

Form S-1

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

SECTION I:

NGO#: 14-SG07-H03 Title: New Jersey School Improvement Grant (SIG) for Priority Schools - Cohort 3

SECTION II, PART A:

New Roberto Clemente

School Name
482-506 Market Street

School Address
Paterson, NJ 07501

School City, State, Zip
6 - 8

Grade Span of School

Internal use only	<u>31-4010</u>	Type	<u>1</u>	Region	<u>315</u>	Sequence
-------------------	----------------	------	----------	--------	------------	----------

Hector Montes (973) 321-0241
School Principal Name Phone #

Mrs. Marguerite Sullivan
School Program Director Name

(973) 321-2331
School Program Director Telephone

(973) 321-0652 / msullivan@paterson.k12.nj.us
School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$1,994,290 Year 2 \$1,995,739 Year 3 \$1,999,782

Duration of the Year 1 project: 7/1/14 to 8/31/15

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.

Don W. Eua
Certification of Chief School Administrator

3/31/14
Date

SECTION II PART B

The school application has been duly authorized by the governing body of the Paterson Public Schools District
(County Code 31, District Code 4010, School Code 316).

Don W. Eua
Signature of Chief School Administrator

State District Superintendent
Title

3/31/14
Date

Business Manager: Richard J. Kilpatrick, Business Administrator Phone: 973-321-0703 Fax: 973-321-0899

Maria Florit 3/31/2014

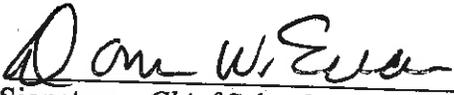
Form S-2

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 State Turnaround Coach 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.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Paterson Public Schools
Applicant LEA


Signature: *Chief School Administrator*

New Roberto Clemente
Applicant School

3/31/14
Date

Form S-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

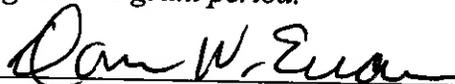
Part I – Applicant Organization

Organizational Name of Applicant Paterson Public Schools
Address (including zip + 4 code) 90 Delaware Ave., Paterson, NJ 07503-1804
DUNS number 079305892
Expiration Date of SAM registration 07/05/2014
Congressional District U.S. D-09

Part II – Primary Place of Performance under this award

City Paterson
County Passaic

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the System for Award Management (SAM) website, found at www.sam.gov and shall maintain a current registration throughout the grant period.


Signature of Chief School Administrator

Dr. Donnie Evans, State District Superintendent
Name and Title

PROJECT ABSTRACT

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Mission	To create an engaging, challenging learning environment that is founded upon conscientious development of staff and curriculum and facilitated by high expectations for students
Vision	Fostering the development of inquisitive, empowered students who desire and achieve success within a supportive academic community
Project Implementation Summary	<p>Activity 1 – Leadership</p> <ul style="list-style-type: none"> ▪ Retain current Principal who has displayed the capacity to lead the Transformation Model ▪ Establish a team of school leaders ▪ Set standards for building staff <p>Activity 2 – Evaluation</p> <ul style="list-style-type: none"> ▪ Initiate specific systems: the Focal Point rubric-based Teacher and Principal/VP/AP Observation System combined with AchieveNJ requirements ▪ Review and solidify goals and objectives ▪ Ensure timely follow up observation <p>Activity 3 – Performance-Based Incentives</p> <ul style="list-style-type: none"> ▪ Develop incentive proposals with feedback from PLCs and other leadership and stakeholder groups ▪ Confirm school personnel understanding of Corrective Active Plans and utilize CAP to facilitate progress <p>Activity 4 – Professional Development</p> <ul style="list-style-type: none"> ▪ Provide job-embedded professional development through external providers for teachers to receive foundational positive behavioral modification strategies ▪ Work with site based supervisor to deliver differentiated professional development <p>Activity 5 – Recruit and Retain Staff</p> <ul style="list-style-type: none"> • Identify existing resources and supports ▪ Implement a rigorous screening process for new and current staff ▪ Utilize SIG funding to bring on Math Intervention Teacher, Reading Specialist, Teacher Mentor of Data, Teacher Mentor of Climate and Culture <p>Activity 6 – Data Informs Curriculum</p> <ul style="list-style-type: none"> ▪ Use specific data systems to implement curricular reform (Performance Matters) ▪ Use data to align all components of curriculum (textbook, instruction, curriculum, state standards) ▪ Organize professional enrichment and PD around use of data sets for effective adaptation and modification of curriculum in accordance with student needs and in preparation for implementation of STEAM themed instruction <p>Activity 7a – Increased Learning Time</p> <ul style="list-style-type: none"> ▪ Draw upon experience of other District and School leaders with SIG experience to Implement 300 hours of extended learning time, collaborate with teachers’ union ▪ Enrich student learning though a Middle School University and interventions that make use of an extended day

Form S-4

Date: April 1, 2014

Page 2 **of** 2

PROJECT ABSTRACT

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>Activity 7b – Engaging the Community</p> <ul style="list-style-type: none">▪ Work with a multitude of community partners and stakeholders to discuss strategies for maximizing resources and future sustainability and program enrichment strategies▪ Facilitate staff coordination with community-based leaders and organizations with coordinated planning, professional development and mentorship <p>Activity 8 – Operational Autonomy</p> <ul style="list-style-type: none">▪ Assign authority to previously screened staff and designated SIG funded positions as necessary.▪ Maintain ongoing diagnostics of teacher performance through self-established SGO▪ Keep open correspondence with parents on student progress <p>Activity 9 - Assessment</p> <ul style="list-style-type: none">▪ Use walkthrough assessment, STAR Renaissance, and PBSIS to collect data and report on all nine leading indicators
--	---

Date: April 1, 2014

REPORTING METRICS

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

School Data	Metric	2012-2013 Data
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		2012-2013 Data Transformation
Number of minutes within the school year		70,320
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		See attachment
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup		See attachment
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		See attachment
Percentage of limited English proficient students who attain English language proficiency		12.3%
Graduation rate		N/A

Subgroup	Math			Language	
	ELEM	MIDDLE	ELEM	MIDDLE	
TOTAL	-	99%	-	98%	
WHITE	-	100%	-	100%	
AFRICANAMERICAN	-	99%	-	97%	
HISPANIC	-	99%	-	99%	
ASIAN	-	100%	-	100%	
SPECIAL EDUCATIO	-	95%	-	94%	
LEP	-	99%	-	99%	
ED	-	99%	-	98%	
PACIFIC ISLANDER	-	100%	-	100%	

Date: April 1, 2014

Metric	2012-2013 Data
Dropout rate	N/A
Student attendance rate	N/A
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	94.0% (702 total students enrolled)
College enrollment rates	N/A
Student Connection and School Climate	N/A
Discipline incidents	N/A
Truants	N/A
Talent	N/A
Distribution of teachers by performance level on LEA's teacher evaluation system	<p>Suspensions - 157 (428 total days on suspension)</p> <p>7,201 total unexcused absences with/without parent notification</p>
	<p><u>Number of Tenured Teachers:</u></p> <ul style="list-style-type: none"> Outstanding - 0 Commendable - 21 Satisfactory - 18 Needs Improvement - 4 Unsatisfactory - 0 <p><u>Number of Non-Tenured Teachers</u></p> <ul style="list-style-type: none"> Outstanding - 0 Commendable - 3 Satisfactory - 7 Needs Improvement - 1 Unsatisfactory - 0
Teacher attendance rate	93.0%

NRC S-5 Grade 6		2013					Grade 6				
SUB-GROUP	Valid Scale Scores	Language Arts				SUB-GROUP	Valid Scale Scores	Mathematics			
		% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above			% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above
TOTAL	270	71.9%	27.8%	0.4%	28.2%	TOTAL	271	55.7%	37.6%	6.6%	44.2%
GENERAL ED.	165	57.6%	41.8%	0.6%	42.4%	GENERAL ED.	165	34.5%	54.5%	10.9%	65.4%
SPECIAL ED.	53	94.3%	5.7%	0.0%	5.7%	SPECIAL ED.	54	96.3%	3.7%	0.0%	3.7%
LMT. ENGL. PROF.	67	88.1%	11.9%	0.0%	11.9%	LMT. ENGL. PROF.	67	71.6%	26.9%	1.5%	28.4%
CURRENT LEP	55	94.5%	5.5%	0.0%	5.5%	CURRENT LEP	55	81.8%	18.2%	0.0%	18.2%
FORMER LEP	12	58.3%	41.7%	0.0%	41.7%	FORMER LEP	12	25.0%	66.7%	8.3%	75.0%
MALE	119	68.1%	31.1%	0.8%	31.9%	MALE	119	49.6%	44.5%	5.9%	50.4%
FEMALE	151	74.8%	25.2%	0.0%	25.2%	FEMALE	152	60.5%	32.2%	7.2%	39.4%
WHITE	2	50.0%	50.0%	0.0%	50.0%	WHITE	2	50.0%	50.0%	0.0%	50.0%
BLACK	48	77.1%	20.8%	2.1%	22.9%	BLACK	48	62.5%	33.3%	4.2%	37.5%
ASIAN	1	0.0%	100.0%	0.0%	100.0%	ASIAN	1	0.0%	100.0%	0.0%	100.0%
PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%	PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%
HISPANIC	219	71.2%	28.8%	0.0%	28.8%	HISPANIC	220	54.5%	38.2%	7.3%	45.5%
NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%	NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%
OTHER	0	0.0%	0.0%	0.0%	0.0%	OTHER	0	0.0%	0.0%	0.0%	0.0%
ECON. DISADV.	265	72.1%	27.5%	0.4%	27.9%	ECON. DISADV.	266	55.6%	38.0%	6.4%	44.4%
NON-ECON. DISADV.	5	60.0%	40.0%	0.0%	40.0%	NON-ECON. DISADV.	5	60.0%	20.0%	20.0%	40.0%
MIGRANT	0	0.0%	0.0%	0.0%	0.0%	MIGRANT	0	0.0%	0.0%	0.0%	0.0%
NON-MIGRANT	270	71.9%	27.8%	0.4%	28.2%	NON-MIGRANT	271	55.7%	37.6%	6.6%	44.2%

NRC-S-5 Grade 7		2013				Grade 7					
SUB-GROUP	Valid Scale Scores	Language Arts				SUB-GROUP	Valid Scale Scores	Mathematics			
		% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above			% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above
TOTAL	251	75.3%	23.5%	1.2%	24.7%	TOTAL	254	74.4%	21.7%	3.9%	25.6%
GENERAL ED.	162	62.3%	35.8%	1.9%	37.7%	GENERAL ED.	164	64.6%	29.3%	6.1%	35.4%
SPECIAL ED.	44	100.0%	0.0%	0.0%	0.0%	SPECIAL ED.	44	93.2%	6.8%	0.0%	6.8%
LMT. ENGL. PROF.	53	94.3%	5.7%	0.0%	5.7%	LMT. ENGL. PROF.	54	87.0%	11.1%	1.9%	13.0%
CURRENT LEP	47	97.9%	2.1%	0.0%	2.1%	CURRENT LEP	48	91.7%	8.3%	0.0%	8.3%
FORMER LEP	6	66.7%	33.3%	0.0%	33.3%	FORMER LEP	6	50.0%	33.3%	16.7%	50.0%
FEMALE	131	73.3%	26.0%	0.8%	26.8%	FEMALE	133	76.7%	20.3%	3.0%	23.3%
MALE	120	77.5%	20.8%	1.7%	22.5%	MALE	121	71.9%	23.1%	5.0%	28.1%
WHITE	1	0.0%	100.0%	0.0%	100.0%	WHITE	1	0.0%	100.0%	0.0%	100.0%
BLACK	47	83.0%	17.0%	0.0%	17.0%	BLACK	49	87.8%	10.2%	2.0%	12.2%
ASIAN	2	100.0%	0.0%	0.0%	0.0%	ASIAN	2	100.0%	0.0%	0.0%	0.0%
PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%	PACIFIC ISLANDER	1	100.0%	0.0%	0.0%	0.0%
HISPANIC	201	73.6%	24.9%	1.5%	26.4%	HISPANIC	201	71.1%	24.9%	4.0%	28.9%
NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%	NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%
OTHER	0	0.0%	0.0%	0.0%	0.0%	OTHER	0	0.0%	0.0%	0.0%	0.0%
ECON. DISADV.	239	74.9%	23.8%	1.3%	25.1%	ECON. DISADV.	241	74.7%	21.2%	4.1%	25.3%
NON-ECON. DISADV.	12	83.3%	16.7%	0.0%	16.7%	NON-ECON. DISADV.	13	69.2%	30.8%	0.0%	30.8%
MIGRANT	0	0.0%	0.0%	0.0%	0.0%	MIGRANT	0	0.0%	0.0%	0.0%	0.0%
NON-MIGRANT	251	75.3%	23.5%	1.2%	24.7%	NON-MIGRANT	254	74.4%	21.7%	3.9%	25.6%

NRC S-5-Grade 8		2013										Grade 8										2013										Grade 8									
		LANGUAGE ARTS LITERACY										MATHMATICS										SCIENCE																			
SUB-GROUP	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	SUB-GROUP	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	SUB-GROUP	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	SUB-GROUP	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above																		
TOTAL	265	41.9%	57.0%	1.1%	58.1%	TOTAL	265	59.6%	30.6%	9.8%	40.4%	TOTAL	265	43.8%	47.2%	9.1%	56.3%	TOTAL	265	43.8%	47.2%	9.1%	56.3%																		
GENERAL ED.	176	25.6%	72.7%	1.7%	74.4%	GENERAL ED.	176	44.3%	41.5%	14.2%	55.7%	GENERAL ED.	176	26.7%	61.2%	13.1%	73.3%	GENERAL ED.	176	26.7%	61.2%	13.1%	73.3%																		
SPECIAL ED.	37	67.6%	32.4%	0.0%	32.4%	SPECIAL ED.	37	83.8%	13.5%	2.7%	16.2%	SPECIAL ED.	37	67.6%	29.7%	2.7%	32.4%	SPECIAL ED.	37	67.6%	29.7%	2.7%	32.4%																		
LMT. ENGL. PROF.	59	78.0%	22.0%	0.0%	22.0%	LMT. ENGL. PROF.	59	91.5%	6.8%	1.7%	8.5%	LMT. ENGL. PROF.	59	81.4%	16.9%	1.7%	18.6%	LMT. ENGL. PROF.	59	81.4%	16.9%	1.7%	18.6%																		
CURRENT LEP	55	80.0%	20.0%	0.0%	20.0%	CURRENT LEP	55	94.5%	5.5%	0.0%	5.5%	CURRENT LEP	55	85.5%	14.5%	0.0%	14.5%	CURRENT LEP	55	85.5%	14.5%	0.0%	14.5%																		
FORMER LEP	134	50.0%	50.0%	0.0%	50.0%	FORMER LEP	4	50.0%	25.0%	25.0%	50.0%	FORMER LEP	4	25.0%	50.0%	25.0%	50.0%	FORMER LEP	4	25.0%	50.0%	25.0%	50.0%																		
MALE	131	41.8%	56.0%	2.2%	58.2%	MALE	134	64.9%	26.9%	11.5%	45.9%	MALE	134	49.3%	46.5%	5.2%	50.7%	MALE	134	49.3%	46.5%	5.2%	50.7%																		
WHITE	2	0.0%	100.0%	0.0%	100.0%	WHITE	131	54.2%	34.4%	8.2%	35.1%	WHITE	131	38.2%	46.9%	13.0%	61.9%	WHITE	131	38.2%	46.9%	13.0%	61.9%																		
BLACK	43	39.5%	60.5%	0.0%	60.5%	BLACK	2	0.0%	50.0%	50.0%	100.0%	BLACK	43	50.0%	53.5%	0.0%	53.5%	BLACK	43	50.0%	53.5%	0.0%	53.5%																		
ASIAN	0	0.0%	0.0%	0.0%	0.0%	ASIAN	43	67.4%	23.3%	9.3%	32.6%	ASIAN	2	0.0%	50.0%	0.0%	50.0%	ASIAN	2	0.0%	50.0%	0.0%	50.0%																		
PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%	PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%	PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%	PACIFIC ISLANDER	0	0.0%	0.0%	0.0%	0.0%																		
HISPANIC	220	42.7%	55.9%	1.4%	57.3%	HISPANIC	0	0.0%	0.0%	0.0%	0.0%	HISPANIC	3	0.0%	0.0%	0.0%	0.0%	HISPANIC	3	0.0%	0.0%	0.0%	0.0%																		
NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%	NATIVE AMERICAN	220	58.6%	31.8%	9.5%	41.3%	NATIVE AMERICAN	0	0.0%	0.0%	0.0%	0.0%	NATIVE AMERICAN	220	58.6%	31.8%	9.5%	41.3%																		
OTHER	0	0.0%	0.0%	0.0%	0.0%	OTHER	0	0.0%	0.0%	0.0%	0.0%	OTHER	0	0.0%	0.0%	0.0%	0.0%	OTHER	0	0.0%	0.0%	0.0%	0.0%																		
ECON. DISADV.	255	41.2%	57.6%	1.2%	58.8%	ECON. DISADV.	0	0.0%	0.0%	0.0%	0.0%	ECON. DISADV.	0	0.0%	0.0%	0.0%	0.0%	ECON. DISADV.	0	0.0%	0.0%	0.0%	0.0%																		
NON-ECON. DISADV.	10	60.0%	40.0%	0.0%	40.0%	NON-ECON. DISADV.	255	58.4%	31.4%	10.2%	41.6%	NON-ECON. DISADV.	10	43.1%	47.5%	9.4%	56.9%	NON-ECON. DISADV.	10	43.1%	47.5%	9.4%	56.9%																		
MIGRANT	1	100.0%	0.0%	0.0%	0.0%	MIGRANT	1	100.0%	0.0%	0.0%	0.0%	MIGRANT	1	100.0%	0.0%	0.0%	0.0%	MIGRANT	1	100.0%	0.0%	0.0%	0.0%																		
NON-MIGRANT	264	41.7%	57.2%	1.1%	58.3%	NON-MIGRANT	264	59.5%	30.7%	9.8%	40.5%	NON-MIGRANT	264	43.6%	47.3%	9.1%	56.4%	NON-MIGRANT	264	43.6%	47.3%	9.1%	56.4%																		

2013

LANGUAGE ARTS LITERACY - New Roberto Clemente - Grade 6

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	270	71.90%	27.80%	40.00%	183.8
GENERAL ED.	165	57.60%	41.80%	60.00%	193.2
SPECIAL ED.	53	94.30%	5.70%	0.00%	165.4
LMT. ENGL. PROF.	67	88.10%	11.90%	0.00%	175.9
CURRENT LEP	55	94.50%	5.50%	0.00%	172.6
FORMER LEP	12	58.30%	41.70%	0.00%	191
FEMALE	119	68.10%	31.10%	80.00%	187.7
MALE	151	74.80%	25.20%	0.00%	180.8
WHITE	2	50.00%	50.00%	0.00%	180
BLACK	49	77.10%	20.80%	2.10%	181.1
ASIAN	1	0.00%	100.00%	0.00%	222
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0
HISPANIC	219	71.20%	28.80%	0.00%	184.3
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	265	72.10%	27.50%	40.00%	184
NON-ECON. DISADV.	5	60.00%	40.00%	0.00%	175.6
MIGRANT	0	0.00%	0.00%	0.00%	0
NON-MIGRANT	270	71.90%	27.80%	40.00%	183.8

2013

Mathematics - New Roberto Clemente - Grade 6

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	271	55.70%	37.60%	6.60%	189.8
GENERAL ED.	165	34.50%	54.50%	10.90%	207.8
SPECIAL ED.	54	96.30%	3.70%	0.00%	159.8
LMT. ENGL. PROF.	67	71.60%	26.90%	1.50%	172.7
CURRENT LEP	55	81.80%	18.20%	0.00%	163.9
FORMER LEP	12	25.00%	66.70%	8.30%	213
FEMALE	119	49.60%	44.50%	5.90%	191
MALE	152	60.50%	32.20%	7.20%	188.9
WHITE	2	50.00%	50.00%	0.00%	215
BLACK	48	62.50%	33.30%	4.20%	185.6
ASIAN	1	0.00%	100.00%	0.00%	222
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0
HISPANIC	220	54.50%	38.20%	7.30%	190.3
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	266	55.60%	38.00%	6.40%	190
NON-ECON. DISADV.	5	60.00%	20.00%	20.00%	180.4
MIGRANT	0	0.00%	0.00%	0.00%	0
NON-MIGRANT	271	55.70%	37.60%	6.60%	189.8

2013

LANGUAGE ARTS LITERACY - New Roberto Clemente - Grade 7

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	251	75.30%	23.50%	1.20%	181.2
GENERAL ED.	162	62.30%	35.80%	1.90%	191.5
SPECIAL ED.	44	100.00%	0.00%	0.00%	158.7
LMT. ENGL. PROF.	53	94.30%	5.70%	0.00%	168.1
CURRENT LEP	47	97.90%	2.10%	0.00%	164.6
FORMER LEP	6	66.70%	33.30%	0.00%	195.2
FEMALE	131	73.30%	26.00%	80.00%	184
MALE	120	77.50%	20.80%	1.70%	178.1
WHITE	1	0.00%	100.00%	0.00%	200
BLACK	47	83.00%	17.00%	0.00%	172.3
ASIAN	2	100.00%	0.00%	0.00%	161
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0
HISPANIC	201	73.60%	24.90%	1.50%	183.4
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	239	74.90%	23.80%	1.30%	180.6
NON-ECON. DISADV.	12	83.30%	16.70%	0.00%	192.4
MIGRANT	0	0.00%	0.00%	0.00%	0
NON-MIGRANT	251	75.30%	23.50%	1.20%	181.2

2013

Mathematics - New Roberto Clemente - Grade 7

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	254	74.40%	21.70%	3.90%	178.2
GENERAL ED.	164	64.60%	29.30%	6.10%	189.8
SPECIAL ED.	44	93.20%	6.80%	0.00%	153.9
LMT. ENGL. PROF.	54	87.00%	11.10%	1.90%	163.4
CURRENT LEP	48	91.70%	8.30%	0.00%	158.8
FORMER LEP	6	50.00%	33.30%	16.70%	200.3
FEMALE	133	76.70%	20.30%	3.00%	178.9
MALE	121	71.90%	23.10%	5.00%	177.5
WHITE	1	0.00%	0.00%	100.00%	271
BLACK	49	87.80%	10.20%	2.00%	163.9
ASIAN	2	100.00%	0.00%	0.00%	181
PACIFIC ISLANDER	1	100.00%	0.00%	0.00%	141
HISPANIC	201	71.10%	24.90%	4.00%	181
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	241	74.70%	21.20%	4.10%	177.8
NON-ECON. DISADV.	13	69.20%	30.80%	0.00%	185.8
MIGRANT	0	0.00%	0.00%	0.00%	0
NON-MIGRANT	254	74.40%	21.70%	3.90%	178.2

2013

LANGUAGE ARTS LITERACY - New Roberto Clemente - Grade 8

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	265	41.90%	57.00%	1.10%	202.9
GENERAL ED.	176	25.60%	72.70%	1.70%	210.4
SPECIAL ED.	37	67.60%	32.40%	0.00%	186.9
LMT. ENGL. PROF.	59	78.00%	22.00%	0.00%	188.8
CURRENT LEP	55	80.00%	20.00%	0.00%	187.7
FORMER LEP	4	50.00%	50.00%	0.00%	203.8
FEMALE	134	41.80%	56.00%	2.20%	204.3
MALE	131	42.00%	58.00%	0.00%	201.4
WHITE	2	0.00%	100.00%	0.00%	227.5
BLACK	43	39.50%	60.50%	0.00%	202
ASIAN	0	0.00%	0.00%	0.00%	0
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0
HISPANIC	220	42.70%	55.90%	1.40%	202.8
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	255	41.20%	57.60%	1.20%	203
NON-ECON. DISADV.	10	60.00%	40.00%	0.00%	198.7
MIGRANT	1	100.00%	0.00%	0.00%	181
NON-MIGRANT	264	41.70%	57.20%	1.10%	202.9

2013

Mathematics - New Roberto Clemente - Grade 8

	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
TOTAL	265	59.60%	30.60%	9.80%	189.3
GENERAL ED.	176	44.30%	41.50%	14.20%	205.6
SPECIAL ED.	37	83.80%	13.50%	2.70%	168.2
LMT. ENGL. PROF.	59	91.50%	6.80%	1.70%	152.2
CURRENT LEP	55	64.50%	5.50%	0.00%	148.8
FORMER LEP	4	50.00%	25.00%	25.00%	198.8
FEMALE	134	64.90%	26.90%	8.20%	186.8
MALE	131	54.20%	34.40%	11.50%	191.8
WHITE	2	0.00%	50.00%	50.00%	233.5
BLACK	43	67.20%	23.30%	9.30%	184.9
ASIAN	0	0.00%	0.00%	0.00%	0
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0
HISPANIC	220	58.60%	31.80%	9.50%	189.7
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0
OTHER	0	0.00%	0.00%	0.00%	0
ECON. DISADV.	255	58.40%	31.40%	10.20%	190.5
NON-ECON. DISADV.	10	90.00%	10.00%	0.00%	159.2
MIGRANT	1	100.00%	0.00%	0.00%	163
NON-MIGRANT	264	59.50%	30.70%	9.80%	189.4

		2013				
		Science				
	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	
TOTAL	265	43.80%	47.20%	9.10%	204.5	
GENERAL ED.	176	26.70%	60.20%	13.10%	215.5	
SPECIAL ED.	37	67.60%	29.70%	2.70%	184.9	
LMT. ENGL. PROF.	59	81.40%	16.90%	1.70%	182.5	
CURRENT LEP	55	85.50%	14.50%	0.00%	179.9	
FORMER LEP	4	25.00%	50.00%	25.00%	218.8	
FEMALE	134	49.30%	45.50%	5.20%	200.7	
MALE	131	38.20%	48.90%	13.00%	208.4	
WHITE	2	50.00%	50.00%	0.00%	214.5	
BLACK	43	46.50%	53.50%	0.00%	199.8	
ASIAN	0	0.00%	0.00%	0.00%	0	
PACIFIC ISLANDER	0	0.00%	0.00%	0.00%	0	
HISPANIC	220	43.20%	45.90%	10.90%	205.3	
NATIVE AMERICAN	0	0.00%	0.00%	0.00%	0	
OTHER	0	0.00%	0.00%	0.00%	0	
ECON. DISADV.	255	43.10%	47.50%	9.40%	204.8	
NON-ECON. DISADV.	10	60.00%	40.00%	0.00%	196.8	
MIGRANT	1	100.00%	0.00%	0.00%	176	
NON-MIGRANT	264	43.60%	47.30%	9.10%	204.6	

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
<p>Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)</p>	<p>NJASK 3-8 Unit Assessments K-8 STAR Reading 2-8 STAR Early Literacy K-1</p>	<p>(1) NJASK results from 2013 for New Roberto Clemente School indicate that the combined proficiency of six through eighth graders is 27%, with 8th graders at 24% proficient, 7th graders at 25% proficient, and 6th graders at 33% proficient. As the grade level increases, student proficiency decreases, and 67% to 76% of 6th – 8th grade students not meeting proficiency at all. Unit Assessments for the 2013-2014 school year show proficiency rates that appear to show growth from the NJASK scores of 2013; however, they are still far below expectations for mastery. The combined proficiency rates on the Unit Assessments for Language Arts is 59%, approximately 21 percentage points below what is considered mastery of the content tested. STAR Reading results show a similar trend with approximately 73% of students ranking below the 40th percentile on the assessment. What is even more telling is that 53% of that 73% ranks below the 25th percentile on the STAR Reading assessment.</p> <p>(2) Based on the data analyzed above it appears that students at New Roberto Clemente not only lack the comprehension and critical thinking skills necessary to be successful on grade level assessments, but also may lack the foundational skills necessary to navigate grade level text. For example, the fact that 53% of students fall below the 25th percentile on STAR Reading indicates that approximately half the population falls into the bottom 25th percent of students taking the Reading assessment. A score this low would indicate students are multiple grade levels behind in reading, leading us to conclude that foundational and/or decoding skills may be lacking in these middle school students.</p>
<p>Academic Achievement – Writing</p>	<p>NJASK 3-8 Unit Assessments K-8 Learning Progression Rubrics K-</p>	<p>(1) NJASK results from 2013 show the majority of students in grades 6-8 performing below proficiency in writing, but not as many as the reading scores indicate. This is further supported by the Unit</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: New Roberto Clemente (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
<p>Academic Achievement – Math</p> <p>- to include indicators of students 2 or more grade levels behind</p>	<p>2</p> <ul style="list-style-type: none"> • NJASK 2010 – 2013 (State Assessment) • Unit Assessments (District Assessment) • STAR Math (District Assessment) • Teacher Certifications (Human Resource) 	<p>Assessment data, which shows an average of 54% of students performing at mastery level for writing. Although the writing scores are higher than the reading scores, it still highlights the fact that a concerning number of the students at New Roberto Clemente cannot achieve mastery over writing concepts on which they have received instruction. Since foundational skills appear to be lacking this may impact the writing skills of the students making it difficult to apply ideas to writing in a clear and coherent way, while maintaining the expectations for middle school writing. Writing proficiency on the Unit Assessments remain stagnant at 50% for both seventh and eighth grades, showing that writing proficiency does not seem to improve across the grades.</p> <p>(2) Based on the data analyzed above it appears that students at New Roberto Clemente school have difficulties with writing that are most likely impacted by their severe deficits in reading. Without the vocabulary, sentence structure, and language skills necessary to write cohesively and clearly it is impossible to write on a level appropriate for middle school. Additionally, middle school writing focuses on the need to cite evidence to support a hypothesis. If students are not reading at grade level, reviewing texts for citation material is nearly impossible.</p> <ul style="list-style-type: none"> • Based on NJASK three year data, from 2011 to 2012, Grades 6 had eight times more growth than Grade 7; however, Grade 8 experienced about seven times less growth than Grade 7, showing a decline. From 2012-2013, there was evidence of growth among all three grade levels within the special education and Limited English Proficient subgroups with an exception of the LEP group in Grade 7. From 2013-2014, there was a notable decline in all three grade levels (6-8) with minimal growth in Grade 7

STATEMENT OF NEED

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<ul style="list-style-type: none"> • Based on the current Unit Assessment data, 17% of grade band 6-8 at the school level met proficiency whereas 28% of the district met proficiency. • Star Math Data: <ul style="list-style-type: none"> Grade 6 – 60% At benchmark and 40% Below Grade 7 – 50% At benchmark and 50% Below Grade 8 – 62% At benchmark and 38% Below • All 8 middle school math teachers for the general population are highly qualified with 5 out of the 8 being certified in middle school mathematics and 3 out of 8 through the house matrix. There are 3 bilingual math teachers that are certified in bilingual education but none are math certified; of these 3, two are highly qualified through the house matrix. There are 7 special education teachers of which only 1 is middle school math certified. Out of the 7 special education math teachers, 2 are not highly qualified, 4 are highly qualified through the house matrix and 1 highly qualified through certification. • Root Causes of Lack of Achievement <ul style="list-style-type: none"> • Administration/Leadership in the School; change in 2012-2013 and 2013-2014 • Academic Performances of students; student have not acquired the background knowledge they need to help them

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: New Roberto Clemente (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement								
Subgroup: Homeless	District Enrollment Information	<p>Currently only 4 students at NRC are classified as "homeless students." Paterson serves as a "sending" and "receiving" district, working with other local municipalities and school districts to provide homeless shelters that enroll homeless children to the appropriate schools. None of these shelter facilities are located near the NRC School. Therefore, it does not serve a significant number of homeless students from within or beyond the district.</p> <ul style="list-style-type: none"> • Shifts in CCSS for mathematics; students are transitioning from memorization of facts and skills to justification and multiple representations • Teacher spending too much time on one skill due to percentage of students functioning below grade level • Students' reading levels are low which impacts comprehension of the context in the tasks. 								
Subgroup: Students with Disabilities	<ul style="list-style-type: none"> • NJASK 2010 – 2013 (State Assessment) • Unit Assessments (District Assessment) 	<p>At the New Roberto Clemente School 17% of the total population is classified as SWD. AS with the majority of sub-groups at the school, over the past several years large numbers of students with disabilities have not scored at the proficient level on the NJASK tests. In 2013, the following percentages of students with disabilities across grade levels by subject matter achieved NJASK proficiency.</p> <table border="1" data-bbox="16 982 553 1976"> <thead> <tr> <th data-bbox="16 982 553 1465">6th Grade SWD proficiency rate</th> <th data-bbox="16 1465 553 1612">ELA</th> <th data-bbox="16 1612 553 1759">Math</th> <th data-bbox="16 1759 553 1976">Science</th> </tr> </thead> <tbody> <tr> <td data-bbox="16 1465 553 1612">5.7%</td> <td data-bbox="16 1612 553 1759">3.7%</td> <td data-bbox="16 1759 553 1976">NA</td> <td data-bbox="16 1759 553 1976"></td> </tr> </tbody> </table>	6 th Grade SWD proficiency rate	ELA	Math	Science	5.7%	3.7%	NA	
6 th Grade SWD proficiency rate	ELA	Math	Science							
5.7%	3.7%	NA								

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>The root causes for lack of achievement at NRC</p> <ul style="list-style-type: none"> • Educational Leadership. There has been a turn-over of Administrators over the past 4 years at the school. Leadership lacks experience with special education process and monitoring of special education programs to ensure high academic standards for all students. • Additional Learning Challenges. NRC has a high percentage of ELLs—over 60% of the enrolled students come from homes where the Spanish is the primary language spoken at home. • Special Education Vacancies: NRC is a middle school. Special education instructional staff must hold both middle school content and Teacher of Students with Disabilities certifications. This is a hard-to-fill position. NRC now has a full-time CST but did not last year. Therefore, evaluations and updated IEPs could not be completed in a timely or comprehensive manner. NRC does not have bilingual special education teachers. • Instructional strategies. Teachers are not experienced in developing and administering alternative strategies (Multisensory Reading; Accommodations and modifications to curriculum to address specific learning styles of individual students). Special education teachers at NRC are not well-versed in addressing the learning styles of students whose first language is not English.
Subgroup: English Language Learners	NJ ASK ACCESS W-APT	<p>When a student arrives in the district and is identified as an ENGLISH Language learner, the WAPT is administered to gauge the student's language proficiency. Based on the results, the Bilingual Department customizes a program that is best for the individual student. The program</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: New Roberto Clemente (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Subgroup: Economically Disadvantaged	<p>Stars \geq3.5 CPL</p> <ul style="list-style-type: none"> • Student demographic data maintained by the district • NJASK scores (grades 6-8) (2010-2013) • Community Meetings • Teacher Focus Groups • US Census 2010 • American Factfinder 2 • Teacher Focus Groups 	<p>may consist of pulling a student out of the classroom or some other form of supplemental assistance. Throughout the district schools offer what they can and students are sometimes bussed to other schools if the services they need are not available within the school.</p> <p>Results of the 2013 NJASK indicate that only 53% of English Language Learners in grades 6 – 8 were proficient in math, and that only 27% of English Language Learners across the grade span were proficient in Language Arts.</p> <p>This is due to the fact that there is overcrowding at the building and many students are entering with limited education in their native language.</p> <p>Roughly 97% of NRC students qualify as economically disadvantage based on eligibility for Free and Reduced Price Lunch, subsistence at or below the poverty level, median household or family income, caretaker employment status, or some combination these factors. While the building itself is in good repair, it is located in a “very low to low-income census tract.” Given the fact that only a handful of NRC students do not classify as economically disadvantaged, this classification of students is not truly a sub-group. NJ ASK results (and other factors contributing to the designation of focus school) for the entire school are truly representative of the entire student body at the New Roberto Clemente School. The sample size of non-economically disadvantaged students is so small (27 of 786 children) that their test results are statistically insignificant. As a matter of fact, the average of all 2013 NJASK scores for NRC students outlined economically disadvantaged students as .35% more proficient than non-disadvantaged students. The more telling factor in the 2013 results was the drop in total average proficiency percentage in all but one grade and subject. Grade 6 ELA dropped 16.4% (from 44.6% to 28.2%); Grade 6 Math dropped 13.4% (from 57.6% to 44.2%); Grade 7 Math dropped 17.4% (from 43% to 25.6%); Grade 8 ELA dropped</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>6% (from 64.1% to 58.1%); Grade 8 Math dropped 6.1% (from 46.5% to 40.4%); and Grade 8 Science dropped 14.7% (from 71% to 56.3%)</p> <p>The root causes of the poverty itself are difficult to nail down, as entrenched poverty and high unemployment plague the City of Paterson as a whole. While Current school leadership has made progress in developing relationships with local faith-based and community organizations, a broader effort is needed to reach families in order to overcome the true impediment to achievement that the students' economically disadvantaged status represents. However it is not particularly the root causes of poverty that has led to the low proficiency and decline in achievement, but rather the lack of resources with the district and at home (parental support), the aforementioned turnovers in leadership, and the other curricular and instructional challenges for the academic subgroups that have been outlined above.</p>
Parent Involvement	<ul style="list-style-type: none"> • Parent Surveys • Teacher Focus Groups • Stakeholder Committee Meetings • Student Surveys • Staff Surveys • School walk-throughs • Data maintained by Paterson Public Schools Office of Family and Community Engagement 	<p>Parent involvement was analyzed using a variety of measures and from diverse perspectives; given the lack of quantitative data available to assess this factor, the majority of these measures utilized during the needs assessment process were qualitative.</p> <p>Juxtaposition of parent and teacher focus group results made for the most telling of these qualitative measures. About 50% of parents were satisfied with school offerings in general, while the other 50% pointed out that teachers did not communicate clearly enough with them and that more teachers should be able to speak Spanish so that this could be accomplished. They pointed to ineffective communication from teachers and other school personnel about grades, services, and activities as reasons for lack of parental attendance at events and support for the overall academic atmosphere. When posed with the question of what "parent involvement" means to you, telling responses included "there really is</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: New Roberto Clemente (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Professional Development	<ul style="list-style-type: none"> School Professional Development Plan Paterson Public Schools 	<p>none, parents don't come to meetings," and "don't know when there are meetings, would like to receive calls, voicemail, or text." When asked specifically about the relationship with teachers, only one responded that she had a good relationship with a teacher. On the whole, the parents seemed just as frustrated with other parents who do not attend NRC events as with teachers and district personnel, as poorly attended service opportunities are sometimes canceled if not enough parents show up. One parent suggested "fining the parents that don't come to events."</p> <p>While many parents pointed out that they are not contacted by teachers, even more teachers expressed concern over troubles with contacting parents:</p> <p>"Contacting parents is an issue," "They don't return calls and their numbers change frequently," "Language barrier issue," "Parents only give phone numbers and not emails."</p> <p>Further, nearly all teachers had something to say in regards to parental attitudes when actually inside the building: "Some parents come into school aggressively if they have to meet with a teacher," "Parents should understand that being called into the school does not automatically mean something bad."</p> <p>Both groups corroborated that there is a disconnect between parents and the school community (exacerbated by the fact that 60% of families do not speak English as a first language), and through their various responses, both groups also agreed that they would like to see assistance or parents to improve their communication skills for the sake of assisting their children and for facilitating a more cohesive NRC community that fosters student growth.</p> <p>The New Roberto Clemente School's Professional Development Plan speaks to the occasional misalignment of District and School PD plans. This sentiment was expressed vehemently by teachers during Teacher</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	<ul style="list-style-type: none"> • District Professional Development Plan • Teacher Focus Groups • School Leadership Focus Groups 	<p>Focus Groups:</p> <ul style="list-style-type: none"> • "Has been specific to evaluations...not the curriculum" • "Workshops are subject specific only" • "Waste of time" • "Disconnect between what the district asks of a teacher and how they behave" <p>The outcome of this teacher discontent is that PD has little to no value for teachers and is instead something teachers participate in out of obligation.</p> <p>The format for delivery of PD was mentioned repeatedly as teachers expressed discontent with the passive lecture model of PD delivery and called for more modeling and coaching. Modeling was noted to be of particular value to teachers in employing new instructional methods and strategies.</p> <p>Teachers cited insufficient time allotted for teacher collaboration as a major source of frustration and noted that grade level meetings were eliminated. Teachers also emphasized the need for coaching on differentiated instruction.</p>
Extended Learning Opportunities	<ul style="list-style-type: none"> • ELO program attendance data • Needs Assessment data: <ul style="list-style-type: none"> ○ Parent Surveys ○ Teacher Focus Groups ○ School Leadership Focus Groups ○ Community Meetings ○ Student Surveys ○ Staff Surveys 	<p>NRC began an extended learning program entitled the Academic Intervention After-School Program on October 16, 2013. This offering was made available to 177 NRC students. The program is designed to provide them with individualized and differentiated instruction in order to increase student learning focused on engaging teachers in assessing and monitoring student mastery through remediation. The Language Arts curriculum, in grades 6 thru 8, utilizes Successful Reader, an authentic literature and reading strategy focused on improving reading comprehension skills. Additionally, part of the program incorporates six-week interactions with Kids Xpress to foster writing skills and provide opportunities for students to publish in the "Voices of Paterson" magazine</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	<p>(1) Overall Results & Outcomes &</p> <p>(2) Root Cause of Lack of Achievement</p>
School Culture	<ul style="list-style-type: none"> Title I Unified Plan Discipline data maintained 	<p>that will go out later in the spring. The Mathematics curriculum utilizes Accelerated Mathematics, Successmaker and Unit Assessments to determine areas in need of remediation. Trained math educators effectively use IFL instructional strategies, select CCSS aligned materials and hands-on manipulatives to develop deep mathematics understanding from the concrete to abstract with high level thinking skills.</p> <p>Despite the efforts of the District and school to offer comprehensive, differentiated instruction to students in need, the attendance has been somewhat disappointing as over the course of the first 50 days of the program, the absentee rate has been just over 30%.</p> <p>Many point to the previously referenced communication issues between parents and the school as the root cause for the program's slow start. As noted by parents during the March, 2014 focus groups, some parents feel that they don't know what's going on at the school. However there were positive sentiments expressed as well, especially for the 21st Century Community Learning Center Program, which also operates after school and includes both non-core supplements and core subject enrichment.</p> <p>Despite a slightly slower than desired start to the Academic Intervention program, school administrators feel that, along with the success of the 21st CCLC program, a 70% attendance rate for Academic Intervention could be viewed as a positive indicator of potential parent buy-in for the proposed SIG program. Especially in comparison to other events in which parents have expressed little to no investment.</p> <p>A number of the qualitative and quantitative data sets reviewed during the needs assessment process revealed troubling school culture issues. One such issue was parent and community involvement, as only 17% of</p>

STATEMENT OF NEED

L.E.A. : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	<ul style="list-style-type: none"> • by the district • PBSIS information • NRC Student Handbook • NRC Faculty Handbook • Needs assessment data: <ul style="list-style-type: none"> ○ Parent Surveys ○ Teacher Focus Groups ○ School Leadership Focus Groups ○ Student Surveys ○ Staff Surveys ○ School walkthroughs 	<p>teachers felt that there was any meaningful community or parent involvement in school activities at NRC. Taken together with the fact that 100% of parents in the focus group noted insufficient involvement of these groups, there is no question that this is a vital component of school culture that must be addressed.</p> <p>The other troubling statistic uncovered was the 30% of students that reported not feeling safe at school, citing reasons such as bullying, fights, and an unstable and dangerous neighborhood environment that is sometimes carried over into the school building.</p> <p>While community support and school safety are pressing concerns, many findings of the assessment speak to improving attitudes among key stakeholders and the development of a caring and collegial atmosphere.</p> <p>One of the more positive observations was the apparent bond between student and teacher and the supportive atmosphere and excitement about learning stemming therefrom. This was on display during the walkthroughs as there was no evidence of teachers yelling at students; students addressed teachers playfully but affectionately; and an impromptu happy birthday ceremony in the cafeteria was received with good humor by students and staff alike. Additionally, student responses to what made them feel safe included solicitous faculty: "Yes, I do feel safe because the teachers care for us with all their heart" was one such notable response. Further, when polled about what they liked least about school, relatively few (of hundreds) mentioned teachers, and when polled about what they liked best, over 80 responses named specific teachers.</p> <p>In the 2012-2013 school year, NRC piloted the Positive Behavior Support in Schools program and continued with full implementation in the current school year. While not many points of data are yet available, the school has tabulated suspensions from the first half of last year (September through July) and the first half of the current school year. The results show that in that span in 2012-2013 there were 91 out-of-school suspensions, and in that span for the current school year there were only 42. Despite the</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Leadership	<ul style="list-style-type: none"> • NJASK scores (grades 6-8) (2010-2013) • PBSIS information • Teacher attendance • Parent Surveys • Teacher Focus Groups • Curriculum leaders • School Leadership Interview/s • Student Surveys • Staff Surveys • School walkthroughs • NRC Professional Development Plan 	<p>Limited data, school and district administrators anticipate that this trend will continue as they hone the implementation of the PBSIS, and they believe that qualitative factors indicating an improving school climate can also be attributed to this program and administrative capacity to execute it successfully.</p> <p>(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement</p> <p>Principal Montes exhibits a number of positive leadership qualities, not the least of which were evidenced by student surveys noting his positive attitude, parent groups expressing their grudging respect despite their sense of disenfranchisement from the school, and his grasp of the PBSIS implementation. Teacher surveys would also seem to indicate that a strong majority of staff appreciate his leadership, with close to 90% indicating in focus groups that he has set a proper tone of expectation for students.</p> <p>Despite this support, there are a number of leadership challenges remaining for Principal Montes. While attitudes and climate inside the building have seemed to improve, 2013 ASK scores plummeted, with school curriculum leaders and district administrators connecting scores to improper execution of instructional strategies and inadequate professional development that must be addressed by the school leader. While teacher responses to PD-focused survey questions indicate that they believe the principal prioritizes professional development and do not blame him for their frustrations in this department, the fact remains that he must work with the District to ensure that the proper approach is implemented.</p>
Highly Qualified Staff	<ul style="list-style-type: none"> • Teacher evaluations • Teacher certifications 	<p>Upon review of the HQT Report for the New Roberto Clemente School, it was found that all of the 62 total teachers are highly qualified (certified) in the grade level and/or content area in which they deliver instruction each day. There are 1 LDTC holding a Standard LDTC certification, 1 Librarian certified K-8, 1 Social Worker, and 1 Teacher of 6-8 Social Studies with Provisional Social Studies Certification. There are 2 Art</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: New Roberto Clemente (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>teachers, 1 Standard Certification and 1 Provisional. There are 2 Standard Bilingual Certified teachers, 1 Standard Bilingual and ESL Certified, 2 Standard K-8 and Standard ESL Certified, and 2 Standard Bilingual/ESL/K-8 certified teachers. There are 3 Standard K-8 certified Language Arts Teachers, 2 Standard K-5/Standard Language certified Language Arts teachers, 1 Standard English Certified Language Arts teacher, and one Provisional English Certified Language Arts teacher. Of the Language Arts Teachers 2 are highly qualified via House Matrix, and 1 via matrix and certification. There are 8 grade 6-8 Math teachers – 4 are Standard K-8 certified, 1 is Standard K-8 and Math 5-8 certified, 1 is Standard K-5/Standard Elementary Math 5-8 certified, 1 is Provisional Mathematics certified, and one is Provisional K-5 and Elementary Math 5-8 certified. There is 1 Math Bilingual teacher CEAS Math certified, Bilingual Pending. There is 1 8th Grade Math Teacher with Provisional Mathematics certification. Of the math teachers 1 is highly qualified via house matrix and Praxis, and 2 are certified via house matrix alone. There are 4 grade 6-8 Science Teachers; 2 of these are Standard K-8 Certified, 1 is Standard K-5/Science and Social Studies 5-8 certified, and the last is Standard K-5/Standard Science 5-8 certified. Of the Science teachers, 1 is matrix certified and 1 is certified via Praxis. There is one position titled Teacher Intervention – SIP with Standard K-8 Certification and highly qualified via County approval. There is one Guidance Counselor with Standard K-8 and Standard Student Personnel certification. There are 5 Social Studies Teachers; 2 with Standard Social Studies Certifications, 1 with Standard K-8 certification, and 2 with Standard K-8 and Standard Social Studies certification. Of the Social Studies Teachers, 1 is highly qualified via house matrix. There are 1 Music Teacher with Standard Music certification and 1 School Psychologist with Standard School Psychologist certification. There are 3 Phys. Ed/Health teachers, 2 with Standard Health & Phys. Ed. certification and 1 with Standard K-8/Health & Phys. Ed. certification. There are 2 Special Ed LLD teachers, 1 certified via matrix. There are 9 Special Ed Resource teachers. Of the Special Ed. teachers, 7 hold Standard Teacher of the Handicapped certifications, and 2</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Areas	List Multiple Measures Analyzed	Name of School: <u>New Roberto Clemente</u> (1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Other:		<p>hold Standard K-5 & Standard TOSD certifications. Of these, 7 are certified via house matrix. There are 2 Technology teachers, both are Standard K-8 certified. There is one World Language teacher with Standard Spanish Certification. All teachers at NRC meet the HQT status that is required under the Elementary and Secondary Act.</p>

Evaluation & Needs Assessment Summary

<p>1. Describe the process and techniques used in the needs assessment.</p>	<p>he needs assessment was performed by a third party professional to consult all stakeholders, collect and analyze data, and advise corresponding action plans. Outsourcing the needs assessment process ensured objectivity and that stakeholder contributions to the process would be taken into consideration for recommendations for future plans of action.</p> <p>The needs assessment was conducted using both qualitative and quantitative data. Summative and formative data was collected for both the district for a period of at least three years (2011 through 2014). This information included the NJ State Report Card, NJASK scores, District benchmark assessments, attendance records, discipline records, and school demographic information. Additionally, parents, staff, and students completed individual surveys and participated in organized focus groups providing qualitative responses to questions regarding key topical areas of concern. Additional informal polls of</p>
---	---

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>school administrators, along with a walkthrough of NRC, were conducted to garner qualitative data.</p> <p>Other support documentation was secured through the school and the District to provide clarity and context on the school's historical academic performance, current and future initiatives, professional development strategy, and school climate and culture. These documents included past restructuring plans, School CAPA assessments, and corrective action plans that were designed to improve the school's performance.</p>
<p>2. Describe methods used to collect and compile data for student subgroups.</p>	<p>State standardized tests as well as local district assessments are used to compile data. The state standardized assessment used is the New Jersey Assessment of Skills and Knowledge (NJASK) which is given in grades 3 through 8, once a year. Once the results are received, the Assessment Department compiles, analyzes, and distributes the data. In addition to the state assessment, local assessments such as STAR Renaissance and Unit Assessments are utilized. The STAR Renaissance Assessment is an adaptive, computer-based assessment. Upon completion of this assessment, reports are generated through the online website. Unit assessments are paper based assessments. Students' scores are reported online and stored in our data warehouse called Performance Matters. Through Performance Matters, teachers as well as district offices can generate a variety of data reports used to drive instruction.</p>
<p>3. Explain how the data from the collection methods are valid and reliable.</p>	<p>The reliability and validity evidences for the NJ ASK tests are documented. A reliable test is one that produces scores that are expected to be relatively stable if the test is administered repeatedly under similar conditions for overall and across subgroups. For evidence that a test is performing similarly across subgroups, the reliability values for these subgroups can be compared to those for the total population. Note that the reliability measures are impacted by the population distribution and can be lower when the subgroup is homogenous in performance. However, one would expect the subgroup reliabilities to be adequately high for all groups. The test reliabilities are measured by Cronbach alpha for the NJASK test. The alphas for overall student responses range from 0.81 to 0.90 for LAL, 0.90 to 0.92 for math, and 0.82 to 0.90 for science indicating that the test is highly reliable. The reliability of the test for Spanish students only was lower than overall, ranging from 0.73 to 0.81 for LAL, 0.83 to 0.89 for math, and 0.69 to 0.70 for science which is still reasonable given the student population (<900). Reliability estimates for special education and limited English proficient are quite similar to the general population.</p> <p>All standards and assessments were reviewed by specialists from NJ for content as well as bias and sensitivity review committees to identify and eliminate elements that may</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>favor one group (e.g., language, culture, ethnicity) over another. These items were developed under universal test design principle so that no student groups fall in disadvantage.</p> <p>The test validity also reflects from the fact that the test is inclusive to all student groups. In order to minimize or eliminate factors that contribute to assessment ambiguity and inaccuracy such that assessment results accurately reflect student knowledge and ability various accommodations were also provided to the NJ LEP students based on the decision made from their IEP or 504 plans.</p> <p>The test validity further ensures from the comparability and interpretation of scores and proficiency standards across different student groups. All item responses from regular and special population in the NJ ASK test in a given grade/content are combined for item analyses, calibration, and equating if the students have taken the same test in different versions, for example regular, Spanish, Braille, and large Print. If a test needed modification, for example some items could not be converted into Braille; a different scoring table was prepared. However, the items were put on the same scale as the regular tests so that the same interpretation of proficiency standards could apply to all.</p>
<p>4. What did the data analysis reveal regarding classroom instruction?</p>	<p>The data analysis – especially the persistence of consistently low test scores, fluctuating considerably though never reaching levels reflecting adequate achievement – revealed that classroom instruction at NRC is generally inadequate, with a variety of factors impeding the learning process on a consistent basis. Such impediments include inadequate parental and community involvement in the educational process, inexperienced staff, lack of resources, and insufficient and ineffective professional development. Fortunately, there are enough positive indicators when it comes to current leadership potential to believe that the desired steps can be undertaken by this school administration.</p> <p>More specifically, the analysis revealed the following:</p> <ul style="list-style-type: none"> • Teachers need quality professional development focusing on math content knowledge aligned to CCSS and pedagogical knowledge • Administrative team must be effectively trained on the new curriculum and new pedagogical approach • Administration and curriculum leaders must address the shifts required by the CCSS by focusing strongly where the standards are and unpacking them, maintaining

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>coherence both across and within grades(vertical and horizontal alignment), and providing rigor to pursue conceptual understanding and procedural skills in major topics</p> <p>Further, evaluation of historical quantitative data reveals that student achievement at New Roberto Clemente school hovers around the 50% proficiency mark for Unit Assessments This is especially true in writing. However, NIASK scores show a steady decline from sixth to seventh and from seventh to eighth. The number of students falling below the 25th percentile indicates that these middle school students are not only not growing much from year to year, but widening their gaps from year to year. This can indicate a lack of differentiation, remediation in classroom instruction, but more importantly a great need for strategic intervention for much of the student population.</p>
<p>5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?</p>	<p>The teacher focus group responses reflected the general consensus that stakeholders at NRC have not been well served by professional development:</p> <p>“District is inadequate in providing professional development”</p> <p>“Was rejected to take a PD day”</p> <p>“Workshops are subject-specific only...no workshops for social studies, art, gym”</p> <p>“Waste of time”</p> <p>Across the spectrum of answers and in the analysis of hard data, the consistent conclusions that can be gleaned are that the process of professional development must be intensified, sessions do not occur often enough, and the PD that is delivered does not result in the desired outcomes.</p>
<p>6. How are educationally at-risk students identified in a timely manner?</p>	<p>Star Renaissance and Performance matters are used to assist in identifying at-risk students. It is a web-based, performance-based assessment. Once a group of students has completed the online assessment, results are instantly available. The reports generated group students in the following groups: At/Above Benchmark students are meeting or exceeding the standard requirements), On Watch (students are close to meeting the standard requirements), Intervention (students are need of additional support because they are struggling in a specific area or areas), Urgent Intervention (students in this group may be in need of additional services.) The Instructional Planning Report provides a list of recommended skills either by class or individual student.</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>Performance Matters is the district's data warehouse. All scores from NJASK, Unit Assessments, STAR Renaissance, and any other assessments utilized by the district are stored in Performance Matters. Teachers, administrators, and central office personnel view the data and make comparisons across test scores by year, per grade, across schools, etc. All scores are also color coded (blue: above benchmark, green: at benchmark, yellow: slightly below benchmark, red: below benchmark). There is also the ability to group students based on proficiency by skill.</p>
<p>7. How are educationally at-risk students provided with effective assistance?</p>	<p>Given recent plummeting scores, those participating in the needs assessment and driving the formation of the SIG program concluded that many systems of interventions have not proven fully effective, though some methods are only in their initial stages and could be utilized to more impactful effect under future improvement efforts. Some of the more promising initiatives include two extended learning opportunities – the 21st Century Community Learning Center Program and the After-School Intervention Program. Both increase rigor and differentiated instruction time, while also providing supplemental activities to further engage and stimulate young learners. If not referred to programs like these, at-risk NRC students can be aided in the remediation of their difficulties through interventions such as “Math Facts in a Flash,” and SuccessMaker – both of which can be accessed on a daily basis by students struggling with math concepts. Additionally, the aforementioned Star Renaissance program can be used to quickly gather data, determine where students are deficient and provide a road map for quickly addressing said deficiencies.</p>
<p>8. How does the needs assessment address migrant student(s) needs?</p>	<p>The number of migrant student attending Paterson Public Schools in general, and this school in particular, is not statistically significant (none reported for the current school year) and was therefore not addressed through the needs assessment process.</p>
<p>9. How does the needs assessment address homeless student(s) needs?</p>	<p>The district provides transportation if a student is living out of district and attending a Paterson public school, and each student gets \$250 for the purchase of uniforms through Title I funding. Homeless students were not surveyed as a separate sub-group because there are only four students at NRC that are considered homeless.</p>
<p>10. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement</p>	<p>In some cases, teachers were given the opportunity to design pre- and post-assessments for evaluating Student Growth Objectives that will be informed by the SIG program. In other instances, a significant number of teachers provided extensive feedback during teacher focus</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>of the instructional program?</p>	<p>groups and through staff surveys. The information gleaned through these measures was utilized to directly inform program development, particularly with regard to academic assessments and improvements to the instructional program. Follow-up meetings with the Department of Assessment, Evaluation, and Planning were conducted to discuss teacher concerns and explore solutions.</p>
<p>11 Describe the transition plan for preschool to kindergarten, if applicable.</p>	<p>NOT APPLICABLE</p>
<p>12 Describe the process used to select the priority problems and root causes for this plan?</p>	<p>District officials met extensively to explore root causes and determine what priority problems NRC would address with its SIG program. During this process, the QSR Standards Rubric was utilized as a foundation and school administrators were engaged to join in and analyze all of the measure cited above under "Multiple Measures Analyzed." This team analyzed both qualitative and quantitative data to isolate priority problems and root causes to drive the development of the SIG Program. In addition to Principals, other district personnel and RAC members joined to conduct instructional walkthroughs to gauge the school atmosphere and develop an understanding of the adequacy of the instructional process and the monitoring thereof.</p> <p>In addition to these factors, this group also evaluated administrative capacities and cross referenced all data sets – especially previously established QSR observations and current observations and reports on day-to-day instructional capability and delivery of the academic program – to determine the steps for moving forward to finally establish the priority problems and root causes for this plan.</p>
<p>13 What did the data analysis reveal regarding the root causes of lower subgroup performance?</p>	<p>The primary cause of low subgroup performance as identified by the data analysis included ELL students entering the school with limited education in their native language. For SWD, data analysis pointed to inexperienced leadership and uneven instruction, the lack of bilingual special education teachers and the inexperience of non-bilingual instructors in addressing learning styles of students whose native language is not English.</p>
<p>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)?</p>	<p>Over the course of the needs assessment, it was determined through various sources that Principal Montes, not yet through a single year at NRC had already made great strides improving various components of school culture, such as student and staff morale and consistency in discipline, and should not be replaced</p>

STATEMENT OF NEED

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>72% of the teachers feel valued as a staff member at NRC 70% of the teachers feel supported by their administrators at school in terms of student concerns. 72% of teachers feel supported by their administrators at school in terms of professional development 74% of teachers feel they receive appropriate feedback on observations and walk-throughs 87% of teachers feel there are high expectations set for students at NRC Only 10% of students feel that there are <u>not</u> high expectations for them at school 65% of students feel comfortable going to school staff with a problem at school</p> <p>Furthermore, numerous sources reflected the need for consistency in the academic program in order to effect impactful transformation. Principal Montes now serves as the fourth principal at NRC since 2010. That was yet another key factor in the selection of the Transformation Model.</p>
<p>15 What is the process for removal of staff members deemed to be ineffective?</p>	<p>The newly adopted Teacher Evaluation System and Principal and VP/AP Evaluation System will utilize an end-of-year summative rating according to State legislation and AchieveNJ guidelines. This overall evaluation score combines the multiple measures of teacher practice and student growth. All New Jersey teachers earn one of four ratings: highly effective, effective, partially effective, or ineffective. All teachers receive individual professional development plans based on their ratings. Teachers rated ineffective or partially effective work with their principals to create a Corrective Action Plan (CAP) with targeted professional development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of effective or highly effective. After the first year, teachers who receive an Ineffective or partially effective rating are required to have one additional observation, and multiple observers are required. If the teacher rating is not improved after two years of a CAP, a teacher will be dismissed from employment.</p>
<p>16 Describe the incentive for Nationally Board Certified Teachers and Principals.</p>	<p>An incentive for Nationally Board Certified Teachers and Principals does not currently exist. However, the District is developing a program for a 2014-2015 Cohort of teachers to begin the National Board Certification process within the District. The NBCT sessions will be provided in Paterson. Teachers/administrators who participate will experience the benefit of completing the NBC process as a cohort rather than independently.</p>

Date: April 1, 2014

LEA : Paterson Public Schools

Form S-6

STATEMENT OF NEED

Page 21 of 21

Name of School: New Roberto Clemente

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>Transformation SIG Required Activity – 1 Replace the Principal who led the school prior to commencement of the transformation model.</p>		
<p>Implementation Guidance Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>		
<p>Evidence of Implementation</p>	<p>Implementation Description</p>	<p>Timeline</p>
<p>(1) The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>Along with adopting a rubric-based framework for model leadership practice through its Principal and VP/AP Evaluation System, the District will expect its NRC leadership team to adhere to the following NJDOE-accepted Turnaround Principles.</p> <ol style="list-style-type: none"> 1. School Leadership – Ensuring that the Principal has the ability to lead the turnaround effort 2. School Climate and Culture – Establishing a school environment with a climate conducive to learning and a culture of high expectations 3. Effective Instruction – Ensuring teachers utilize research-based effective instruction to meet the needs of all students 4. Curriculum, Assessment and Intervention System – Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted 5. Effective Staffing Practices – Developing the skills to better recruit, retain and develop effective teachers 	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>(2) The LEA selects and hires a Principal with the necessary competencies to be a transformation leader.</p>	<p>6. Enabling the Effective Use of Data – Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture</p> <p>7. Effective Use of Time – Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning</p> <p>8. Effective Family and Community Engagement – Increasing academically focused family and community engagement</p>	<p>July 2014 – August 2017</p>
	<p>Principal Hector Montes came to the New Roberto Clemente (NRC) Community Middle School in the 2013-14 academic year with a solid track record as an urban elementary school Principal in Paterson. During 2013-14, he has demonstrated the necessary leadership skills to begin the transition of the school from a K-8 elementary school to a 6-8 middle school. He will be capable to further transition the school's performance and set high expectations for instructional practice and student growth over the next several years. He has demonstrated strong leadership skills in the area of school climate and culture and improving staff morale over the current academic year in NRC in addition to his previous year of service at another school in Paterson. This skill set will benefit the students and staff at NRC and he has the ability to strongly lead a middle school transition initiative. Mr. Monte's school wide vision encompasses research based leadership skills and a strong commitment to high standards which promotes success for all students. The Assistant Superintendent for Unit 1, Mr. Montes' direct supervisor and performance evaluator, expects student academic growth for the coming academic years. Similarly, Dr. James Corino - Mr. Montes' external coach from Seton Hall University for middle school transition and leadership - has indicated that the new principal has met the challenges of NRC "with an authentic and responsible spirit of concern, enthusiasm, and desire to improve</p>	

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

the climate and culture of the school” and that he has exhibited “Laser-like attention to the enrichment of teacher effectiveness and student learning” (Status Report Number One, 10/31/13). Dr. Corino also expressed the opinion that Mr. Montes has the capacity to “build a middle school experience that reflects the brightest possible future for every child” and “the vision necessary to transform [the] middle school” (10/31/13).

In concurrence with this professional evaluation, Mr. Montes has been viewed favorably by the surrounding community and parents and is an effective communicator. He has been able to unite parents around his leadership capabilities while his successors previously found it difficult to alleviate culturally- and racially-centered conflicts among the dominant demographic groups—blacks and Hispanic/Latinos. This is particularly important in a school that is used heavily by the community for athletic and cultural functions.

In addition to the grade level changes and school performance expectations, the school will also transition to a new overarching theme. NRC will become New Roberto Clemente School of Science, Technology, Engineering, Arts and Math (STEAM) starting in the 2014-15 academic year. NRC will be able to model previous efforts in STEAM education at two other District schools made possible by external grant funding. Therefore, a District support structure along with an existing collaboration with William Paterson University will be in place to facilitate the transformation. STEAM will allow for authentic inquiry-based learning, and students will benefit from a 21st century curriculum that coincides with their interests and behaviors. It also allows for the flexibility in teaching artistic expression and creativity in the context of scientific principles. The STEAM initiative aligns with a recently-

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
<p>(3) The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>announced District-wide vision for art and science that has been supported by the parents and community stakeholders.</p> <p>Middle school houses for each grade level will also be implemented in 2014-15. Each house will have dedicated instructors for general education, bilingual education and self-contained special education. Personalized student learning plans (PSLPs) will be utilized to facilitate student-driven college and career readiness, especially in the STEAM content areas.</p> <p>The District and school already have the makings of a transformation leader pipeline through existing actions at both the teacher and school administrator levels. Existing actions will be further developed and expanded upon during the SIG project implementation period. The following efforts to develop teacher leadership are planned for the upcoming academic year:</p> <ul style="list-style-type: none"> o Grade-span leaders are designated o Grade level team leaders at grade level meetings (GLMs) o Content team leaders at vertical articulation meetings (VAMs) o Professional learning community (PLC) leaders are designated o Teacher participation on the School Leadership Team o Two teachers pursuing a Supervisor/Principal certification and related higher education coursework/degrees <p>The following recently implemented actions by the school District will continue to support school administrators to develop into transformation leaders:</p> <ul style="list-style-type: none"> o Coaching is provided to Mr. Montes by a Seton Hall University faculty member who specializes in middle school transition and leadership o District Principals are offered coaching by the District's 	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>(4) The LEA creates the expectation that the Principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>Executive Director of Principal Coaching</p> <ul style="list-style-type: none"> o Coaching is provided to Vice Principals by school Principals regarding evaluation, feedback techniques, calibration of evaluation findings, data analysis <p>The Principal of NRC will adopt recommended LEA practices for the purpose of developing staff instructional capacity. In particular, NRC will run team meetings as described above to examine data and student work to inform future instruction. VAMs combined with other forms of team meetings will ensure an instructional continuum of increasing rigor as students move into higher grades while supporting instructional planning for the current year.</p> <p>Besides instilling a culture of teamwork, collaboration and shared responsibilities, building administrators will complete bi-weekly walk-through observations on staff in all content areas in all grade levels. Administrators will also collaborate with site-based supervisors to provide model instruction and effective instructional strategies. Professional development will be delivered through the team meetings or through individual plans on areas identified through walk-through data and teacher feedback.</p> <p>Besides overseeing existing personnel, the Principal will play an active role in filling new positions expected to boost the capacity for transformation starting in year one. These positions that are funded by SIG grant funds are: (1) reading specialist, (2) math intervention teacher, (3) teacher mentor of climate and culture, (4) teacher mentor of data analysis. These new positions along with the accountability and high expectations set for existing personnel are expected to facilitate student growth over the project's duration and beyond.</p>	<p>July 2014 – August 2017</p> <p>PD topics will be identified as needed</p>
---	---	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity – 2

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

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Priority School to implement that model beginning in the 2014-2015 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.</p>	<p>Paterson Public School District chose the Focal Point measurement rubric to be used by multiple observers. Staff was notified of the protocols in advance through newsletters, memos, handbook distribution and training meetings. The Mid-continent Research for Education and Learning (McREL) walkthrough observation tool is being used by the multiple observers for the calibration of observation data. In addition to McREL and the Focal Point rubric: the following describe the new Teacher and Principal and VP/AP evaluation system aligned with AchieveNJ and the TEACH-NJ Act:</p> <p>1. Teaching staff hired after August 6, 2012 will follow a four year and one day schedule to earn tenure status. The first year is designated as a</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>mentoring year.</p> <ol style="list-style-type: none">2. The District is following the NJ State recommendation for the number of observations for non-tenured staff, for both years 1-2 and years 3-4. For tenured staff the District has chosen to move from 3 short observations to 1 long and 2 short observations.3. Announced vs. Unannounced Classroom Observations: All long observations should be announced; at least 1 short observation must be unannounced.4. Co-observers (double-scored observations): All tenured principals/building lead administrators must have a co-observer present during 2 of their teacher observations. All non-tenured principals/building lead administrators must have a co-observer present during 4 of their teacher observations (2 for language arts, 2 for mathematics). The purpose of these co-observations is to support administrator professional development. The teacher receives 1 observation as a result of a co-observation.5. For tenured staff, 1 of the 2 short observations will have a pre-conference; the long observation for tenured staff will have a pre- and post-conference.6. Faculty must maintain a "Proficient" rating to sustain tenure (required).7. This overall evaluation rating combines the multiple measures of teacher practice and student growth. All New Jersey teachers earn one of four ratings: highly effective, effective, partially effective, or ineffective. All teachers receive individual professional development plans based on their	
--	--	--

TRANSFORMATION PROJECT DESCRIPTION

<p>LEA : <u>Paterson Public Schools</u></p>	<p>8. The Principal observes all teachers at least once per year. There are three evaluation cycles per year. The Principal may not evaluate all teacher practice rubric areas at one time, but will have completed a rating for all by the required annual deadline to be included in the summative evaluation rating.</p>	<p>July 2014 – August 2017</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>A rubric-based Teacher and Principal/Vice Principal/Assistant Principal Evaluation System have been adopted District-wide in accordance with the Statewide AchieveNJ Evaluation and Support system. The rubrics adopted by the District are as follows:</p> <p>I. Teacher Evaluation System rubric domains (performance standards) for instructional practice:</p> <p>A. Preparation for Instruction — Professional educators prepare for quality instruction using a comprehensive approach.</p> <p>B. Use of Data to Inform Instruction — Professional educators use assessment data to inform instruction.</p> <p>C. Instruction — Professional educators deliver quality instruction.</p> <p>D. Interventions to Meet Diverse Needs — Professional educators increase the probability of advancing individual student achievement.</p> <p>E. Classroom Environment--Professional educators establish a culture that is conducive to student well-being and learning.</p> <p>F. Leadership — Professional educators are responsible for professional growth and positive leadership.</p> <p>G. Professionalism — Professional educators have a responsibility to parents, students, the District, the public and to the education</p>	

Name of School: New Roberto Clemente

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>profession.</p> <p>II. Principal and Vice Principal/Assistant Principal Evaluation System rubric domains (performance standards)</p> <ul style="list-style-type: none">A. LeadershipB. The instructional programC. Staff developmentD. Effective managementE. Professional responsibilities <p>Any Principal, Assistant Principal, or Vice Principal who is rated ineffective or partially effective on his or her evaluation will receive additional support through a Corrective Action Plan (CAP). The CAP will include timelines for corrective action and clearly delineate responsibilities of the Principal versus the District in implementing the plan. Teachers rated ineffective or partially effective work with their principals to create a CAP with targeted professional development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of effective or highly effective.</p> <p>During the post-observation conference, evaluators will discuss the focus areas and provide meaningful feedback (Paterson's Praise and Polish policy). Evaluators will provide <i>ratings (not scores)</i> for the applicable standards (1-7).</p> <p>A walkthrough identifies and informs teacher practice in the areas of classroom environment, instruction, and student engagement. Trained administrators debrief with the teacher and provide meaningful feedback and recommendations to improve teaching and learning. Walkthroughs last up to approximately 10 minutes with a follow-up email, and walkthroughs must be evenly divided between the 1st and 2nd semesters. Six walkthroughs per year are required at a minimum.</p>	
--	---	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>NRC administrators calibrate evaluation observations and walk through observations after each observation period.</p>	
<p>3. The SEA and LEA document and provide training regarding the evaluation process.</p>	<p>The Paterson Public school district maintains a Department of Accountability which has overseen the district-wide transition to the Teacher and Principal Performance Evaluation system over the last two years through its AchieveNJ pilot endeavors. The entire district is now operating under the new systems during the 2013-14 academic year. Plans are currently being developed to roll out similar evaluation systems for certificated non-instructional staff and non-certificated staff on a district-wide basis for the 2014-15 and 2015-16 academic years, respectively.</p> <p>A series of guidance documents and training events were provided to all applicable staff during both pilot and district-wide implementations to ensure transparency and understanding the district's goals that align with the state-mandated AchieveNJ and the TEACHNJ Law. School administrators were trained on their own evaluation system and how it coincides with the responsibilities of evaluating instructional staff. Trainings for next year's implementation for non-instructional staff will be conducted during spring and summer 2014. The following goals have been the focus of training for principals and building administrators:</p> <ul style="list-style-type: none"> • <u>Goal 1: Common Language /Clear Expectations</u> The district has centered its attention on instruction by developing high expectations, and a platform for a common language of instruction, observation, and evaluation. Training has been conducted for teachers/administrators in developing strong teaching and learning objectives. Discussion and planning sessions regarding increasing the level 	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

of rigor in lesson planning are ongoing at the school and district level through vertical articulation and grade level meetings. Curriculum is being examined and in many areas realigned to meet 21st century learning expectations.

Goal 2: Accurate and Different Levels of Performance

A district-wide emphasis on daily Demonstrations of Learning (DOLs) helps teachers recognize “what students have learned”. Staff development at the district and school level has been conducted to allow for this process to be embedded in faculty practices. Performance Matters data and Renaissance STAR assessment results are uploaded and analyzed; interventions and understanding of performance levels are as individualized as possible to ensure student success.

Goal 3: Timely, Actionable, Data-Driven Feedback

Walkthroughs are conducted regularly in classrooms for the purpose of acquiring an understanding of “what good teaching and learning looks like.” This practice has helped to identify areas of noteworthy performance as well as identify the need for specific professional development connected to the indicators of the new teacher evaluation rubric. For the past two years, administrators and teachers have learned the value of feedback, and teachers have provided critical input regarding students’ needs.

Goal 4: Aligned and Targeted Professional Development

Professional development is at the heart of the new teacher/principal evaluation systems. Workshops for the new teacher evaluation tool have been conducted at the district level for teachers and principals, as well as in

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>the schools during grade level or faculty meetings. New regulations call for schools to create School Improvement Panels (ScIP), and provide tailored professional development to teachers, and mentoring to first year novice teachers. Each school has identified its ScIP, and discussions about their school's professional development needs are in progress. School-wide plans and School Improvement Plans (SIP) have been updated to reflect the needs of our teachers. Professional development is ongoing based on walkthrough findings and data analysis of student assessment outcomes.</p> <p>The school district has recently adopted a shift in how it trains building administrators by conducting small cohort trainings rather than large group sessions. This approach has proven effective to ensure meaningful discussion and understanding of the new evaluation systems. Using this approach, twenty-one (21) trainings have been conducted during the 2013-14 academic year for cohorts of Principals, Vice Principals, and Supervisors. Topics included training on the new teacher evaluation system, teacher observation tool, and summative scoring. Cohorts were selected according to groupings of schools. Small cohorts will continue to be used for future professional development trainings.</p> <p>The McREL walkthrough observation tool is being used by the multiple observers for the calibration of observation data. A multiple-observer process allows for: (1) a content-based or some other special observer to ensure fairness in instruction practice observations and (2) continuous training of observers who learn from others. Observers calibrate their judgments against those of their colleagues to ensure consistency of observation feedback that is given to a teacher being observed. One observer might not focus on a particular element of instruction during a classroom observation or walkthrough, or co-observers might interpret classroom observation data differently. Calibration of observation data supports</p>	
--	---	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>	
<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>The Department of Accountability and offices of the Assistant Superintendent continue to provide general ongoing feedback and support to ensure ongoing understanding of the new system. An environment of open discussion among school administrators and District-level administrators has allowed evaluations to progress with minimal disruption or uncertainty. The offices of the Assistant Superintendents in coordination the Department of Accountability ultimately assess the quality and usefulness of the evaluation systems on a periodic basis and will report back to building administrators through the open dialog to discuss any short-comings, new developments or recognized trends. Principals are encouraged to email the Accountability Department with questions. Responses are then shared with all school administrators in order to maintain transparency and fairness. Surveys from building administrators have been collected from recent training events and follow-up surveys will be developed to solicit feedback about the systems in action.</p>	<p>July 2014 – August 2017</p>
<p>5. The LEA monitors the evaluation process and reviews results.</p>	<p>The District monitors the evaluation systems to ensure timely evaluations, walkthroughs, meetings and support at the school building level. For example, the Assistant Superintendents and Department of Accountability will send reminders about deadlines for observations and walkthroughs to building administrators as needed. Evaluation and walkthrough narratives are monitored and representative examples are shared with all building administrators via correspondence or meetings.</p> <p>As the years advance under the new systems and the learning curve is eliminated, the Assistant Superintendents and Department of Accountability envisions a long-term goal of continuous coordination with the Departments Professional</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
	<p>Development and Assessments and Data to ensure that the systems facilitate student growth and staff support. Ultimately, the new evaluation systems are being utilized to develop practice in school building leadership and instruction. The recent changes in how the systems are administered reflect this thinking and drive the dialog between District and school. The web-based PD360 professional development program will be rolled-out District-wide in spring 2014. Training will be offered to building staff during 2014-15. In particular, PD360 will offer building administrators the ability to direct teachers to specific topics chosen from a vast database of videos and other resources housed on the website. PD360 will allow teachers to swiftly address needs for improvement identified during observations. An atmosphere of both evaluation and support of teacher and administrator practice is the overall goal of the District. All efforts related to professional development and evaluation systems are tied to this goal over the long-term. It will include a goal of raising proficient instructional practice to exemplary instructional practice. And struggling teachers will be offered flexible, prompt and domain-specific professional development. The Departments of Professional Development, Accountability and Assessment and Data will all work with building administrators and the SIG-funded teacher mentor of data analysis as needed to achieve professional development goals for struggling teachers as needed.</p> <p>The District has also set an expectation for schools to adhere to the following monitoring tasks on an ongoing basis:</p> <ul style="list-style-type: none"> • Bi-weekly walk-through and observation data is updated weekly to show trends • Principals promptly chart all observation data in order to calibrate amongst administrators • Principals, Vice Principals and/or Supervisors identify strengths and 	

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>weaknesses of staff and provide models, coaching, and opportunities for struggling teachers to observe exemplary lessons from teachers within building.</p> <ul style="list-style-type: none">• McREL is used to document professional meetings with staff to discuss student growth objectives (SPOs) or instructional practice.	
--	--	--

Date: April 1, 2014

Form S-7

Page 16 of 56

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity – 3

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

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	Decisions about incentives will be spearheaded by teacher-led PLCs dedicated specifically to incentives discussions. Teachers will use recommendations from stakeholder sessions to create a list of incentives such as mini-grants, supplies and interesting professional opportunities. Teachers will then determine the logistics of implementing incentives based on fair performance measures such as rubrics tied to student achievement, teacher attendance and participation.	Sept 2014 – June 2015 Sept 2015 – June 2016 Sept 2016 – June 2017
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	Incentive proposals will be reviewed by teachers in PLCs with stakeholders at SIG Implementation Committee (SIC) meetings. Representatives of the local teachers' union are expected to continue play an active role in all future meetings along with community-based external partners and internal representatives from the school and District administration. PLCs will be overseen by school administration as appropriate.	Sept 2014 – June 2015 Sept 2015 – June 2016 Sept 2016 – June 2017

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
<p>3. The SEA and LEA develop policies that facilitate performance-based dismissals.</p>	<p>The newly adopted Teacher Evaluation System and Principal and VP/AP Evaluation System will utilize an end-of-year summative rating according State legislation and AchieveNJ guidelines. This overall evaluation rating combines the multiple measures of teacher practice and student growth. All New Jersey teachers earn one of four ratings: highly effective, effective, partially effective, or ineffective. All teachers receive individual professional development plans based on their ratings. Teachers rated ineffective or partially effective work with their principals to create a CAP with targeted professional development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of effective or highly effective. After the first year, teachers who receive an ineffective or partially effective rating are required to have one additional observation, and multiple observers are required. If the teacher rating is not improved after two years of a CAP, a teacher will be dismissed from employment.</p> <p>Principals and VPs/APs risk dismissal as well according to the summative rating process of the AchieveNJ-based evaluation system. This summative end-of-year evaluation rating combines the multiple measures of Principal practice and student growth. All New Jersey principals earn one of four ratings: highly effective, effective, partially effective, or ineffective. To maintain tenure, all principals (regardless of hire date) have to continue to earn a rating of effective or highly effective. Any Principal, Assistant Principal, or Vice Principal who is rated ineffective or partially effective on his or her evaluation will receive additional support through a CAP. The CAP will include timelines for corrective action and clearly delineate responsibilities of the Principal versus the District in implementing the plan. After two years without improvement, the administrator will be dismissed.</p>	<p>Sept 2014 – June 2015 Sept 2015 – June 2016 Sept 2016 – June 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.</p>	<p>The District will adhere to the following procedures in order for recruiting and hiring high-quality teachers:</p> <ul style="list-style-type: none"> ○ Identify school need and available funding ○ Post for position ○ Interview certificated, as applicable, highly-qualified and high-quality teachers ○ Narrow the interview pool ○ Invite candidates to perform demonstration lessons to be evaluated by administrators and students ○ Select best candidate for school ○ Recommend candidate to Human Resources 	<p>July 2014 – August 2017</p>
<p>5. LEAs and schools provide targeted assistance to underperforming teachers.</p>	<p>The CAP as describe above will lead to one or more of the following forms of targeted assistance to ensure teachers improve instructional practice:</p> <ul style="list-style-type: none"> ● Outstanding instructional practice will be modeled ● Coaching ● Feedback on lesson planning ● Professional development training ● GLMs and VAMs ● Arrange for struggling teachers view exemplary teachers in action ● Site-based supervisors support content-specific instructional practice 	<p>Sept 2014 – June 2015 Sept 2015 – June 2016 Sept 2016 – June 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity -- 4

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>Professional Development Model</p> <p>Teachers and administrators of NRC expressed through focus groups, surveys and during the needs assessment process that there is currently a lack of job-embedded professional development that is relative to the specific needs of their school environment and instructional capacity. To address this need Principal Hector Montes, in collaboration with the District Site-based Supervisors of English Language Arts, Mathematics, Bilingual and Special Education will provide research-based, job-embedded professional development to instructional staff. Research from the Intercultural Development Research Association (IDRA) states, "An effective professional development program provides opportunities for participants to learn about research-based best practices, use data on children and parents in designing instruction, witness effectiveness</p>	<p>Sept 2014 – June 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

<p>LEA : <u>Paterson Public Schools</u></p>	<p>Name of School: <u>New Roberto Clemente</u></p>	
<p>through models and examples, use and reflect on practice, design instruction and the management of instruction, share and form accountability networks with other personnel, and evaluate and be accountable for what happens in the classroom.”</p>	<p>NRC will continue to implement the NJDOE-sponsored Positive Behavior Support in Schools (PBSIS) Model. NRC has formed a Universal Team consisting of various administrators, instructional staff and support staff members throughout the building. Teacher and administrators are currently participating in a pull-out professional development model where the Universal Team attends professional development sessions on implementing specific strategies in the school that promote a positive school climate by teaching and reinforce a consistent set of behavioral expectation of oral students, staff and settings school-wide.</p>	<p>Social/Emotional PD Sept 2014 – June 2015 Sept 2015 – June 2016 Sept 2016 – June 2017</p>
<p>The needs assessment results spoke to an overwhelming need from parents and teachers to provide additional emotional and social supports in the classroom environment. Principal Montes has recognized the need and proposes to implement additional professional development for teachers to 1) prevent classroom disturbances and disruptions that are avoidable from occurring and 2) equip instructional staff with strategies to handle behavioral problem efficiently and effectively. The goal is to reduce the amount of office referrals by keeping students in the classroom where the learning occurs. This can be accomplished by building the teachers’ capacity to handle behavior disruptions with effective strategies that are resolved quickly and in a positive manner.</p>	<p>Principal Montes will be seeking an external partnership with a provider for the above professional development services. To kick off this initiative, all teachers will participate in a ½ day professional development on managing difficult</p>	

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente
	<p>behavior in the classroom. The goal of this professional development session is to provide teachers with the foundational positive behavior modification strategies that they can begin to implement immediately, whether they are a veteran teacher or a first year teacher. This professional development model will continue with one-on-one coaching with teachers in the classroom where behavioral disturbances occur and will provide additional support with the foundational positive behavior modification strategies that were taught to teachers are the ½ day professional development session. A mid-year behavior planning workshop will occur and then will be followed by more one-on-one coaching. In addition to the professional development offered to teachers, Principal Montes has also identified a need to include parents and provide them with strategies to reinforce at home. This will occur by offering parents the opportunity to attend bi-monthly professional development sessions also provide by the external partner. This will ensure that students are receiving the same message at home and at school when it comes to positive behavior modification strategies.</p> <p>Moving forward to Year 2 and Year 3 of SIG Implementation, the external provider partnership on the emotional/social classroom strategies will be evaluated for effectiveness and data will be analyzed in hopes of demonstrating a reduction of office referrals, suspensions and classroom discipline incidents. Based on the outcome of the evaluation, the external provider will identify specific teachers who are in need of additional professional development and begin to decrease services to those teachers who are demonstrating effective use of the behavior management strategies. This may have an impact on the amount of services that is needed from the external provider.</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Differentiated PD Based on Teacher Experience, Expertise, and Student Data that is Provided in the Classroom	
<p>The Site-based Supervisors will provide content specific professional development, model lessons and conduct observations and walk-throughs. Observations and walk-throughs include providing “praise” and “polish” for the teachers where strengths are commended and actionable steps are provided for weaknesses. The Site-based Supervisor’s role is to improve the instructional practices in the classroom by providing the teacher with resources, suggestions for improvement, and co-teach/model expectations for instruction leading to an environment that is focused on delivering quality instruction and is aligned to the learning needs of each student.</p> <p>Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the Site-based Supervisor. Job-embedded professional development is provided by the on site supervisor. This leaves the opportunity for relative feedback and reflective discussion.</p> <p>Additionally, the Site-based Supervisor will give guidance and model effective data analysis and application to differentiating targeted classroom instruction. Through analyzing student achievement data, the teacher in collaboration with the Site-based Supervisor, will build skills needed to differentiate instruction based on student need. The focus of the Site-based Supervisor will shift based upon the needs of the students and teachers.</p> <p>NJDOE State Turnaround Coach</p> <p>The NJDOE will assign a State Turnaround Coach (STC) based out of the Regional Achievement Centers (RAC). The STC will provide additional support</p>	<p>Site-based Supervisors July 2014 – August 2017</p> <p>State Turnaround Coach</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>	
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>Equipping Teachers with the Competencies Needed to Apply Evidence- and Standards-based Practices Effectively</p> <p>Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Research from IDRA states, "Teachers must be provided opportunities to adapt and practice newly-learned skills in their context. Teachers also must be provided opportunities to reflect on the impact of new knowledge and skills on children's academic achievement and on the feedback that mentors and coaches provide them." Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The Site-based Supervisor will leave the teachers with "next steps" and a skill or strategy to work on or reflect on for the next visit.</p>	<p>July 2014 – August 2017</p>
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>High Levels of Teacher Practice Implementation</p> <p>The District and the leadership of NRC will define high levels of implementation of practices for effective teaching and learning that will ensure school reform. Based upon the Aligned Instructional System Strategic Plan, teachers are expected to accomplish the following: 1) develop lesson objectives that are tied to the curriculum guide, 2) teach objectives according to district pacing guidelines; 3) participate in Grade Level Meetings, teacher study groups and shared planning times; and 4) utilize the District's assessment database system, <i>Performance</i></p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p><i>Matters</i>, to assist teachers and school leadership in the data mining process.</p> <p>Monitor Changes in Teacher Practice and Student Outcomes</p> <p>The implementation of these practices will be monitored by the principal of NRC, who will track the school's regularly scheduled program planning and curriculum design periods. The leadership of NRC will also monitor teacher practices through classroom observations and walk-throughs, and will review student outcomes using the District assessment database, <i>Performance Matters</i>. <i>Performance Matters</i> will allow Principal Montes and his instructional coaching team to evaluate individual student outcomes using quarterly benchmarks.</p>	
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>Grade Level Meetings, Vertical Articulation Meetings and Professional Learning Communities</p> <p>The District and the leadership at NRC will promote a professional learning communities environment and a school culture of continuous learning through the formation of grade level meetings, vertical articulation meetings and professional learning communities. According to research from the McREL, "Schools should be learning communities - not just for students, but for teachers, administrators, and staff members." Grade level meetings and vertical articulation meetings will include such topics as curriculum, student data analysis, professional development, classroom management strategies, and other instructional or management challenges. The meeting will also provide additional opportunities for the school to develop a pipeline of leadership by designating a teacher leader for the grade level meetings, vertical articulation meetings and professional learning communities. These meetings will provide an opportunity for the collaborative atmosphere that teachers expressed desire for through the needs assessment.</p>	<p>GLMs, VAMs, PLCs</p> <p>Sept 2014 – July 2015</p> <p>Sept 2015 – July 2016</p> <p>Sept 2016 – July 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>Principal Montes will also provide opportunities for teachers to participate in Professional Learning Communities (PLCs). The PLCs will meet above and beyond the normal school hours and the findings of the PLCs will be shared with all staff at grade level meetings, vertical articulation meetings and the bi-weekly professional development sessions. Principal Montes has identified the following topics for the PLCs and may elect to add additional topics depending on the results of NJASK 2014.</p> <ul style="list-style-type: none"> • Teacher and Student Incentives • Utilizing Data to Drive Instruction • STEAM Curriculum Development • Differentiating Instruction to Meet Student Needs 	
	<p>SIG Summer Leadership Academy The NJDOE will facilitate a SIG Summer Leadership Academy in which the school administrators and the SIG Supervisor will attend. The purpose of the SIG Summer Leadership Academy is to <i>address the extensive change, commitment, and activities required to fully implement one of the SIG models</i>. SIG Leaders will exit the SIG Summer Leadership Academy with <i>additional learning, development, and networking opportunities needed to fully support effective SIG model implementation</i>. The training will directly align SIG implementation to the 8 Turnaround Principles.</p>	<p>Leadership Academy July/August 2014</p>
	<p>NJDOE Professional Learning Communities The NJDOE Professional Learning Communities (PLCs) will be a continuation of the NJDOE support initiated during the SIG Summer Leadership Academy. Paterson SIG leaders will have the opportunity to maintain the networking relationships that began during the Leadership Academy and have conversations</p>	<p>July/August 2015 July/August 2016</p>
		<p>NJDOE PLC</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
	<p>on what is working at their respective schools and how leaders were able to overcome challenges. Best practices will be highlighted and SIG partnerships will be reinforced. The PLC meetings may occur through <i>live and remote interactions</i>.</p>	<p>July 2014 – August 2017</p>
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p>	<p>Evaluation System for Professional Development Providers</p> <p>The District has developed a system to evaluate the PD providers and select only those considered to be of the highest quality. The District convenes the Curriculum Writing and Professional Development Evaluation Committee. The function of the evaluation committee in any procurement is to make recommendations regarding vendors to the District Superintendent. The decision is based upon an objective and independent analysis of the proposals received, which is based upon the evaluation criteria contained in each Request for Qualifications (RFQ). To begin the process, members of the committee are briefed on the overall evaluation process and are given a set of expectations regarding their participation on the committee. Next, a point score methodology is used to quantify numerically both objective and subjective factors relative to each evaluator's findings and conclusions. Bidders are evaluated on how well they met the criteria outlined in the RFQ, as well as their clear indication of past experience with positive outcomes. Once all proposals are screened, the District creates a list of qualified PD providers, from which each individual can select to meet their school's PD needs.</p> <p>The District will issue an RFQ and embark on the evaluation process for a university partnership, or equivalent of, in providing job-embedded standards- and evidence-based professional development for instructional staff and administrative staff. Included in the RFQ will be the above mentioned desired components such as the teacher and administrative study groups, two weekly hours of job-embedded professional development for every teacher, the</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : **Paterson Public Schools**

Name of School: **New Roberto Clemente**

	<p>establishment and guidance of grade level meetings, and the assignment of a team leader to each school to coordinate professional development with the principal and staff. The RFQ will also require that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders will participate on the evaluation committee to select the university partnership, or equivalent of, to provide the professional development such as school leadership, instructional staff, district representatives, and community members.</p> <p>The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative and summative assessment data. The District SIG Supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies.</p> <p>Ultimately, summative and formative student achievement data will be the indicator as to whether the professional development had a positive impact. McREL research states, "Student performance data should be used to measure whether changes in teaching practice have improved student achievement?". Teacher feedback about professional development providers will constitute a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys will also guide the direction of professional development.</p>	
--	--	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>Transformation SIG Required Activity -- 5 Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p>		
<p>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.</p>		
<p>Evidence of Implementation Indicators</p>	<p>Implementation Description</p>	<p>Timeline</p>
<p>1. The SEA and LEA secure funding for long-term program sustainability.</p>	<p>SIG funds will be leveraged to provide resources and build the capacity of administrators and teachers. Long-term stability of the school at a high-quality level is a priority of the district. While some of the proposed project components are thought to jump-start transformation within the three-year project term, additional funding will be sought to continue certain project components that require sustained implementation.</p> <p>Certain SIG components, such as extended instruction, will be complemented by existing academic and school community supplements – such as the Full Service Community Schools and 21st Century Community Learning Center programs - which provide activities with integrated focus on academics, health, social services, youth development, and family engagement. This programming is currently funded by Federal grants; however, these will be lasting initiatives at NRC whether funds are garnered through grants, partnerships or district budget.</p> <p>Another permanent resource that will sustain certain components of the proposed transformation program are the Title-funded site-based supervisors. These positions</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>require no SIG funding and will provide support for ongoing site-specific organization, evaluation, and implementation of theme-based learning in collaboration with the SIG supervisor, the school principal, parents, community, and service organizations.</p> <p>Additional locally funded positions, such as the Supervisor and Director of NCLB, will work to facilitate and support school improvement efforts, especially as these efforts relate to stakeholders and additional networking resources – such as community groups, non-profit organizations, and institutions of higher learning – that would serve to sustain programmatic components.</p>	
<p>2. The SEA and LEA ensure that students have equal access to high-quality teachers.</p>	<p>Teachers and other staff will undergo a screening process aligned to district policy in hiring highly qualified content area teachers as identified by the state and NCLB requirements. Staff is expected to but into the new mission and vision set for the school under the SIG designation. The screening process for new teachers - plus a high expectation set for all teachers to improve - will ensure students have equal and continued access to high-quality staff.</p>	<p>July 2014 – August 2017</p>
<p>3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.</p>	<p>Teacher participation in group activities will ensure long-term involvement and success with regard to continuous improvement of instructional practice. Implementing collaborative teams is a primary engine of our school improvement efforts. Teachers will be granted time to collaborate through PLCs, GLMs, VAMs, grade-span meetings and the Leadership Team. Their continued participation will become an investment that ensures continued instructional leadership over the long term. Rather than working in isolation, teachers will gain focus and parameters from collaborations, they will have an effective process that involves following guiding questions. The collaborative structure will also provide training, resources, and support for overcoming difficulties while developing common outcomes, writing common assessments, and analyzing student achievement data. The team structure will allow</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>for praise, polishing and discouragement of poor work practices from peers and celebration as they progressed.</p>	
<p>4. The LEA delegates leadership to principals, instructional program leaders, and administrators.</p>	<p>As an experienced leader during transition, Principal Montes along with administrative staff members will be provided the needed flexibility and autonomy required to transform the school. This will include autonomy over the school budget, scheduling, professional development staffing and supplemental curriculum. At the next rung, SIG funded instructional program leaders – reading specialists, teacher mentors of climate/culture and data analysis – other instructional personnel and the site supervisor will also share in leadership capacities. In addition, teachers in their chosen field of expertise will be expected to model 21st century teaching and turnkey best practices throughout the school as needed.</p>	<p>July 2014 – August 2017</p>
<p>5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.</p>	<p>The Executive Director for Principal Evaluation and Coaching will provide assistance to the Assistant Superintendent for Administration with evaluations and in performing supervisory responsibilities pertaining to the principal's leadership and management development. The function of this office is to provide coaching for the principal in order that she may build her capacity as the instructional leader of the school. This coaching supports both the principal and assistant principal in job-specific leadership components related to issues such as personnel decisions, staff evaluation, effective instructional practices, school climate, school safety, and the use of data-analysis to drive the instructional and administrative model. Additionally, the Director of Professional development is charged with working cooperatively with District staff in the planning and organization of development activities for all relevant personnel – this will include all District teachers and administrators working intimately on the NRC SIG program.</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

<p>6. The LEA includes non-monetary incentives for performance.</p>	<p>In all stages of proposal development and program planning – various stakeholder groups have identified specific incentives that will facilitate effective teaching, administration and learning under the proposed initiative.</p> <p>Planned incentives for teacher performance as it relates to goal setting, student achievement and attendance include the provision of special supplementary educational materials, tools, and resources for the classroom; opportunities to participate in special conferences, design and lead field trips, execute creative projects; and opportunities to garner greater leadership responsibilities both within the SIG program and beyond.</p> <p>Student incentives - based on attendance, academic performance, behavior and citizenship - are to include monthly breakfasts, quarterly luncheons, and an extended theme-specific (STEAM) field trip. Other more regional field experiences – also connected to the theme of STEAM - will include the Sony Wonder Technology Lab, New York Hall of Science, Bueler Challenger and Science Center, Jersey Explorer Children’s Museum, Montclair Art Museum and the Marine Mammal standing Center.</p>	<p>Sept 2014 – June 2015</p> <p>Sept 2015 – June 2016</p> <p>Sept 2016 – June 2017</p>
---	---	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity – 6

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>With a dedicated Assessment Department and a SIG-funded Teacher Mentor of Data Analysis assisting relevant program personnel with instruments of assessment and evaluation of student needs, the school and LEA are well equipped to effectively utilize the following data systems to implement systematic instructional change:</p> <p><i>Performance Matters:</i></p> <p>This organization provides best-in-class products and services for K-12 education. As with so many districts across the country, Paterson uses the <i>Performance Matters</i> ADMS platforms, which link student and educator data. These data are used to drive the decisions made by teachers, administrators, board members and parents to improve student learning and educator performance. The system provides interactive, easy to use, reporting and analytics. All data and charts are consistently color coded which makes analyzing the results intuitive. The reporting system is very comprehensive, offering nearly 100 unique reports “out of the box.” All reports have advanced filtering and</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>
	<p>comparative information. Any relevant question regarding student, teacher, school or district performance can be answered quickly within the system.</p> <p><i>Performance Matters</i> correlates and analyzes performance data from multiple sources, and turns that data into actionable information to improve instruction and student learning. On one screen, educators can easily compare historical data such as state test scores with current data such as local assessments. With this information, educators can evaluate student progress toward grade-level standards and analyze student growth over time. During the 2012-13 school year, <i>Performance Matters</i> loaded New Jersey's model curriculum and unit assessments into the ADMMS. In addition to viewing students' scores, the entire assessment or individual questions and the specific standards to which they are attached can also be viewed. Using the ADMMS, Paterson teachers administer the six-week formative assessments. Using the online scoring option, <i>Performance Matters</i> immediately scores and grades the student tests, and makes the data available for use in the classroom and at the school and district levels. The process is fast and much more convenient for teachers because the data is immediately available for analysis.</p> <p>In addition, the instructional staff and school administrators also have access to STAR Assessment data systems. The Renaissance Learning STAR Assessments are utilized in grades K-12 for reading and grades 1-12 for math. There are three assessments, which are given three times a year (fall, winter, and spring), and provide important diagnostic information on students' strengths and weaknesses. The data informs district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers can access personal learning plans for each student and individualize learning goals as well as lessons for all students. There are three STAR assessments. STAR Reading is given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assesses questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>Analysis, Statistics, and Probability. All three tests are computer-based and take approximately fifteen minutes to administer. After administration, teachers have immediate access to scores. The data analysis system will allow the teachers to disaggregate the data and access reports tailored to drive their instruction.</p>	
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>The previously described systems – especially <i>Performance Matters</i> – provide school leadership and instructional staff with a comprehensive assessment of each student’s academic proficiency on both the summative and formative levels. Through this system data is disaggregated to identify problems and opportunities to improve instruction. It is further utilized by teachers to work with the Teacher Mentor of Data Analysis and the District’s Department of Assessment, Planning, and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards, and other potential sources of performance information.</p> <p>In addition to the teachers’ and school leaders’ ready and instantaneous access to these systems, data is provided to other vital groups through other useful formats.</p> <p>NJASK - Individualized Student Report (ISR):</p> <p>This is a two-sided report, produced in grade and alphabetical sequence for students within a school. An ISR is produced for every student record. Two ISRs are printed and shipped to the home/sending district for each student record: one for the student’s permanent folder after the results are analyzed, and the other for the student’s parent/guardian to be shared in a manner determined by the local district. If a student takes the Spanish version of the NJ ASK, four copies will be provided: two in English and two in Spanish. The ISR presents a student’s performance in each content area, indicating the extent to which the student meets or does not meet the State proficiency standards. Scores are provided for each cluster to identify particular areas of strength or areas in which the student needs improvement. When applicable, the ISR will also indicate why a student does not receive a scale score for a content area. The report also</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>indicates the date of test administration and the date that report itself was printed.</p> <p>STAR Parent Letter - Parent Report: This report provides teachers with an informational report to give to parents. This letter provides details about each student's progress. It also provides instructional suggestions that parents can do at home with their child to improve on their scores.</p> <p>School performance will be conveyed by the District to school administrators in a timely manner through a rating system that incorporates the average school-wide SGO scores combined with the median SGPs received from the state reports. Aggregated classroom observation data will be made available at all times to school and district administrators through the McREL tool and summary reports generated by McREL sent to the schools by the District Department of Accountability.</p> <p>For the start of the 2010-2011 school year, the District developed and implemented an Aligned Instructional System for grades K-12 that includes: textbook alignment, instructional alignment, alignment between state standards and enacted curriculum, and curriculum alignment. This system was developed to ensure that the District adequately delivers the Common Core Standards in Language Arts, Social Studies, Science, and Mathematics.</p> <p>Key indicators of success for the Aligned Instructional System are whether or not lesson objectives and instructional strategies demonstrate knowledge learned; and whether or not teachers in K-12 ensure instruction enables students to pace their learning to realize grade level/course expectations.</p> <p>The District will work closely with school leadership in order to ensure that teachers receive appropriate professional development to meet the District's and school's expectations for comprehensive instructional programming. The District will review</p>	<p>July 2014 - August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
	<p>curriculum alignment concepts with school leadership and refine walk-through tools to include specific indicators and rubrics for curriculum implementation. The district will also work with school leaders to develop a student progression plan that outlines what students should know and be able to do at each grade level.</p> <p>The District will empower Principal Montes to provide staff development around instructional practices associated with Balanced Literacy, Managed Instruction and other models used in the school. Staff will receive training in curriculum and instructional alignment and will be coached on how to use the student progression plan to ensure student promotion. Site-based supervisors will work one on one with teachers on how to collaborate effectively with parents so that they will understand and support student progression planning, and they will provide individualized feedback to teachers after classroom visits and Learning Walks. For teachers requiring additional support aligning instruction with standards and benchmarks, Principal Montes will implement procedures for increased observation – on a weekly basis – in addition to extra feedback and coaching.</p>	
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The collaborative nature of the horizontal and vertical articulation meetings will allow teachers to analyze data for trends and explore possible methods for how to address the trends. Building administrators will also present analyses and reports to the meetings for further consideration and discussions. If trends are positive, teachers will discuss the corresponding successes in instructional practice that may have led to the trends. Factors unrelated to instructional practice may also be discussed such as support services, family life, and other environmental factors. Specific students and groups of students will also be discussed at PLCs to ensure consistency or adaptations in instructional practice across content areas. Administrators will use the results and discussions about trends to inform calibrations for upcoming observations and identify professional development needs.</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools	Name of School: New Roberto Clemente	
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>Student achievement data garnered and benchmarked through the previously identified methods and through classroom observation will be the driving force for changes in instructional practice and day-to-day activities at the school. The collaborative teacher meetings as described previously will provide the needed venue. Teachers and administrators will meet to discuss data and use the findings from the data to drive instruction. They will also meet through horizontal and vertical articulation. It is beneficial for teachers and administrators to meet in both ways in that teachers need to be aware of the standards their students are to meet before being promoted to the next grade so that they are well prepared. Through these processes, teachers will derive both support and accountability from administrators and peers. Administrators will be continuously aware of changes in student achievement data so that they may provide support to assist the teachers if needed to allow students to reach the goals set for them. SGOs will be continuously monitored with tools like Renaissance Learning and other methods. Administrators will review classroom evidence during pre- and post-observation meetings and walk-through summaries along with student achievement data. Both will drive a plan for improvement in instructional practice.</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity – 7a

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.</p>	<p>The project team responsible for SIG program design – including the school principal, assistant principals, and various administrators – has considerable experience in both the comprehensive study and successful implementation of evidence-based practices to provide increased learning time. In addition, the school administration already has experience in transforming a K-8 school to a middle school. In preparation for instituting increased learning time at Schools 4 and 10 the District utilized a multitude of sources – including the practice guide entitled “Structuring Out-of-School Time to Improve Academic Achievement.” In the years that have followed the implementation of school days extended by 75 minutes and school years extended by three weeks at Schools 4 and 10. District personnel guided the SIG process have become intimately familiar with this practice and are well versed in the challenges that must be overcome, the logistics of curriculum design, and the comprehensive supports for teachers, students, administrators and families that must be put in place.</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>	
<p>2. The LEA identifies community needs and partnership opportunities.</p>	<p>The NRC school program will build upon this success by presenting another true school day and school year extension that offers a wide variety of theme-based courses and field learning experiences, with a goal of motivating middle school students to attain the path to college and career readiness in high school.</p> <p>In preparation for the school SIG program a wide array of focus group meetings, surveys, and stakeholder gatherings were orchestrated, along with the comprehensive needs assessment and Quality School Review (QSR) attached to this document. All reflected the need for bringing the consistency and focus to learning and instruction that is impeded by the factors outlined above. Additionally, these groups – students, parents, teachers, administrators, consultants, local non-profits, and other community based organizations all made note of at least two or more of the following items – student hunger and lack of quality food, physical violence and safety concerns, lack of resources for parents, and lack of content-focused professional development for teachers -- as factors detracting from effective education at NCR. Particularly poignant in the <u>student focus group</u> and survey responses was the following feedback:</p> <ul style="list-style-type: none"> • Many students indicated a need to take care of younger siblings after school—a possible indicator of socio-economic need and parental support programs. • To the question outside interested and activities, most students answered “arts and computers/technology.” This supports the STEAM education theme selected for the school. • To the question of whether or not NCR is safe, 30% of students responded in the negative, and many reported issues with bullying and fighting -- both indicative of environmental (school, family, community) issues that need to be addressed. <p>Parent and teacher surveys and focus groups – in addition to running administrative</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>observations – spoke loudly to the need for both parent and community involvement in the educational process, with only 17% of teachers responding that parents, guardians, and community groups have any meaningful involvement in the academic process at NRC.</p> <p>In recognition of community needs and partnership opportunities, the District sought and garnered two competitive federal grants (the Full Service Community Schools & the 21st Century Community Learning Center grant programs). These initiatives provide significant extended day academic intervention, parent resources and information seminars, ESL, Spanish and Fashion Clubs, dance, yoga, character education, STEM and academic supplements such as art and cooking/nutrition. The efforts are supported by one main partner – St. Paul’s Community Development Center. The SIG funded Teacher Mentor of Climate and Culture is projected to work with the staff and coordinate the efforts aimed at ensuring a safe and supportive school climate.</p>	
<p>3. The LEA allocates funding for extended-learning programs.</p>	<p>Through the SIG, funding would be allocated to fund 300 hours of extended learning, with stipends for administrators, teachers, instructional assistants, secretaries, security, custodial staff, and parent coordinators. 100% of school staff will be required to participate in the proposed extended-learning program. Starting on the first day of school for students, the school day will be extended by one hour and fifteen minutes, resulting in the addition of 225 hours to the students’ learning experience. The school year will be extended by approximately 75 hours with the addition of three week of instruction. A Memorandum of Understanding is in process with the Paterson Education Association (the local teacher’s union) that will memorialize the extended learning timeframe. Paterson Public Schools has collaborated with the teacher’s union on the design of the extended learning experience and have successfully executed a</p>	<p>September 2014 – July 2015</p> <p>September 2015 – July 2016</p> <p>September 2016 – July 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Memorandum of Understanding for our other SIG Schools from 2011 – 2014.

The following extended learning programs will be implemented by instructional staff with professional training and model curricula provided by external partners and vendors:

- The Middle School University (for teachers of grades 6-8 only) – A university partner will develop enrichment programs centered on pre-college curricula to inspire students and develop key skills for college readiness while improving student performance growth. The programs will be integrated into the school day during designated regular times to set an expectation for students. Teachers will implement the curriculum after receiving professional training from the partner and planning. The Middle School University is expected to be conducted 2 days per week with four unique courses per grade level (one per marking period). Occasional field trips will enhance student experiences and provide an incentive to students. The Middle School University initiative will provide a natural progression for those students transitioning to the pre-college offerings of STEM at JFK High School, PANTHER (Science Academy) and School of Information Technology at EHS High School.
- Struggling students will receive intervention classes in ELA and Math during the other 3 non-University days per week while on-grade level and high achieving students will be offered additional classes in technology.
- Additional partnerships with theme-based high schools will be developed. Junior and senior HS students will come to the elementary school and provide peer mediation and team building activities. Students will primarily be recruited as mentors from student government associations and ROTCs in from District high schools.

In addition to SIG funds, the district would continue to allocate funding to operate the

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>Full Service Community Schools Program. Beyond the FSCS, the district operates the 21st Century Community Learning Centers at various school locations. This program connects community-based organizations with local schools to provide academic enrichment opportunities for children – particularly students who attend high poverty and low-performing schools – in core academic subjects in order to meet State and local achievement standards.</p>	
<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>As previously indicated, the district utilizes partnerships to facilitate both the Full Service Community Schools and 21st Century Community Learning Center programs. The District charges school leaders and program administrators with the responsibility and leadership for developing and sustaining said relationships Current partnerships at NRC for these programs and for general community support of school initiatives include: Paterson Public Library (book mobile and classes), St. Paul's Community Development Corporation, Creative Cooks, Kula for Karma (yoga), Catholic Families (parent workshops for special education, intervention and referral, and immigration) Community Services, William Paterson University, Girl Scouts, Boy Scouts, and Boys & Girls Club of Paterson and Passaic. Community partnerships are further supported by the revitalization of the previously defunct School Action Teams, which are comprised of members from civic organizations, parents, administrators, teachers, business owners, and faith based organizations. This group of 23 individuals meets regularly to evaluate and provide feedback for SIG leaders and other administrators on the School's strengths, weaknesses, threats, and opportunities.</p>	<p>July 2014 – August 2017</p>
<p>5. The LEA provides PD to ensure that extended-learning programs are aligned</p>	<p>Principal Montes will have autonomy over scheduling and will be able to add learning time throughout the school day. The additional time will provide for meaningful connections to the school theme of STEAM. She will also build-in the necessary professional development into the schedule as much as needed to support the added</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u> with the school curriculum	Name of School: <u>New Roberto Clemente</u>	
<p>6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.</p>	<p>instructional time. Professional development will be required to assist teachers with linking the enrichment activities to the existing school curricula. The enrichment must supplement the current curricula by adding inquiry-based lessons, culminating projects and other manipulatives so that all learning styles may be addressed to facilitate academic growth. Both introductory professional training and ongoing support and evaluation with teachers will be implemented by external partners in order to facilitate instruction around the extended learning activities (described in section #3 of Activity 7a above).</p> <p>Current data sets have already been compiled that will be used as baselines for comparison against data collected during year 1 of the NRC SIG program. These include a wide array of assessment data, stakeholder survey responses, attendance and discipline information, and climate and culture data.</p> <p>The Teacher Mentors of Data and Climate and Culture, along with the Assessments department, will assist in the comparison of the established baseline data sets and the newly collected data as various sets become available. At the outset benchmarks will be set and progress will be assessed on a monthly basis for data such as attendance and discipline, while other sets (such as classroom assessments and standardized testing) will be evaluated less frequently).</p> <p>Personnel charged with responsibility of program oversight will meet regularly with the goal of utilizing results of progress assessments to guide adjustments to delivered programming and professional development as they are deemed necessary.</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity -- 7b

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

Implementation Guidance

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

Evidence of Implementation

Indicators

1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.

Implementation Description

The English Language Arts program utilizes a Workshop Model following the format of "I Do-We Do-You DO." Inquiry-based discussion in the form of Accountable Talk is encouraged for approximately 90 minutes a week. Additionally, all curriculum guides and resources for ELA have been updated to align with the Common Core State Standards and the NJDOE Model Curriculum. Resources have been realigned and/or newly purchased to provide students with the opportunity to engage with complex texts and allow teachers to provide students with text-dependent questions based on complex and engaging texts. The infusion of additional non-fiction materials have also been added to the curriculum in grades K-8 and allow students to get familiar with the strategies and skills necessary for navigating more rigorous instructional material. Grades 3-8 have added and realigned novels to match the text complexity levels set forth by the CCCSS. All grades K-8 have incorporated reading units from the Institute for Learning, which allow students to work with high interest rigorous text and engage not only in tasks, but also discussions

Timeline

July 2014 – August 2017

TRANSFORMATION PROJECT DESCRIPTION

<p>LEA : Paterson Public Schools</p>	<p>Name of School: <u>New Roberto Clemente</u></p> <p>around the text to encourage critical thinking. The ELA program incorporates both interdisciplinary connections and technology experiences in the forms of digital resources and aligned non-fiction text to literary text to allow students to make connections between content areas as well as preparing them for college and career.</p> <p>The Common Core State Standards (CCSS) build on the highest state standards in the United States, defining the knowledge and skills students need to succeed in college and careers and increasing our expectations to the level of other high-performing countries. A higher bar for students means a higher bar for our schools, which will have to make changes in how they approach teaching and learning. Educators will need to study the grade-level progressions of the standards deeply and understand the key shifts in teaching they require. (<i>The Aspen Institute</i>)</p> <p>In conjunction with this philosophy, the Department of Mathematics has devised and successfully completed a professional development plan based on unwrapping the Common Core Standards and the NJDOE Model Curriculum.</p> <ul style="list-style-type: none"> • Understand the connections to standards within and across grade levels • Identification of assessments and performance tasks in the unwrapped standard • Review of Depth of Knowledge and Blooms Taxonomy to increase rigor. • Identify instructional strategies associated with each standard at each grade level • Lesson planning using the Understanding By Design model • Continue to unwrap standards to identify skills and see the relationship of the curriculum map to the unit assessments. 	
--------------------------------------	--	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<ul style="list-style-type: none"> • Implementation of PLC at the school level to do the work • Formative assessment development • Text complexity bands and choosing cognitively demanding complex tasks <p>In addition to these recent developments, a change in school focus is proposed for the start of the 2014-2015 academic year. Under the new focus, curricula across all subjects have been developed around a theme of STEAM education. STEAM content and activities will integrate with existing curriculum and fall in alignment with a recently-announced District-wide vision for art and science that is supported by the parents and community stakeholders. Student incentives such as field trips will help motivate students and parents towards the new theme and build confidence for student growth.</p> <p>Middle school houses for each grade level will also be implemented in 2014-15. Each house will have dedicated instructors for general education, bilingual education and self-contained special education. Personalized student learning plans (PSLPs) will be utilized to facilitate student-driven college and career readiness, especially in the STEAM content areas.</p>	
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and</p>	<p>As previously elaborated, the Full Service Community School Initiative provides a platform for effective partnership in the community, with the St. Paul's Community Development Corporation (CDC) serving as the primary partner -- including in-school representation operating as contact point for those receiving services. St. Paul's has years of experience in partnership with non-profit and government entities, assisting in delivering services in a broad range of areas including homelessness, adult education, workforce development, parenting, nutrition, healthcare, advocacy, affordable housing, human services, and Head Start. School administrators will continue to identify key roles for the St. Paul's</p>	<p>July 2014 -- August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>	
<p>develops joint financing of facilities and programs with community and local government).</p>	<p>CDC in the community that will, in turn, support the function and transformation of the school. In addition to this community role, the St. Paul's CDC will have a direct role within the school by helping coordinate external support services to students and parents and classroom assistance to teachers during the school day.</p> <p>The Parent Coordinator is an ongoing district-supported position that will also play a key role as a contact point within the school for parents and community representatives. While parents may drop out of active school roles once their children graduate, the Parent Coordinator will also be responsible for maintaining lasting relationships with key parents, alumni and community stakeholders beyond graduation who may contribute time, money and effort to the school over the long-term. After identifying key figures, the parent coordinator will arrange for fundraisers, speaking engagements and other special events in an attempt to inspire the current student body and parents to be actively involved in the success of the school.</p> <p>The SIG-funded position of Teacher Mentor of Climate and Culture will serve to strengthen community relationships as she works to increase teacher capacity to engage families in academically focused activities and build a strong and supportive school culture and climate. The work of the Teacher Mentor of Climate and Culture will help build lasting relationships with community leaders, parents, alumni and other stakeholders to ensure that they have a vested interest in the success of the school beyond the termination of SIG grant funding.</p> <p>In developing the proposed programming, the district engaged a Stakeholder Committee comprised of community members, teachers, district staff, teacher's union, administrators and additionally solicited feedback from student, parent, and teacher focus groups.</p>	<p>July 2014 – August 2017</p>
<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services</p>		

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools
offered at the school site.

Name of School: New Roberto Clemente

A number of stakeholder groups will provide continual feedback to facilitate project implementation. One of said groups is the previously referenced Action Team – a group comprised by representatives of civic organizations, parents, administrators, teachers, business owners, and faith based organizations that meet regularly to evaluate and provide feedback for SIG leaders and other administrators on the School’s strengths, weaknesses, threats, and opportunities.

Another key group is the SIG Implementation Committee (SIC), formally known as the Internal District Team. Comprised of school administrators, district administrators, and former Paterson SIG principals, the SIC will meet once per month and utilize all manner of feedback – including internal data analysis and external evaluations provided by the action team to steer the planning and implementation of the program and create partnerships between School 6 and other district SIG schools.

As identified by all stakeholders throughout the planning and pre-planning stages of program development, effective parent engagement is integral to turnaround efforts at NRC. As such, parents will participate in monthly parent meetings promoted by the School Parent Coordinator and PTO and facilitated by school administration.

The meetings will provide a forum for parents to receive updates on SIG progress from an administrative standpoint and for administrators to receive input from the family standpoint. Parents will also be invited to participate in SIG-funded workshops delivered by an external provider, focusing on the following areas:

- Parents and Leadership
- Managing Behavior

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<ul style="list-style-type: none"> • Promoting Healthy Social Behaviors • Calming and Stress-relieving Strategies • Power Struggles with Teens <p>Employing these methods will ensure that all relevant stakeholders are involved, informed, and invested in the transformation process, the academic achievement of our students and the overall viability of our school and surrounding community.</p> <p>NRC will offer a Parent ESL Class provided by partnership with a community development center.</p>	
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>As elaborated throughout this document, the formation and effectiveness of various teams will be vital to the operation of all components of SIG programming including professional development. As with the many other facets of professional development, staff instruction on effective partnership will be addressed during Grade Level Meetings, Vertical Articulation Meetings, and separate bi-monthly dedicated professional development sessions.</p>	<p>September 2014 – June 2015</p> <p>September 2015 – June 2016</p> <p>September 2016 – June 2017</p>
<p>5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement</p>	<p>District and school leaders will be provided with numerous formats and opportunities through which they will report to and receive input from various committees and stakeholders on school improvement. These include the following:</p> <ul style="list-style-type: none"> • Monthly SIG Improvement Committee meetings • Monthly Parent Meetings • Periodic meetings with the School Action Team 	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity - 8

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

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.</p>	<p>Principal Montes will begin screening staff immediately upon notification of the grant award. The Human Resources Department will assist with the hiring process and secure all necessary documentation from the selected candidate. Additionally, personnel and union representatives will be briefed about the screening process in advance to ensure all questions and concerns are answered and to avoid negative repercussions during implementation. The logistics of operating special programs and extended learning time have also been considered in advance. The additional staffing and operational costs need have been anticipated and are ready to be implemented upon procurement of grant funds. A daily schedule and annual calendar specific to the school under SIG status has been developed so that the district and school may act quickly and effectively. These instruments have already been considered by the stakeholders involved to ensure that there is minimal negative feedback at the time of implementation.</p>	<p>Screen Staff May 2014 – August 2014</p> <p>Other Described Activities July 2014 – August 2017</p>
<p>2. The LEA cultivates a pipeline of school transformation leaders, as</p>	<p>The District and school have the makings of a transformation leader pipeline through existing actions at both the teacher and school administrator levels. Existing actions will be further developed and expanded upon during the</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u> well as external providers.	Name of School: <u>New Roberto Clemente</u>	
	<p>SIG project implementation period. The following efforts to designate teachers as Teacher Leaders are planned for the upcoming academic year:</p> <ul style="list-style-type: none">○ Content team leaders at VAMs○ PLC Leaders○ Administrative Interns<ul style="list-style-type: none">▪ NRC currently has two interns (teachers) who are in process of earning their principal certifications▪ Teacher administrative interns will shadow school administrators for task experience such as special projects, data analysis, and non-confidential student services <p>In addition to developing teachers into transformation leaders and empowering them to advance to administrative leaders, the following steps will be taken to further develop existing administrators into administrator leaders:</p> <ul style="list-style-type: none">○ Coaching is provided to Principals by Assistant Superintendent of Unit I Schools○ Coaching is provided to Vice Principals by the Principal regarding evaluation, feedback techniques, calibration of evaluation findings, data analysis <p>Part of being an effective transformation leader is understanding when institutional limitation require external providers to aid in the development of certain school programs. The school is prepared to implement the following offered by external providers:</p> <ul style="list-style-type: none">○ The Middle School University – A university partner will develop enrichment programs centered on pre-college	

TRANSFORMATION PROJECT DESCRIPTION

LEA : **Paterson Public Schools**

Name of School: **New Roberto Clemente**

	<p>curricula to inspire students and develop key skills for college readiness while improving student performance growth. The programs will be integrated into the school day during designated regular times to set an expectation for students. Teachers will implement the curriculum after receiving professional training from the partner and planning.</p> <ul style="list-style-type: none"> o Positive youth development and creating a supportive environment for learning every day is a current challenge for the school. Professional training in socio-emotional topics will ultimately lead to enhanced student growth. An external partner will develop training around these topics that have been identified through the needs assessment process and stakeholder input: <ul style="list-style-type: none"> ▪ Student relationships and Role Modeling ▪ Purposeful Expectations and Structured Environments ▪ Targeted Planning for Individual Children's Needs ▪ Intensive Interventions o An adult English language program will not only assist parents with needed skills; it will engage them in school and student growth and provide a venue for interaction with school personnel. 	
<p>3. The LEA has established annual goals for student achievement.</p>	<p>The State sets annual measurable objectives (AMOs). This is the percentage of students in each school, and in each subgroup within the school (low income or African American, among others), that must reach the proficient level in order for the school to meet their set targets in a given year. These AMOs vary by state (as do, of course, the difficulty of the proficiency standards). AMOs streamline the federal and state accountability systems into one rigorous, cohesive system that increases standards and holds</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : <u>Paterson Public Schools</u>	Name of School: <u>New Roberto Clemente</u>	
	<p>schools, districts, and the state accountable for the achievement of all students including those that are struggling the most. The AMOs together with the SGOs set each year by teachers and administrators are used to establish student achievement according to growth indicators each year.</p>	
<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>	<p>The school begins with setting SGOs each year as a collaborative process between the teacher and building administrators. Student growth will be measured against the SGOs each year along with SPGs generated from NJASK assessments in math and ELA. Student growth percentiles (SGPs) from state assessments will be integrated into the districts database when they become available and pre-populated into evaluation forms delivered to building administrators.</p> <p>Building administrators and instructors use the computer-based Renaissance Learning software to inform instruction and predict student growth. STARS Renaissance, the assessment from Renaissance Learning, provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data.</p> <p>All scores from NJASK, Unit Assessments, STAR Renaissance, and any other assessments utilized by the District are stored in Performance Matters.</p>	
<p>5. The LEA and school share student progress data with parents and students.</p>	<p>The Individual Student Report (ISR) of the NJASK assessment is a two-sided report, produced in grade and alphabetical sequence for students within a school. An ISR is produced for every student record. Two ISRs are printed and shipped to the home/sending District for each student record: one for the student's permanent folder after the results are analyzed, and the other for the student's parent/guardian to be shared in a manner determined by the local District. If a student takes the Spanish version of the NJ ASK, four copies will be provided: two in English and two in Spanish. The ISR</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

	<p>presents a student's performance in each content area, indicating the extent to which the student meets or does not meet the State proficiency standards. Scores are provided for each cluster to identify particular areas of strength or areas in which the student needs improvement. When applicable, the ISR will also indicate why a student does not receive a scale score for a content area. At the top of the ISR, you will find the date of test administration as well as the date the report itself was printed. All ISRs are discussed with students during counselor meetings and during parent-teacher meetings.</p> <p>The STAR Parent Report/Letter provides teachers with an informational report to give to parents. This letter provides details about each student's progress. It also provides instructional suggestions that parents can do at home with their child to improve on their scores.</p>	
--	---	--

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

Transformation SIG Required Activity - 9

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>6. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>Performance Matters is the District's data warehouse. All scores from NJASK, Unit Assessments, STAR Renaissance, and any other assessments utilized by the District are stored in Performance Matters. Teachers, administrators, and central office personnel view the data and make comparisons across test scores by year, per grade, across schools, etc. All scores are also color coded (blue: above benchmark, green: at benchmark, yellow: slightly below benchmark, red: below benchmark). There is also the ability to group students based on proficiency by skill.</p>	<p>July 2014 – August 2017</p>
<p>7. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The District has several data systems that collect and report information on the nine leading indicators. Infinite Campus is a student data management system that will track student attendance, drop-out rates, truancy, marking period grades and teacher-created assignments and projects (including any advanced coursework or honors/gifted courses). Infinite Campus is an interactive communication tool between teachers and parents. Performance Matters collects all student assessment data relating to NJASK and Performance Matters. Paterson</p>	<p>July 2014 – August 2017</p>

TRANSFORMATION PROJECT DESCRIPTION

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

has an additional student assessment data system, STARS Renaissance, which provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. The McREL Observation Data Management Tool collects all teacher observation data and walk-through data with the capability to group teachers according to summative performance ratings. The school administrator can use McREL to disaggregate the data to show trends and identify areas amongst administrator's that need calibration. The District participates in the PBSIS initiative. As a participating district, schools collect all discipline data including out-of-school suspensions, in-school suspensions and office referrals. PBSIS provides school staff with training, database tools and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support. The school maintains teacher attendance locally, and the data is reported to the district-level payroll offices at regular intervals where it is housed permanently.

Currently the number of minutes within the school year is 70,320. Although, the after-school programs are optional for students, the summer program is only mandatory if the student did not show a certain percentage of growth throughout the school year. Each school has the ability to track the number of days the students attend the additional academic afterschool and/or summer school programs. At the end of the school year, the school and the district is able to compare the days students attended with the expected school calendar and the actual school calendar after any closings or delays.

Date: April 1, 2014

Page 1 of 4

ANNUAL STUDENT TARGETS

LEA : Paterson Public SchoolsName of School: New Roberto Clemente

LANGUAGE ARTS					MATH					
	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target
Total Students	State Assessment	28.2%	34.2%	40.2%	46.2%	State Assessment	53.2%	57.1%	61.0%	64.9%
Students with Disabilities	State Assessment	5.7%	13.6%	21.4%	29.3%	State Assessment	3.7%	11.7%	19.8%	27.8%
Limited English Proficient Students	State Assessment	11.9%	19.2%	26.6%	33.9%	State Assessment	28.4%	34.4%	40.3%	46.3%
White	State Assessment	50.0%	54.2%	58.3%	62.5%	State Assessment	50.0%	54.2%	58.3%	62.5%
African-American	State Assessment	22.9%	29.3%	35.8%	42.2%	State Assessment	37.5%	42.7%	47.9%	53.1%
Asian/Pacific Islander	State Assessment	100.0%	100.0%	100.0%	100.0%	State Assessment	100.0%	100%	100.0%	100.0%
American Indian/Native American	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A
Hispanic	State Assessment	28.8%	34.7%	40.7%	46.6%	State Assessment	45.5%	50.0%	54.6%	59.1%
Others	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Economically Disadvantaged	State Assessment	27.9%	33.9%	39.9%	45.9%	State Assessment	44.4%	49.0%	53.7%	58.3%

Date: April 1, 2014Page 2 of 4

ANNUAL STUDENT TARGETS

LEA : Paterson Public SchoolsName of School: New Roberto Clemente

LANGUAGE ARTS						MATH				
Grade 7	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target
Total Students	State Assessment	24.7%	31.0%	37.3%	43.5%	State Assessment	25.6%	31.8%	38.0%	44.2%
Students with Disabilities	State Assessment	0.0%	8.3%	16.7%	25.0%	State Assessment	6.8%	14.6%	22.3%	30.1%
Limited English Proficient Students	State Assessment	5.7%	13.6%	21.4%	29.3%	State Assessment	13.0%	20.3%	27.5%	34.8%
White	State Assessment	100.0%	100.0%	100.0%	100%	State Assessment	100.0%	100%	100.0%	100.0%
African-American	State Assessment	17.0%	23.9%	30.8%	37.8%	State Assessment	12.2%	19.5%	26.8%	34.2%
Asian/Pacific Islander	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A
American Indian/Native American	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A
Hispanic	State Assessment	26.4%	32.5%	38.7%	44.8%	State Assessment	28.9%	34.8%	40.8%	46.7%
Others	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Economically Disadvantaged	State Assessment	25.1%	31.3%	37.6%	43.8%	State Assessment	25.3%	31.5%	37.8%	44.0%

ANNUAL STUDENT TARGETS

LEA : Paterson Public SchoolsName of School: New Roberto Clemente

LANGUAGE ARTS						MATH					
	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target	
Grade 8											
Total Students	State Assessment	58.1%	61.6%	65.1%	68.6%	State Assessment	40.4%	45.4%	50.3%	55.3%	
Students with Disabilities	State Assessment	32.4%	38.0%	43.7%	49.3%	State Assessment	16.2%	23.2%	30.2%	37.2%	
Limited English Proficient Students	State Assessment	22.0%	28.5%	35.0%	41.5%	State Assessment	8.5%	16.1%	23.8%	31.4%	
White	State Assessment	100.0%	100.0%	100%	100.0%	State Assessment	100.0%	100%	100.0%	100.0%	
African-American	State Assessment	60.5%	63.8%	67.1%	70.4%	State Assessment	32.6%	38.2%	43.8%	49.5%	
Asian/Pacific Islander	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A	
American Indian/Native American	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A	
Hispanic	State Assessment	57.3%	60.9%	64.4%	68.0%	State Assessment	41.3%	46.2%	51.1%	56.0%	
Others	State Assessment	0.0%	N/A	N/A	N/A	State Assessment	0.0%	N/A	N/A	N/A	
Economically Disadvantaged	State Assessment	58.8%	62.2%	65.7%	69.1%	State Assessment	41.6%	46.5%	51.3%	56.2%	

ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: New Roberto Clemente

SCIENCE											
	Grade 8	Name of Measurement	2013				2014				
			Baseline	Target	2015	Target	2016	Target			
			Name of Measurement	2013	2014	2015	2016	2013	2014	2015	2016
			Baseline	Target	Target	Target	Baseline	Target	Target	Target	Target
Total Students		State Assessment	56.3%	59.9%	63.6%	67.2%					
Students with Disabilities		State Assessment	32.4%	38.0%	43.7%	49.3%					
Limited English Proficient Students		State Assessment	18.6%	54.4%	32.2%	39.0%					
White		State Assessment	50.0%	54.2%	58.3%	62.5%					
African-American		State Assessment	53.5%	57.4%	61.3%	65.1%					
Asian/Pacific Islander		State Assessment	0.0%	N/A	N/A	N/A					
American Indian/Native American		State Assessment	0.0%	N/A	N/A	N/A					
Hispanic		State Assessment	56.8%	60.4%	64.0%	67.6%					
Others		State Assessment	0.0%	N/A	N/A	N/A					
Economically Disadvantaged		State Assessment	56.9%	60.5%	64.1%	67.7%					

RETURN TO INSTRUCTIONS



School: 2 New Roberto Clemente
Region: 2
County: Passaic
District: Paterson City
CDS: 314010316
RAC Classification: Priority School
Principal: 3 Mr. Hector Montes

School Goals - New Roberto Clemente



Our school will be held accountable for achieving the following goals:

Frequency of review	Metric	Goal
Every 6-8 weeks	Implementation progress & quality	<ul style="list-style-type: none"> At least 80% of SIG - School Improvement Plan actions are accomplished for each 6-8 week period At least 92% school-wide attendance for students and teachers
	Attendance	<ul style="list-style-type: none"> Less than 5% of targeted subgroup students are chronically absent (>10% of schools days missed) Fewer than 5% of students are suspended
	Discipline	<ul style="list-style-type: none"> At least 95% participation of students on the end-of-unit assessment
	End-of-Unit Assessment Proficiency	<ul style="list-style-type: none"> At least 70% of students demonstrate proficiency on each Subject Learning Objective on standards-aligned end-of-unit assessments 95% of teachers and students participate in the survey 25% of parents participate in the survey At least 80% of survey responders state that the school "meets expectations"
2 times during school year	Survey / focus group responses	<ul style="list-style-type: none"> At least 80% of survey responders state that the school "meets expectations"
		<ul style="list-style-type: none"> At least 80% of survey responders state that the school "meets expectations"
Annually	NJASK & HSPA proficiency	<ul style="list-style-type: none"> 40 percent of students proficient in ELA¹
		<ul style="list-style-type: none"> 40 percent of students proficient in Math¹
	NJASK growth	<ul style="list-style-type: none"> At least 35 on median School-wide Student Growth Percentile (SGP) for 2 out of the next 3 years
		<ul style="list-style-type: none"> At least 75% graduation rate for each cohort year
High school graduation rate	<ul style="list-style-type: none"> At least 75% graduation rate for each cohort year 	

1 - Progress targets are calculated by taking a 25% decrease over 3 years (or 8.3% decrease per year) in number of students not proficient on 2011 state assessments.

Click on link provided - 2013 School Profiles and Progress Targets. When prompted, enter User ID: PT@2013 and Password: NJPTS@13

Quality School Review Details

5

RETURN TO SCHEDULE

Based on GSR review, enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.

Use the link below to access the GSR rubric from the DOE website.
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	Developing	<p>Indicator 1.3- School demonstrates a significant effectiveness by the school leadership's team to use data with staff to maintain a safe, orderly, and equitable learning environment. Via Power Walkthrough, the administrative team gave consistent meaningful feedback to teachers and discussed trends during grade level and team meetings. According to indicator 1.7, the School Instructional Leadership Team created a schedule that possessed all the necessary components towards its alignment to the SIP. In addition, the SILT monitored to guarantee the schedule would be followed with fidelity and proactively planned to anticipate potential issues.</p>	<p>The two areas where much of the focus must be are the 1.5 and 1.7. 1.5 Ensures implementation of rigorous & coherent standards-based curriculum and assessment. In order to address the 1.5 principal, teachers must receive in-depth training of what "rigor" looks like in the area they teach. Teachers must be able to differentiate instruction to meet the needs of the students and also challenge students via products and processes. Principal 1.7 Uses Informal/Formal observation data & learning outcomes to monitor instruction. Administrative team will conduct daily walk thoughts and these walk thoughts will lead to meaningful opportunities for coaching teachers to higher levels of performance and guiding staff development efforts.</p>
	1.2	Developing		
	1.3	Proficient		
	1.4	Developing		
	1.5	Underdeveloped		
	1.6	Developing		
	1.7	Underdeveloped		
	1.8	Proficient		
	1.9	Developing		
	1.10	Developing		
2 - School Climate & Culture	2.1	Developing	<p>The school community supports a safe, orderly, and equitable environment by tracking behavior using SWIS, Daily Progress Reports, daily classroom visits, discussion with staff regarding student conduct in classes, and by providing strategies for behavior which foster student achievement. The school community promotes academic and personal growth of students and staff by providing rewards for specified accomplishments. For example, perfect attendance, highest score on a test, most students making honor roll, most parents at Report card night, etc. The school communicates high expectations to all stakeholders. Various bulletin boards throughout the building highlight student achievement. In addition, accomplishments by staff and students are often highlighted in the district HIGHLIGHTS, school newsletter, bulletin boards, email, and via intercom morning announcement.</p>	<p>The school has adopted PBIS: POSITIVE BEHAVIOR STRATEGIES IN SCHOOLS which is aimed to provide a universal atmosphere that celebrates student and staff achievement. PBIS will provide levels of intervention for all students based on their needs. In addition, PD must be provided to all staff members on the overall development of the middle school child. The school will continue with the rallies for student and staff achievement. Advisory groups, constant feedback, looping, smaller classes, and implementing DfBs that are to be signed by parents daily will all help establish a culture where achievement is celebrated and parents are a consistent variable in improving overall student achievement. Providing training for teachers to be able to effectively establish and share grading practices with families allows for maximum student achievement. Teachers will develop instructional plans for students that facilitate bell to bell teaching, maximizing student engagement.</p>
	2.2	Developing		
	2.3	Developing		
3 - Effective Instruction	3.1	Developing	<p>EIA 3.5 Teachers use data from STAR and the UNITS to create differentiated centers. Centers are aligned to specific standards that need to be retaught. 3.2 Teachers use a variety of manipulatives to incorporate multiple response strategies for student engagement. (Math) Teachers are being provided ongoing Professional Development for the betterment of their classroom instruction. Teachers are also provided with Team and Grade Level Meetings to analyze their data to target the areas of weaknesses among their students in Math.</p>	<p>EIA 3.3 Increase rigor of questioning. Teachers will begin to incorporate FI techniques (accountable talk) and develop text dependent questions. 3.5 Teachers must increase the complexity of texts in order to meet CCSS expectations. (Math) Teachers need to use fluency for the students to master skills that were never mastered. Teachers also need to use rigor for our students to demonstrate higher order thinking skills and connections.</p>
	3.2	Developing		
	3.3	Developing		
	3.4	Developing		
	3.5	Developing		
	3.6	Developing		
4 - Curriculum, Assessment and Intervention System	4.1	Proficient	<p>EIA 4.5 Progress Monitoring reports are used to gauge student progress during intervention. Teachers frequently assess intervention students using STAR. 4.3 Instructional Planning Reports are being used to identify skills that are most critical for small group instruction. (Math) Teachers can analyze data in order to determine their students' weaknesses and strengths. Teachers are also provided pacing units to ensure the students are being taught the skills they need in preparation for their future.</p>	<p>EIA 4.4 Consistency of instructional materials within the same grade level. 4.1 Lack of enrichment materials to challenge students who are at/above grade level. (Math) Teachers are implementing the CCS in Math this year. Teachers will need to differentiate instruction in order to meet every child's needs. Teachers also need to monitor their data accordingly to drive instruction.</p>
	4.2	Proficient		
	4.3	Proficient		
	4.4	Developing		
	4.5	Developing		

Quality School Review Details

5

RETURN TO OBSERVATIONS

Based on QSR review, enter the summary of findings aligned to each indicator based on data and/or observations. Click on the indicator # for the description. Please use the drop-down menu for the Rating column.

Use the link below to access the QSR rubric from the DOE website.
<https://www.state.nj.us/education/rac/pres/qSRRubric.pdf>

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	Developing	<p>5.2-Users teacher evaluation to provide feedback for improving classroom practices. Teacher evaluation rubric was utilized to guide teachers and have a conversation among staff and administrators. 5.5-Teachers receive professional development that promotes reflection for professional growth. The professional development model utilized with teachers at NRC, allows teachers to collaborate, plan, and analyze effective techniques.</p> <p>6.2-assessment data has been shared with all content area teachers. Data is presented in a clear, concise and user-friendly format. Data wall was developed for staff members. Data is disseminated in a timely manner.</p>	<p>5.1-Hiring timelines & processes allow the schools to competitively recruit effective teachers. Procedure is in place to hire candidate but during 2012-2013 school year, there were many principal's meetings that took place; hence, interviews were not scheduled in a timely fashion. 5.3-Teachers receive professional development to enhance their classroom practices. According to the professional development needs survey taken early in the year, teachers requested SMART objectives, DOL's, and Multiple Response Strategies. Another Professional Development survey was given to teachers in late May to determine professional development needs. 5.4-Staff assignment optimizes student learning.</p>
	5.2	Proficient		
	5.3	Developing		
	5.4	Developing		
	5.5	Proficient		
6 - Enabling the Effective Use of Data	6.1	Proficient	<p>6.2-assessment data has been shared with all content area teachers. Data is presented in a clear, concise and user-friendly format. Data wall was developed for staff members. Data is disseminated in a timely manner.</p>	<p>6.3-Teachers need to use data to help drive instruction and reduce the achievement gap. Teachers need to utilize team meetings to better analyze data and develop a plan for instruction. Teacher need to organize data binder more effectively. Schedule for analyzing data to CCSS needs to be established in teacher's schedules</p>
	6.2	Proficient		
	6.3	Developing		
7- Effective Use of Time	7.1	Developing	<p>7.1-schedule does have time for grade level meetings once every six day cycle. Schedule does have time built in for teams to collaborate</p>	<p>7.2-intervention schedule needs to be better organized for students and teachers. 7.3-Schedule does not accommodate for content area teachers to collaborate (vertical articulation).</p>
	7.2	Developing		
	7.3	Developing		
8- Family & Community Engagement	8.1	Developing	<p>Families are engaged in academically related activities to improve learning outcomes through honor roll assemblies, student parent breakfasts, focusing on student achievement and through programs such as the Mobile Library. Community and families work together to increase students' academic and personal growth by providing extrinsic rewards to both families and students who meet achievement criteria. I.e. Great Adventure reading program provides tickets for students and their parents for achievement. Rutgers provides tickets for students and their families for academic achievement, the NFL provided a day with the Jets for students demonstrating academic excellence. Wonders provides for sundae and PBSIS engages community stores (car corner store) that will work with the schools to provide incentives for students to do well in school, both academically and socially.</p>	<p>Provide assignments that involve parents in the completion. Home visits from trained professional from the school to explain expectations. Provide classes for parents on effective strategies to stimulate motivation towards learning. Regular calls from parents to teachers, providing ample and frequent meeting times for teachers to meet with families, and providing opportunities/classes and/or activities for parents to be more connected to the building.</p>
	8.2	Developing		

Description of Highest Priority Issues

6

Enter additional detail on issue highlighted as a high priority need identified through the QSR process. (Rows will automatically be added when data is entered at the bottom of the chart)

Highest Priority Issue	Evidence / Support and Data Sources	Root Cause	Sub-groups / populations affected
Curriculum, Assessment and Intervention 4.5 An intervention plan for students two years behind in math is developed and monitored.	According to Rosenshine in Principles of Instruction, students need cognitive support to help them learn to solve problems. Many of the skills that are taught in classrooms can be conveyed by providing prompts, modeling, guiding students to become more independent. Evidence shows that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels, interests, and learning profiles. According to Danielson, to differentiate instruction is to become hunters and gatherers of information about their students and how those students are learning at a given point.	1. Insufficient intervention math strategies targeted for students not meeting adequate progress for two or more years. 2. Students have not had enough experience with manipulating math vocabulary and processes.	Regular, Bilingual, SPED
Effective Instruction 3.5 Teachers use multiple measures of assessment data to differentiate instruction.	According to John Hattie, teacher feedback is one of the most powerful influences on student achievement. All educators, regardless of their experience or success, need to be evaluated in a meaningful way. According to Horner, "A Randomized Control Trial of School-Wide Positive Behavior Support in Elementary Schools," documentation exists that state agents were successful in implementing School-Wide Positive Behavior Support practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.	1. Lack of understanding/interpreting data to differentiate instruction. 2. Inability to disaggregate data to make informed decisions about lesson planning to meet the needs of the students.	Regular, Bilingual, SPED
3. To provide administrative and content area support for all teachers in order to increase student achievement.	According to John Hattie, teacher feedback is one of the most powerful influences on student achievement. All educators, regardless of their experience or success, need to be evaluated in a meaningful way. According to Horner, "A Randomized Control Trial of School-Wide Positive Behavior Support in Elementary Schools," documentation exists that state agents were successful in implementing School-Wide Positive Behavior Support practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.	1. A need of research based best practices in literacy to improve instruction in ELA classrooms. 2. ELA teachers need more professional development sessions on how to provide a balanced literacy block.	Regular, Bilingual, SPED
2.2 There is a lack of comprehensive plan addressed by the school community that promotes academic and personal growth of students and staff.	According to Horner, "A Randomized Control Trial of School-Wide Positive Behavior Support in Elementary Schools," documentation exists that state agents were successful in implementing School-Wide Positive Behavior Support practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.	1. There is a need to lower the discipline issues throughout all grade levels. 2. There is also a need to lower the suspension rate. 3. A need for a universal positive behavior plan.	Regular, Bilingual, SPED
Implementation of additional time for SPED and "at risk" students on the STAR-REMNASSANCE intervention program within the areas of ELA.	Based on Rosenshine article "Principles of Instruction", the most effective method on instruction is to ensure that students efficiently have acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. It is taught by teaching in manageable amounts, modeling, guiding student practice.	1. There is a need for more instructional time to process new material in the LLD class. 2. Additional practice in ELA is needed to acquire set skills and master content.	Regular, Bilingual, SPED
			SPED

Description of Highest Priority Issues

6

Enter additional detail on issue highlighted as a high priority need identified through the QSR process. (Rows will automatically be added when data is entered at the bottom of the chart)



Highest Priority Issue	Evidence / Support and Data Sources	Root Cause	Sub-groups / populations affected
<p>6.3-A specific schedule and process for the analysis of on-going formative assessment data tied to the analysis of aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. 4.3-The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.</p>	<p>Penny H. Kowal concludes that vertical & horizontal articulation helps teachers in their transition from level to level, grade to grade. The collaboration and networking provide a support system that reduces teacher's feelings of isolation and helps them improve classroom instruction.</p>	<p>1. There is a need for providing horizontal and vertical meetings with content area teachers. 2. Teachers also need guidance as to how to view, interpret, and analyze data.</p>	<p>Teachers and all student population</p>
<p>During the 2013-2014 school year 100% of Intervention Teachers and/or Reading Specialists, etc. will utilize a consistent criteria for entering and exiting K-8 students from intervention programs, as measured by Fountas and Pinnell's Progress Monitoring by Instructional Text Reading Level Chart or STAR Reading Progress Monitoring reports.</p>	<p>Collaborative efforts with instructional leaders (supervisor, mentors, principal, vice principals) must exist in order to provide teachers with much needed assistance in making sound educational decisions. According to Blanc in Learning to Learn From Data: Benchmarks and Instructional Communities, "Stringent accountability measures, strong curricular guidance, and periodic assessments are not substitutes for skilled and knowledgeable practitioners working together in instructional communities to use data to improve instruction. Investments in human capital cannot be bypassed."</p>	<p>1. There is a need of content based supervisors in the areas of LAL, MATH, SPED and ELL to consistently support the instructional programs at each priority and focus school. In addition, a Teacher Mentor of DATA and a Teacher Mentor of CLIMATE and CULTURE to collaborate with each team to analyze programmatic and operational data and inform effective instruction in each classroom. Supervisory team members to also conduct both formal/informal evaluations.</p>	<p>All teachers</p>
<p>4.3-The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. 6.3-A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. 4.5 An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.</p>	<p>William & Thompson (2007) state effective use of formal assessment improves student performance and engagement. Black & William argue that formative assessment, properly employed in the classroom, will help student learn what is being taught to a substantially better degree. They concluded that student gains in learning triggered by formative assessment are amongst the largest ever reported for educational interventions</p>	<p>1. Inadequate home and school communication to prevent truancy. 2. Policy and procedures are not clearly communicated to parents. 3. Disengaged students in the learning process.</p>	<p>All teachers</p>
<p>During the course of the 2013-2014 SY, 100% of the Paterson Public Schools will improve average daily attendance (ADA) for students by demonstrating an attendance rate of 96% or above as measured by daily attendance report and retored funding to schools by the NJDOE.</p>	<p>According to Professor David Rome, student attendance has a direct impact on student achievement. Students who spend the most amount of time in the classroom with a certified instructor tend to outperform those whom spend less time with instructors.</p>		<p>All student population</p>

Description of Highest Priority Issues

6

Enter additional detail on issue highlighted as a high priority need identified through the QSR process. (Rows will automatically be added when data is entered at the bottom of the chart)

Highest Priority Issue	Evidence / Support and Data Sources	Root Cause	Sub-groups / populations affected
Curriculum, Assessment and Intervention 4.2 Teachers and school leaders collect classroom level data to verify that the adapted and aligned CCSS is aligned and is the current taught curriculum.	All stakeholders engage in the three major sense-making process to discuss and interpret data: strategic, affective and reflective.	1. Assessments created are not aligned to CCCS. 2. There is a need to train teachers on how to align CCCS to content area assessments.	Teachers and all student population
During the course of the 2013-2014 school year, 95% of the students within the identified schools (School # 6, 13, 28, and NRC) will increase learning time to support improved student achievement levels, as evidenced by STARS, NIASK, observations, and building level schedules.	By increasing the learning time Rogers state it is a form of acceleration which is a strategy to help students achieve mastery of the content	1. There is a need for more instructional time for students. 2. There is a need for more time for teachers to participate in professional development sessions.	Teachers and all student population

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY.

7

SIG Required Activity - 1	Replace the principal who led the school prior to commencement of the transformation model.			
Transformation				
SMART goal	During the course of the 2014-2015 school year, the school administrators will be 100% anchored in influencing all staff members to implement school improvement practices and strategies to make dramatic and substantial changes such as spending time in classrooms, monitoring teachers, modeling good teaching practices, and being highly visible throughout the school.	Specific (and Strategic) - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Tired - When?	1	
Highest priority Issue Being Addressed, if applicable.	1, 2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and divide continuous improvement.	Primary Turnaround Principle addressed	2	
Measurable Effectiveness Data	School vision and mission statements, school climate survey, school focus groups, administrative walk throughs and observations	Secondary Turnaround Principle addressed	2	
Owner of strategy	School administrators, principal, and vice principal	Other Turnaround Principle addressed	6	
Target population	Teachers and students	Other Turnaround Principle addressed	3	

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the effective Use of Data
 - 7- Effective Use of Time

MUST USE DROP-DOWN ARROWS FOR THE FUNDING SECTION. DO NOT CUT & PASTE!

Objective/ step number	Strategy Objectives / Action Steps (no more than 15 steps)	Deadline	Owner	Funding amount required
1	Retain Turnaround Principal Mr. Hector Montes (in place for 1 year and has demonstrated turnaround capabilities)	7/1/2014	District Administration	\$0.00
2	School administrators will embrace the 8 Turnaround Principles	7/1/2014	School Administrators STC from BAC	\$0.00
3	School administrators and District administrators to attend SIG Summer Leadership Academy	8/15/2014	NIDOE School Administrators District Administrators	\$0.00
4	NIDOE to provide State Turnaround Coach (STC) to provide implementation coaching to Turnaround Principal	9/1/2014	NIDOE	\$0.00
5	Identify college and career readiness school theme - STEAM (Science, Technology, Engineering, Art and Mathematics)	9/1/2014	School Administrators	\$0.00
6	Implement Middle School Design with grade-level houses that provide opportunities for leadership with teachers	9/1/2014	School Administrators	\$0.00
7	Administrators to develop plan to increase staff instructional capacity by reviewing data analysis, identifying areas of professional development and developing walk-through/observation schedule	9/1/2014	School Administrators	\$0.00
8	Form SIG Implementation Committee inclusive of school, district and community stakeholders to attend monthly meetings to address the successes and challenges of SIG Implementation	9/1/2014	SIG Supervisor	\$0.00
9	School administrators and District administrators to attend NIDOE sponsored SIG Professional Learning Communities through Year 1 of SIG Implementation	6/30/2015	NIDOE School Administrators District Administrators	\$800.00
10				
11				
12				
13				
14				
15				

Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY.

7

Big Required Activity - 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.	Specific (and Strategic) - Who? What? Measurable - %? How? Relevant - Why? Timed - When? Principle addressed	5
SMART goal	During the course of the 2014-2015 school year, 100% of the School Administrators, school on-site supervisors, and district administrators will have established teams to conduct State approved evaluations and walk, thoughts and collect student data to align with job-embedded professional development that will address student learning and effective instructional practices to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Secondary Turnaround Principle addressed	1
Measurable Effectiveness Data	Walkthrough observations, school climate survey, and teacher development plans	Principle addressed	
Owner of Strategy	School administrator, principal and vice principals	Other Turnaround Principle addressed	3
Target population	Teachers and students	Other Turnaround Principle addressed	5

- TURNAROUND PRACTICES**
1. School Leadership
 2. School Climate & Culture
 3. Effective Instruction
 4. Curriculum, Assessment and Intervention Systems
 5. Effective Staffing Practices
 6. Enabling the Effective Use of Data
 7. Effective Use of Time

DO NOT CUT & PASTE!

Objective/step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resource	Date Completed
1	School administrators to create observation and walk-through schedule	9/1/2014	School administrators	\$0.00	
2	School administrators and instructional staff will analyze achievement in preparation for writing Student Growth Objectives	10/15/2014	School administrators and Teacher Mentor of Data Analysis	\$0.00	
3	Instructional staff will identify their Student Growth Objectives for the 2014-2015 school year	9/1/2014	School administrators, Teacher Mentor of Data Analysis and Instructional staff	\$0.00	
4	Continue to implement the Focal Point Performance Rubric for instructional staff and administrative staff	9/1/2014	School administrators	\$0.00	
5	Provide teachers with actionable and meaningful feedback on all walk-throughs and observations	9/1/2014	School administrators	\$0.00	
6	Assist struggling teachers by providing additional professional development through model lessons of effective strategies and opportunities to observe exemplary lessons	9/1/2014	School administrators, Site-based Supervisors and Content Supervisors	\$0.00	
7	Utilize Site-based Supervisors for ELA, Math, BL and SPED to provide job-embedded professional development to struggling teachers as identified by the teacher evaluation rubric	9/1/2014	School administrators, Site-based Supervisors	\$0.00	
8	Judge PDS06 as a means of professional development for staff in all areas relating to the performance components of the evaluation system	9/1/2014	School administrators	\$0.00	
9	District to provide professional development to struggling teachers in specific evaluation domains	9/1/2014	School administrators, Department of Accountability	\$0.00	
10	Executive Directors for Principal Coaching to continue to provide job-embedded coaching for principals	9/1/2014	Executive Directors for Principal Coaching	\$0.00	
11	School administrators will maintain evaluation data and utilize to identify trends and areas of need for calibration	10/15/2014	School administrators	\$0.00	
12	District to provide calibration sessions to evaluating administrators	9/1/2014	School administrators, Department of Accountability	\$0.00	
13	Teachers who have been rated as Ineffective or Partially Effective will be placed on a Corrective Action Plan (CAP) for the following school year which includes targeted professional development to address needs identified through observations	6/30/2015	School Administrators, Department of Accountability	\$0.00	
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY.

7

SIG Required Activity - 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.	Specific (and Strategic) - Who? Why? Measurable - % How? Attainable - Reasonable? Relevant - Why? Timed - When?	3
SMART goal	By November 1, 2014, 90% of instructional school staff will demonstrate implementation of research based rigorous instructional strategies as evidenced by growth in student achievement and is proven as stated on the teacher academic incentive and rewards rubrics.	Primary Turnaround Principle addressed	5
Highest Priority Issue Being Addressed, if applicable	3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to maximize student achievement.	Secondary Turnaround Principle addressed	2
Measurable Effectiveness Data	Workthrough observations, common assessments and rubrics.	Other Turnaround Principle addressed	1
Owner of strategy	School Administrators, principals and vice principal	Other Turnaround Principle addressed	1
Target population	Teacher and students		

- Turnaround Principles
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time

DO NOT CUT & PASTE!

Objective/ Step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Establish valid, fair and transparent methods for allocating performance-based incentives	9/15/2014	School Administrators	\$0.00	
2	Utilize Professional Learning Community on Teacher and Student Incentives comprised of school administrators and teachers to identify teacher incentives, create rubrics tied to student achievement and other data points	9/15/2014	School Administrators	\$20,000.00	
3	Utilize Professional Learning Community on Teacher and Student Incentives comprised of school administrators and teachers to identify student incentives, create rubrics tied to student achievement and other data points	9/15/2014	School Administrators	\$10,000.00	
4	Share rubrics with all staff members during grade level meetings and vertical articulation meetings	9/15/2014	School Administrators	\$0.00	
5	Identify teachers on a yearly basis for teacher incentive awards relating to student achievement	4/30/2015	Leadership Team	\$0.00	
6	Identify students on a yearly basis for student incentive awards relating to student achievement for culminating field trip aligned to school theme	5/30/2015	Leadership Team	\$0.00	
7	Identify students on quarterly basis for student incentive awards relating to Honor Roll achievement	6/30/2015	Leadership Team	\$0.00	
8	Identify students on a monthly basis for student incentive awards relating to attendance and uniforms	6/30/2015	Leadership Team	\$0.00	
9	Identify teachers on a monthly basis for teacher incentive awards relating to attendance and Teacher of the Month	6/30/2015	Leadership Team	\$0.00	
10	Facilitate performance-based dismissals through Corrective Action Plans (CAPs)	6/30/2015	School Administrators	\$0.00	
11	Provide targeted assistance to struggling teachers through modeling, coaching, feedback on lesson planning and job-embedded professional development facilitated through site-based supervisors and school administrators	6/30/2015	School Administrators and Site-based Supervisors	\$0.00	
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Specific (and Strategic) - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	3		
SMART goal	During the course of the 2014-2015 school year, 100% of the teaching staff will participate in job-embedded professional development that is aligned with the Common Core State Standards to ensure the mission to prepare every student for success in postsecondary education and in his or her chosen career.				
Highest Priority Issue Being Addressed, if measurable	5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Primary Turnaround Principle addressed	3		
Measurable Effectiveness Data	Walkthrough observations, teacher development plan, lesson plans, district and state benchmarks	Secondary Turnaround Principle addressed	4		
Owner of strategy	School Administrator, principal and vice principal	Other Turnaround Principle addressed	6		
Target population	Teachers and students	Other Turnaround Principle addressed	2		

- Turnaround Principles
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Issue RFP for services from external provider for job-embedded/one-on-one coaching professional development to instructional staff on effective strategies for social/emotional supports in classroom concentrating on positive behavior outcomes	7/15/2014	SIG Supervisor	\$0.00	
2	Align PD on social/emotional supports in classroom concentrating on positive behavior outcomes to P8SIS to ensure both initiatives are working together seamlessly	7/15/2014	SIG Supervisor	\$0.00	
3	External partner to provide job-embedded/one-on-one coaching professional development to instructional staff on effective strategies for social/emotional supports in classroom concentrating on positive behavior outcomes beginning in September 2014 and ending June 2015	6/30/2015	School Administrator and SIG Supervisor	\$27,575.00	
4	Teachers will participate in Professional Learning Communities on topics such as Teacher and Student Incentives, Utilizing Data to Drive Instruction, STEAM Curriculum Development and Differentiating Instruction to Meet Student Needs beginning in October 2014 and finishing in May 2015 (suspend - FICA)	5/31/2015	School Administrator and SIG Supervisor	\$18,301.00	
5	Utilize Site-based Supervisors in ELA, Math, BI, and SPED to provide job-embedded professional development to struggling teachers	6/30/2015	School Administrator	\$0.00	
6	Provide opportunities to attend professional development sessions outside of District; provided PD and provide registration fees for administrators and instructional staff	6/30/2015	School Administrator	\$500.00	
7					
8					
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

SIG Required Activity - 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.				
SMART goal	By September 1, 2014, the principal will have screened 100% existing staff and retained only the staff who have demonstrated effective teaching practices, a willingness to participate in SIG initiatives and who believe in the mission and vision of the school.	Specific (and Strategic) - Who? What? Measurable - %, How? Achievable - Reasonable? Relevant - Why? Timed - When?			
Highest Priority Issue Being Addressed, if applicable	5.1 Hiring timelines and processes allow the school competitively recruit effective teachers.	Primary Turnaround Principle addressed	5		
Measurable Effectiveness Data	teacher observations, position control list, scoring sheet for hiring decisions	Secondary Turnaround Principle addressed	3		
Owner of Strategy	School Administrators, principals, and vice principal	Other Turnaround Principle addressed	1		
Target population	Teachers	Principle addressed			

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time

DO NOT CUT & PASTE!

Objective/step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Screen all current staff and retain only those who believe in the mission and vision of NRC and are willing to participate in SIG Initiatives	7/1/2014	School Administrators	\$0.00	
2	Provide coaching to school administrators from Seton Hall Middle School Design Coach	7/1/2014	Executive Director of Principal Coaching	\$0.00	
3	Hire one Teacher Mentor of Data Analysis (salary + benefits)	9/1/2014	School Administrators	\$103,426.00	
4	Hire one Teacher Mentor of Climate and Culture (salary + benefits)	9/1/2014	School Administrators	\$103,426.00	
5	Hire one Math Intervention Teacher (or to provide interventions to students struggling in math (salary + benefits)	9/1/2014	School Administrators	\$103,426.00	
6	Hire one reading Specialist for targeted diagnostic interventions in ELA (salary + benefits)	9/1/2014	School Administrators	\$103,426.00	
7	Develop instructional leadership capacity by utilizing teacher leaders for PLCs, grade level meetings, vertical articulation meetings and middle school grade level houses	9/15/2014	School Administrators	\$0.00	
8	Provide non-monetary teacher incentives related to performance (please see 3.2 for resource information)	9/15/2014	Leadership Team	\$0.00	
9	Provide technology resources for 21st Century Learning and Instruction including iPads, App Card and Smartboards	6/30/2015	School Administrators	\$65,900.00	
10	Instructional and office supplies to support Extended Learning Opportunity	6/30/2015	School Administrators	\$4,942.00	
11					
12					
13					
14					
15					

Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

5/6 Required Activity - 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.				
SMART goal	During the 2014-2015 school year, 85% of the students in grades 6-8 at New Roberto Clemente will make one year's worth of growth measurable progress in every grade as measured by the state and district benchmarks in all subject areas.	Specific (and Strategy) - Who? What? Measurable - %/hour? Assessable - Reasonable? Relevant - Why? Trend - When?			
Highest Priority Issue Being Addressed, if applicable	6.2 Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievements.	Primary Turnaround Principle addressed	6		
Measurable Data	Data documents, reports, summaries, and needs assessment data.	Secondary Turnaround Principle addressed	3		
Owner of Strategy	School Administrators, principal and vice principals	Other Turnaround Principle addressed	4		
Target population	teachers and students	Other Turnaround Principle addressed	1		

Turnaround Principles
 1- School Leadership
 2- School Climate & Culture
 3- Effective Instruction
 4- Curriculum, Assessment and Intervention System
 5- Effective Staffing Practices
 6- Enabling the Effective Use of Data
 7- Effective Use of Time
 8- Family & Community Engagement
 DO NOT CUT & PASTE!

Objective/step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Data Completed
1	Hire one Teacher Mentor or Data Analysts (refer to S.3 for resource information)	9/1/2014	School Administrators	\$0.00	
2	Structure schedule to include opportunities for data analysis by instructional staff such as grade level meetings, vertical articulation meetings and PLCs	9/1/2014	School Administrators	\$0.00	
3	Utilize Performance Matters to extract NIASK, Unit Assessment and other data points	9/1/2014	School Administrators and Instructional Staff	\$0.00	
4	Utilize PERS to track student discipline and referral data	9/1/2014	School Administrators and Instructional Staff	\$0.00	
5	Utilize Infinite Campus to track student attendance and other student data points	9/1/2014	School Administrators and Instructional Staff	\$0.00	
6	Utilize Edment to track teacher attendance	9/1/2014	School Administrators	\$0.00	
7	Utilize McREL to track walk-through and evaluation data	9/1/2014	School Administrators and Instructional Staff	\$0.00	
8	Implement STAR Assessments to provide actionable student achievement data to teachers and intervention resources	9/1/2014	School Administrators and Instructional Staff	\$0.00	
9	Communicate student achievement data to parents and guardians via STAR Assessments and Parent out-reach events	9/1/2014	School Administrators, Instructional Staff, Site based Supervisors, District Administration	\$0.00	
10	Ensure that school aligns instruction to the CCSS through monitoring implementation of curriculum mapping provided from	9/1/2014	School Administrators	\$0.00	
11	As part of walk-through/evaluation process, schedule post-conference with instructional staff to review data and plan for improvements	9/1/2014	School Administrators	\$0.00	
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

SIG Required Activity - 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.			
SMART goal	By September 1, 2014, 100% of student schedules will reflect an additional 300 hours of instructional time including the Middle School University for grades 6 - 8 and additional Intervention periods.	Specific (and Strategic) - Who? Why? How? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	7	
Highest Priority Issue Being Addressed, if applicable	7.2 The master schedule is clearly designed to meet the intervention needs such as extended learning day for all students.	Primary Turnaround Principle addressed		
Measurable effectiveness Data	master schedule, lesson plans, student achievement data	Secondary Turnaround Principle addressed	4	
Owner of strategy	school administrator, principal and vice principal	Other Turnaround Principle addressed	3	
Target population	teachers and students	Other Turnaround Principle addressed		

Turnaround Principles
 1- School Leadership
 2- School Climate & Culture
 3- Effective Instruction
 4- Curriculum, Assessment and Intervention System
 5- Effective Staffing Practices
 6- Enabling the Effective Use of Data
 7- Effective Use of Time
 8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Establish student schedules and extend learning experience for students by 300 hours and provide stipends to teachers, instructional assistants, administrators, secretaries, security, parent coordinator, custodian and lunch monitors (summer only) (stipend + FICA)	9/1/2014	SIG Supervisor	\$0.00	
2	Issue RfQ/P for university partnership to provide the Middle School University	7/15/2014	SIG Supervisor	\$0.00	
3	Implement Middle School University for college prep classes aligned to school theme provided by university partner for students in grades 6 - 8 twice per week	9/1/2014	School Administrators and SIG Supervisor	\$144,000.00	
4	Create natural pathway to one of the Paterson theme-based high schools connected with school theme of STEAM	6/30/2015	School Administrator	\$0.00	
5	Implement a peer-to-peer program between students of School 6 and theme-based high schools including peer mediation, team building and mentoring	6/30/2015	School Administrator	\$0.00	
6	Provide opportunities for students to participate in field trips aligned to school theme (admissions)	6/30/2015	School Administrators	\$5,900.00	
7	Provide opportunities for students to travel to field trips aligned to school theme (transportation)	6/30/2015	School Administrators	\$4,000.00	
8	Assess impact and progress of extended learning opportunities included the ELO, Middle School University, and Peer-to-Peer Program	6/30/2015	School Administrators and SIG Supervisor	\$0.00	
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.	
SMART Goal	By June 30, 2015, New Roberto Clemente will show a 50% increase in parental and community involvement as evidenced by participation in monthly parent meetings, parent workshops, Adult ESL classes and other community events.	Specific (and Strategic) - Who? What? Measurable - %, how? Relevant - Why? Target - When?
Highest Priority Issue being Addressed, if applicable. Measureable Effectiveness Data	8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students. surveys, focus group results, list of family engagement activities	8 Primary Turnaround Principle addressed 2 Secondary Turnaround Principle addressed
Owner of strategy	School administrator, principal, and vice principal	1 Other Turnaround Principle addressed
Target population	Teachers, parents, and students	6 Other Turnaround Principle addressed

Turnaround Principles
 1- School Leadership
 2- School Climate & Culture
 3- Effective Instruction
 4- Curriculum, Assessment and Intervention System
 5- Effective Staffing Practices
 6- Enabling the Effective Use of Data
 7- Effective Use of Time

DO NOT CUT & PASTE!

Objective/step number	Action Steps (no more than 15 steps) include community partners on SIG Implementation Committee	Deadline	Person Responsible	Resources	Date Completed
1	Issue 6(2)(b) for external partnership to provide Adult ESL Courses	9/1/2014	SIG Supervisor	\$0.00	
2	Collaborate with the Full Service Community School to align initiatives and maximize resources to benefit the school	7/15/2014	SIG Supervisor	\$0.00	
3	Hire one Teacher Mentor of Climate and Culture (salary + benefits) (refer to 5.4 for resource information)	9/1/2014	School Administrators	\$0.00	
4	Hire Parent Coordinator to participate in the Extended Learning Experience for students (refer to 7a.1 for resource information)	9/1/2014	School Administrators	\$0.00	
5	Provide Adult ESL Course for parents (1 Cohort) through external provider	10/1/2014	SIG Supervisor	\$5,000.00	
6	Create Behavior Management Team to support professional development on effective social/emotional strategies in classrooms (refer to 4.3 for resource information)	10/15/2014	School Administrators	\$0.00	
7	Provide professional development to instructional staff to ensure staff members work effectively with partnering organizations during grade level meetings and vertical articulation meetings	12/15/2014	School Administrators, Teacher Mentor of Climate and Culture	\$6,000.00	
8	Provide parent refreshments at school-sponsored events	6/30/2015	School Administrators and Teacher Mentor of Climate and Culture	\$0.00	
9	Provide parent workshops facilitated through external provider on topics such as Parents and Leadership, Managing Behavior, Promoting Healthy Social Behaviors, Calming and Stress-relieving Strategies and Power Struggles with Teens (refer to 4.3 for resource information)	6/30/2015	School Administrators and SIG Supervisor	\$0.00	
10	Attend Full Service Community School meetings concerning New Roberto Clemente	6/30/2015	School Administrators, Teacher Mentor of Climate and Culture and SIG Supervisor	\$0.00	
11	Develop school theme (STEAM) by inishing throughout academic program	6/30/2015	School Administrators	\$0.00	
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendar/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Specific (and Strategic) - Who? What? Measurable - %, How? Attributable - Reasonable? Relevant - Why? Trend - When?	1		
SMART goal	During the duration of the 2014-2015 school year, the school administrators will exercise 100% operational flexibility to staff, create master schedules and budgets.	Primary Turnaround Principle addressed	1		
Highest Priority Issue Being Addressed, if applicable	1.3 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals; aligned strategies and a plan for monitoring progress and driving continuous improvement.	Secondary Turnaround Principle addressed	7		
Measurable Effectiveness Data	School Improvement plan, schedules and budget	Other Turnaround Principle addressed	3		
Owner of strategy	School administrators, principal and vice principal	Other Turnaround Principle addressed	1		
Target population	Teachers and students				

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	SIG Supervisor hired in 2011 to oversee SIG implementation at School 4 and 10	7/1/2014	District Administration	\$58,418.00	
2	Provide operational flexibility and autonomy over staffing, scheduling, budgets and professional development	7/1/2014	District Administration	\$0.00	
3	Form SIG Implementation Committee inclusive of school, district and community stakeholders to attend monthly meetings to address the successes and challenges of SIG implementation	9/1/2014	SIG Supervisor	\$0.00	
4	Human Resources Department to ensure expedited process when Principal screens existing staff and hires new staff	9/1/2014	Department of Human Resources	\$0.00	
5			School Administrators and Teacher Mentor of Data Analysis	\$0.00	
6	Establish annual goals for student achievement and review quarterly	9/1/2014	School Administrator	\$0.00	
7	Cultivate pipeline of leaders. Include teachers leaders for GLMAs, VAMs, PLCs and grade spans	6/30/2015	School Administrator	\$0.00	
8	Share students data through STARS Reports, N/ASK and classroom assessments with parents at report card night and school sponsored events	6/30/2015	Administrators, Instructional Staff and Teacher Mentor of Data Analysis	\$0.00	
9					
10					
11					
12					
13					
14					
15					

Project Activity Plan - Transformation



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.	Specific (and Strategic) - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	6			
SMART goal	By August 22, 2014, 100% of the student data will be accessible through Performance Matters and Infinite Campus, which has the capability of tracking individual student progress from PK through 12 with the ability to personalize and improve instructional supports for every student will be fully implemented.					
Highest Priority Issue Being Addressed, if applicable	6.1 Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving student achievement.	Primary Turnaround Principle addressed				
Measurable Effectiveness Data	data analysis documentations, summaries, reports, needs assessment data and school focus group data	Secondary Turnaround Principle addressed	1			
Owner of strategy	School administrators, principal, and vice principal	Other Turnaround Principle addressed	3			
Target population	students and teachers	Other Turnaround Principle addressed	7			

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time
 - 8- Family & Community Engagement
- DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Collect data on the 9 leading indicators through the District data management systems including Performance Matters, STAR5, Edumet, McREL, Infinite Campus and PSSIS	6/30/2015	School Administrators and SIG Supervisor	\$0.00	
2	Provide opportunities to analyze the effectiveness of external providers and SIG implementation activities through the SIG Implementation Committee monthly meetings	6/30/2015	SIG Supervisor	\$0.00	
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Intervention Strategy Details

RETURN FOR INSTRUCTIONS

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

SMART goal		Specific (and Strategic) - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?
Highest Priority Issue Being Addressed		Primary Turnaround Principle addressed
Intervention Strategy		Secondary Turnaround Principle addressed
Owner of strategy		Other Turnaround Principle addressed
Target population		Other Turnaround Principle addressed

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time
 - 8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Intervention Strategy Details



ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SMART goal		Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?
Highest Priority Issue Being Addressed		Primary Turnaround Principle addressed
Intervention Strategy		Secondary Turnaround Principle addressed
Owner of strategy		Other Turnaround Principle addressed
Target population		Other Turnaround Principle addressed

- Turnaround Principles**
- 1- School Leadership
 - 2- School Climate & Culture
 - 3- Effective Instruction
 - 4- Curriculum, Assessment and Intervention System
 - 5- Effective Staffing Practices
 - 6- Enabling the Effective Use of Data
 - 7- Effective Use of Time
 - 8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Item	Year 1	Year 2	Year 3	Total request
(Year 1) 1 Reading Specialist @ \$75,000 (Year 2) 1 Reading Specialist @ \$80,000 (Year 3) 1 Reading Specialist @ \$85,000	\$75,000.00	\$80,000.00	\$85,000.00	\$240,000.00
(Year 1) Math Intervention Teachers @ \$75,000 (Year 2) Math Intervention Teacher @ 80,000 (Year 3) Math Intervention Teacher @ 85,000	\$75,000.00	\$80,000.00	\$85,000.00	\$240,000.00
Extended Day: (Year 1) 65 Teachers x 300 hrs x \$48 per hour = \$936,000 (Year 2) Extended Day: 65 Teachers x 300 hrs x \$49 = \$955,500 (Year 3) 65 Teachers x 300 hrs \$50 per hr = \$975,000	\$936,000.00	\$955,500.00	\$975,000.00	\$2,866,500.00
Extended Day: (Year 1) 5 Instructional Assistants for 300 hrs x \$38 = \$57,000 (Year 2) 5 IAs for 300 hrs x \$39 per hr = \$58,500. (Year 3) 5 IAs for 300 hrs x 40 per hr = \$60,000	\$57,000.00	\$58,500.00	\$60,000.00	\$175,500.00
Extended Day Substitutes: (Year 1) Teachers ELO Program and SIG related teacher pull-out professional development for 30 teachers @ \$100 per day = \$3,000 (Year 2) 30 teachers @ \$100 per day = \$3,000. (Year 3) 30 teachers @ \$100 per day = \$3,000.	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Extended Day : (Year 1) 2 administrator salaries @ \$58 x 300 hrs = \$34,800. 1 Principal Salary @ \$60 x 300 hrs = \$18,600. totaling = \$53,400. (Year 2) 1 Principal Salary = \$61 per hr x 300 hrs = \$18,300. 2 administrators x 300 hrs x \$59 per hr = \$35,400 totaling = \$53,700. (Year 3) 1 Principal @ 300 hrs x \$62 = \$18,600. 2 administrators @ \$60 per hr x 300hrs = \$36,000. Totaling \$54,600.	\$53,400.00	\$53,700.00	\$54,600.00	\$161,700.00

Extended Day: (Year 1) 2 Secretaries x 250 hrs x \$38 per hr = \$19,000. (Year 2) 2 Secretaries x 250 hrs x \$39 per hr = \$19,500. (Year 3) 2 Secretaries x 250 hrs x \$40 per hr = 20,000	\$19,000.00	\$19,500.00	\$20,000.00	\$58,500.00
Extended Day: (Year 1) 1 nurse x \$48 x 300 hrs = \$14,400. (Year 2) 1 nurse x \$49 per hr x 300 = 14,700. (Year 3) 1 nurse @ \$50 per hr x 300 hrs = \$15,000.	\$14,400.00	\$14,700.00	\$15,000.00	\$44,100.00
Extended Day: (Year 1) 1 Custodian for 170 hrs @ 39.37 per hr = \$6,693.00. (Year 2) 1 Custodian for 170 hrs x 39.37 = \$6,693.00. (Year 3) 1 Custodian for 170 hrs x 39.37 = \$6,693.00.	\$6,693.00	\$6,693.00	\$6,693.00	\$20,079.00
Extended Day: (Year 1) 1 Parent Coordinator for 300 hrs x \$38 per hr = \$11,400. (Year 2) 1 Parent Coordinator for 300 x \$39 per hr = 11,700. (Year 3) 1 Parent Coordinator for 300 hrs x \$40 per hr. = \$12,000.	\$11,400.00	\$11,700.00	\$12,000.00	\$35,100.00
Extended Day: (Year 1) 1 Security Guard for learning time for ELO @ \$38 per hr = 11,400. (Year 2) 1 Security Guard for 300 hrs x \$39 = 11,700. (Year 3) 1 Security for 300 x \$40 per hr = \$12,000	\$11,400.00	\$11,700.00	\$12,000.00	\$35,100.00
Extended Day: (Year 1,2,3) 8 Lunch Monitors for Summer ELO x 75 hrs @ 12.50 each = \$10,000	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
(Year 1) Professional Development (PLC's) 25 Staff @ 20 hrs @ \$34 per hr = 17,000. (Year 2) 25 Staff @ \$34 per hr x 20 hrs = 17,000. (Year 3) 25 Staff @ \$34 per hr x 20 hrs = 17,000..	\$17,000.00	\$17,000.00	\$17,000.00	\$51,000.00

(Year 1) 1 SIG Supervisor to be shared within 2 SIG Schools @ \$86,000 for School 6 and NRC. (Year 2) 1 Supervisor to be shared with 2 SIG Schools = 88,000 (Year 3) 1 Supervisor to be shared with 2 SIG = 90,000 .	\$43,000.00	\$44,000.00	\$45,000.00	\$132,000.00
(Year 1 =.75) 1 FTE Climate and Culture @ \$75,000. (Year 2 = .25) 1 FTE Climate and Culture @ \$75,000. (Year 3 = 0) 1 FTE Climate and Culture @ \$75,000.	\$56,250.00	\$18,750.00	\$0.00	\$75,000.00
(Year 1 = .75) 1 FTE Data Analysis @ \$75,000 (Year 2 = .75) 1 FTE Data Analysis @ \$75,000 (Year 3 = .25) 1 FTE Data Analysis @ \$75,000	\$56,250.00	\$56,250.00	\$18,750.00	\$131,250.00
Administrative Leadership Team Stipends	\$4,600.00	\$4,600.00	\$4,600.00	\$13,800.00
Total	\$1,449,393.00	\$1,445,593.00	\$1,423,643.00	\$4,318,629.00

Personal Services- Employee Benefits (FICA, TPAF, HEALTH)	Year 1	Year 2	Year 3	Total request
(Year 1) 1 Reading Specialist @ \$75,000 = \$75,000 (Year 2) 1 Reading Specialist @ \$80,000 (Year 3) 1 Reading Specialist @ \$85,000	\$28,426.00	\$29,520.00	\$30,615.00	\$88,561.00
(Year 1) Math Intervention Teachers @ \$75,000 (Year 2) Math Intervention Teacher @ 80,000 (Year 3) Math Intervention Teacher @ 85,000	\$28,426.00	\$29,520.00	\$30,615.00	\$88,561.00
Extended Day: (Year 1) 65 Teachers x 300 hrs x \$48 per hour = \$936,000 (Year 2) Extended Day: 65 Teachers x 300 hrs x \$49 = \$955,500 (Year 3) 65 Teachers x 300 hrs \$50 per hr = \$975,000	\$71,604.00	\$73,095.00	\$74,587.00	\$219,286.00
Extended Day: (Year 1) 5 Instructional Assistants for 300 hrs x \$38 = \$57,000 (Year 2) 5 IAs for 300 hrs x \$39 per hr = \$58,500. (Year 3) 5 IAs for 300 hrs x 40 per hr = \$60,000	\$4,361.00	\$4,475.00	\$4,590.00	\$13,426.00
Extended Day Substitutes: (Year 1) Teachers ELO Program and SIG related teacher pull-out professional development for 30 teachers @ \$100 per day = \$3,000 (Year 2) 30 teachers @ \$100 per day = \$3,000. (Year 3) 30 teachers @ \$100 per day = \$3,000.	\$230.00	\$230.00	\$230.00	\$690.00

<p>Extended Day : (Year 1) 2 administrator salaries @ \$58 x 300 hrs = 34,800. 1 Principal Salary @ \$60 x 300 hrs = 18,600. totaling = 53,400. (Year 2) 1 Principal Salary = \$61 per hr x 300 hrs = \$18,300. 2 administrators x 300 hrs x \$59 per hr = 35,400 totaling = 53,700. (Year 3) 1 Principal @ 300 hrs x \$62 = 18,600. 2 administrators @ \$60 per hr x 300hrs = \$36,000. Totaling 54,600.</p>					
<p>Extended Day: (Year 1) 2 Secretaries x 250 hrs x \$38 per hr = \$19,000. (Year 2) 2 Secretaries x 250 hrs x \$39 per hr = \$19,500. (Year 3) 2 Secretaries x 250 hrs x \$40 per hr = 20,000</p>	\$1,454.00	\$1,492.00	\$1,530.00	\$4,476.00	
<p>Extended Day: (Year 1) 1 nurse x \$48 x 300 hrs = \$14,400. (Year 2) 1 nurse x \$49 per hr x 300 = 14,700. (Year 3) 1 nurse @ \$50 per hr x 300 hrs = \$15,000.</p>	\$1,102.00	\$1,125.00	\$1,148.00	\$3,757.00	
<p>Extended Day: (Year 1) 1 Custodian for 170 hrs @ 39.37 per hr = \$6,693.00. (Year 2) 1 Custodian for 170 hrs x 39.37 = \$6,693.00. (Year 3) 1 Custodian for 170 hrs x 39.37 = \$6,693.00.</p>	\$512.00	\$512.00	\$512.00	\$1,536.00	
<p>Extended Day: (Year 1) 1 Parent Coordinator for 300 hrs x \$38 per hr = \$11,400. (Year 2) 1 Parent Coordinator for 300 x \$39 per hr = 11,700. (Year 3) 1 Parent Coordinator for 300 hrs x \$40 per hr. = \$12,000.</p>	\$872.00	\$895.00	\$918.00	\$2,685.00	
<p>Extended Day: (Year 1) 1 Security Guard for learning time for ELO @ \$38 per hr = 11,400. (Year 2) 1 Security Guard for 300 hrs x \$39 = 11,700. (Year 3) 1 Security for 300 x \$40 per hr = \$12,000</p>	\$872.00	\$895.00	\$918.00	\$2,685.00	
<p>Extended Day: (Year 1,2,3) 8 Lunch Monitors for Summer ELO x 75 hrs @ 12.50 each = \$10,000</p>	\$765.00	\$765.00	\$765.00	\$2,295.00	

(Year 1) Professional Development (PLC's) 25 Staff @ 20 hrs @ \$34 per hr =17,000. (Year 2) 25 Staff @ \$34 per hr x 20 hrs = 17,000. (Year 3) 25 Staff @ \$34 per hr x 20 hrs = 17,000.	\$1,301.00	\$1,301.00	\$1,301.00	\$3,903.00
(Year 1) 1 SIG Supervisor to be shared within 2 SIG Schools @ \$86,000 for School 6 and NRC. (Year 2) 1 Supervisor to be shared with 2 SIG Schools = 88,000 (Year 3) 1 Supervisor to be shared with 2 SIG = 90,000 .	\$15,418.00	\$15,636.00	\$15,856.00	\$46,910.00
(Year 1 = .75) 1 FTE Climate and Culture @ \$75,000. (Year 2 = .25) 1 FTE Climate and Culture @ \$75,000. (Year 3 = 0) 1 FTE Climate and Culture @ \$75,000.	\$21,319.50	\$7,106.50	\$0.00	\$28,426.00
(Year 1 = .75) 1 FTE Data @ \$75,000. (Year 2 = .75) 1 FTE Data @ \$75,000. (Year 3 = .25) 1 FTE Data @ \$75,000.	\$21,319.50	\$21,319.50	\$7,106.50	\$49,745.50
Administrative Leadership Team - FICA	\$352.00	\$352.00	\$352.00	\$1,056.00
Total	\$202,419.00	\$192,347.00	\$175,220.50	\$570,368.50
Purchased Professional and Technical Services	Year 1	Year 2	Year 3	Total request
Middle School University: College prep Classes aligned to school theme provided by university partner for students in grades 6-8 2 x per week	\$144,000.00	\$144,000.00	\$144,000.00	\$432,000.00
Professional Development External Provider: Consultant to provide PD for teachers in utilizing positive social/emotional support strategies and workshops for parents.	\$27,675	\$27,675	\$27,675	\$83,025.00

Adult Ed Literacy Program: Community Development Center to provide adult literacy classes to two cohorts of parents.					
	Total	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Supplies and Materials					
	Total	\$176,675.00	\$176,675.00	\$176,675.00	\$530,025.00
Instructional Supplies for the Extended Day Learning					
	Year 1	\$4,942.00	\$2,500.00	\$2,000.00	\$9,442.00
	Year 2	\$0.00	\$2,500.00	\$1,000.00	\$3,500.00
Non-Instructional Supplies for the Extended Day Learning					
	Year 1	\$53,800.00	\$26,900.00	\$0.00	\$80,700.00
	Year 2	\$3,900.00	\$1,950.00	\$0.00	\$5,850.00
Technology					
	Year 1	\$7,200.00	\$3,600.00	\$0.00	\$10,800.00
	Year 2	\$1,000.00	\$0.00	\$0.00	\$1,000.00
	Total	\$70,842.00	\$37,450.00	\$3,000.00	\$111,292.00
Equipment					
	Year 1				
	Year 2				
	Year 3				
	Total				Total request

Other Buses/Refreshments	Year 1	Year 2	Year 3	Total request
(Year 1) Student Admissions 1 field trip each x \$10 per student (Year 2) Student Admissions - 1 field trip each x \$10 per student. (Year 3) 1 Field trip each x \$10 per student.	\$6,900.00	\$6,900.00	\$6,900.00	\$20,700.00
(Year 1) Student Incentives - 465 Students (Year 2) 465 Students (Year 3) 465 Students	\$10,000.00	\$5,000.00	\$5,000.00	\$20,000.00
(Year 1) Transportation-buses for 465 field trips (Year 2) Transportation-buses for 465 field trips. (Year 3) Transportation - buses for 465 field trips.	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00
(Year 1,2,3) Registration Fees for 5 staff members for conferences.	\$500.00	\$500.00	\$500.00	\$1,500.00
(Year 1,2,3) Travel reimbursement for staff members conferences	\$800.00	\$800.00	\$800.00	\$2,400.00
(Year 1,2,3) Teacher Incentives	\$20,000.00	\$17,000.00	\$17,000.00	\$54,000.00
(Year 1,2,3) Refreshments for parents/family/staff community	\$6,000.00	\$6,000.00	\$6,000.00	\$18,000.00
Total	\$48,200.00	\$40,200.00	\$40,200.00	\$128,600.00

Total Year One Costs:

~~\$1,947,529.00~~ 1952882

Total Year Two Costs:

\$1,892,265.00

Total Year Three Costs:

\$1,818,738.50

TOTAL DIRECT COSTS:

\$5,658,532.50

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

REVISED June 24, 2014

NGO TITLE: School Improvement Grant
SCHOOL NAME: School NRC, Paterson Public Schools

952.184NOTES: 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	GRANT REQUEST AMOUNT
5.6	100-100	1 FTE Reading Specialist @ \$75,000	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	\$75,000
5.5	100-100	1 FTE Math Intervention Teacher @ \$75,000	1 FTE MIT - Math Intervention Teacher - \$75,000 To provide rigorous implementation of MIT includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention.	\$75,000
7a.1	100-100	Extended Day: 65 Teachers x 300 hrs x \$48 per hours = \$936,000.	65 teachers x 300 hrs x \$48 per hours = \$936,000.	\$936,000.
7a.1	100-100	Extended Day : 5 Instructional Assistants for 300 hrs x \$38= \$57,000	5 IA's for Extended Day for 300 hrs x \$38 per hr= \$57,000.	\$57,000
7a.1	100-100	Extended Day: Substitutes	Substitutes for teachers working the ELO @\$100 per day	\$3,000
7a.1	200-100	Extended Day: 3 administration salaries x 300 hrs.	2 administrators x 300 hours x \$58 per hour = \$34,800. 1 Principal Salary = \$60 per hour x 300 hours = \$18,000. Totaling = \$52,800	\$52,800 ✓
7a.1	200-100	Extended Day: 2 Secretaries x 250 hrs x \$38 per hr = \$19,000	2 Secretaries x 250 hrs x \$38 per hour = \$19,000	\$19,000
7a.1	200-100	Extended Day: at Inurse \$48 x 300 hours=\$14,400 for the extended day learning	1 Nurse x 300 hrs x \$48 per hour = \$14,400.	\$14,400

100-100
1146000

200-100
\$62000

122700
1146000

122700
1146000

S-11

BUDGET DETAIL FORM A

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

REVISED June 24, 2014

NGO TITLE: School Improvement Grant
SCHOOL NAME: School NRC, Paterson Public Schools

7a.1	200-100	Extended Day: 1 Custodian for 170 days for 1 hr per day @ \$39.37 per hr = \$6,693.00. Fica .0765	1 Custodian x 1 hr per day x \$39.37 per hr x 170 days = 6,693.	\$6,693	
7a.1 7b.5	200-100	Extended Day: 1 Parent Coordinator for 300 hrs x 38 per hr = 11,400	1 Parent Coordinator x 300 hrs x \$38 per hr = 11,400	\$11,400	
7a.1	200-100	Extended Day: 1 Security Guard for learning time for extended day learning time to keep the site safe for all students.	1 Security Guard x 300 hrs x \$38 per hour = \$11,400.	\$11,400.	
7a.1	200-100	Extended Day: Lunch Monitors for Summer ELO	8 Lunch Monitors for Summer ELO x 100 hrs @ 12.50 = \$10,000	\$10,000	
4.4	200-100	Professional Development (PLC'S) 25 Staff @ 20 hrs @ \$34 per hr = 17,000	Professional Development (PLC'S) 25 Staff @ 20 hrs @ \$34 per hr = 17,000	\$17,000	
8.1	200-100	SIG Supervisor to be shared within 2 SIG	1 SIG Supervisor @ \$86,000 (.50) for School 6 and NRC @ \$43,000 each	\$43,000	
5.4 7b.4	200-100	75 Teacher Mentor of Climate and Culture \$56,250	75 Teacher Mentor of Climate and Culture @ \$56,250	\$56,250	
5.3 6.1	200-100	75 Teacher Mentor of Data Analysis \$56,250	75 Teacher Mentor of Data Analysis @ \$56,250	\$56,250	
	200-100	3 Administrators x 10 hours x \$40 = \$1,200 (Leadership Team)	3 Administrators x 10 hours x \$40 = \$1,200 (Leadership Team)	\$1,200	
	200-100	10 Teachers x 10 hrs x \$34 per hr = \$3,400 (Leadership Team)	10 Teachers x 10 hours x \$34 = \$3,400 (Leadership Team)	\$3,400	
		Total		\$1,448,793	

200-100
216593

216593

[Signature]

BUDGET DETAIL FORM B

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

REVISED June 24, 2014

NGO TITLE: School Improvement Grant
SCHOOL NAME: School NRC, Paterson Public Schools

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	TPAF	PERS	WRRR'S COMP	UNEMPL.Y.	DISABIL.	HEALTH	OTHER SPECIFY:	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
1 FTE Reading Specialist @ \$75,000	75,000 ✓	5,738 ✓	10,688 ✓					12,000 ✓%	38	28,426 ✓
1 FTE Math Intervention Teacher @ \$75,000	75,000 ✓	5,738 ✓	10,688 ✓					12,000 ✓		38	28,426 ✓
Extended Day: 65 Teachers x 300 hrs x \$48 per hours = \$936,000.	936,000 ✓	71,604 ✓								7.65	71,604 ✓
Extended Day : 5 Instructional Assistants for 300 hrs x \$38 = \$57,000	57,000 ✓	4,361 ✓								7.65	4,361 ✓
Substitutes: Substitutes for Teachers ELO Program and SIG related teacher pull-out professional development 100 teachers @ \$100 per day = \$3,000	3,000 ✓	230 ✓								7.65	230 ✓
Extended Day: 3 administration salaries x 300 hrs. = 52,800	52,800 ✓	4,039 ✓								7.65	4,039 ✓

200-200
1270R10
200-10
200,392

S-12

BUDGET DETAIL FORM B

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

REVISED June 24, 2014

NGO TITLE: School Improvement Grant
SCHOOL NAME: School NRC, Paterson Public Schools

Extended Day: 2 Secretaries x 250 hrs x \$38 per hr = \$19,000	19,000 ✓	1,454 ✓																	7.65	1,454 ✓
Extended Day: at Inurse \$48 x 300 hours=\$14,400 for the extended day learning	14,400 ✓	1,102 ✓																	7.65	1,102 ✓
Extended Day: 1 Custodian for 170 days for 1 hr per day @ \$39.37 per hr = \$6,693.00.	6,693 ✓	512 ✓																	7.65	512 ✓
Extended Day: 1 Parent Coordinator for 300 hrs x 38 per hr = 11,400	11,400 ✓	872																	7.65	872 ✓
Extended Day: 1 Security Guard for learning time for extended day learning time to keep the site safe for all students. 300 x \$38 = 11,400	11,400 ✓	872 ✓																	7.65	872 ✓
Lunch Monitors for Summer ELO - 8 Monitors For Summer ELO x 100 hrs @ \$12.50 = 10,000	10,000 ✓	765 ✓																	7.65	765 ✓
Professional Development (PLC'S) 25 Staff @ 20 hrs @ \$34 per hr = 17,000	17,000 ✓	1,301 ✓																	7.65	1,301 ✓

200-200

6878

2

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

REVISED June 24, 2014

NGO TITLE: School Improvement Grant
 SCHOOL NAME: School NRC, Paterson Public Schools

SIG Supervisor to be shared within 4 SIG Schools 1 SIG Supervisor @ \$86,000 (.50 Salary) for School 6= 43,000	43,000 ✓	3,290 ✓	6,128 ✓							6,000 ✓		36	15,418 ✓
1 Data Analysis @ \$56,250	56,250 ✓	4,303 ✓	8,016 ✓							12,900		43	24,319 ✓
1 Climate & Culture @ \$56,250	56,250 ✓	4,303	8,016							12,900		43	24,319 ✓
Leadership Team 3 Administrators x 10 hrs x \$40 per hr = \$1,200	1,200 ✓	92 ✓										7.65	92 ✓
Leadership Team 10 teachers x 10 hrs x \$34 per hr = \$3,400	3,400 ✓	260 ✓										7.65	260 ✓
Total													\$208,372

200-260
 64408

S-13

BUDGET DETAIL FORM C

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

Date: April 1, 2014

NGO TITLE: School Improvement Grant
SCHOOL NAME: School NRC, Paterson Public Schools

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
7a.3	200-300	Middle School University: College prep classes aligned to school theme provided by university partner for students in grades 6 - 8 2x per week	100 per class session ✓	1,440 classes ✓	144,000 ✓
4.3	200-300	Professional Development External Provider: Consultant to provide professional development for teachers in utilizing positive social/emotional support strategies and workshops for parents	1,350 per day ✓	20.5 Days ✓	27,675 ✓
7b.6	200-300	Adult ESL Program: Community Development Center to provide adult literacy classes to two cohorts of parents	5,000 per cohort ✓	1 cohort ✓	5,000 ✓
Total					\$176,675

200-300
176675

5/19/14
125

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: April 1, 2014

NGO TITLE: School Improvement Grant

SCHOOL NAME: School NRC, Paterson Public Schools

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)
5.9	100-600	100 (10 Pack) Handheld devices (Apple iPad 16GB including AppleCare Protection Plan and Auto Enroll) for student use to practice individual skills, enhance classroom instruction and facilitate differentiated learning.	538	100	53,800 ✓
5.9	100-600	100 iPad covers Apple W72055465	39	100	3,900 ✓
5.9	100-600	4 iPad Carts for Security and Charging Station	1,800	4	7,200 ✓
5.10	100-600	Volume Voucher for Educational Apps	1,000	1	1,000 ✓
	100-600	Dixon Pencils 50 boxes	12.08	50	604 ✓

100-600
66504

66504 ✓

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: April 1, 2014

NGO TITLE: School Improvement Grant
 SCHOOL NAME: School NRC, Paterson Public Schools

5.10	100-600	General Supplies for extended day time			
		<ul style="list-style-type: none"> • Composition Note Books 201384 • Dixon Max Crayons 8 404229 BX/8 • Dixon Max Crayons 16 404239 BX/16 • Acme Ruler 12' Clear Staple 398734 • Pendaflex File Folders 3 Tab 812796 • Hanging File Folders 645587 • Beginner Pencil w/eraser DIX33312 • Eraser Markers Chisel Tip BLK 742318 • Sanford EXPO Dry-Erase Markers 502195 • Sanford EXPO Erase Markers 742318 • Dry-Erase Markers 742319 • Dry-Erase Markers 502195 • Low Odor Dry-Erase Marker Set 554359 • Elmer's Glue All Purpose Glue 511246 • Binney & Smith Crayola Chalk 387512 • Binney & Smith Crayola Chalk Assor. 069194 • Swingline Desk Stapler 103846 • OIC Standard Jaws Staple Remover 902631 • 3M Scotch Tape Desk Top Dispenser 567884 	<ul style="list-style-type: none"> 3.50 0.50 0.90 0.60 12.30 12.60 3.50 4.00 3.40 3.40 3.40 3.00 3.40 8.50 9.80 0.50 0.40 1.45 0.80 3.50 1.00 	<ul style="list-style-type: none"> 130 120 500 400 20 40 100 50 60 60 60 80 40 25 80 40 60 50 50 30 	<ul style="list-style-type: none"> 455 ✓ 60 ✓ 450 ✓ 240 ✓ 246 ✓ 504 ✓ 350 ✓ 200 ✓ 204 ✓ 204 ✓ 180 ✓ 272 ✓ 340 ✓ 245 ✓ 40 ✓ 16 ✓ 87 ✓ 40 ✓ 175 ✓ 30 ✓
	TOTAL				\$70,842

100-600
21338

1358 \$ 27

S-16

BUDGET DETAIL FORM E

REVISED August 12,
2014

*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: School NRC, Paterson Public Schools

Stakeholder Group Finding: Provide refreshments and pair parents events with school showcases in order to increase parent participation

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
3.3	100-800	Student Incentives (690 students) Quarterly Honor Roll Luncheons - (4) Luncheons x 50 Students x \$10 each = \$2,000 Grade 6 - 8 Culminating Field Trip tied to STEAM Theme x 100 students x \$80/student = \$8,000	\$10,000
7a.6	100-800	Student Admissions (1) field trip each student (690) students x \$10 per student	\$6,900
7a.7	200-500	Buses for field trips for (690) students, teachers, and parents. 10 buses @ \$400 = 4,000	\$4,000
4.6	200-500	Registration fees for conferences (5 staff members x 1 conference x \$100/conference = \$500) (Local university and research-based provided conferences aligned to school needs)	\$500
1.9	200-580	Travel reimbursement for (4) Administrators x 600 miles per Administrator x .31 = \$744 + \$56 tolls = \$800 for NIDOE Meetings	\$800
3.2	200-800	Teacher Incentives (40 teachers x \$500/incentive = \$20,000, yearly incentive based on student achievement for materials from vendors such as Scholastic and Teacher Created materials for a program that is over and above the normal classroom time.	\$20,000
7b.9	200-800	Refreshments for parents/family/staff community outreach nights 12 events @500 per event = 6,000	\$6,000
		Total	\$48,200

$\frac{200-500}{4500}$

$\frac{100-800}{16900}$

$\frac{200-580}{800}$

$\frac{200-800}{26000}$

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Paterson Public Schools

School Name: School NRC

County/LEA/School Code: 31 / 4010 /

NGO Title: School Improvement Grant

NGO#:

BUDGET CATEGORY	FUNCTION & OBJECT CODE	STATE FUNDS (Column 1)	FEDERAL FUNDS REQUESTED (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		1,146,000 ✓			1,146,000
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600		70,842 ✓			70,842
Other Objects	100-800		16,900 ✓			16,900
SUBTOTAL - INSTRUCTION						
			1,233,742			1,233,742
SUPPORT SERVICES						
Personal Services - Salaries	200-100		302,793 ✓			302,793
Personal Services - Employee Benefits	200-200		208,372 ✓			208,372
Purchased Professional & Technical Services	200-300		176,675 ✓			176,675
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500		4,500 ✓			4,500
Travel	200-580		800 ✓			800
Supplies and Materials	200-600					
Other Objects	200-800		26,000 ✓			26,000
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES						
			719,140			719,140
Buildings						
	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST						
			1,952,882			1,952,882

Richard Kilpatrick
School Business Administrator/Chief Fiscal Officer

Date

[Handwritten signature]

Fiscal