or practices. **(2) Root Cause of Lack of Achievement:** • Lack of administrative ongoing support for, provision of, and involvement in professional development as seen in: ✓ lack of common planning time, ✓ lack of professional learning communities, ✓ lack of administrative participation in professional development, ✓ lack of readily available teacher resources, ✓ and lack of incentives/rewards for teacher participation in voluntary professional development opportunities. • Lack of staff commitment to and belief in their own professional growth and change as critical factors in student achievement.
Extended Learning Opportunities	Staff and student participation in and sponsorship of extracurricular activities, SES after school program participation, Title III after school program	**(1) Overall Results & Outcomes:** **SES-** 4 Staff members limited by regulations to 24 students; **Dance-** 1 Staff member with an estimated 30 students; **Intramural Sports-** approximately 110 students & 1 staff member; **Inter City Competition-** approximately 112 students and 1 staff member; **Student Government-** 1 staff member with an estimated 25 students; **District Bilingual Program-** 3 staff members with approximately 30 students. **(2) Root Cause of Lack of Achievement:** • Poor communication between school staff regarding sponsorship of and involvement in extracurricular and/or extended year/day academic programming.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• Poor recruiting and promoting of activities to students. • Lack of transportation for students. • No organized opportunities for staff to participate in staff academic, extended learning activities.
Homeless	**Reviewed homeless enrollment data with the Project Manager of Human Services to identify the homeless students attending Pyne Poynt MS School.** **Examined the test results reports for the 2010 NJASK assessments.** **Used NJSMART to locate data for students who may have been tested at other schools or in other districts in the state of NJ.**	A review of the enrollment data helped identify 13 students attending Pyne Poynt MS who are currently homeless. This represents 3.0% of the total school enrollment for 2010-11. The homeless population by grade level is: • Gr.6- 5 students or 3.7% of Gr. 6 enrollment • Gr.7- 2 students or 1.6% of Gr. 7 enrollment • Gr. 8- 6 students or 3.5% of Gr. 8 enrollment. **(1) Overall Results & Outcomes:** 2010-11 there are 13 homeless students in the school (approx 2% of school population) of whom 2 have refugee status and are counted among the 5 ELLs who are homeless. 4 of the ELLs are at level 1 English proficiency. There are NJASK scores for 5 of the students. One student tested proficient in math; all other scores were partially proficient. **(2) Root Cause of Lack of Achievement:** • Lack of coordinated program in place to evaluate and address the particular needs of homeless students. • Lack of professional development provided to all staff in understanding and addressing the needs of homeless students.. Assessment histories were available for 6 students (46%). The remaining 7 students (53.8%) had no state assessment data. In sixth grade assessment data was available for 4 of the 5 homeless students. 100% of these students were partially proficient in both LAL and Math. Of the 2 homeless seventh graders, one had scores available. This seventh grader had tested partially proficient in both LAL and Math. The analysis identified 6 eighth graders who were currently homeless. Only one student had a NJ assessment history. This student was partially proficient in both LAL and Math. Lack of assessment data on students and high mobility rates inhibits the ability to ensure continuity of instruction.
Students with Disabilities	NJ ASK Lesson Plans	**(1) Overall Results & Outcomes:** The NJASK proficient percentages for the 2009-2010 Math reveal a decrease in 6th

<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>grade level and an increase with both 7th and 8th grade levels.
NJASK Math from 2009 and 2010 Proficient % of Students with Disabilities
<table>
<tr><td>2009-6th Grade-5.9%</td><td>2010-6th Grade-5.3%</td></tr>
<tr><td>2009-7th Grade-3.6%</td><td>2010-7th Grade-6.5%</td></tr>
<tr><td>2009-8th Grade-0%</td><td>2010-8th Grade-6.1%</td></tr>
</table>
NJASK LAL from 2009 and 2010 Proficient % of Students with Disabilities
<table>
<tr><td>2009-6th Grade-0%</td><td>2010-6th Grade-5.3%</td></tr>
<tr><td>2009-7th Grade-3.7%</td><td>2010-7th Grade-0%</td></tr>
<tr><td>2009-8th Grade-3.7%</td><td>2010-8th Grade-8.8%</td></tr>
</table>
Lesson plans do not show differentiated instruction.
(2) Root Cause of Lack of Achievement:

Lack of job-embedded, ongoing professional development for special needs teachers in the latest research regarding students with disabilities and strategies and practices to address needs.
No Spanish-speaking special needs teachers.
Lack of specific programming provided for the parents of special needs students.
Students placed in classrooms not appropriate for classification.
Lack of administrative monitoring, support, & evaluation of lesson plans, instruction, & use of formative assessments.
Lack of administrative and teacher background knowledge, content expertise, and/or understanding of pedagogy.
Lack of differentiated instruction to address student needs.
Lack of current, district-approved, standards-based LAL curriculum.
Lack of specific training of all staff to address needs of students with disabilities.
</td></tr>
<tr><td>English Language Learners</td><td>NJ ASK
Learnia
ACCESS
CAPA</td><td>(1) Overall Results & Outcomes:
The 2009-2010 NJASK Math Proficient percentages for 6th & 7th grade ELL students reveal an increase but a large decrease for 8th grade students.
The Learnia Math Classview A and Classview B are not provided in Spanish.
<table>
<tr><th colspan="2">2009 and 2010 NJASK Math Proficient Percentages for ELL</th></tr>
<tr><td>2009</td><td>2010</td></tr>
<tr><td>6th-4.2%</td><td>6th-7.7%</td></tr>
<tr><td>7th-0%</td><td>7th-3.4%</td></tr>
<tr><td>8th-14.3%</td><td>8th-0%</td></tr>
<tr><td colspan="2">2009 and 2010 NJASK LAL Proficient Percentages</td></tr>
</table></td></tr>
</table>

<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>
<table>
<tr><td>2009</td><td>2010</td></tr>
<tr><td>6th-0%</td><td>6th--0%</td></tr>
<tr><td>7th-5.9%</td><td>7th-6.9%</td></tr>
<tr><td>8th-23.8%</td><td>8th-0%</td></tr>
</table>
ACCESS for ELLS Testing results for PPMS for April 2010:
Target 76 % of students making one year's worth of growth in one year. Of the 36 students eligible in this category, 17 improved at 47%. Plus 8.7% exited the program in 4 years or fewer (target 4%). Plus 15.4% exited in 5 years or more (target 40%). 59 students were enrolled in the ESL Program during the 2009-2010 year. This number has increased to 175 students in the 2010-2011 school year because the school district merged the 3 middle schools previously providing Bilingual services into 1 program at PPMS. More that 20% of the current PPMS ELLs are special needs students.
(2) Root Cause of Lack of Achievement:

More than 50% of ELLs arrive in the district reading more than 2 years below grade level in their native language.
Some bilingual teachers have difficulty in and/or are resistant to speaking/requiring English in their bilingual classes so that some classes are taught exclusively in the native language with little support for English acquisition.
Lack of voluntary participation by mainstream and bilingual teachers in professional development provided by LEA to meet needs of ELLs.
Scheduling does not allow for partial mainstreaming of level 5 students into academic classes.
Bilingual students placed exclusively with other bilingual students so that they do not take any classes with English speaking students.
CAPA remarked that the lack of skills in their native language can be a cause of lack of proficiency.

</td></tr>
<tr><td>Economically Disadvantaged</td><td>NJ ASK</td><td>
(1) Overall Results & Outcomes :
The 2009-2010 NJASK Math Proficient percentages reveal an increase for 6th grade students, a decrease for 7th grade students, and a decrease for 8th grade students
2009-2010 NJASK Math Proficient % for the Economically Disadvantaged
<table>
<tr><td>2009-NJASK</td><td>2010-NJASK</td></tr>
<tr><td>6th Grade-16.7%</td><td>6th Grade-6.1%</td></tr>
<tr><td>7th Grade-12.4%</td><td>7th Grade-8.5%</td></tr>
</table>
</td></tr>
</table>

<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>
<table>
<tr><td>8th Grade-20.4%</td><td>8th Grade-10%</td></tr>
</table>
2009-2010 NJASK LAL Proficient % for the Economically Disadvantaged
<table>
<tr><td>2009-NJASK</td><td>2010-NJASK</td></tr>
<tr><td>6th Grade-7.7%</td><td>6th Grade-4.1%</td></tr>
<tr><td>7th Grade-18.4%</td><td>7th Grade-7.5%</td></tr>
<tr><td>8th Grade-41.3%</td><td>8th Grade-29.5%</td></tr>
</table>
(2) Root Cause of Lack of Achievement
More than 95% of students are economically disadvantaged. Along with the root causes listed above for lack of achievement, students are also failing because there is a lack of staff professional development in the area of and resultant appropriate accommodations for the adverse risk factors and stress inducers, such as unsupportive home life, low maternal education, poor prenatal care, teen pregnancy, poor nutrition, and neighborhood crime, all of which may affect brain development and academic achievement according to recent research. (See Eric Jensen Teaching with Poverty in Mind, ASCD 2009.)
</td></tr>
<tr><td>School Culture</td><td>School Report Card,
Staff/student/parent surveys,
Incident reports,
Attendance/suspension rates,</td><td>
(1) Overall Results & Outcomes:
According to student surveys, more than 1/3 of students "rarely" or "not at all" feel safe at school. Parents also express concern for their children's safety
Staff report that before and after school as well as between classes, disorderly conduct in the halls, cafeteria, and outside the building is pervasive.
School Suspension Rate- September 2010-11%. October 2010-36%, November 2010-36%, December 2010- 50%, January 2011-41%.
Attendance at Activities- above average for students whose parents drive, below average for students who ride the bus.
Data from School Report Card
2009-2010 Student Mobility Rate 35.1%
2009-2010 Faculty Mobility Rate 19.6%
2009-2010 Student Attendance Rate 88.5%
2009-2010 Faculty Attendance Rate 95.3%
2009-2010 Student Suspensions 37%
(2) Root Cause of Lack of Achievement:

Lack of administrative implementation, monitoring and evaluation of:

✓ a clearly defined and consistent policy and procedures for expected student behaviors and school safety/discipline, and
✓ a school wide program to provide a variety of proactive social/emotional supports to all students with targeted support for indicated students.

</td></tr>
</table>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		• Lack of sufficient staff, i.e., social worker, additional guidance counselor, educational program specialist to coordinate necessary programming. • Lack of school wide professional development in the area of adolescent development and meeting the needs of students who are living in poverty and/ or who have diverse cultural/linguistic backgrounds. • Lack of programming and services to meet the emotional, social, psychological, and academic needs of indicated students. • Lack of staff commitment to and enthusiasm for sponsoring student activities/clubs/programs. • Lack of staff ownership for addressing students' behavior outside of the classroom.. • Law Enforcement Officers' hours are not consistent with the arrival and departure schedules of the students.
Leadership	Administrative Schedules Inventory Agendas to Organizational Development Leadership Team	**(1) Overall Results & Outcomes:** There have been 3 principals in the last 2 ½ years with "substitute" principals filling the gaps. There have been 2 vice-principals during the same time. Current principal has 2 assignments such that he is in the building 4 days/week. Lesson plans for most staff have not been reviewed since September of 2010. 6 evaluations were provided when 20 were requested. Evaluations do not provide teachers with effective guidance to improve instruction. Essential materials are not available in the building. School leaders do not participate in regular Organizational Development Leadership Team meetings. **(2) Root Cause of Lack of Achievement:** • District wide lack of principals who meet the criteria of turnaround leaders. • Lack of leadership to provide unrelenting focus on evidence-based teaching and learning. • Lack of accountability from the district regarding leadership performance. • Lack of LEA supervision and monitoring of school administrators.
Highly Qualified Staff	Staff personnel records NJDOE Highly Qualified Teacher Survey	**(1) Overall Results & Outcomes:** Currently there are 2 teachers who are teaching outside of their highly qualified subject area status. 6 evaluations were provided when 20 were requested. Evaluations did not indicate specific guidance for teachers to improve instruction. **NJDOE Highly Qualified Teacher Survey Results:** 92.5% Highly Qualified in at least 1 subject taught 81% Highly qualified in all subjects taught 84.5% of classes are taught by highly Qualified Teachers

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		(2) Root Cause of Lack of Achievement: • Lack of LEA focus on and commitment to recruiting, hiring, retaining, and supporting highly qualified staff who are equally committed to professional growth and learning as an ongoing, lifelong process. • Insufficient record keeping at the building level of the status of all staff in regards to highly qualified status.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The Turnaround Team, which includes district and school administrators, teachers, support services staff, and parents, met to determine which data to examine for the purpose of identifying school needs. Based on this determination, the comprehensive needs assessment included a variety of quantitative and qualitative data in the three areas identified in the NJDOE CAPA Handbook: School Academic Performance, School Learning Environment, and School Leadership/Governance. Specific quantitative data included: NJ SMART, demographics, free/reduced lunches, state and local academic/proficiency assessments (NJ ASK/ACCESS/Learnia), report cards, attendance, suspensions, numbers of referrals for support services, and numbers of discipline referrals. Specific qualitative data included: CAPA reports, staff evaluations, teacher/parent/student surveys and interviews, lesson plans, student portfolios, classroom projects, and incident reports. The Team reviewed and analyzed the data with input from additional district staff including the district data supervisor to assure that information, assumptions and/or conclusions drawn were valid and reliable.
2.	Describe methods used to collect and compile data for student subgroups.	Student and parent surveys were translated into the native language and proportionate numbers were distributed to ELL students/parents and students with special needs. Survey participants were self-identified by gender and grade level. Approximately 80% of staff returned surveys which were distributed to 100% of staff for analysis. 25% of students were surveyed. Approximately 5% of parents responded to surveys which were distributed at parent meetings and at report card events.
3.	Explain how the data from the collection methods are valid and reliable.	All AYP data, NJ ASK test scores, Learnia data are downloads from Measurement Inc. and/or NJ Smart. ACCESS test scores provided from WIDA, the NJ accepted assessment provider, which is also affiliated with the Center for Applied Linguistics.
4.	What did the data analysis reveal regarding classroom instruction?	Qualitative data reveal consistent underperformance in classroom instruction. NJ ASK scores, that show that approximately 80% of students are partially proficient in math and LAL with marginally lower proficiency among ELLs and Special Needs students, indicate that classroom

		instruction and programming have not moved the school forward. Repeated low scores on Learnia indicate that differentiated instruction is not occurring successfully and/or that data is not being used to drive instruction. ACCESS scores for ELLs indicate that special needs students make significantly fewer annual gains in language acquisition than non-special needs ELLs. Special needs ELLs have had less access to ESL and/or Bilingual instruction.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Although a wide variety of professional development activities were provided in the previous year and the majority of teachers surveyed indicated that the professional development was useful, qualitative data including state assessments show no student academic growth as a result.
6.	How are educationally at-risk students identified in a timely manner?	Students who register in the district with IEPs are placed in appropriate classrooms through the Special Education Department. Parents of all new students in the district complete Home Language Surveys at registration to screen for language assistance programming. Students who speak a language other than English are tested and placed in the Bilingual/ESL program for fulltime academic programming. General education students who may be at risk need to be identified by their teachers who should then follow the response to intervention model embedded in the referral process for special education services. The school administration does not monitor, and therefore staff does not consistently implement, response to intervention steps providing immediate support for students who may be at risk to determine if/what further supports are necessary.
7.	How are educationally at-risk students provided with effective assistance?	Special needs students are placed appropriately in inclusion or self-contained classes with certified special needs teachers. The Child Study Team is located in the building to monitor/oversee placements and additional services as provided by guidance and home and school staff. ELLs all receive at least one period of English daily. ELLs in the fulltime Bilingual Program receive two periods of ESL daily along with native language instruction in math, science, and social studies. Although the response to intervention model is mandated for general education students who may be at-risk, in fact, support for these students is randomly provided based on the capacity of individual teachers.
8.	How does the needs assessment address migrant student(s) needs?	N/A

9.	How does the needs assessment address homeless student(s) needs?	The needs assessment is an aggregate of all the students (subgroups of special needs and ELLs are indicated in the data). However, due to confidentiality and small numbers, the data for homeless on state assessments is included in the general education population. In the current school year, there are 12 homeless students at PPMS, 2 of whom have refugee status and are also among the ELL population. Given the high mobility rate of the homeless population, there is scant data available representing academic growth. The completed needs assessment addresses the needs of homeless students along with all students.
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers meet regularly to discuss and analyze assessments and improving the instructional program through curriculum implementation in grade and department meetings with language arts and math coaches.
11.	Describe the transition plan for preschool to kindergarten, if applicable.	N/A
12.	Describe the process used to select the priority problems and root causes for this plan?	School and district leaders including directors, supervisors, principal, instructional and support staff collaboratively examined CAPA and QSAAC reports and the school Unified Plan along with the qualitative and quantitative data to identify the priority problems and to determine the root causes. Staff also reviewed current thought and strategies on how best to determine root causes and the selection of priority problems to assure effective focus and planning.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The data analysis revealed that the subgroups did not score substantially differently from the general population which is itself diverse. Of the 289 students who took the 2010 NJ ASK, 32% are Special Needs students, 26% are ELLs, 66% are Hispanic, 33% are Black, and 97% are economically disadvantaged. As cited in the CAPA report, the instructional staff does not use research-based instructional strategies and activities that support the diverse population.
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	PPMS is a tier 1 school that has not met AYP in many years. In an effort to increase academic achievement, the instructional staff has received ongoing professional development, consultant assistance, and additional instructional resources. However, quantitative and qualitative data shows

		that there has been no academic growth and in some areas negative growth. After serious consideration of both a comprehensive needs assessment and the goals and objectives developed in accordance with the needs of the school, critical measures to reform PPMS are needed. It is evident that staff does not make a connection between their professional practice and student success/lack of success. As a result, the LEA selected the Turnaround Model, which mandates replacing both the leadership and at least 50% of the staff, because it was apparent that staff dispositions are critical to transforming the school and that implementing a restructured, extended academic program will only be effective with staff who believe that their professional practice is the number one factor in student academic achievement. Therefore, the implementation of the Turnaround Model over a three year period will provide the opportunity for the LEA and the school to take the full range of actions required to achieve the needed school transformation and the resultant gains in student academic achievement in a culture committed to staff and student efficacy.
15.	What is the process for removal of staff members deemed to be ineffective?	Currently staff who are ineffective may only be removed in accordance with district policy and the bargaining units' contracts. All PPMS staff will be informed of the parameters of the grant and will receive Notices of Removal. Those who wish to retire or transfer will have that option. Remaining staff that reapply to remain at PPMS and are deemed ineffective as a result of the screening/interview process will be transferred.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	Currently there is no incentive in place for Nationally Board Certified Teachers and/or Principals. However, district administrators are discussing an incentive process for the upcoming school year(s).

Form S-7

Use only one model template for each school.

+Date: _____ **Page** ____ **of** ____

TURNAROUND PROJECT DESCRIPTION

LEA : _____ **Name of School:** _____

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.	The LEA will use the "School Turnaround Leaders: Competencies for Success" originally derived from *Competence at Work,* Spencer and Spencer (1993) to identify behaviors that leaders need. These competencies are arranged into four clusters of related capabilities: • Driving for Results Cluster -Achievement -Initiative and Persistence -Monitoring and Directiveness -Planning Ahead • Influencing for Results Cluster - Impact and Influence - Team Leadership - Developing Others • Problem Solving Cluster -Analytical Thinking -Conceptual Thinking • Showing Confidence to Lead -Self-Confidence	May-June 2011

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA including the District Turnaround Leader will follow district procedures for hiring a principal including posting of position, screening, interviewing and ultimately selecting a principal with the necessary competencies outlined above to be a turnaround leader.	June 2011
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The LEA grants the principal the operational flexibility and authorized decision-making in staffing, resource allocations, budget, time/calendars, and purchases as evidenced by Board of Education approval.	June 2011
4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continue to offer training and formal professional development to potential turnaround leaders to establish a pool of future leaders with the requisite competencies to turnaround schools. The LEA will further develop existing partnerships with local colleges and universities to provide graduate coursework to support educational leadership. The LEA will offer teachers assistance with the cost of tuition so they can pursue an administrator certification.	June 2011 and ongoing
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 LEA will assist the principal in developing staff instructional capacity and provide opportunities for leadership to guide the learning agenda by: 1) offering professional development through the District Professional Development Department, and 2) providing operational flexibility. School teams and departments will have teachers in leadership positions, and the principal will actively support potential teacher leaders by sharing authority when appropriate and by conferencing with teachers to promote leadership qualities.	June 2011 and ongoing

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.	The LEA will establish a transparent system of procedures and protocols to evaluate staff based on the competencies required to fully implement the Turnaround Model. Staff must possess and/or demonstrate the following competencies: -Technical skills to perform assigned job at a high level -Commitment to professional improvement and development -Trust and integrity -Ability to motivate and support others -Drive for results -Ability to manage time effectively -Flexibility, adaptability, and openness to change and criticism -Interpersonal skills and valuing of diversity -Problem-solving	Summer 2011
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	The LEA will establish a system to evaluate teachers and administrators in the skills and knowledge needed to fully implement the Turnaround Model using a variety of valid and reliable tools including formal and informal observations, self reflection, and student achievement on formative and summative assessments. These evaluations will be used to guide professional development and to offer other support and ultimately to make personnel decisions. Formal evaluations will be conducted according to district and state-mandated policies.	May 2011 and ongoing
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	The SEA and LEA will document all aspects of the evaluation process to ensure fidelity and will provide training to all involved in the evaluation process on a regular basis including all new and existing staff.	Summer 2011 and ongoing
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation	The SEA and LEA will periodically assess the quality and usefulness of the evaluation process. Bi-annually the LEA and Board of Education will conduct a formal review of the evaluation process and tool to determine the efficacy of the	December 2011 and ongoing bi-annually

process.	evaluation process.	
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	The staff evaluation process established by the LEA will take student achievement into account as well as other indicators, including reflection and formal and informal observations. Student achievement will be evaluated taking the following data into account: -NJ ASK -Learnia -ACCESS for ELLs -Attendance records -Discipline records -Report cards	May 2011
6. The LEA monitors the evaluation process and reviews results.	The LEA will monitor the evaluation process and review the results annually. Additionally, the Transition Plan developed for Year One will be reviewed at the end of year one by the LEA to support ongoing District improvement.	September 2011 and ongoing annually

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 incentive program developed by the school will be approved by the LEA in collaboration with the local bargaining unit to ensure a valid, fair, and transparent method for deciding whether performance-based incentives have been met as evidenced by Board of Education approval.	Summer 2011
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	The SEA and LEA will develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders that is valid, fair, and transparent. The LEA will develop specific, clear, and valid criteria of indicators to be met prior to dispersing all individual incentives. Incentives will include flex time to pursue professional goals, paid coursework, honorariums to purchase supplemental, classroom resources.	Summer 2011
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The SEA and LEA will develop a policy to facilitate performance-based dismissals in partnership with teachers' unions and other relevant stakeholders based on the competencies and performance evaluation criteria developed.	Summer 2011
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	The LEA with input from the school and the collective bargaining unit will redesign the point system used during the hiring process to reflect the need for high quality teachers exhibiting the necessary skills to implement the Turnaround Model. The LEA will post all positions internally and externally, screen all applications, and schedule and hold interviews on a regular and timely basis to provide a continuous and current list of available, high quality teachers. The LEA will adjust the budget to assure that no positions are vacant. Candidates will be recruited from universities and colleges locally as well as from a wider geographical area. Advertisements will be posted in a variety of media, and the LEA will participate in and sponsor job fairs. The interview panel will apply the new point system and select only high quality candidates.	Summer 2011

5. LEA and school provide targeted assistance to underperforming teachers.	The LEA and the school will provide targeted assistance to underperforming teachers as a result of: -Formal and informal observations by administrators and supervisors -Walkthroughs -Student assessment data -Lesson plans Additional assistance will be provided to teachers through coaching and peer support with colleagues in Professional Learning Teams as well as by the LAL and Math coaches. The LEA will offer professional development to all teachers identified by the LEA or the school administration as underperforming through the district Professional Development Department.	June 2011 and ongoing

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.	The LEA through the Professional Development Department and the school as a Professional Learning Community through its Professional Learning Teams and coaches will provide professional development that is differentiated based on teacher experience and expertise and student data. August 15-August 26, 2011 a Summer institute and Data Retreat will be held for all staff consisting of both professional development and data analysis and including development of individual Professional Development Plans. Professional development will be handled during Professional Learning Team meetings which are embedded into schedules for all instructional staff as well as during other non-teaching times.	August 2011 and ongoing
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	Staff will engage in regular, job-embedded and additional professional development as a school wide Professional Learning Community and as facilitated through Professional Learning Teams, coaches, and the district Professional Development Department. Professional Development Office. Professional development will equip staff with the competencies needed to apply evidence and standards-based practices effectively. Using data culled from numerous sources including summative/formative assessments, attendance/discipline records, surveys, and evaluations professional development will focus on improving instruction, lesson planning, aligning curriculum guides to standards, understanding standards, meeting the needs of individual students, and program evaluation.	August 2011 and ongoing
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	The LEA through its supervisors will monitor the high level of implementation of practices deemed necessary to ensure the success of our students in the Turnaround Model. Based on Charlotte Danielson's Improving Professional Practice: A Framework for Teaching, the District Turnaround Office and School Turnaround Team will develop a set of criteria/indicators of high achievement which will be	June 2011 and ongoing

	observed during evaluations, walkthroughs, peer coaching, and lesson planning.	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	The schedule will be constructed and implemented to provide all instructional staff with job embedded professional development through the creation of content focused Professional Learning Teams and fostering the school as a Professional Learning Community as defined by Astuto and colleagues (1993).The staff and its administrators at Pyne Poynt Math and Language Academy will continuously seek and share learning that results in actions with the goal to enhance the effectiveness of professionals to promote student academic success. Additional coursework will be offered through and/or by the district Professional Development Department in collaboration with local colleges and university.	June 2011 and ongoing
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.	The LEA will revise its evaluation system and procedures for PD providers to ensure only high quality providers are contracted by the district and the school. Annually the LEA will review student progress data to determine continued/renewed contracts with individual providers. The school will use only those providers as approved by the LEA.	June 2011 and ongoing

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.	The LEA will appoint a District Turnaround Office to support, direct, and monitor the SIG implementation. The Turnaround Office will include a Turnaround Officer, i.e. an Assistant Superintendent or Director, with strong leadership and school improvement skills and additional district directors/supervisors including representatives from: secondary curriculum and instruction, Bilingual/ESL/World Languages, Special Needs, Technology, and Guidance and Testing departments.	May 2011
2. The LEA allocates resources to support the turnaround office or team.	The LEA will allocate all necessary resources to support the District Turnaround Office including qualified staff, space, time, technology, and equipment to allow the Turnaround Office to function efficiently and effectively.	May 2011 and ongoing
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The Superintendent and District Turnaround Office will review operating procedure and policies and share this review with the Board of Education to assure that potential barriers to reform are identified and addressed to provide for successful implementation of proposed School Improvement Grant. The LEA will collaborate with the district bargaining unit for Board of Education approval to address concerns while fully implementing all components of the grant.	May 2011
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.	The Board of Education, Superintendent, School Business Administrator, and Purchasing Departments have a Board of Education approved process in place to screen, select, and monitor all external partners based on state-mandated and district criteria aligned to meeting school needs.	June 2011
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	The Board of Education and LEA will work through the District Turnaround Office to develop a plan to sustain reform beyond the funding period and to disseminate district wide those reform processes, programs, and policies which will improve student achievement district wide. This plan will allow for monitoring, replication, and recursive evaluation of all aspects of the implementation of the Turnaround Model to provide for district wide improvement at all indicated, individual schools.	April-June 2012

6. The LEA and school align SIG resources with other resources to sustain interventions.	The District Turnaround Office and School Turnaround Team will develop a plan to align SIG resources with other resources to sustain interventions. Through considerable collaborative partnerships with local organizations, agencies, and local educational institutions, the LEA will develop valuable, ongoing support systems. The District Turnaround Office will network, communicate, and engage in outreach and research to investigate other potential grants and funding sources.	January-May 2012

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 SEA through NJ Smart and Measurement, Inc. and LEA through Genesis and Learnia data systems facilitate the collection, interpretation, and use of data to drive instructional change. All information will be provided in a timely and accessible fashion to allow for meaningful interpretation of data including varied reports for all indicated subgroups, including current and former ELLs, special needs students, Blacks, Whites, Asians, Hispanics, males, and females.	Ongoing annually
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	The SEA, LEA, and principal provides access to timely, disaggregated data including assessment scores, school performance, and classroom observation data for the LEA to analyze to evaluate instructional programs. The District Turnaround Office in collaboration with the School Turnaround Team will review all data collected including all reports and data for indicated subgroups. Collected data will routinely be reviewed, analyzed, and used to improve school wide success at professional development meetings.	Ongoing annually
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	The LEA, District Turnaround Office and School Turnaround Team will collaboratively develop a procedure to review, monitor, and evaluate school wide instructional practices to assure alignment with standards and benchmarks. The principal, district supervisors, and math and LAL coaches will visit classrooms and review lesson plans routinely to observe individual teacher practices to assure instruction aligned with standards and benchmarks. Routine Professional Learning Team meetings will be held to collaboratively analyze data and to assure aligned results-driven instruction.	July 2011 September 2011 and ongoing
4. LEA and school dedicate structured time for PD and staff collaboration around data	The LEA and District Turnaround Office will support the School Turnaround Team in establishing a daily, weekly, quarterly, and annual cycle of data analysis and interpretation to increase student achievement. Quarterly "mini-data" retreats and	July 2011

interpretation.	annual data retreats will rigorously focus on school wide improvement including determining specific related areas of need for additional staff professional development. Professional Learning Teams will meet daily (math and LAL) or weekly (all other instructional areas) to collaboratively review and analyze data to improve instruction, monitor alignment to curriculum, standards, and benchmarks, and address needs of individual students in a timely fashion.	September 2011 and ongoing
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 LEA and District Turnaround Office will support the School Turnaround Team in the establishment of the school as a Professional Learning Community committed to the use of data to improve school wide performance through a schedule of daily, weekly, quarterly, and annual data meetings and retreats to review all available data and make appropriate adjustments in instructional practices to increase individual student and school wide academic progress. Meetings will regularly focus on implementation of selected instructional programs/models and annual evaluation of instructional programs for continued implementation. Selected programs will be scientifically research-based and data–driven including teacher-led instruction in whole and small groups. All programs will be motivational and engaging while designed for rigorous learning and acquisition of critical thinking skills. Professional Learning Teams will meet regularly (daily, weekly) to review student data as it reflects implementation of instructional programs and to improve instructional practices and lesson planning.	June 2011 and Ongoing

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.	The SEA and LEA provide all data received from the SEA via NJ Smart and Measurement, Inc. to the School Turnaround Team for dissemination to staff and relevant stakeholders in a timely fashion. The District Turnaround Office and district data supervisor will provide support through reports/information, meetings, and workshops to the School Turnaround Team in analyzing data. This data will include NJ ASK, Learnia, ACCESS for ELLs, demographic information as well as ongoing, locally derived information.	July 2011 and ongoing June 2011 and ongoing
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The School Turnaround Team will develop and implement a professional development system for the routine collaboration by school staff to gather and analyze quantitative and qualitative, formative and summative data to drive instruction and to inform programmatic change. Quarterly "mini-data" retreats and annual data retreats will be held to provide all staff with meaningful professional development in the use of data analysis as they analyze student, subgroup, and school wide data to improve academic progress. The math and LAL coaches will facilitate daily, 2 period collaborative professional development/data meetings with all math and LAL teachers to review individual student, class, and/or school wide data to monitor, evaluate the efficacy of, and sustain, improve, and/or replace strategies implemented, inform instruction, improve lesson planning, and review curriculum/standards alignment. All instructional and support staff will meet weekly in their Professional Learning Teams to review student data to improve instruction, review curriculum/assessment alignment, and address concerns with individual student progress.	June 2011 and ongoing Daily throughout the school year September 2011 and ongoing

3. The LEA has established annual goals for student achievement.	Using mandated AYP achievement goals, the LEA and the District Turnaround Office in collaboration with the School Turnaround Team will determine annual goals for student achievement, including disaggregated goals for subgroups, progress indicators, and benchmark data collections to determine formative progress leading to overall, school wide summative assessments and progress. Formative benchmarks will be reviewed by the District Turnaround Office, School Turnaround Team, and school staff to make immediate adjustments in strategies, practices, programming as indicated.	May 2011 and annually Quarterly
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA and the District Turnaround Office will develop a system and programs to monitor and evaluate the annual goals and benchmarks developed to assess student achievement and instructional practices to determine which are effective and efficient. The system and programs will include a wide variety of formative and summative data and opportunities for staff, students, parents, and community stakeholders to participate in the review of the collected data. The District Turnaround Office in collaboration with the School Turnaround Team will implement the system and programs to evaluate quarterly and annual benchmarks. Open, annual meetings will be held at the school with all stakeholders including support for native language speakers.	June 2011 September 2011 and annually
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 School Turnaround Team with support from the LEA and the District Turnaround Office will establish a process with a schedule of daily, weekly, quarterly, and annual data meetings to review all available data and make appropriate adjustments to increase individual student and school wide academic progress. Professional Learning Teams will meet regularly (daily, weekly) to review a variety of formative, student data to improve instructional practice and lesson planning and to intervene promptly to address individual student needs. As a Professional Learning Community, the process will be established such that Team meetings will be scheduled and facilitated recursively and including documentation of decision making, alterations, planning, monitoring, and evaluating for growth and improvement.	July 2011 Ongoing
6. The LEA and school share student progress data with parents and students.	The LEA and the District Turnaround Office and principal, with support from the School Turnaround Team will conduct open, annual meetings at the school with all stakeholders to disseminate school wide student progress data including support for native language speakers	September 2011 and annually

	The School Turnaround Team will develop and facilitate quarterly opportunities for parents and students to review student data with instructional and support staff including support for native language speakers. School wide meetings will be held as well as individual parent-student-teacher conferences at each report card period and at the beginning of the school year to review student goals and Individual Learning Plans as well as with all new students and their parents as part of the registration process.	September, November, January, June annually and ongoing

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 SEA and LEA will support the District Turnaround Office and School Turnaround Team in acquiring and understanding evidence-based practices to provide meaningful increased learning time. This will include sharing research such as that of Aronson, Zimmerman and Carlos (1998) which shows that improved time management and program scheduling and altering academic calendars to increase time spent on academic subjects have positive effects on student outcomes.	June 2011 and ongoing
2. The LEA and school identify community needs and partnership opportunities.	The LEA with support from the District Turnaround Office and School Turnaround Team will gather municipal, organization, district, and school data to identify community needs and potential partnerships. Data will be gathered through surveys, NJ Smart, census and state demographics, and city provided statistics.	June 2011 and ongoing
3. The LEA allocates funding for extended learning programs.	The LEA will authorize budget allocations to provide necessary funding of extended learning programs to be monitored and dispersed by the Superintendent and the District Turnaround Office. The District Turnaround Office in collaboration with the School Turnaround Team will coordinate staff schedules and stipends, including after school, Saturday, and summer program salaries, to provide extended learning within budgeted allocations. All supplemental resources will be determined by the School Turnaround Team and allocated by the District Turnaround Office.	May 2011 June 2011 and ongoing
4. The LEA supports school leadership in developing and sustaining community partnerships.	The LEA, District Turnaround Office, and School Turnaround Team will work collaboratively to develop and sustain community partnerships. The principal and appropriately aligned School Turnaround Team members will be the designated liaisons at the school for community organizations, colleges, universities, and agencies to foster and widen partnerships; for example, the math coach would be the	July 2011 and ongoing

	appropriate liaison with the local college providing math tutors for students. Meetings regarding partnerships will be held at the school rather than district offices with appropriate members of the District Turnaround Office present to provide the LEA and partnering organization additional opportunities to engage in school programming.	
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The LEA will approve extending the school day, week, and year, and the weekday extended learning programs will be an approved, integral feature of the regular school day following the district approved curriculum. The District Turnaround Team with support from appropriate district supervisors and directors will review objectives and activities of the summer and Saturday extended learning programs and provide professional development to school staff to assure that all programming is aligned with the school curriculum.	June 2011 August 2011 and ongoing
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 LEA and the District Turnaround Office, with support from the data supervisor, and School Turnaround Team will collaboratively develop a set of indicators and cyclical data collection system to guide instructional programming and to evaluate extended learning program efficacy. The School Turnaround Team, with support from the district data supervisor, will implement and analyze the results of the extended learning programming data collection system to improve instructional programming in meeting student academic needs. Analysis of the extended learning programming will be embedded in the quarterly mini-data retreats/summer data retreat.	July-August 2011 Quarterly

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.	The Board of Education and Superintendent will authorize the Turnaround Office to support, monitor, and evaluate all programming and services provided at the school which complement the central academic mission. The District Turnaround Office will collaborate with and support the School Turnaround Team in the development of a rigorous academic program including support services provided within the school and from the LEA and a variety of community stakeholders.	June 2011 and ongoing May-August 2011 and ongoing
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 LEA and the District Turnaround Office will vigorously develop partnerships to support student academic success with local organizations including colleges and universities, businesses, health and social service agencies, libraries, municipal offices and programs, and neighborhood organizations. The District Turnaround Office along with the partnering organization will designate liaisons at each site to collaborate and communicate regularly. These partnerships with community organizations/agencies will be promoted to include services, financial support, and opportunities such as: -parent GED and ESL classes - tutoring for students -health, fitness, and nutrition classes for students and parents -technology skill-building for students and parents -career and post-secondary education counseling for students and parents -art programs: dance, painting/sculpture, music, film, theater	June 2011 and ongoing
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	The School Turnaround Team, including the Home and School Coordinator, will engage community members, parents, and stakeholders at planning meetings to encourage widespread participation in and support for school services. The School Turnaround Team with support from the District Turnaround Office will continuously reach out to parents, community members, school staff, and other stakeholders through regular communication (mailings, email "blasts," school	May-August 2011 and ongoing Ongoing

	website, local television, telephone "blasts") including translation into native language to encourage widespread representation of community members in the planning and implementation of school services.	
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The district Professional Development Department and the School Turnaround Team will provide in-service professional development to all staff members on the benefits of developing partnerships with community organizations and how to nurture and sustain these relationships. School and organization staff members will participate in annual surveys to evaluate the working relationship and make suggestions to improve the partnership and student outcomes. School staff will receive training in how to connect students and families with needed services provided in the community by partnering organizations.	August 2011 and annually at Summer Institutes
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	The LEA will develop a cycle/system of reporting which will include quarterly meetings between the Board of Education, school, and community partners. The District Turnaround Office will report quarterly to the Board of Education and Superintendent. Reports will include the most currently available data on: academic progress, student and staff attendance, discipline incidents, update on partnerships and services provided, and qualitative data collected from parent/staff/student/community surveys. The School Turnaround Team with support from the District Turnaround Office will hold "Open Houses" quarterly to meet with parents and community to review data provided to Board of Education and Superintendent (see above) and to survey stakeholders regarding concerns and suggested improvements. The principal with support from the School Turnaround Team will hold monthly staff meetings with all school staff to report on all gathered data and to solicit and discuss suggested improvements.	August, November, February, June annually August, November, February, June annually Monthly

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.	NJ Smart and Measurement, Inc. provide data gathered for and/or by the SEA to the LEA. NJ DOE provides AMAO data for ELLs along with WIDA Metritech ACCESS scores. The LEA will support the school's yearly improvement cycle starting with a summer Data Retreat, quarterly mini-data retreats, weekly/daily Professional Learning Team meetings to analyze all indicated data to make needed corrections and improvements. The SEA will support the LEA through ongoing evaluation and analysis of data/information provided in the Unified Plan, CAPA, and QSAC reports as well as all other gathered NJ DOE information.	June 2011 and ongoing August 2011 and ongoing June 2011 and ongoing
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the District Turnaround Office in collaboration with the School Turnaround Team will complete all required plans and documentation including the inputting of data on the nine leading indicators into the Genesis system which is then transmitted into the NJ Smart system. The LEA will provide appropriate school staff access to Genesis information so that staff may effectively and efficiently perform their assigned duties in improving student outcomes.	June 2011 and ongoing

Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.		
Implementation Guidance The strategies include: (i) Any of the required and permissible activities under the transformation model; (ii) A new school model (e.g., themed, dual language academy). (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**

1. In collaboration with the District Turnaround Office, the School Turnaround Team develops and facilitates the implementation of math and LAL classes across grade levels based on demonstrated proficiencies.	The math and LAL coaches will coordinate the collection of a variety of assessment data including 2011 NJ ASK scores, ACCESS for ELL scores, Learnia data, reading and math inventory tests, and quarterly benchmark tests to place students in flexible, skill-leveled classes across grade levels. All math and LAL teachers will meet daily for 2 periods to review and revise lessons and instruction based on students' assessed performance. During these meetings, curriculum will routinely be reviewed for alignment to standards and to determine immediately necessary adaptations as well as to provide suggested revisions to district curriculum guides. Quarterly benchmarks will be administered and reviewed at the mini-data retreats to 1) assess progress, 2) evaluate curriculum implementation, instructional practices and strategies, and 3) reassign students in leveled classes across grade levels as indicated according to performance on assessments. When students are reassigned, the original teacher will remain the teacher of record and will collaborate with the current teacher to develop effective strategies and instructional practices to support student achievement. Multiple criteria including formative and summative assessments, such as Learnia Class View A and B comparisons, ACCESS scores, inventory tests, and report card grades will be reviewed to determine student promotion or retention.	April-August 2011 and annually September 2011 and ongoing September 2011 and ongoing quarterly May-June annually

2. The LEA develops and supports the school implementation of a Newcomer Program	The District Turnaround Office and the School Turnaround Team in conjunction with the district Bilingual/ESL/World Languages Department will develop a Newcomer Program to meet the needs of incoming English Language Learners between the ages of 11 and 15 who are 2 or more grades below assessed level in their native language and/or have had interrupted formal education. Through a variety of engaging and supportive approaches, students in the Newcomer Program will receive intensive, all day literacy instruction in English and in the native language when feasible along with intensive numeracy instruction with health and physical education provided as state mandated. Older students will participate in counseling to become informed of options and/or requirements including GED, graduation, college, career training. When students reach a proficiency level where they can be successful in the mainstream or Bilingual classroom, they will join their peers at the appropriate grade level. This will be determined by assessing student literacy and numeracy proficiency using multiple criteria including ACCESS and NJ ASK scores, Benchmark RIGOR Spanish and English language reading diagnostic and placement assessments, report card grades, and teacher recommendations.	April-August 2011 September 2011 and ongoing September 2011 and ongoing
3. The LEA develops and supports the school implementation of a World Languages Advanced Learning Program	The school will implement a program of advanced World Language instruction for students to promote rapid world language acquisition. Students will take classes as often as 3/week so that at the end of the 8th grade they will be assessed to move directly into the 2nd year of a world language at the high school level. The focus for heritage language speakers will be on rigorous development of reading and writing skills. Instructional programming for the World Language Advanced Learning Program will include a language lab and/or access to an online language acquisition program to provide students with individualized learning and practice opportunities particularly in the areas of listening and speaking.	June 2011 and ongoing

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt MS

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: Grade 6	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	NJASK-6	4.1%	4.5%	5.0%	5.5%	NJASK-6	6.1%	6.7%	7.4%	8.1%
Students with Disabilities	NJASK-6	5.3%	5.8%	6.4%	7.1%	NJASK-6	5.3%	5.8%	6.4%	7.1%
Limited English Proficient Students	NJASK-6	0.0%	10.0%	11.0%	12.1%	NJASK-6	7.7%	8.5%	9.3%	10.2%
White	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
African-American	NJASK-6	0.0%	10.0%	11.0%	12.1%	NJASK-6	0.0%	10.0%	11.0%	12.1%
Asian/Pacific Islander	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
American Indian/Native American	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
Hispanic	NJASK-6	5.3%	5.8%	6.4%	7.1%	NJASK-6	7.9%	8.7%	9.6%	10.5%
Others	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-6	4.1%	4.5%	5.0%	5.5%	NJASK-6	6.1%	6.7%	7.4%	8.1%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt MS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: Grade 7	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	NJASK-7	7.2%	7.9%	8.7%	9.6%	NJASK-7	8.2%	9.0%	9.9%	10.9%
Students with Disabilities	NJASK-7	0.0%	10.0%	11.0%	12.1%	NJASK-7	6.5%	7.2%	7.9%	8.7%
Limited English Proficient Students	NJASK-7	6.9%	7.6%	8.3%	9.2%	NJASK-7	3.4%	3.7%	4.1%	4.5%
White	NJASK-7	0.0%	10.0%	11.0%	12.1%	NJASK-7	0.0%	10.0%	11.0%	12.1%
African-American	NJASK-7	6.3%	6.9%	7.6%	8.4%	NJASK-7	6.3%	6.9%	7.6%	8.4%
Asian/Pacific Islander	NJASK-7	n/a	n/a	n/a	n/a	NJASK-7	n/a	n/a	n/a	n/a
American Indian/Native American	NJASK-7	n/a	n/a	n/a	n/a	NJASK-7	n/a	n/a	n/a	n/a
Hispanic	NJASK-7	7.8%	8.6%	9.4%	10.4%	NJASK-7	9.2%	10.1%	11.1%	12.2%
Others	NJASK-7	n/a	n/a	n/a	n/a	NJASK-7	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-7	7.5%	8.3%	9.1%	10.0%	NJASK-7	8.5%	9.4%	10.3%	11.3%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt MS

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: Grade 8	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	NJASK-8	28.4%	31.2%	34.4%	37.8%	NJASK-8	9.7%	10.7%	11.7%	12.9%
Students with Disabilities	NJASK-8	8.8%	9.7%	10.6%	11.7%	NJASK-8	6.1%	6.7%	7.4%	8.1%
Limited English Proficient Students	NJASK-8	0.0%	10.0%	11.0%	12.1%	NJASK-8	0.0%	10.0%	11.0%	12.1%
White	NJASK-8	100%	100%	100%	100%	NJASK-8	100%	100%	100%	100%
African-American	NJASK-8	44.4%	48.8%	53.7%	59.1%	NJASK-8	6.8%	7.5%	8.2%	9.1%
Asian/Pacific Islander	NJASK-8	n/a	n/a	n/a	n/a	NJASK-8	n/a	n/a	n/a	n/a
American Indian/Native American	NJASK-8	n/a	n/a	n/a	n/a	NJASK-8	n/a	n/a	n/a	n/a
Hispanic	NJASK-8	29.5%	32.5%	35.7%	39.3%	NJASK-8	10.3%	11.3%	12.5%	13.7%
Others	NJASK-8	n/a	n/a	n/a	n/a	NJASK-8	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-8	29.5%	32.5%	35.7%	39.3%	NJASK-8	10.0%	11.0%	12.1%	13.3%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: 6	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Classview A	1.0%	5.0%.	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
African-American	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 7	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Classview A	1.0%	5.0%.	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
African-American	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	2.0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	2.0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: 8	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Classview A	1.0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
African-American	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	0%	5.0%	5.5%	6.1%	Learnia Classview A	0%	5.0%	5.5%	6.1%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools **Name of School:** Pyne Poynt

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark -1	3%	4.5%	6.8%	10.1%	Learnia Benchmark -1	10%	15.0%	22.5%	33.75%
Students with Disabilities	Learnia Benchmark -1	0%	4.5%	5.0%	5.5%	Learnia Benchmark -1	0%	4.5%	5.0%	5.5%
Limited English Proficient Students	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
White	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark -1	7%	10.5%	15.8%	23.7%	Learnia Benchmark -1	12.0%	18.0%	27.0%	40.5%
Asian/Pacific Islander	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark -1	2.0%	5.0%	7.5%	11.3%	Learnia Benchmark -1	5.0%	7.5%	11.3%	17.0%
Others	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark -1	5.0%	7.5%	11.3%	17.0%	Learnia Benchmark -1	7%	10.5%	15.8%	23.7%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: 6	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark- 3	7%	10.5%	15.8%	23.7%	Learnia Benchmark-3	8%	12%	18%	27%
Students with Disabilities	Learnia Benchmark- 3	5%	5.5%	6%	6.7%	Learnia Benchmark-3	0%	5%	5.5%	6%
Limited English Proficient Students	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
White	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark- 3	17%	25.5%	38.3%	57.4%	Learnia Benchmark-3	8%	12%	18%	27%
Asian/Pacific Islander	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark- 3	0%	10%	15%	22.5%	Learnia Benchmark-3	11%	16.5%	24.8%	27.2%
Others	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark- 3	6%	9%	13.5%	20.3%	Learnia Benchmark-3	10%	15%	22.5%	33.8%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools **Name of School:** Pyne Poynt

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 7	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark-1	4%	6%	9%	13.5%	Learnia Benchmark-1	10%	15%	22.5%	33.8%
Students with Disabilities	Learnia Benchmark-1	5%	5.5%	6%	6.7%	Learnia Benchmark-1	5%	5.5%	6%	6.7%
Limited English Proficient Students	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
White	Learnia Benchmark-1	0%	10%	15%	22.5%	Learnia Benchmark-1	0%	10%	15%	22.5%
African-American	Learnia Benchmark-1	6%	9%	13.5%	20.3%	Learnia Benchmark-1	0%	10%	15%	22.5%
Asian/Pacific Islander	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-1	4%	6%	9%	13.5%	Learnia Benchmark-1	2%	3%	4.5%	6.8%
Others	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-1	4%	6%	9%	13.5%	Learnia Benchmark-1	2%	3%	4.5%	6.8%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools **Name of School:** Pyne Poynt

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____7____	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark-3	21%	31.5%	47.3%	70.9%	Learnia Benchmark-3	8%	12%	18%	27%
Students with Disabilities	Learnia Benchmark-3	0%	5 %	5.5%	6%	Learnia Benchmark-3	0%	5 %	5.5%	6%
Limited English Proficient Students	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
White	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark-3	33%	49.5%	74.3%	80%	Learnia Benchmark-3	17%	25.5%	38.3%	57.4%
Asian/Pacific Islander	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-3	19%	28.5%	42.8%	64.1%	Learnia Benchmark-3	4%	10%	15%	22.5%
Others	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-3	24%	36%	54%	81%	Learnia Benchmark-3	9%	18%	27%	40.5%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____8____	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark-1	1%	10%	15%	22.5%	Learnia Benchmark-1	9%	13.5%	20.3%	30.4%
Students with Disabilities	Learnia Benchmark-1	0%	5 %	5.5%	6%	Learnia Benchmark-1	3%	6%	9%	13.5%
Limited English Proficient Students	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
White	Learnia Benchmark-1	0%	10%	15%	22.5%	Learnia Benchmark-1	0%	10%	15%	22.5%
African-American	Learnia Benchmark-1	0%	10%	15%	22.5%	Learnia Benchmark-1	8%	12%	18%	27.5%
Asian/Pacific Islander	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-1	2%	10%	15%	22.5%	Learnia Benchmark-1	8%	12%	18%	27%
Others	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-1	1%	10%	15%	22.5%	Learnia Benchmark-1	1%	10%	15%	22.5%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____8____	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: ____8____	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark-3	9%	13.5%	20.3%	30.4%	Learnia Benchmark-3	11%	16.5%	24.8%	37.1%
Students with Disabilities	Learnia Benchmark-3	0%	5 %	5.5%	6%	Learnia Benchmark-3	0%	5 %	5.5%	6%
Limited English Proficient Students	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
White	Learnia Benchmark-3	0%	10%	15%	22.5%	Learnia Benchmark-3	0%	10%	15%	22.5%
African-American	Learnia Benchmark-3	12%	18%	27%	40.5%	Learnia Benchmark-3	12%	18%	27%	40.5%
Asian/Pacific Islander	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-3	5%	10%	15%	22.5%	Learnia Benchmark-3	11%	16.5%	24.8%	37,1%
Others	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-3	8%	12%	18%	27%	Learnia Benchmark-3	12%	18%	27%	40.5%

Form S-8

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Pyne Poynt

GRADE SPAN & SUBGROUP	**LANGUAGE ARTS**					**MATHEMATICS**				
For Each Grade Span: Grade 6-8	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Students with Disabilities		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Limited English Proficient Students	ACCESS % Exiting in ≤ 4yrs or ≥ 5yrs	≤ 4yrs: 8.7% / ≥5yrs: 15.4%	≤ 4yrs: 9.6% / ≥5yrs: 17%	≤ 4yrs: 11% / ≥5yrs: 19%	≤ 4yrs: 12% / ≥5yrs: 21%		n/a	n/a	n/a	n/a
White		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
African-American		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Asian/Pacific Islander		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
American Indian/Native American		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Hispanic		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Others		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Economically Disadvantaged		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

Form S-9

Use only one model template for each school.

Date: _____ **Page** ____**of** ____

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : _____ **Name of School:** Pyne Poynt Middle School

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:1	**By June 15, 2011, the LEA will provide the new principal at PPMS with operational flexibility and authorized decision-making as evidenced by his/her leadership in the selection of staff, extension of the school year and school day, delineation of schedules and calendars, and the appropriation of resources.**
Indicators of Success:	1. Principal participates and approves selection of staff as measured by principal approval staff roster 2.Principal participates and approves modifications of schedules and allocated resources as measured by principal approval of schedule and signed requisitions
SBR Practice to Address Goal:	**School leadership provided by a principal with authorized decision-making and competencies essential to turnaround, instructional leadership including: "1) ensuring rigorous, goal- and data-driven learning and teaching; 2)building/managing high quality staff; 3)developing achievement-/belief-based school wide culture; 4) instituting operations/systems to support learning; 5) modeling personal leadership."** ***Urban Excellence Framework***

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Remove and replace the current principal with a school leader who has an accomplished record as a principal who has successfully turned around a failing school or who demonstrates the potential to do so.	LEA District Turnaround Leader		Notice of removal Application/resume Interview forms Board approval	X June 2011			
2	Develop a job description including competencies, performance expectations, and accountabilities for student achievement and school improvement.	LEA School Turnaround Team		Board approved job description	X May 2011			
3	The principal position will be filled in accordance with district policies	Superintendent District Turnaround		District policies Completed application	X June			

	including interviews with a selection committee and a final interview with a selection committee and a final interview with the superintendent. The interview committee must include the District Turnaround Leader and district staff.	Leader District Turnaround Office Selection committee		Selection committee notes Superintendent interview notes	2011			
4	Develop an evaluation process for the principal based on the standards and accountabilities established in the job description	LEA District Turnaround Leader District Turnaround Office		Completed evaluation process and evaluation form	X August 2011			
5	Principal will attend intensive Leadership Training initially and will continuously participate in leadership training activities provided by the NJ DOE and credentialed leadership institutes/programs	LEA Principal	Funds for principal Leadership meetings/workshops/conferences (pg. 20); Transportation for SIG leadership meetings (pg. 20)	Leadership Training Professional Development certificates Professional Development purchase orders/requisitions	X July 2011	X	X	X
6	Principal will be evaluated by the District Turnaround Leader and District Turnaround Office.	District Turnaround Leader Turnaround Office		Completed evaluation	X June 2011	X	X	X
7	Principal will be under the supervision of the District Turnaround Leader and will have operational flexibility in staffing, resource allocations, budget, time/calendars, and purchases.	District Turnaround Leader		Board approved policy authorizing operational flexibility	X July 2011	X	X	X
8	Principal will oversee all aspects of the school.	Principal		All school related documents including: staff evaluations, maintenance logs, records, state- mandated plans	X July 2011			
9	Principal will develop his/her state-mandated Professional Growth Plan which will be reviewed/approved by	Principal District Turnaround Leader		Completed state – mandated and LEA approved Professional	X July 2011			

	the District Turnaround Leader and Superintendent.	Superintendent		Growth Plan				
10	The LEA, District Turnaround Leader, District Turnaround Office, principal, and school staff will define the school as a Professional Learning Community promoting collective inquiry and dedicated to rigorous student academic achievement and with the understanding that learning is a continuous process involving hypothesizing, action, reflection, evaluation, and improved/renewed action.	LEA District Turnaround Leader District Turnaround Office Principal		2011 Summer Institute documentation including revised School Vision statement	X August 2011			
11	The school will develop a Mission and Vision statement with stakeholders to define key beliefs, principles, and goals which will identify the school as a being a Professional Learning Community.	Principal School Turnaround Leadership Team Staff		Revised Mission and Vision Statements	X August 2011			
12	Collaborative teams will be developed including , but not limited to the School Turnaround Leadership Team, Student Support Services Team, Advisory Teams, and the Professional Learning Teams	LEA District Turnaround Office District Turnaround Leader		List of staff members' team assignments Scheduled meeting times	X Sept. 2011			

13	The District Turnaround Office and principal, with approval of the LEA, and in accord with the district bargaining units, will develop evaluations and evaluation systems/policies for all school staff that are based on performance standards and competencies consistent with and essential to successful implementation of the Turnaround Model to improve student achievement.	LEA District Turnaround Office Principal		Evaluations Evaluation systems and policies	X August 2011			

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:2	**By July 2011, the Principal, along with representatives from the LEA and District Turnaround Office will screen all existing staff, and no more than 50% of existing staff will be rehired, and new staff will be selected using district protocols resulting in 100% of staff meeting criteria for the Turnaround Model**
Indicators of Success:	1.All existing staff screened and maximum 50% rehired; 100% of rehires meeting new criteria as measured by competency checklist/staff rosters 2.Additional staff hired; 100% meeting new criteria as measured by competency checklist/staff rosters
SBR Practice to Address Goal:	**Selection of school staff to assure that all staff demonstrate competencies essential to rapid school turnaround including: 1)drive for results/achievement; 2)focus on results; 3) initiative and persistence; 4)teamwork; 5)belief in personal effectiveness and learning potential.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	All school staff, including instructional, support, maintenance, clerical, paraprofessional, will receive a notice of removal from the school in accordance with local bargaining agreements CEA contract and district policy.	LEA		Notices of Removal	X April 2011			
2	Job descriptions based on responsibilities and competencies needed to meet the standards required by the Turnaround Model to effect student academic achievement and to support a positive learning environment will be developed by the Turnaround Team along with an instrument to determine current staff effectiveness in meeting the standards. Local bargaining association CEA will be consulted.	LEA District Turnaround Office Principal School Turnaround Team		Board approved job description lists Evaluation instrument	X May 2011			
3	The screening process, competencies, and job responsibilities will be approved by the LEA and shared with the CEA local bargaining unit.	LEA District Turnaround Leader Principal School Turnaround Team		Board approved job description list Staffing list Board approved process Board approved competencies	X May 2011			

4	All existing staff who wants to be rehired will be required to reapply. All applicants will be screened and interviewed and no more than 50% will be re-hired based on the results of the screening.	LEA District Turnaround Office Principal School Turnaround Team Selection committee		Notices of retention Job applications Staffing list	X June 2011			
5	The LEA will support that the school is not required to hire or accept any staff without the consent of the staff member, principal, and District Turnaround Office regardless of seniority or other contractual stipulations.	LEA, District Turnaround Office Principal		Notices of retention Job applications Staffing list of removals Staffing list of possible re-hires	X June 2011			
6	The school will hire new staff based on the required competencies and according to district hiring policies and contractual obligations.	LEA District Turnaround Office Principal		Highly Qualified Teacher status Job applications Staffing List	X July 2011			
7	The District Turnaround Office and Principal will work collaboratively to develop and implement a transition plan for year 1 of the program and develop benchmarks for mid-year and end-of-year program evaluation.	District Turnaround Office Principal		Completed *Transition Plan*	X July 2011	X	X	X

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:3	**Throughout the period of the grant, as incentives, The LEA and the school will offer all staff:** • **Shared leadership opportunities with staff chairing school teams and committees** • **Job-related college coursework** • **Reasonable, flexible hours** • **Appropriate financial rewards to be spent on school-related purchases (no single award to exceed $1,000; 10 awards offered annually)**
Indicators of Success:	1. Recruitment of qualified staff as measured by 100% meeting district qualifications and principal evaluations 2. Retention of Staff as measured by 50% increase in returning, qualified staff 3. School leaders meeting all leadership qualifications sharing expertise with other staff
SBR Practice to Address Goal:	**Transformation of school culture to provide incentives for professional excellence including distributed leadership and a Teacher Leadership Model where teacher leaders share their expertise with others and all staff are encouraged to enhance their professional skills.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Staff evaluation policies as determined by the LEA, with input from the District Turnaround Leader and District Turnaround Office, will include a process for removal of staff who have not improved their performance and effect on student performance after having been given reasonable opportunities and support.	LEA District Turnaround Office Principal		Evaluation policies Removal process Observation forms Evaluation forms Transcripts	X Aug 2011			
2	With support from the District Turnaround Office, the school will establish a School Turnaround Team including the principal, vice-principal, and instructional and support leaders to implement, further develop, and monitor all plans and activities to facilitate the Turnaround Model.	School Turnaround Team Principal		Agendas, sign-in sheets, Staff surveys Team roster	X Aug 2011			
3	The District Turnaround Office, with input from the School Turnaround Team, will develop and implement rubrics to	District Turnaround Office School Turnaround		Rubrics Evaluation forms Observation forms	X Sept. 2011	X	X	X

	identify school staff leaders who have met and surpassed the competencies and standards established for the Turnaround Model using the Teacher Leadership Model and who have increased student achievement.	Team						
4	The District Turnaround Office and the School Turnaround Leadership Team will develop a valid, fair, and transparent method for developing a system of incentives, rewards, and opportunities for all staff that are aligned to their professional development goals. Opportunities could include: release/flex time to pursue professional goals, paid coursework, honorariums to purchase supplemental classroom supplies/technology resources.	District Turnaround Office School Turnaround Leadership Team	Funds for staff incentives for professional supplies (pg. 16)	Rubric for incentives List of incentives Schedules Purchase orders	X Oct 2011	X	X	X
5	The school will offer differentiated scheduling to staff and pay staff an additional 2 hours per day for the extended time as per contract. Staff hours will be extended flexibly from 8 am to 5pm or 8:30am to 5:30 pm.	LEA Principal	Stipends for: Teachers, Principal, Teacher in Charge, Paraprofessionals, Security (pg. 4-6)	Master schedule Payroll Documentation	X	X	X	X
6	The school will provide opportunities and incentives for staff to acquire and increase leadership and instructional skills aligned to the Teacher Leadership Model through participation in various workshops and the assumption of leadership roles in the building, i.e. team leaders, activity sponsors, teacher mentors. Stipends and/or flexible schedules will be available to support these leadership roles.	LEA District Turnaround Office School Turnaround Team	Funds for staff incentives (pg. 16); Funds for School Turnaround Team registration for leadership conferences/workshops (pg. 20)	Rubric for incentives List of incentives Schedules Transcripts Purchase orders Conference registrations	X Sept 2011	X	X	X
7	The LEA will enter into a partnership	LEA	Funds for provider	Partnership agreement	X	X	X	X

	with a local university to provide coursework and/or Professional Development to school staff. All staff will be eligible based on meeting the established criteria.	District Turnaround Office Principal	contracts for related, professional coursework (pg. 19)	Board approved item Board resolutions/purchase orders Transcripts PD certificates				

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:4	**By September 2011 and throughout the duration of the grant, as a school wide Professional Learning Community, schedules will be designed to provide for professional learning which is aligned with the school's comprehensive instructional program and provided by school and district instructional leaders. Professional Learning Teams will meet two periods daily for math and language arts literacy teachers and two periods per week for all other professional staff.**
Indicators of Success:	1.Improved staff evaluations correlated to strategies and techniques learned during professional learning opportunities 2.Correlation between strategies, plans, and instructional practices as documented in lesson plans, observations, and walkthroughs 3.Improved student achievement as measured by annual increase of 10% proficiency on NJ ASK
SBR Practice to Address Goal:	**Implementation of job-embedded, sustained, intensive, classroom-focused, professional development in Professional Learning Community teams and school wide which 1)improves teachers' knowledge of academic subjects; 2) improves classroom management skills; 3) advances teachers' understanding of effective instructional strategies; 4)focuses on the continuous use of data to improve student academic outcomes.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	A Summer Institute and Data Retreat will be mandated for all staff with professional development offered in the Turnaround components, team buildings, bullying and for developing/revising individual Professional Development Plans (PDP) from August 15 to18, 2011	District Turnaround Office Principal School Turnaround Team	Stipends for Summer Institute and Summer Data Retreat for all professional and support staff (pg. 7-8); Funds for professional development provider contracts (pg. 14)	Board recommendation Agenda minutes *Professional Development Plans* Payroll	X			
2	Quarterly, during the mini data retreats, all instructional staff will revise Professional Development Plans in response to collected data and collaboratively plan to improve instruction.	Professional Learning Teams	Stipends for teachers for quarterly Mini-Data Retreats (pg.8)	Revised *Professional Development Plans;* Payroll	X	X	X	X

3	The LEA and school will provide all staff with continuous, high-quality professional development aligned to the school's mission and instructional program and will develop and implement a process to measure the efficacy of the provided professional development.	LEA District Turnaround Office School Turnaround Team	Stipends for staff for all professional development for Summer Institute, Summer Data Retreat, Quarterly Mini-Data Retreats, after hours and Saturdays (pg. 7-8); Funds for professional development provider contracts (pg. 14, 19)	*Professional Development Plan* Professional development schedule Participant surveys Professional development certificates Provider contracts Payroll Board Resolution/purchase order	X Sept 2011	X	X	X
4	The school will actively teach and encourage an understanding of collective inquiry and research to support continuous improvement and professional growth for all staff. Collective inquiry as an on-going process for educators promotes: strategic testing of assumptions, concrete actions, analysis of results of actions, determination of next steps.	School Turnaround Leadership Team Instructional Staff		*Professional Development Plan* Professional Learning Team meetings	X Aug 2011	X	X	X
5	Along with the District Turnaround Team, school administrators and district supervisors will: • Schedule and implement professional development in their respective areas of expertise to meet teacher needs in improving student performance • Observe, evaluate, and hold pre/post-conferences with staff in accordance with the parameters of the bargaining agreement and NJ Code • Provide intensive mentoring and support for all new teachers and for veteran teachers as needed	District Turnaround Office Directors Principal Supervisors		Individual *Professional Development Plan* Description/agenda of professional development sessions Professional development schedule Surveys Observation and evaluation forms	X	X	X	X
6	Designed to meet teacher needs related	District Turnaround	Funds for professional	Student assessment data	X	X	X	X

	to increasing student achievement, professional development will focus on classroom instruction, individualized interventions, using assessments and data to inform instruction, brain research and learning theory, and supporting the development of adolescents as members of an interdependent, global society, and bullying	Office School Turnaround Team	development provider contracts (pg. 14, 19)	Research data Provider contracts Board Resolution/purchase order				
7	Professional development will be provided to all administrative, support, and non-professional staff to enhance their job performance as it impacts the achievement of students through supportive school climate and culture.	LEA District Turnaround Office		*Professional Development Plan* Agendas Surveys Observations Student assessment data	X	X	X	X
8	All staff will be provided specific professional development to increase their understanding of the learning needs of second language learners and students with disabilities and to acquire skills and strategies to support meeting student needs in the mainstream setting.	LEA District Turnaround Office District Bilingual Department School Turnaround Team	Funds for professional Development provider contracts for SIOP training (pg. 19)	*Professional Development Plan* PD agendas Teacher surveys Student surveys Assessment data Provider Contracts Board resolution/purchase order	X	X	X	X
9	The school will purchase and maintain readily-available resources in a professional development room for staff to pursue professional development individually and/or in small groups.	Principal School Turnaround Team	Resources for Professional Development Library (pg. 17)	*Professional Development Plan*	X	X	X	X

10	As recommended by the School Turnaround Team, the LEA will contract with service providers including local universities to implement professional development in: -specific instructional programs, -meeting the needs of English Language Learners and special needs students, - using data to inform instruction, - increasing school wide student performance.	LEA District Turnaround Office Principal School Turnaround Team	Funds for professional development provider contracts for SIOP training (pg. 14)	Assessment data Provider contracts Board Resolution/purchase order Professional development certificates Agendas Individual *Professional Development Plans*	X Aug 2011	X	X	X
11	A team including the principal, math and literacy coaches, and the full-time technology coordinator will provide on-going and regular training for staff in using data and technology to analyze student performance and related information to improve instruction and student achievement.	Principal Math and Literacy Coaches Technology Coordinator		*Professional Development Plan* Agendas Sign-in sheets Surveys Assessment data	X Aug 2011	X	X	X
12	To promote shared leadership, increase collective ownership, and develop a cohort of skilled staff to assume leadership roles throughout the school, the LEA, District Turnaround Office, School Turnaround Team, and school will provide professional development to train and mentor teachers as instructional leaders and experts in their areas. Following the Teacher Leadership Model, these leaders will take on appropriate leadership roles including the development and implementation of further professional development.	LEA District Turnaround Office School Turnaround Team		*Professional Development Plan* Agendas Surveys Observations Evaluations	X Aug 2011	X	X	X

13	The LEA will support and facilitate on-going, research-based, professional development for all school leaders focused on improving leadership practices to improve school and student outcomes and that is aligned to the NJ Professional Standards for School Leaders.	LEA Principal School Turnaround Team		Research data Assessment data *Professional Development Plans*	X July 2011	X	X	X
14	School leaders will participate in self and peer review and assessment including: -Development and peer review of Professional Improvement Plan -Peer coaching -Evidence of professional growth and its impact on individual student performance and school wide improvement to be provided to the principal and School Turnaround Team annually.	School Leaders Principal School Turnaround Team		Peer Review forms *Improvement Plans* Surveys	X Aug 2011	X	X	X
15	All professional staff will attend the annual NJEA Convention and provide documentation/certificates of professional development workshops attended; transportation will be provided.	Principal	Funds for bus transportation to NJEA Convention (pg. 20)	Professional development certificates Agendas/documentation of meetings to share resources/information Purchase order for buses		X		

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:5	**By June 2011, the LEA will design and adopt a governing structure which includes the appointment of the district's "Turnaround Leader" and district's "Turnaround Office" who will report directly to the Superintendent and who will work in collaboration with the principal and School Turnaround Team to oversee all functioning aspects of the school.**
Indicators of Success:	1. District Turnaround Leader appointed 2. District Turnaround Office established 3. Governance Structure established and Board approved 4. School Turnaround Leadership Team established
SBR Practice to Address Goal:	**Restructuring of LEA and school governance to support rapid turnaround of consistently underperforming, Tier I school by allowing flexibility to be responsive and innovative with a focus on results and outcomes that demonstrate increases in student educational achievement.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Develop district-level governance structure including policies and procedures to provide oversight, support, monitoring, and evaluation of the implementation of the 3 year Turnaround Model.	LEA		Governance Manual Board resolutions	X			
2	Appoint a District Turnaround Leader with successful experience as a leader in turning about failing school(s).	LEA		Appointment of District Turnaround Leader	X			
3	District Turnaround Leader will be the primary contact for the State Network Turnaround Officer, who will support, monitor, and evaluate the results of the implementation of the Turnaround Model to improve school wide performance and student achievement.	SEA LEA District Network Officer District Turnaround Leader		District organizational chart	X	X	X	X
4	The State Network Turnaround Officer will collaborate with the District Turnaround Leader and Principal to assure fidelity to the Turnaround Model	State Network Turnaround Officer District		Meeting agendas and minutes *Policy and Procedures* manual and records	X	X	X	X

	parameters and project goals and objectives and to support continuous school improvement and student achievement.	Turnaround Leader Principal						
5	The District Turnaround Leader will report to the Superintendent and will be responsible for the implementation and monitoring of all elements of the Turnaround Model at the district level.	District Turnaround Leader		Meeting agendas and minutes Matrix of implementation	X	X	X	X
6	To successfully implement all elements of the Model, and as authorized by the LEA, the District Turnaround Leader and principal will have extensive operational flexibility and authority in the areas of staffing, budget, purchasing, scheduling (calendar/hours), and resource allocations.	LEA District Turnaround Leader Principal		School calendar Schedules Budget Staffing reports Monthly reports	X	X	X	X
7	The LEA in collaboration with the District Turnaround Leader will appoint a District Turnaround Office including the principal, district directors, supervisors, budget and human resources personnel, and district Education Program Specialist.	LEA District Turnaround Leader		Staffing appointments	X June 2011			
8	The District Turnaround Office will design and implement a plan to support the transition of the school community including staff, students, parents, and other key stakeholders as the Turnaround Model is initiated.	District Turnaround Office Principal		District Turnaround Office *Action Plan*	X			
9	The District Turnaround Office and principal will establish a School Turnaround Team to assist and support the implementation and monitoring of the Turnaround Model at the school.	District Turnaround Office Principal		School Organization Chart Roster of team members	X			

10	The LEA has a process in place to screen, select, and monitor external partnerships that are aligned to meet the specific goals of the school	District Turnaround Office LEA		Partnership policies and guidelines	X	X	X	X
11	At the end of the grant period, the LEA will have developed the capacity and infrastructure to support the school's governance and improvement so that the District Turnaround Leader and Office will no longer be required and the school will be effectively included in the district's administrative structure. Capacity will have been developed so that the school under the leadership of the principal and School Turnaround Team can operate effectively within the district structure. Support for continuous improvement will be provided as needed by the LEA.	LEA		School budgets Organizational charts School wide improvement data and assessments	X	X	X	X

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:6	**By September 2011, the school will identify and implement instructional programs that are research-based and vertically aligned as well as aligned with State academic standards based on data.**
Indicators of Success:	1.The use of data to drive instruction indicated by continuous student improvement in academic subjects as measured on formative and summative assessments including 10% annual increase in student proficiency on Learnia Classview A and B and 10% annual increase in student proficiency in NJ ASK 2.Full implementation of research-based, data-driven instructional programs including a literacy program with Tier 2 and Tier 3 Response to Intervention components 3. Full implementation of the district's aligned curriculum guides for all subject areas and documentation of instructional programs fully integrating technology
SBR Practice to Address Goal:	**Implementation of data-driven, research-based, standards-aligned, academic instructional programs which promote high standards for academic achievement and which include 1) the collection of various types of data; 2)the analysis of data patterns and generation of hypotheses; 3)the development of goals and evaluation criteria; 4)the designing of strategies; 5) a recursive system committed to success.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The SEA and LEA data systems facilitate the collection, interpretation, and use of data including CAPA and QSAC reports to drive instructional change.	SEA LEA		CAPA reviews QSAC reports NJ Smart reports Genesis data	X	X	X	X
2	SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	SEA LEA District Turnaround Office Principal District data supervisor Coaches		NJASK data ACCESS for ELLs data Learnia data Report Cards All other available formative and summative assessments	X	X	X	X
3	The school will implement the district-approved, standards aligned curriculum through instructional programs in math and language arts literacy that are research and standards-based and that promote rigorous learning for all	LEA Principal District Turnaround Office School		Lesson plans Curriculum guides Formal/informal Observations Documentation of purchases instructional	X	X	X	X

	students through varied modalities including Understanding by Design and individualized learning interventions for Tier 2 and Tier 3 students.	Turnaround Team		programs and/or contracts with providers Walkthroughs Assessment data Documentation of Tier 2 and Tier 3 students				
4	The LEA, District Turnaround Officer, and principal will appoint an educational specialist to oversee and support the implementation of the instructional programs and activities as aligned to the Turnaround Model.	LEA District Turnaround Office Principal	Salary for Educational Specialist (pg. 9)	Completed hiring packet Board approval Contract				
5	The instructional program as well as student support services will be reviewed and refined in response to individual, class, and subject level data as efficiently provided through the increased use of technology systems and interventions.	LEA Principal District Turnaround Office School Turnaround Team		Learnia data Lesson plans Technology assessments Formal/informal Observations	X	X	X	X
6	The LEA and school will hire/appoint a fulltime computer technician to ensure the smooth operation of all technological equipment, web and/or server software. The computer technician will work closely along with the school technology coordinator.	LEA District Turnaround Office Principal	Salary for Computer Technician (pg. 9)	Completed hiring packet Board approval Contract	X Aug 2011			
7	Technology integration will be increased in all classrooms to support student engagement in learning and 21st century skills including the use of computers, SmartBoards, IPods, web and server-based programs, and blogging.	Principal School Turnaround Team	Funds to purchase technology to implement the Intervention Program (pg. 15, 16, 18); Funds for professional development provider contract (pg. 14)	Lesson plans Technology systems data collection Formal/Informal observations Provider contract Board Resolution/purchase order	X	X	X	X
8	The LEA as recommended by the principal and School Turnaround Team will contract service provider(s) to train all instructional and support staff in all aspects of developing, administering, and evaluating varied assessments in	LEA Principal School Turnaround Team	Funds for professional development provider contracts (pg. 14, 16)	Provider contracts Board Resolution/purchase order Professional development evaluations	X	X	X	X

	each subject area.							
9	Subject area teachers in collaboration with coaches and School Turnaround Team will regularly analyze data to ensure that the curriculum is being implemented successfully, is adapted as needed, and is recommended for district wide modification based on results of in-school adaptations.	Coaches School Turnaround Team Subject Area Teachers Supervisors RTI Specialist Education Specialist		Data analysis Conclusions documented from data analysis Recommendations for modifications to curriculum	X	X	X	X
10	The school creates and implements a schedule that dedicates a structured time for staff collaboration around data interpretation and implementation for instructional programs and interventions.	Principal Building Scheduler School Turnaround Team		Staff schedules Guidelines on PLCs Guidance on data interpretation Documentation of students receiving Response to Intervention	X Aug 2011	X	X	X
11	The school creates and implements a schedule that expands instructional time in language arts literacy and mathematics for identified students.	Principal Scheduler School Turnaround Team RTI Specialist		Master Schedule Assessment data	X	X	X	X

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:7	**Weekly, each academic Professional Learning Team will collaboratively collect and analyze a wide variety of student data including formative assessments to inform and differentiate instruction which will meet the individual academic needs of the students as measured by the differentiation in lesson plans, teacher observations, and walkthroughs.**
Indicators of Success	1.Continuously improved benchmark test performance as measured by 10% semi-annual increase in student proficiency on Learnia Classroom A & B assessments 2 Evidence of differentiated instruction by data analysis and lesson plans 3.Implementation of Response To Intervention model with small group Tier II instruction and one-to-one, Tier III support 4.Students on target in meeting goals delineated in individual Learning Plans
SBR Practice to Address Goal:	**Implementation of Response to Intervention Model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement by using individual student data to meet individual student needs efficiently and effectively.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	As a Professional Learning Community and model for data-driven, rigorous, aligned performance and instruction, the school will continuously take all actions according to the understanding that measurable results in the form of assessment data are essential indicators of growth and achievement.	Principal Professional Learning Community including: School Turnaround Team and all Professional Learning Teams		Professional Learning Community and Professional Learning Team records Lesson plans Benchmark data Formative and summative assessments	X	X	X	X
2	SEA, LEA, and school provide staff access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	SEA LEA District Turnaround Office Principal School Turnaround Team Coaches		NJASK data ACCESS for ELLs data Learnia data Report Cards Other formative and summative assessments Formal/informal observations	X	X	X	X
3	The school creates and implements a schedule that dedicates a structured time for professional learning and staff collaboration around data interpretation.	Principal Building Scheduler School Turnaround Team		Staff schedules Guidelines on Professional Learning Communities and Professional Learning	X			

				Teams Guidance on data interpretation				
4	The LEA in collaboration with the District Turnaround Office, principal, and School Turnaround Team, establishes annual goals and indictors of success for improved student achievement.	LEA Dist. Turnaround Office Principal School Turnaround Team		Written goals Indicators of success list	X			
5	LEA and District Turnaround Office will establish and implement a schedule such that ongoing diagnostic programs are in place to assess the progress towards the annual goals for student learning and effective practice	LEA District Turnaround Office School Turnaround Team		School observation schedule and records with recommendations	X	X	X	X
6	District supervisors and all instructional and support staff will be trained in collecting, analyzing, and using student data to improve student performance.	Professional Development Committee Principal	Funds for professional development provider contracts (pg. 14)	Provider contracts Board resolution/purchase order Professional development evaluations Lesson plans Attendance/discipline records Summative/formative data	X	X	X	X
7	As a Professional Learning Community, the school instructional and support staff will continuously analyze a wide variety of data to: -Place, diagnose, and assess student academic performance, -Increase rigor, expectations, and opportunities for advanced coursework, -Align instruction, interventions, assessments, and curriculum,	Principal All instructional and support staff	Funds for professional development provider contracts for reading and math inventory assessments training and related materials (pg. 14, 16)	Data analysis meeting minutes Placement of students Attendance records Discipline records Provider contracts Board Resolution/purchase order	X	X	X	X

	-Determine supports needed to increase attendance and decrease discipline incidents, and -Increase communication between school and parents -Determine needs/opportunities to establish collaborative partnerships							
8	The District Turnaround Office and School Turnaround Team will review and determine guidelines for grading which reflect an accurate measure of student academic achievement as well as student in-class performance.	District Turnaround Office School Turnaround Team		Revised grading procedures	X			
9	The school will establish Advisory Teams comprised of instructional and support staff which will collaborate to assure that their assigned students reach their established, individual learning targets. The Advisory Teams will meet regularly to: -Design, implement, monitor, and assess strategies used to improve individual student performance through specific interventions and -Support students as a group and individually to review data, set goals, and determine action plans and Individual Learning Plans.	School Turnaround Leadership Team All Instructional and Support staff RTI Specialist		*Individual Learning Plans* Report cards Summative/formative data Meeting schedule/calendar	X	X	X	X

10	Students will develop Individual Learning Plans in collaboration with their Advisory Team that are: -approved and monitored by advisors, -approved and reviewed by parents, -maintained for 3 years as documents of personal and academic growth. Learning Plans will include: -Long and short term goals and objectives -Career assessment/planning -Self-assessments of learning styles, individual strengths, talents, areas in need of improvement, -Journal entries and/or logs for reflection and how actions impact outcomes, -multiple formative and summative assessment data and -Portfolio evidence of achievement and successes.	Instructional and Support Staff RTI Specialist		*Individual Learning Plans* Meeting schedule/calendar	X	X	X	X
11	The school will implement the Response to Intervention (RTI) model to provide interventions to individual students efficiently and effectively providing small group instruction to Tier II students and one-to-one support for Tier III students.	Principal RTI Specialist Teachers Guidance counselors Advisory Teams	Funds for professional development provider contracts to provide RTI training and to purchase RTI Program including licenses, classroom packs, and related materials (pg. 14-16);	RTI model guidelines Interventions Provider contracts Board Resolution/purchase order *Individual Learning Plans*	X	X	X	X
12	Appoint a fulltime RTI Specialist that is a certified middle or secondary teacher to coordinate all aspects of the implementation of the RTI model in the school.	LEA Principal	Salary for RTI Specialist (pg. 9)	Completed hiring packet Board Approval Contract	X			
13	Within the structure of the Advisory Teams, the advisors will function as the liaison with the RTI specialist and other classroom teachers for their indicated students to share data, information, and	Instructional and Support Staff RTI Specialist Advisory Teams		*Interventions* *Individual Learning Plans*	X	X	X	X

	regular feedback on student progress.							

SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:8	**By August 2011, and throughout the grant period, the school will design schedules and implement strategies that increase learning time for all students including:** **Extended school day for all students (8:30 am– 5:00 pm daily)** **Twenty day Academic Summer Program (8:30 am-12:00 pm)** **Saturday Program (9:00 am – 12:00 pm weekly)** **Decreased Student Lunch Period (25 minutes)** **Increased Time on Task through Reduction of Learning Interruptions** **Strategic Partnerships to Support Increased Learning Time**
Indicators of Success:	1. Increased student performance as measured by 10% increase in student proficiency on Learnia, and NJ ASK and reaching state AMAO goals for ELLs 2. 10% improvement in attendance as measured on monthly attendance data 3. 25% decrease in discipline incidents as measured on principal's monthly report
SBR Practice to Address Goal:	**Extension of school day, week, and year to provide flexible and innovative, increased learning time for all students which provides more than 300 hours of additional learning focused on academic, enrichment, and improving instruction.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The SEA, LEA and school will demonstrate their familiarity with evidence-based practices to provide increased learning time by approving the extension of the school day and year by adding hours and days and by eliminating unproductive practices. Additional learning time will be provided as follows: -student school day extended from 8:30 am to 5:00 pm daily with after school programming aligned and incorporated into Turnaround Model during the last 1 ½ hours per day -student lunch period reduced to 25 minutes per day - school wide information from the main office communicated via email -reduction of morning announcements to no more than 2 minutes total - loudspeaker use for emergencies only	LEA District Turnaround Office Principal	Stipends for: Principal, Teacher in Charge, Teachers, Security, Paraprofessionals, Social Worker, RTI Specialist (pg.4-7); Buses for daylight savings transportation (pg. 20); Funds for scheduling program (pg. 16)	School academic calendar Student schedules Purchase orders	X	X	X	X

	-elimination of afternoon homeroom -summer programming will be provided for 20 days for 3 1/2 hours daily							
2	The school day will be extended to provide appropriate time for engaging students in a variety of learning experiences. Students arrive 8:30 am for breakfast Instructional day begins at 8:45 am and ends at 5:00 pm.	School Turnaround Team Building Scheduler	Stipends for: Principal Teacher in Charge Teachers Security Paraprofessionals (pg. 4-6); Buses for daylight savings transportation (pg. 20)	Student schedules Bus contracts Payroll Purchase orders	X	X	X	X
3	Additional academic time in language arts and mathematics will be provided to Tier 2 and Tier 3 students during the school day with all physical education, health, and special area classes scheduled later in the school day.	School Turnaround Team Building Scheduler		Student schedules	X	X	X	X
4	Additional time for counseling support will be provided to Tier 2 and Tier 3 students during the school day.	School Turnaround Team Building Scheduler RTI Guidance Counselor		Student schedules	X	X	X	X
5	The District Turnaround Office and school identify, screen, select, and monitor external partnerships that are aligned to meet the specific goals of the school and to enhance and increase student learning experiences. These partnerships will include programming during the regular school day, Saturdays, and summer.	LEA District Turnaround Office Principal		Partnership policies and guidelines	X	X	X	X
6	The District Turnaround Office will provide guidance to ensure that the extended days are aligned with the school curriculum	LEA District Turnaround Office School Turnaround Team		LEA walkthroughs Principal observations	X	X	X	X
7	The District Turnaround Office and	LEA		Progress reports	X	X	X	X

	School Turnaround Team will analyze the data to assess the progress of the extended learning program and to guide instructional change	Principal School Turnaround Leadership Team		Report Card data Benchmark data				
8	The District Turnaround Office and school will support and implement a Saturday program for students with excessive absences, in need of additional academic support, and for enrichment.	District Turnaround Office School Turnaround Team Staff	Stipends for: Teacher in charge Teachers Social Worker Security Supplies (pg. 4-5)	Board approved calendar Lesson plans Curriculum Attendance documentation Payroll Purchase order	X	X	X	X
9	The District Turnaround Office and school will support and implement a Summer program which will provide additional academic support to students, including a transitional program for all newly enrolled students and those students moving from fifth to sixth grades.	District Turnaround Office School Turnaround Team Staff	Stipends for: Principal Teacher in Charge Teachers Security Paraprofessionals Social Worker RTI Specialist (pg. 4-6); Summer Program Supplies (pg. 15); Summer Program Transportation (pg. 20); Summer Program field trip admission (pg. 19)	Board approved calendar Lesson plans Curriculum Attendance documentation Payroll Purchase orders				X

SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented support and services for students.
SMART Goal:9	**The School Turnaround Team will establish partnerships with community organizations and agencies and a Student Support Services Team consisting of guidance counselors, a social worker, psychologist, child study team, intervention specialist, nurse, school law enforcement officer, Youth Services office, parent coordinator, and administrator who will coordinate, oversee and modify the implementation of all aspects of the Turnaround Model related to student support services.**
Indicators of Success:	1. Improvement in student behavior as measured by 25% decrease in discipline incidents on principal's monthly report 2. Increase in student performance on formative assessments including 10% annual increase on Learnia Classroom A & B 3. Number of active community partnerships
SBR Practice to Address Goal:	**Development of school wide student support team to coordinate and implement personalized student support services and advisory programs that focuses on building trusting, collaborative relationships among staff, families, and community members and which embraces a philosophy of partnership where power and responsibility are shared.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The LEA, District Turnaround Office, and principal will create a Student Support Services Team at the school consisting of the guidance counselors, social worker, psychologist, child study team, intervention specialist, nurse, school law enforcement officer, administrators, Parent Coordinator and School Based Youth Services.	LEA District Turnaround Office Principal		Student Support Services Team Records/agendas	X July 2011			
2	The District Turnaround Office will assign a supervisor to the Student Support Services Team who will also serve on the School Turnaround Team and who will support and monitor all aspects of the Turnaround Model related to student support services including guidance, Child Study Team, advisory teams, RTI and will report to the Turnaround Office.	District Turnaround Office Supervisor		School Turnaround Team and School Support Services Team member list School Support Services Team agendas/sign in	X			
3	In collaboration with the School Turnaround Team, the Student Support	School Turnaround Team		*Family and Community Engagement Plan*	X August	X	X	X

	Services Team will develop and implement a plan for family and community engagement that includes specific steps, timelines, a monitoring system, and evaluation which will increase student achievement.	School Support Services Team			2011			
4	A social worker and additional full-time guidance counselor will be appointed who will collaborate with school staff providing on-going, timely, personalized support to individual students to achieve goals delineated in individual Learning Plans and to increase student achievement.	LEA Social Worker Guidance Counselor	Salaries for new positions: Social Worker Guidance Counselor (pg. 8)	Board approved contracts Hiring packets	X			
5	The social worker, RTI specialist, and guidance counselors will serve on and provide support to all members of the Advisory Teams to monitor student progress in attaining goals in their learning plans.	Social Worker Guidance Counselor Advisory Teams RTI Specialist		Interventions and recommendations for learning plans	X	X	X	X
6	Additional academic and/or advisory support will be embedded in the program and provided by the instructional staff, social worker and guidance counselors to all Tier 2 and Tier 3 students, all English Language Learners, and all students with disabilities.	Building Scheduler Principal Instructional and Support Staff		Master Schedule Records of counseling sessions	X	X	X	X
7	Student Support Services Team in collaboration with the Advisory Teams will provide additional support to all students whose data indicates they are at risk due to: absences, lateness, academic failures, discipline referrals, and disengagement as reported by staff.	Student Support Services Team		Recommendations on *Individual Learning Plans* Records of sessions	X	X	X	X
8	The District Turnaround Office and School Turnaround Team will develop, implement, and extend existing partnerships with local universities and community organizations to provide	The District Turnaround Office School Turnaround Team	Supplies for parent activities (pg. 17); Funds for provider contracts for training/workshops (pg.	Partnering agreements Board Resolution/purchase order	X	X	X	X

	individual and group services to students and parents which will support student achievement.		19)					
9	Through the principal and the Student Support Services Team, and monitored by the School Turnaround Team and district supervisor member, the school will increase parent/guardian involvement by: • Coordinating a Parent Teacher Organization and subcommittees to collaborate in and provide ongoing and short term workshops, activities, and events • Collaborating with local universities and organizations to provide workshops/classes in ESL, health and nutrition, parenting skills, how to assist students in homework, GED classes • Developing and implementing a program to train parents to tutor students during the school day and in the extended day and year programs • Providing Saturday access to library and technology lab • Providing all written communication in both English and Spanish including a student/parent handbook, report cards, calendar of events, and announcements • Facilitating flexible scheduling and translators for parent conferences and report card distribution	Principal Student Support Services Team	Stipends for parents as parent tutors (pg.7); Funds for provider contracts for training/workshops/GED programming (pg. 19); Supplies for parent activities (pg. 17);	Agendas Sign-in sheets Partnering Agreements Board Resolution/purchase order Payroll	X	X	X	X

	• Providing opportunities for parents to meet with staff to discuss student progress including requiring parent/guardian signatures on all student Learning Plans and • Providing incentives such as stipends and refreshments							
11	All students will be assigned an advisor who will act as their mentor at the school providing ongoing support and advocacy for all aspects of student performance and achievement.	Principal Advisors		List of advisors/advisees Meeting notes	X	X	X	X
12	Flexible scheduling will be provided to allow for advisory periods to develop staff-student relationships and to provide ongoing support for positive student development and achievement.	Principal Scheduler		Schedules	X	X	X	X
13	All students will annually commit to abide by school regulations as part of their Individual Learning Plans.	Principal Instructional and Support Staff		*Individual Learning Plans*	X	X	X	X
14	The school will design, establish, and implement a Turnaround Room, coordinated by the oversight of the Student Support Services Team, which will provide an in-school opportunity for students who have been referred for behavioral issues to: • Receive support and guidance in examining contributing factors • Review their Learning Plans to refocus and recommit to goals and objectives • Receive short-term academic instruction and support as provided by assigned instructional staff to maintain and/or increase academic performance.	Principal Student Support Services Team		Guidelines for Turnaround Room Records of students served	X	X	X	X

SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:10	**By September 2011, PPMS will establish a system which will include: 1) determining measurements of success in all required indicators in reaching academic, culture/climate, and governance goals and 2) developing a recursive schedule to collect and analyze formative and summative data that will drive instruction, direct school wide planning, and foster professional growth.**
Indicators of Success:	1. Data driven instruction as evidenced by lesson plans and observations and measured in 10% annual increase in student proficiency on NJ ASK 2. Regular and embedded sessions devoted to the analysis of data as measured by documentation of implemented system including schedule and guidelines
SBR Practice to Address Goal:	**To provide continuous data for use to improve student academic outcomes, implementation of state-approved data collection system which is detailed, formatted for understanding, and collected and disseminated in a timely fashion.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Prior to Summer Data Retreat, August 8th to 12th selected staff will gather all pertinent data	Principal School Turnaround Team	Stipends for staff for pre-Retreat data collection (pg. 7)	Collected data Payroll	X August 2011			
2	With support from the District Turnaround Office, the principal and School Turnaround Team will host a Data Retreat from August 22nd to 25th to analyze data: • Create data table to summarize the data • Create a graphic representation to highlight the data • Observe discuss, and document the data patterns • Hypothesize the patterns observed and • Make classroom connections – strategies to improve data patterns	District Turnaround Office Principal School Turnaround Team Staff	Stipends for Summer Data Retreat for all professional staff (pg.7)	Data tables/charts Retreat notes/agendas Goals and objectives derived from data analysis Classroom strategies Lesson plans Curriculum notes/adaptations Payroll	X August 2011			
3	After the data retreat, the principal, School Turnaround Team, and school staff will observe the objectives and	Principal Content supervisors Professional Learning		Formal/Informal observations Lesson plans	X	X	X	X

	strategies reflective of the data analysis and monitor progress in reaching objectives	Teams (peer observations)		Walkthroughs Formative assessments				
4	With support from School Turnaround Team, staff will assess all students in LAL and Math; use this data as a benchmark in placing students in appropriate skill-leveled, flexible classes regardless of students' grade levels.	Principal School Turnaround Team LAL Coach Math Coach LAL Staff Math Staff RTI Specialist		Assessment results	X Sept 2011			
5	During Professional Learning Team meetings, the teams, using data, will identify skills to be targeted and create lessons that are intensely focused on the skill in need and will be monitored at least twice per month.	Principal Content Supervisors Math and LAL Coaches PLTs		Lesson plans Formal/informal observations Principal log	X	X	X	X
6	ESL staff will assess all potential ELL students to determine English Language Proficiency and placement in Bilingual and/or ESL programs. Home Language Surveys completed at registration will be used to determine students to be tested.	Principal ESL Staff Guidance clerk		W-APT/ACCESS results	X	X	X	X
7	ESL and World Languages staff will assess all Spanish speaking students, using this data as a benchmark in determining native language reading levels for placement.	Principal ESL Staff World Languages Staff		Native language assessment results	X	X	X	X
8	With support from coaches, staff will assess all students quarterly in language arts literacy and mathematics to determine growth and skills in need of improvement and to reassign to flexible, leveled class as indicted.	LAL/Math Coaches LAL Staff Math Staff RTI Specialist		Assessment results Placement of students	X	X	X	X
9	Host a Mini-Data Retreat quarterly to analyze all data including academic data, absences, tardiness, discipline and	School Turnaround Team Instructional and		Attendance data Tardiness data Discipline referrals	X	X	X	X

	advisory team data as well as the process for data collection.	Support Staff		Advisory team data Revised goals				
10	The June Mini-Data Retreat will be a reflection retreat held for the purpose of discussing successful student achievement, staff professional growth, and the effectiveness of team building.	Principal School Turnaround Leadership Team Staff		Reflection of vision, goals ,objectives Collected/analyzed data				X

SIG Required Activity – 11 Turnaround	Establish a Turnaround Model school which will be called Pyne Poynt Math and Language Academy
SMART Goal:11	**By September 2011, Pyne Poynt Math and Language Academy will have developed and implemented 1) mathematics and language arts classes across grade levels based on demonstrated proficiencies; 2) Newcomer Program; 3) World Languages Advanced Learning Program.**
Indicators of Success:	1. Develop and implement math and language arts classes across grade levels based on demonstrated proficiencies on math and reading inventories and quarterly benchmark assessments 2. Student schedules indicating implementation of World Languages Advanced Learning Program and Newcomer Program 3. 10% of 8th to 9th graders will successfully pass district/state assessment to acquire 1 year of World Language credit 4. Improved student outcomes measured by 10% annual improvement on NJ ASK and Learnia Classroom A & B assessments
SBR Practice to Address Goal:	**Implementation of instructional programs providing focused, rigorous instruction 1) to meet individual student needs; 2)to encourage rapid advancement toward academic proficiency; 3)to support literacy skills in 2 languages to promote 21st century learning.**

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Math and Language Arts coaches coordinate collection of assessment data for determination of student placement. Along with NJ ASK and Learnia data, reading and math inventory tests will be administered to determine student placement.	Principal Math and LAL Coaches		NJASK scores ACCESS for ELL scores Learnia data Math inventory data Reading level data	X	X	X	X
2	Math and Language Arts teachers meet 2 periods daily to review and revise lessons and instructional practices in light of assessed performance and supporting, collected data.	Principal Coaches Math and LAL Teachers RTI Specialist		Sign-in sheets Record of improved performance Lesson plans Evaluations	X	X	X	X
3	Quarterly benchmarks administered and reviewed at the Mini-Data Retreats to assess progress, evaluate curriculum implementation, instructional practices and strategies and for possible reassignment of students in leveled classes according to performance on assessments.	Principal School Turnaround Team Math and LA Coaches and teachers RTI Specialist		Benchmark reports Reassignments Student schedules	X	X	X	X
4	Assessments, including Learnia Class	Principal		Learnia reports				X

	View A & B comparisons, ACCESS scores, and report card grades will be reviewed to determine student promotion or retention.	Math and LAL Coaches Guidance counselors Instructional staff		ACCESS reports Report Cards				
5	The School Turnaround Team in conjunction with the Bilingual/ESL/World Languages Dept. will develop and implement a research-based, comprehensive Newcomer Program to meet the needs of incoming English Language Learners between the ages of 11 and 15 who are 2 or more grades below assessed level in their native language and/or have had interrupted formal education.	School Turnaround Team District and School Bilingual/ESL/World Languages Department	Funds for instructional supplies for Newcomer Program (pg. 15)	Program plan and components Student records Assessments Purchase orders	X April-August 2011	X	X	X
7	Through a variety of engaging and supportive approaches, students in the Newcomer Program will receive intensive, all day literacy instruction in English and in the native language when feasible along with intensive numeracy instruction with health and physical education provided as state mandated. The Program will be designed to support students' successful and timely high school graduation and/or completion of a GED Program.	District and School Bilingual/ESL/World Languages Dept Health & Phys Ed Dept		Registration list Curriculum Lesson plans Student records	X	X	X	X
8	When students in the Newcomer Program reach a proficiency level where they can be successful in the mainstream or Bilingual classroom, they will join their peers at the appropriate grade level.	Principal District and School Bilingual/ESL/World Languages Dept.		Assessments including: ACCESS DRA Native language reading level indicators	X	X	X	X
9	The school will implement a program of advanced World Language instruction for students to promote rapid world	Principal District and School Bilingual/ESL/World Languages Dept	Funds to purchase World Languages resources (pg. 15)	Summative assessment Curriculum Lesson plans School wide schedules	X	X	X	X

	language acquisition. Students will take classes as often as 3 times per week so that at the end of the 8th grade they will be assessed to move directly into the 2nd year of a world language at the high school level.	World Languages Staff Scheduler						
10	The LEA and District Turnaround Office, upon the recommendation of the District Bilingual/ESL/World Languages Department, will provide a language lab including a contract with a vendor to provide online language learning for students. The World Languages staff with support from the technology coordinator and technician will facilitate the language lab.	LEA District Turnaround Office District Bilingual/ESL/World Languages Department Principal World Languages Staff Technology Coordinator and Technician	Funds to purchase technology for language lab and licenses for online language acquisition programming (pg. 15)	Purchase orders/requisitions Board resolutions Contract with vendor/licenses Student schedules	X	X	X	X

Form S-10

Date: _____ **Page** ____ **of** ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Camden City Public School District **Name of School:** Pyne Poynt Middle School

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
		$ 1,899,973.00	$ 1,899,973.00	$ 1,899,973.00	$ 5,699,919.00
LEA		$ 94,999.00	$ 94,999.00	$ 94,999.00	$ 284,997.00
Total Budget		$ 1,994,972.00	$ 1,994,972.00	$ 1,994,972.00	$ 5,984,916.00

Budget Narrative

Pyne Poynt has consistently ranked as one of the State's and District's lowest achieving schools for over three years, as measured by the State's assessments in reading/language arts and mathematics. Students have consistently underperformed by not meeting state proficiency standards and critically impacting their potential careers and life opportunities. The Camden School district is submitting a School improvement Grant application for Pyne Poynt Middle School to receive SIG funding of $2,000,000 per year for three years, for a total of $6,000,000.

The Turnaround Model goals, objectives and activities proposed in the plan supported by the SIG budget will cause significant and dramatic changes in the future for all students at Pyne Poynt Middle School. The budget is entirely linked to the Project Activity Plan with specific measureable action steps to be achieved annually.

The costs projected in the following Budget Forms demonstrate that the expenditures are essential to meeting the program's needs and goals. The funds will be dispersed exclusively on costs associated with implementing the Turnaround Model and directly tied to the goals and objectives as described in the Activity Plan and Project Description. The grant funds will allow Pyne Poynt to provide unique programs and services such as:

- Extended learning opportunities to meet the needs of all students (see activity #8). It is reasonable and necessary to provide additional learning opportunities for all students by offering an extended school day from 8:30 to 5:00 daily which will incur costs including: stipend expenses, late buses, and scheduling software expenses. The Academic Summer Program will incur stipend, supply, and field trip expenses. The Saturday program will incur stipend expenses and educationally necessary supply expenses. Stipends were calculated using the negotiated rate currently in place with the local bargaining units and in accordance with negotiated entitlements.

- The development and implementation of a school wide Professional Learning Community including intensive, job-embedded data analysis to design and implement lessons targeting performance indicators aligned to the Core Curriculum Content Standards (see activities #4, #6, #7, and #10). Expenses include stipends for Summer Institutes and Data Retreats, salary and benefits for an RTI Specialist and Educational Specialist, stipends and fees for professional development and resources for a Professional Library. All costs were calculated using the current negotiated rates for stipends, and reasonable professional development provider fees. Salaries were based on the current rates from the local bargaining unit.
- Scientifically-based instructional programs including inventory, benchmark, and summative assessments (see activities #4, #6, #7, and #10). Expenses are necessary for proven, reading and math intervention programs to provide individual instructional intervention and provide reading inventory assessments and technology to enhance instruction.
- A Student Support Services Team (see activity #9) To provide students and their families with socio-emotional support, the following expenses are reasonable and necessary: hiring a social worker and an additional guidance counselor Bilingual Spanish and English (77% of student population is Spanish speaking), training and supporting parent tutors as well as learning opportunities for families; and hiring a technician for in-house technology.
- Intensive counseling and targeted support for indicated students and families and advisory periods, advisors, and Individual learning Plans for all students along with outreach to and engagement with numerous community organizations and resources. (see activity #9).
- A Newcomer Program for overage English Language Learners (see activity #11) The reasonable expenses for supplies are specifically for the newly arrived immigrants operating below age appropriate grade levels, in an effort to help them advance to a higher, more grade-appropriate level.
- Rapid Spanish language acquisition and literacy development for all students including an online language component (See activity #11) Expenses are necessary to implement our World Languages Advanced Learning Program, for purchasing computers and software which will support a language lab; and classroom supplies to facilitate the second language acquisition of all students.
- Technology resources to enhance learning and promote the development of 21st century skills (see activities #6 and #11) In order to prepare students with the necessary skills to compete in the 21st century and to fully implement the language arts and mathematics programs, it is necessary to purchase additional computers and other, available technology such as Smart Boards for the classrooms.
- The recruitment and retention of staff and fostering of leaders within the building to support and maintain the goals of the grant (see activities #1 and #3) Expenses include leadership training, graduate and undergraduate coursework and incentives for leadership roles.

The LEA is committed to leveraging available resources from the state, local, and federal governments to coordinate and integrate services to support and sustain Pyne Poynt Middle School during the implementation of the three year grant period and beyond. Support from the LEA includes but is not limited to:

- NCLB-Title III funding will support the transportation costs for the summer program for the bilingual/ESL students
- IDEA funds will support cost of instructional materials including technology resources for special needs students
- The salary and benefits for any additional teaching staff needed to support the programs
- 50% of the salary and benefits for the Educational Specialist
- The school-based budget will provide the additional desktop computers needed to support the language arts literacy program
- The school-based budget will fund the additional interactive whiteboards for the remaining classrooms in the building

Full implementation of the Turnaround Model at PPMS is a multi-faceted undertaking. All necessary expenses are described in the budget below which is dedicated exclusively to implementing the Model and which is sufficient to meet the program needs. As is evident in the previous sections of the grant proposal, there are numerous root causes of the problems, needs which must be addressed, and appropriate, essential steps to take to meet these needs so that significantly improved student academic achievement is assured. Along with the available federal, state, and local resources, the SIG grant funds will provide the school and district with the fiscal support necessary to actualize all of the components of the proposal to turn around PPMS.

Total Three Year Estimated Budget

Year 1	$	1,994,972.00
Year 2	$	1,994,972.00
Year 3	$	1,994,972.00

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 8, Act.8, Step 8 *Extend Learning Time Saturday Schools*	100-100	Teacher In Charge Saturday Program	**Part-Time** $32.00 per hr. X 4 hrs. X 27 weeks X 1 teacher = $3,456	$3,456
Goal 8, Act.8, Step 8 *Extend Learning Time Saturday Schools*	100-100	Teachers Saturday Program	$29.00 per hr. X 4 hrs. X 27 weeks X 6 teachers = $18,792	$18,792
Goal 8, Act.8, Step 1,2 Goal 3, Act. 3, 5 *Extend Learning Time Extended Day Program*	100-100	Teacher In Charge Extended Day	$32.00 per hr. X 2 hrs. X 180X 1 teacher = $11,520	$11,520
Goal 8, Act.8, Step 1,2 Goal 3, Act 3, Step 5 *Extend Learning Time Extended Day Program*	100-100	Teacher Extended Day	$29.00 per hr. X 2 hrs. X 180days X 35 teachers = $365,400	$365,400
Goal 8, Act. 8,Step 1, 9 *Extend Learning Time Summer Program*	100-100	Teacher In Charge Summer Program	$32.00 per hr. X 5 hrs. X 23 days X 1 teacher = $3,680	$3,680

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 8, Act.8, Step. 1,9 *Extend Learning Time Summer Program*	100-100	Teachers Summer Program	$29.00 per hr. X 4.5 hrs. X 23 days X 20 teachers = $60,030	$60,030
Goal:4, Act.4, Step, 3,1 *Professional Development*	100-100	Stipend for Summer Institute: Professional Staff	**Part-Time:** $15 per hr X 4 hrs. X 4 days X 50 staff = $12,000	$12,000
Goal: 4, Act.4, Step, 13 Goal: 10, Act. 10, Step 2 *Professional Development*	100-100	Stipend for Summer Data Retreat Professional Staff	**Part-Time:** $29 per hr. X 4 hrs. X 4 days X 50 staff = $23,200	$23,200
Goal: 9,Act.9, Step 9 *Community Support*	100-100	Parent Tutors	**Part-Time:** 10 parents X $10. per hrs. X 3 hrs. a day X 90 days = $27,000	$27,000
Goal:4, Act. 1,4, Step 1,3 Goal: 10, Act. 10, Step 1 *Professional Development: Using Data to Inform Instruction*	100-100	Stipend for staff to collect all data in preparation for data retreat Professional Staff	**Part-Time:** $29 per hr. X 4 hrs. X 5 days X 4 staff =$2,320	$2,320

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal: 4, Act. 4, Step 2,3 *Professional Development: Using Data to Inform Instruction*	100-100	Stipend for Quarterly Data Retreats: Professional Staff	**Part-Time** $29 per hr. X 4 hrs X 4 days X 50 staff = $23,200	$23.200
Goal 8, Act 8, Step 1, 9 *Extended Learning Time Summer Program*	200-100	RTI Specialist Summer Program	$29.00 per hr. X 4.5 hrs. X 23 days X 1 Specialist = $3,002	$3,002
Goal 8, Act.8, Step 8 *Extend Learning Time Saturday Schools*	200-100	Security Saturday Program	$18.95 per hr. X 4 hrs. X 27 weeks X 1 security = $2,047	$2,047
Goal 8, Act.8, Step.1,2 Goal 3 Act 3, Step 5 *Extend Learning Time Extended Day Program*	200-100	Security Extended Day	$18.95 per hr. X 2 hrs. X 180 days X 4 security officers =$27,288	$27,288
Goal 8, Act.8, Step.1,2 Goal 3, Act 3 Step 5 *Extend Learning Time* Extended Day Program	200-100	Paraprofessional Extended Day	$15.09 per hr. X 2 hrs. X 180 days X 7 paraprofessionals = $38,027	$38,027

Date: _____

S-11
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant
SCHOOL NAME:Pyne Poynt

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PROGRAM GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal: 8, Act.8, Step, 1,9 *Extend Learning Time* *Summer Program*	200-100	Paraprofessional Summer Program	$15.09 per hr. X 4.5 hrs. X 23 days X 6 paraprofessionals = $9,371	$9,371
Goal 8, Act.8, Step.1,2 Goal 3, Act.3, Step 5 *Extend Learning Time* Extended Day Program	200-100	Principal Extended Day	$ 38.00 per hr. X 2 hrs. X 180 days X 1 principal = $13,680	$13,680
Goal 8, Act.8, Step. 1,9 *Extend Learning Time* *Summer Program*	200-100	Security Summer Program	$18.95 per hr. X 5 hrs. X 23 days X 3 security = $6,538	$6,538
Goal 8, Act.8, Step. 1,9 *Extend Learning Time* *Summer Program*	200-100	Social Worker Summer Program	$29.00 per hr. X 4.5 hrs. X 23 days X 1 social worker = $3,002	$3,002

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME:Pyne Poynt

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PROGRAM GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal: 4, Act. 4, Step 1,3 *Professional Development*	200-100	Stipend for Summer Institute Support Staff (clerks, paraprofessionals, security, maintenance)	**Part-Time** $11 per hr. X 4 hrs X 4 days X 14 staff = $2,464	$2,464
Goal: 9, Act 9, Step 4 *Coordinating and providing support services*	200-100	Social Worker (new position)	**Full-Time** $50,555 X 100% - $50,555	$50,555
Goal: 9, Act 9, Step 4 *Coordinating and providing guidance and testing*	200-100	Guidance Counselor (new position)	**Full-Time** $50,555 X 100% - $50,555	$50,555
Goal: 6, Act 6, Step 6 *Ensure smooth operation of technological equipment*	200-100	Computer Technician (new position) To keep all the technology in working conditions and to support integration of technology	**Full-Time:** $42,374 X 100% = $42,374	$42,374
Goal: 7, Act 7, Step 12 *Using data to meet individual students needs*	200-100	RTI Specialist (new position)	**Full-Time:** $50,555 X 100% = $50,555	$50,555

S-11
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME:Pyne Poynt

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PROGRAM GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal: 6, Act 6, Step 4 *To oversee and support the Turnaround model*	200-100	Educational Specialist (new position) To oversee and support the implementation of the instructional program and activities as aligned to the Turnaround model. In addition, he/she will be responsible for collections and maintaining all required documentation that supports program implementation.	**Part-Time** $50,555 X 50% = $25,278	$25,278
Administration	200-100	Supervisor of Performance Management	**Full –Time** 25% X $100,000 Shared Service with Woodrow Wilson High School , Cooper B. Hatch Middle School, Octavius Catto Community School and Pyne Poynt Middle School	$25,000
Administration	200-100	Clerk	**Full –Time** 25% X $40,000 Clerks will support all Supervisor of RTI and Educational position Shared Service with Woodrow Wilson High School , Cooper B. Hatch Middle School, Octavius Catto Community School and Pyne Poynt Middle School	$10,000

Administration	200-100	Accounting Manager-Administration	**Full-Time** 1/8 x $80,000 Will perform all fiscal duties and requirements of Grant	$10,000

S-12

BUDGET DETAIL FORM B

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

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.05%	PERS 5.5%	WRKR'S COMP .625%	UNEMPLY. .425%	DISABIL. 0	HEALTH 30%	OTHER SPECIFY: 0	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
8/8 Teacher In Charge Saturday School	$3,456	$264								7.65%	$264
8/8 Teachers Saturday School	$18,792	$1438								7.65%	$1,438
8/8 Teacher In Charge Extended Day Program	$11,520	$881								7.65%	$881
8/8 Teacher Extended Day Program	$365,400	$27,953								7.65%	$27,953
8/8 Teacher In Charge Extend Learning Time Summer Program	$3,680	$282								7.65%	$282
8/8 Teachers Extend Learning Time Summer Program	$60,030	$4,592								7.65%	$4,592

S-12

BUDGET DETAIL FORM B

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

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.05%	PERS 5.5%	WRKR'S COMP .625%	UNEMPLY. .425%	DISABIL. 0	HEALTH 30%	OTHER SPECIFY: 0	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
4/4 Professional Staff Professional Development Summer Institute	$12,000	$918								7.65%	$918
4/4 Professional Staff Professional Development Quarterly Data Retreat	$23,200	$1,775								7.65%	$1,775
4/4 Professional Staff Summer Retreat Using Data to Inform Instruction	$23,200	$1,775								7.65%	$1,775
4/3 Professional Staff stipend for data retreat	$2,320	$177								7.65%	$177
9/9 Parents Coaches Community Support	$27,000	$2,066								7.65%	$2,066
8/8 Security Saturday School	$2,047	$157								7.65%	$157
RTI Specialist Summer Program	$3002	$230								7.65%	$230

S-12

BUDGET DETAIL FORM B

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

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.05%	PERS 5.5%	WRKR'S COMP .625%	UNEMPLY. .425%	DISABIL. 0	HEALTH 30%	OTHER SPECIFY: 0	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
8/8 Security Extended Day	$27,288	$2,088								7.65%	$2,088
8/8 Paraprofessional Extended Day	$38,027	$2,909								7.65%	$2,909
8/8 Principal Extended Day	$13,680	$1,047								7.65%	$1,047
8/8 Security Summer Program	$6,538	$500								7.65%	$500
8/8 Social Worker Summer Program	$3,002	$230								7.65%	$230
8/8 Paraprofessional Summer Program	$9,371	$717								7.65%	$717
4/4 Support Staff Professional Development	$2,464	$188								7.65%	$188
9/9 Social Worker	$50,555	$3,867	$3,564	$0	$316	$215	$0	$15,167	$0	45.75%	$23,129
9/9 Guidance Counselor	$50,555	$3,867	$3,564	$0	$316	$215	$0	$15,167	$0	45.75%	$23,129

S-12
BUDGET DETAIL FORM B
Personal Services – Employee Benefits
Function & Object Code 200-200

Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.05%	PERS 5.5%	WRKR'S COMP .625%	UNEMPLY. .425%	DISABIL. 0	HEALTH 30klbnn%	OTHER SPECIFY: 0	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
9/9 Computer Technician	$42,374	$3,242	$0	$2,331	$265	$180	$0	$12,712	$0	44.20%	$18,730
6/8 RTI Specialist	$50,555	$3,867	$3,564	$0	$316	$215	$0	$15,167	$0	45.75%	$23,129
6/6 Education Specialist	$25,278	$1,934	$1,782	$0	$158	$108	$0	$7,583	$0	45.75%	$11,565
Supervisor- Admin	$25,000	$1,913		$1,375	$156	$106		$7,500		44.20%	$11,050
Clerk-Admin	$10,000	$765		$550	$63	$43		$3,000		44.20%	$4,421
Accounting Manager-Administration	$10,000	$765		$550	$63	$43		$3,000		44.20%	$4,421

S-13

BUDGET DETAIL FORM C

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

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal:7,Act.7,Step11 *Implementation of RTI Instructional Program*	200-300	Instructional Intervention Implementation Training Tier I - including two days teachers training and follow-up site visits (PD Providers)	10,000 (flat fee)	2 full days & 8 follow up visits	$10,000
Goal: 7, Act.7 , Step11 *Implementation of RTI Instructional Program*	200-300	Instructional Intervention Implementation Training Tier II – including two days teachers training and follow-up site visits (PD Providers)	35,000 (flat fee)	2 full days & on-going visits and coaching	$35,000
Goal: 7, Act. 7, Step11 *Implementation of RTI Instructional Program*	200-300	Instructional Intervention Implementation Training Tier III – including one day teachers training & follow up site visits (PD Providers)	18,000 (flat fee)	1 full day & follow up visits	$18,000
Goal: 7, Act.7, Step7 *Using Data to Inform Instruction*	200-300	Reading and Math Inventory Assessment teachers training (PD Providers)	40.00 (flat fee)	20 people	$800
Goal: 4, Act.4, Step:3,8,10 *Meeting the Needs of Individual Students: ELLs*	200-300	SIOP Training (Sheltered English Instruction) includes 3 training sessions and follow up site visits including in class coaching to provide mainstream teachers with strategies and techniques to teach English Language Learners (PD Providers)	12,000 (flat fee)	3 training sessions & follow up, visits and in class coaching	$12,000
Goal:4,Act.4,Step:1,3,6 *Providing support resources for Compliance in the Harassment, Intimidation and Bullying Policies.*	200-300	Bullying Program – four sessions (PD Providers) The training will provide the school with support and resources to address *harassment, intimidation and bullying*	1,500 per session	4 sessions	$6,000
Goal4, Act 4, Step 6 Professional Development	200-300	Smart Boards Training (3 days Professional Development @ $1,500 per day = $4,500	$1,500 per session	3 days PD	$4,500

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal:11, Act.11,Step10 *Online Language Learning Instruction*	100-600	25 computers @ $1,200 for Language Lab	1,200	25	$30,000
Goal: 6, Act.6, Step7 Technology integration	100-600	40 computers @ $1,200 for Intervention Program	1,200	40	$48,000
Goal:11, Act.11,Step10 *Online Language Learning Instruction*	100-600	Online program for Language Acquisition annual fee for site license for all students and staff	13,000	1 building of 500 or more	$13,000
Goal: 11,Act.11,Step5 Classroom Instruction	100-600	Instructional supplies for Newcomer Program	150.00 per student	10	$1,500
Goal:11,Act.11,Step10 *Classroom Instruction*	100-600	Instructional supplies for World Languages Program	60.00 per student	500	$30,000
Goal: 8 Act.8 Step 1,9 Extended Learning Time Summer Program	100-600	Summer Instructional Supplies	150.00 per student	250	$37,500
Goal:7, Act.7,Step 11 Classroom Instruction	100-600	Instructional Intervention Tier I - includes classroom, packs, licenses, etc	75.00 per student	40	$3,000

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal:7 Act.7, Step:11 *Classroom Instruction & Implementation of RTI*	100-600	Instructional Intervention Tier II – includes classroom, packs, licenses, etc	$900.00 per student	350	$300,000
Goal: 7,Act.7,Step 7 *Assess students academic needs to align instruction and interventions*	100-600	Reading Inventory Assessment Place, diagnose and assess students' academic performance. To align instruction, interventions, and curriculum in order to meet students individual needs.	$10.00 per students	500	$5,000
Goal:7 Act.7, Step:11 *Classroom Instruction & Implementation of RTI*	100-600	Instructional Intervention Tier III – includes classroom, packs, licenses, etc	$100.00 per student	75	$75,000
Goal:8 Act.8,Step 8 *Extended Learning Time Saturday Program*	100-600	Saturdays Instructional Supplies Extended Learning Time Saturday Program Classroom instruction	$150.00 per students	100	$15,000
Goal:8,Act.8, Step *Increased learning time*	200-600	Scheduling Program Establish effective and efficient school wide instructional schedules and to increased learning time	$1,000	1 program	$1,000

S-14
BUDGET DETAIL FORM D
Supplies and Materials
Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal:3,Act,3,Step 4,6 *Incentives & awards for staff*	200-600	Mini Grant Teacher Incentives To recruit and retain competent highly qualified staff	$1,000	20	$20,000
Goal:4, Act.4,Step 9 *Opportunities to purse professional development*	200-600	Resources for Professional Library Provide additional opportunities for professional growth	$40.00 per title	100	$4,000
Goal: 4, Act.4,Step 9 *Opportunities to purse professional development*	200-600	Computers for Professional Library Provide additional opportunities for professional growth	$1,200	5	$6,000
Goal:9,Act.9,Step 8,9 *Parental and family involvement*	200-600	Supplies for Parents Activities Increased parent and family involvement	$900.00 per activity	10	$9,000
Supervisor- Admin	200-600	Supplies /materials for Supervisor - Admin			$32,363

S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: PYNE POYNT MIDDLE SCHOOL

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal: 6, Act.6,Step7	400-731	Smart Boards 5 Smart Boards a year X $4,500= $22,500.	$4,500	5	$22,500

Date: _____

S-16

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal:8, Act.8, Step9 Extended Learning Time Summer Program	100-800	Admissions for entry fees (250 students X 2 trips X $20 = $10,000) Extended Learning Time for Summer Program	$10,000
Goal:3 Act.3, Step7 Strategies to recruit and retain competent staff	200-500	Graduate courses for professional staff (2,000 per course X 25 teachers X 1 courses = $50,000) Contract PD providers to recruit and retain competent and HQ staff	$50,000
Goal:3 Act.3,Step7 Strategies to recruit and retain competent staff	200-500	Undergraduate courses for support staff ($600. per course= X 10 staff X 2 courses = $12,000) To recruit and retain competent staff	$12,000
Goal:9,Act.9,Step 8,9 Providing learning opportunities for families	200-500	Training, workshops provided by community organizations/Universities (10 trainings @ $2,000 = $20,000)	$20,000
Goal:9,Act.9,Step9 Providing learning opportunities for families	200-500	GED/High School diploma/careers courses for parents & students (5 courses @ $5,000 = $25,000) Contract providers	$25,000

Date: _____

S-16

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Pyne Poynt Middle School

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Goal:1Act.1,Step5 Goal:3, Act.3, Step 6 Leadership Training	200-500	Leadership Training (intensive Principal leadership workshops; conferences and workshops for School Turnaround Team)	$16,000
Goal: 1 Act.1 Step5 Travel for Leadership Training	200-580	Travel to SIG leadership meetings & workshops (70 miles (round trip) X .31cents X 20 training X 5 persons = $2,170)	$2,170
Goal:8,Act.8,Step1, Extended Learning Time Summer Program	100-500	Transportation for daylight savings buses (6 buses X $50. A day X 90 days = $27,000)	$27,000
Goal:8,Act.8,Step9 Extended Learning Time Summer Program	200-500	Field Trips transportation (8 buses X $300. a bus X 2 trips = $4,800)	$4,800
Goal:4, Act. 4, Step 15 Provide additional PD opportunities to professional and support staff	200-500	Transportation for staff to attend the NJEA Conference (2 buses X 2 days X $500 a bus = $1,000)	$1,000

Form S-17
NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Camden City Public School District

School Name: Pyne Poynt Middle School County/LEA/School Code: 07 / 0680 / 070

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

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			$ 550,598		$ 550,598
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500			$ 27,000		$ 27,000
Supplies and Materials	100-600			$ 558,000		$ 558,000
Other Objects	100-800			$ 10,000		$ 10,000
SUBTOTAL - INSTRUCTION				$ 1,145,598		$ 1,145,598
SUPPORT SERVICES						
Personal Services - Salaries	200-100			$ 324,736	$ 45,000	$ 369,736
Personal Services – Employee Benefits	200-200			$ 149,869	$ 19.892	$ 169,761
Purchased Professional & Technical Services	200-300			$ 86,300		$ 86,300
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			$ 128,800		$ 128,800
Travel	200-580			$ 2,170		$ 2,170
Supplies and Materials	200-600			$ 40,000	$ 30,107	$ 70,107
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				$ 731,875	$ 94,999	$ 826,874
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			$ 22,500		$ 22,500
Non-instructional Equipment	400-732					
SUBTOTAL - FACILITIES				$ 22,500		$ 22,500
TOTAL COST				$ 1,899,973	$ 94,999	$ 1,994,972

Celeste Rickett
Business Administrator/Chief Fiscal Officer

4/21/2011
Date

Jllargos 4/21/11

 Original

SECTION 5

SCHOOL IMPROVEMENT GRANT
TIER I AND TIER II LEA AND SCHOOL APPLICATION

OGM-ACC
2011 APR 25 A 11:41

LEA & School Section