NEW JERSEY STATE DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

APPLICATION CONTROL CENTER

The original application and four copies were received by the application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.

RFP# 11 SG03 H02

AGENCY NAME: Newark Public Schools

Evinnie Davis
ACC Signature

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Form S-1

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

SECTION I:

NGO#:11-SG03-H02 Title: School Improvement Grant 13-3570-600

SECTION II, PART A: Peshine Avenue Elementary School	Internal use only	School Code	Type	Region	Sequence
School Name: 433 Peshine Avenue					
School Address: Newark, NJ 07112					
School City, State, Zip: K-8					
Grade Span of School					

Wanda Brooks-Long (973) 705-3890
School Principal Name Phone #

School Program Director Name

School Program Director Telephone

School Program Director Fax/email

Total amount of funds requested for school application: Year 1 $2,000,000 Year 2 $1,975,966 Year 3 $1,861,554

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

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

Deborah Terrell 4/26/11
Certification of Chief School Administrator Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 600).

Deborah Terrell Interim State District Superintendent 4/26/11
Signature of Chief School Administrator Title Date

Business Manager: Valerie Wilson Phone: (973) 733-8467 Fax: (973) 733-7161

Form S-2

SCHOOL STATEMENT OF ASSURANCES

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

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

Newark Public Schools
Applicant LEA

Deborah Ferrell
Signature: *Chief School Administrator*

Peshine Avenue Elementary School
Applicant School

4/26/11
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*DBA-Peshine Avenue Elementary School*
Address	*433 Peshine Avenue, Newark NJ 07112*
DUNS number	*627576895*
Expiration Date of CCR registration	*2/18/2012*
Congressional District	NJ-10

Part II – Primary Place of Performance under this award

City	Newark
County	Essex

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.

Deborah Terrell

Signature of Chief School Administrator

Deborah Terrell, Interim State District Superintendent
Name and Title

Form S-4

Date: **April 26, 2011** **Page** 1 **of** 5

PROJECT ABSTRACT

LEA: Newark Public Schools **Name of School:** Peshine Avenue Preparatory School

Mission	The stakeholders (Administrators, Teachers, Staff, Students, Parents, and Community Partners) of Peshine Avenue Preparatory School will ensure that: • Our children demonstrate intrinsic ownership and responsibility for their learning. • Our children are provided rigorous, relevant, curriculum, and instruction that prepares them to compete in a global community. • Our children exit grade three reading at or above grade level as measured by standardized assessment. • Our children demonstrate proficiency in mathematics and science as measured by standardized assessments. • Our children will gain the necessary social and emotional skills to foster positive interpersonal respectful relationships at school, home, and play every day in every way.
Vision	The stakeholders of Peshine Avenue Preparatory School (Administrators, Teachers, Staff, Students, Parents, and Community Partners) will ensure that our children are intrinsically motivated life long learners and leaders able to compete in a global community through content mastery, skill acquisition, technology proficiency, and social capacity that support our five pillars of excellence: ***Rigor, Relevance, Relationships, Respect, and Responsibility*** We strive to achieve this ideal by providing authentic learning experiences that empower students to acquire 21st Century skills enabling them to effectively navigate, predict, and respond to contemporary issues in an ever changing global economy. We operationalize this vision in the belief that: o Learning must be rigorous and relevant o Learning experiences must be authentic and readily accessible o Civic leadership must be modeled and reproduced o School culture must be a distinct community of shared values

Project Implementation Summary	The CAPA study, Newark internal reviews, and the Cambridge School Quality review all indicate that student achievement in Language Arts Literacy (LAL) and Math, at Peshine Avenue Preparatory School has been unsatisfactory for a number of years. These reports identified root causes across LAL and Math validating the school's intent to execute academic rigor, effective use of data-driven instruction, consistent implementation of the curriculum in all classrooms, and skillful differentiation of instruction. The reports also identify a vital need for teachers to have access to relevant professional development that focuses on the specific needs of staff across grade and content levels at Peshine Avenue Preparatory School. **School Leadership** The principal at Peshine Avenue Preparatory School will be replaced according to the SIG application requirements. The new principal will be given a mandate to promote dramatic and immediate change in the school. He or she will be given autonomy in many respects and will be fully supported by the LEA to bring about this goal. **School Staffing** The focus of this Turnaround Project is to produce rapid, significant change which ensures the achievement and success of all students. In order to enable the principal to implement the changes required, 50% of staff at the school will be replaced. The LEA, in consultation with the school, will seek new staff that are highly qualified, committed to excellence in education and student achievement, and who are able to embrace change and a new paradigm for student success. In order to initiate and sustain the needed change, the principal's role must change from the **managerial leader** to the **instructional leader**. In this role, the principal, and the school leadership team, will focus on the quality of teaching and learning. This will require agreeing to and implementing with fidelity a coherent program of professional development and teacher evaluation program that includes evaluating and providing reflective feedback to all teachers at least four times a year. Both the PD and teacher evaluation program will be designed to **Empower Effective Teachers.** Therefore, Peshine Avenue School needs the autonomy and flexibility to modify the staffing structures enabling them to create a series of key operational positions designed to enable the principal to appropriately delegate specific management tasks to other staff. These positions will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. These positions will include: 1. **School Operations Manager** – Peshine Avenue School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administrative work from pulling the principal away from instructional leadership work. There are a variety of SAM models but in order to transform Peshine Avenue School, we advocate the creation of this new operational position. 2. **Data Specialist** - The Data Specialist will be responsible for developing,

managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The Data Specialist will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what is otherwise possible.

In addition to the above internal positions, the school will also see, through a series of RFPs, to engage a Lead Turnaround Partner (LTP) and other key outside providers. The LTP will work in partnership with the school and the Office of Innovation and Change (SIG Office), and use research-based strategies that provide an immediate and dramatic turnaround in student achievement. The LTP will have all the necessary staff, knowledge, skills, experience and expertise to provide technical assistance and day to day support, including high quality job-embedded professional development, which will be required to transform Peshine Avenue Preparatory School. The LTP will also coordinate the work of other outside providers to ensure that all the interventions are fully aligned with the Peshine Avenue Preparatory School Turnaround Plan.

Instructional Focus

The school will implement proven strategies, drawn from best practice research around the world, to guarantee that all students have access to a curriculum that accommodates diverse learning styles and meets the requirements of the 21st Century. In order to ensure that the curriculum is relevant and appropriate, the school, with support from the LEA, LTP and SLC, will review and revise the current curriculum. They will retire any programs that are not working and implement new strategies which prepare all students for college, technological advances, the global market place, and productive citizenship.

Recognizing a global shift in the economic infrastructure that is based on an ever advancing technological reality, the school will realign its pedagogy to incorporate 21st Century skills at the highest levels of Bloom's Taxonomy and the incorporation of technology. To this end, we will construct a standards-based instructional program that provides equitable access to the best available technology solutions designed for schools.

The school will also seek to implement authentic inquiry and other methods to engage students, give them voice and input in decision-making that affects them, as well as motivate them to take ownership of their learning. Incorporated within the daily instruction will be authentic opportunities for relevant, hands-on practicum that aids the transition of theory to practice. Learners will transfer what is taught in the classroom to real-life 21st Century application thereby making relevant connection to the world in which they live. Functional Learning centers will be infused with problem-solving, critical thinking, goal-setting and team-building. These experiences will give students opportunities to develop skills in the economical, judicial, technological, political, and entrepreneurial domains.

Peshine Avenue Preparatory school fully understands the value of job-embedded professional development and how this can improve teacher practice and ultimately student achievement. Consequently, for the first three weeks of school in August, teachers will have 75 hours of job-embedded professional development that directly

affects their practice in their classrooms. Teachers will have opportunity for one-on-one coaching, as well as peer collaboration on vertical, horizontal, and content teams. This model will continue throughout the year facilitated by creative scheduling.

A hallmark of our approach will be our teachers' voice in the design and development of PD opportunities, and the constant monitoring and support for measures/initiatives undertaken.

Extended Learning

Peshine Avenue has elected to adopt a two-prong approach to implement extended learning time. In the first instance, the school will extend the school day from six hours to seven and a half hours beginning at 7:20 am and ending at 3:35 pm. Students will have breakfast until 8:00 am and then begin their day with Advisories and Town Hall Meetings. Interventions will be integrated throughout the day, not occur at the end as has been the practice. Special subjects emphasizing 21st Century skills will be implemented at the end of the day to ensure an uninterrupted instructional focus during prime learning time. Selected Saturdays will be dedicated to remediation of students with deficits, and enrichment for Gifted and Talented students.

Secondly, the school year will be extended so that beginning August, 2012, students will return one week early for 6.5 hours. The school will implement a nine-week instructional cycle followed by a one-week break. There will be four cycles during the school year with three one-week breaks and a month-long summer recess. In addition, staff will receive a full week of PD in early August prior to students returning. This will occur from 9:00 am to-2:30 pm.

Extended learning for 165 days at 1.5 additional hours/day	= 247.5 hours
5 additional days at 6.5 hours/day	= 32.5 hours
	280 hours

School Culture

The School Instructional Leadership Team (SILT) will continue to build the overall culture and vitality of the school. The intention is to create a school community in which everyone is an active participant and life-long learner. Key components of this part of the turnaround initiative will be:

a) The introduction of a school-wide Positive Behavior Interventions and Supports (PBIS) system. This will encompass all aspects of the life, including school, family, home, and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system.

b) Implementation of Performance- Based Incentives for Teachers. We believe teachers are committed, and those who exceed expectations and norms are worthy of recognition and celebration. Performance-based incentives are a demonstration of value and appreciation to those who go above and beyond to make certain that student achievement is attainable. "Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well," said Voltaire, French philosopher and writer.

	Parental Involvement Components of a Parent University will also be incorporated as an integral way of engaging parents in the educational advancement of their children. Providing adult literacy and other skills in a safe environment empowers them as agents of change for today's children. At a minimum, parents will be taught: • How to construct Home Learning Centers • Time management skills • Financial literacy • How to expand their skills for job readiness • Technology literacy **Community Relations** In order for this Turnaround Project to be successful, the school also recognizes that it needs to transform its relationship with the local community so the environment becomes one of a *school in the community and a community in the school.* The school administration and the LTP will appoint a **Community Relations Specialist** who will work in collaboration with the whole staff and local community to develop an extensive program of community-oriented activities. As these gain traction, we envision that the activities will develop into wraparound-services and supports for students and the local community. Examples of these services include: ➢ Connections with medical institutions (such as dental and health clinics) to provide services for students and families in the community ➢ Connections with faith-based organizations to support the community ➢ Work with community to develop a mentorship program ➢ Parent University to support parents in meeting the educational needs of their children as well as advancing their own educational aspirations ➢ University partnerships such as student teaching ➢ Develop a print-rich community (with library exchanges, word garden, virtual book clubs, for example ➢ Language acquisition classes in Spanish, English, Mandarin Peshine Avenue Preparatory School is committed to improving the lives and educational opportunities of its students. On its own, the school might be able to implement only a fraction of the components outlined above. However, the SIG grant will enable the school to effect significant and meaningful school turnaround which will positively improve the lives of its students. Peshine has the vision, commitment and the resolve, to realize this ideal!

Reporting Metrics – Form S5

Attachments M1, M2

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-5

Date: **April 26, 2011**

REPORTING METRICS

LEA : **Newark Public Schools**

Name of School: **Peshine Avenue**

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Turnaround
AYP status	6
Which AYP targets the school met and missed	Met participation target. Made Safe Harbor in Elementary LAL and Math. Did not make AYP in LAL, Math.
School improvement status	Corrective Action
Number of minutes within the school year	70,300
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	Please see attached - M1
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Please see attached – M2
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	Please see attached – M2
Percentage of limited English proficient students who attain English language proficiency	47.4%
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	91.8%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	9%
Truants	N = 5
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Dist.=8%; Prof=65%; Basic=21%; Unsat = 6%
Teacher attendance rate	91.2%

PESHINE AVENUE SCHOOL – REPORTING METRICS, FORM S-5

ATTACHMENT M1

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language Arts and Mathematics – By Grade and By Student Subgroup

LANGUAGE ARTS LITERACY

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	44	70.5%	29.5%	0%	44	79.5%	18.2%	2.3%	46	73.9%	26.1%	0%
Male	13	76.9%	23.1%	0%	*	*	*	*	39	79.5%	20.5%	0%
Female	32	68.8%	31.3%	0%	23	56.5%	39.1%	4.3%	25	80%	20%	0%
Black	43	72.1%	27.9%	0%	49	75.5%	22.4%	2%	56	78.6%	21.4%	0%
Econ Disadv.	40	72.5%	27.5%	0%	46	76.1%	21.7%	2.2%	58	82.8%	17.2%	0%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	48	83.3%	16.7%	0%	40	70%	30%	0%	42	35.7%	59.5%	4.8%
Male	43	86%	14%	0%	28	64.3%	35.7%	0%	27	55.6%	44.4%	0%
Female	25	84%	16%	0%	*	*	*	*	38	52.6%	42.1%	5.3%
Black	63	85.7%	14.3%	0%	50	78%	22%	0%	60	53.3%	43.3%	3.3%
Econ Disadv.	64	84.4%	15.6%	0%	47	78.7%	21.3%	0%	54	55.6%	42.6%	1.9%

*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

PESHINE AVENUE SCHOOL – REPORTING METRICS, FORM S-5

ATTACHMENT M1

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language Arts and Mathematics – By Grade and By Student Subgroup

MATH

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	44	54.5%	34.1%	11.4%	44	70.5%	25%	4.5%	46	52.2%	21.7%	26.1%
Male	13	53.8%	30.8%	15.4%	26	69.2%	30.8%	0%	39	64.1%	17.9%	17.9%
Female	32	56.3%	34.4%	9.4%	23	69.6%	21.7%	8.7%	25	64%	16%	20%
Black	43	58.1%	34.9%	7%	49	69.4%	26.5%	4.1%	56	64.3%	16.1%	19.6%
Econ Disadv.	40	57.5%	35%	7.5%	46	67.4%	28.3%	4.3%	58	63.8%	19%	17.2%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	48	77.1%	22.9%	0%	40	72.5%	27.5%	0%	40	72.5%	22.5%	5%
Male	43	76.7%	20.9%	2.3%	29	69%	31%	0%	27	81.5%	18.5%	0%
Female	25	88%	12%	0%	*	*	*	*	37	78.4%	16.2%	5.4%
Black	63	81%	17.5%	1.5%	51	80.4%	19.6%	0%	59	78%	18.6%	3.4%
Econ Disadv.	64	81.3%	17.2%	1.6%	48	81.3%	18.8%	0%	53	83%	13.2%	3.8%

*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

REPORTING METRICS

Att. M-2

LEA : ___Newark Public Schools_____ Name of School: ___PESHINE ____

Metric	2010-2011 Data					
School Data						
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)						
AYP status	Yes					
Which AYP Targets met and missed						
Number of AYP indicators met	Elementary: 41 out of 41					
	Made 95% Participation Rate		Made AYP Benchmark		Made Safe Harbor	
	LAL	Math	LAL	Math	LAL	Math
Total Population	Yes	Yes	No	No	Yes	Yes
Students with Disabilities	-	-	-	-	-	-
Limited English Proficient	-	-	-	-		
White	-	-	-	-		
African American	Yes	Yes	No	No	Yes	Yes
Asian	-	-	-	-		
American Indian	-	-	-	-		
Hispanic	-	-	-	-		
Others	-	-	-	-		
Economically Disadvantaged	Yes	Yes	No	No	Yes	Yes
School Attendance	Yes					
Number of AYP indicators met	Middle: 34 out of 41					
	Made 95% Participation Rate		Made AYP Benchmark		Made Safe Harbor	
	LAL	Math	LAL	Math	LAL	Math
Total Population	Yes	Yes	No	No	No	No
Students with Disabilities	-	-	-	-		
Limited English Proficient	-	-	-	-		
White	-	-	-	-		
African American	Yes	Yes	No	No	No	No
Asian	-	-	-	-		
American Indian	-	-	-	-		
Hispanic	-	-	-	-		
Others	-	-	-	-		
Economically Disadvantaged	Yes	Yes	No	No	No	Yes
School Attendance	Yes					
School improvement status	Yr6					
Number of minutes within the school year						

Date: 3/31/2011

Form S-5

REPORTING METRICS

Att. M-2

LEA : ___Newark Public Schools_____ Name of School: ___PESHINE ____

Metric	2010-2011 Data		
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup			
Grade Span	Subgroup	LAL	Math
345	Black	99.3%	99.3%
345	Economically Disadvantaged	99.3%	99.3%
345	Hispanic	100.0%	100.0%
345	LEP		
345	Special Education	100.0%	100.0%
678	Total	99.4%	99.4%
678	Black	100.0%	98.0%
678	Economically Disadvantaged	100.0%	97.9%
678	Hispanic	100.0%	100.0%
678	LEP		
678	Special Education	100.0%	100.0%
678	Total	100.0%	98.2%

Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students"				
Grade	Category	PROF LVL	LAL MEAN SS	MATH MEAN SS
3	All Students	AP		267.2
3	All Students	P	216.1	216.6
3	All Students	PP	174.5	162.8
3	All Students	Total	185.8	191.6
3	Black	AP		278.7
3	Black	P	215.5	216.6
3	Black	PP	175.7	162.5
3	Black	Total	186.6	190.1
3	Economically Disadvantaged	AP		269.7
3	Economically Disadvantaged	P	214.0	217.7
3	Economically Disadvantaged	PP	174.4	164.6
3	Economically Disadvantaged	Total	184.5	190.5
3	Hispanic	AP		250.0
3	Hispanic	P	223.0	
3	Hispanic	PP	162.0	166.0
3	Hispanic	Total	177.3	208.0
3	LEP	AP		
3	LEP	P		
3	LEP	PP		166.0
3	LEP	Total	145.0	
3	Special Education	AP		
3	Special Education	P		202.0
3	Special Education	PP		
3	Special Education	Total	142.7	
4	All Students	AP		273.5
4	All Students	P	266.0	224.7
4	All Students	PP	214.2	157.9
4	All Students	Total	156.7	181.8
4	Black	AP	169.2	266.0
4	Black	P	266.0	224.7
4	Black	PP	214.2	157.9
4	Black	Total	156.3	179.5
4	Economically Disadvantaged	AP	169.1	273.5
4	Economically Disadvantaged	P	266.0	224.7
4	Economically Disadvantaged	PP	215.8	155.7
4	Economically Disadvantaged	Total	155.9	182.5
4	Hispanic	AP	168.7	296.0
4	Hispanic	P		
4	Hispanic	PP		
4	Hispanic	Total	174.0	296.0
4	LEP	AP	174.0	296.0
4	LEP	P		
4	LEP	PP		
4	LEP	Total	174.0	
4	Special Education	AP		296.0
4	Special Education	P		
4	Special Education	PP	236.0	
4	Special Education	Total		
5	All Students	AP		259.1
5	All Students	P		220.5
5	All Students	PP	215.5	169.6
5	All Students	Total	163.7	198.3
5	Black	AP	175.5	259.4
5	Black	P		222.9
5	Black	PP	214.2	170.8
5	Black	Total	161.7	199.7
5	Economically Disadvantaged	AP	174.3	258.7
5	Economically Disadvantaged	P		220.5
5	Economically Disadvantaged	PP	215.4	168.7
5	Economically Disadvantaged	Total	163.4	197.3
5	Hispanic	AP	173.6	256.0
5	Hispanic	P		210.0
5	Hispanic	PP	231.0	161.0
5	Hispanic	Total	175.8	188.6

REPORTING METRICS

Att. M-2

LEA : ___Newark Public Schools_____ Name of School: ___PESHINE ____

Metric	2010-2011 Data			
5	LEP	AP	183.7	
5	LEP	P		243.0
5	LEP	PP	208.0	
5	LEP	Total		
5	Special Education	AP		
5	Special Education	P		
5	Special Education	PP		152.9
5	Special Education	Total	143.7	
6	All Students	AP		255.0
6	All Students	P	212.3	212.8
6	All Students	PP	168.7	169.6
6	All Students	Total	174.8	179.2
6	Black	AP		255.0
6	Black	P	211.0	212.4
6	Black	PP	168.9	170.2
6	Black	Total	174.7	179.8
6	Economically Disadvantaged	AP		255.0
6	Economically Disadvantaged	P	212.3	213.1
6	Economically Disadvantaged	PP	169.3	170.1
6	Economically Disadvantaged	Total	175.7	179.5
6	Hispanic	AP		
6	Hispanic	P	223.0	217.0
6	Hispanic	PP	174.5	168.8
6	Hispanic	Total	184.2	178.4
6	LEP	AP		
6	LEP	P		
6	LEP	PP	167.0	161.0
6	LEP	Total		
6	Special Education	AP		255.0
6	Special Education	P	217.0	
6	Special Education	PP		
6	Special Education	Total		
7	All Students	AP		
7	All Students	P	210.2	213.3
7	All Students	PP	175.7	156.3
7	All Students	Total	184.5	169.7
7	Black	AP		
7	Black	P	210.3	211.1
7	Black	PP	177.6	158.1
7	Black	Total	185.9	170.4
7	Economically Disadvantaged	AP		
7	Economically Disadvantaged	P	209.5	210.4
7	Economically Disadvantaged	PP	178.2	156.9
7	Economically Disadvantaged	Total	186.1	169.0
7	Hispanic	AP		
7	Hispanic	P	209.0	235.0
7	Hispanic	PP	155.7	136.7
7	Hispanic	Total	169.0	161.3
7	LEP	AP		
7	LEP	P		
7	LEP	PP	156.4	143.4
7	LEP	Total		
7	Special Education	AP		
7	Special Education	P		
7	Special Education	PP	162.4	149.4
7	Special Education	Total		
8	All Students	AP	250.0	265.0
8	All Students	P	216.2	213.6
8	All Students	PP	184.2	154.5
8	All Students	Total	201.5	168.9
8	Black	AP	250.0	265.0
8	Black	P	216.9	213.6
8	Black	PP	184.5	153.6
8	Black	Total	202.4	169.9
8	Economically Disadvantaged	AP	250.0	265.0
8	Economically Disadvantaged	P	217.3	211.2
8	Economically Disadvantaged	PP	183.2	154.2
8	Economically Disadvantaged	Total	201.0	166.9
8	Hispanic	AP		
8	Hispanic	P	208.0	
8	Hispanic	PP	182.0	160.4
8	Hispanic	Total	192.4	160.4
8	LEP	AP		
8	LEP	P	212.0	
8	LEP	PP		147.0
8	LEP	Total		
8	Special Education	AP		
8	Special Education	P		
8	Special Education	PP	178.3	141.0
8	Special Education	Total		

Form S-6

Date: April 26, 2011

STATEMENT OF NEED

LEA : Newark Public Schools

Name of School: Peshine Avenue Preparatory School

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

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	**Grades K-2:** Observation Survey, DRA, Access **Grades 3-8:** DRA, Learnia, and NJASK, Access Grades K-8: Teacher evaluations, Attendance summary report,	Student performance indicates that the majority of students are Partially Proficient on NJASK and Below Basic on Learnia. **The root causes in Reading include:** • Need to further develop intervention programs for students with academic deficiencies • Need to provide on-going PD to build teacher capacity in teaching reading • Lack of curriculum alignment which resulted in gaps of knowledge between grades. • Inefficient use of data • The need to further develop reading across the curriculum (RAC) with emphasis on priority standards and skill sets for each grade level. • The district's fiscal constraints which prevented the placement of two highly qualified teachers in one funded position. Teachers on leave were replaced with substitute/per diem teachers resulting in poor instruction.
Academic Achievement - Writing	**Grades K-2:** Fall and Spring Writing Tasks, and Progressive Monthly Writing Wall Tasks, **Grades 3-8:** NJASK, Learnia, Fall and Spring Writing Tasks, and Progressive Monthly Writing	Student performance indicates that the majority of students are Partially Proficient on NJASK and Basic or Below Basic on Learnia. The results also reflect a stronger command of writing than reading on NJASK and Learnia. The performance varies by grade but overall there is 31.6% total proficiency at the middle school level compared to 24.4% in elementary. **The root causes in Writing include:** • Need to further develop intervention programs for students with academic

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Wall Task	deficiencies • Need to provide on-going PD to build teacher capacity in teaching writing • Lack of curriculum alignment which resulted in gaps of knowledge between grades. • Inefficient use of data • The need to further develop writing across the curriculum (WAC) with emphasis on priority standards and skill sets for each grade level. • The district's fiscal constraints which prevented the placement of two highly qualified teachers in one funded position. Teachers on leave were replaced with substitute/per diem teachers resulting in poor instruction. • The need to increase teachers' capacity to effectively implement writer's workshop.
Academic Achievement - Mathematics	**K:** Everyday Math Assessments and Exit Summary, **Grades 1-8:** Midterm and Final Exams Math progressive assessments **Grades 1-5:** Everyday Math Assessments **Grade 3-8:** NJASK, Learnia, **Grade 6-8:** Connected Math Assessments	Student performance indicates that the majority of students are Partially Proficient on NJASK and Below Basic on Learnia. Though performances vary by grade level there is 39.1% total proficiency at the elementary level compared to 20.5% in middle school. **The root causes in Mathematics include:** • Limited intervention programs for students with academic deficiencies • Inconsistent implementation of math programs • Teachers' lack of content knowledge. • Lack of consistent use of data to inform and plan instruction • Students lack prerequisite skills and limited resources to supplement • The need to provide on-going PD to build teacher capacity in mathematics. • A mismatch between the mandated curriculum (Everyday Math and Connected math) and the needs of the students • The need to abandon the current mandated curriculum (Everyday Math and Connected math) that has not met the needs of students. • The district's financial constraints which prevented the placement of two highly qualified teachers in one funded position. Teachers on leave were replaced with substitute/per diem teachers resulting in poor instruction.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Parent Involvement	Parent evaluation forms Parent Surveys, Community Round table discussion meetings,	Parents tend to attend student-conference sessions and performance sessions but there is little involvement in academic events and activities. Parents were involved in the development of the Unified Plan through the SLC meeting, community meetings for SIG, and participation in parent meetings. **The root causes with Parent Involvement include:** • Limited range of parental involvement activities • Limited attendance by parents at academic specific events • Lack of educational attainment by parents which inhibits their attendance at academic events. • Scheduling conflicts between school programs and parents' work schedules • Limited available resources to assist parents with social, emotional, psychological and behavioral problems.
Professional Development	Results of walkthroughs, administrative evaluations, teacher survey results	Historically, Professional Development addresses a wide range of district requirements which often overlook individual school, staff, and direct student achievement needs. However, where PD has been tailored to meet individual needs with supportive in-class coaching and direct feedback there are indications that it does have an impact. Beginning in 2008-2009, the school utilized recommendations from the CAPA reports and services from the District to provide job-embedded PD that was both vertical and horizontal in its implementation. The school, in conjunction with AED/Cambridge, produced a standards-based curriculum map and pacing guide aligned to NJCCS which resulted in a consistent alignment and more time on task instructional focus. The work with AED and CLI produced gains based on the 2009-2010 elementary AYP results. The root causes include: • PD has tended to be generic and not specific. • Inconsistent implementation of PD. • Lack of timely delivery of consultant services and consistent staffing.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Extended Learning Opportunities	NJASK scores Report cards Learnia Attendance records	The currently available extended learning opportunities are mainly linked to the NJASK assessments. The extended learning time when implemented has had some impact on student achievement. However, inconsistent student participation presents a problem. The root cause: • Inconsistent curriculum alignment to link the instructional day with extended learning components. • Maintaining high enrollment after school has drastically decreased due to safety concerns in the neighborhood. • Unavailability of transportation for English Language Learners and Special Education students hinders them from benefiting from extended learning opportunities.
Homeless	Social worker identifies students who may be homeless	There are currently eleven students who are homeless. These students have to deal with socio-emotional-economic problems which impede their academic achievement. Root causes: • Highly transient homeless population • Poor attendance • Significant academic and social deficits • Nutritional factors interfere with instruction • Social, emotional, and psychological issues
Students with Disabilities	NJASK Learnia IEP's ACCESS Social Worker Case management	Generally, students with disabilities are performing below other subgroups at their grade level with the exception of fourth grade. Root causes: • Low reading ability • Deficient early language acquisition skills • Limited specific intervention services to English Language Learners and Special Education students as part of their core instructional day via multiple modalities • Transportation time constraints for English Language Learners and Special

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		Education students hinders their benefiting from extended learning opportunities. • High transient SPED population • Inappropriate placement issues
English Language Learners	NJASK, ACCESS, Learnia results, referrals and suspensions data	Students who are new to the district experience difficulty with reading and have problems dealing with socio-emotional issues. They also have a hard time acclimating to the culture. Root causes: • Limited specific intervention services for English Language Learners and Special Education students as part of their core instructional day via multiple modalities • Transportation time constraints for English Language Learners and Special Education students hinders their benefiting from extended learning opportunities. • High transient English Language Learners population
Economically Disadvantaged	NJASK Learnia IEP's ACCESS Social Worker Case management	98% of students are economically disadvantaged. All of the aforementioned root causes pertain, in addition to: • Illiteracy • Post traumatic stress factors (substance/legal)
School Culture	Parent and Community surveys Community Meetings Teacher Surveys	Historically, Peshine Avenue Preparatory School was a vibrant entity in the community. The school had optimism, was enthusiastic about student accomplishment, and was parent/student centered. The school's celebration of success was ongoing; we had high expectations and standards for student achievement. We have lost this former glory. Root causes are: • Staff cohesion and collegiality is wanting. This inhibits collaboration in most grade levels. • Minimum sense of urgency and responsiveness to the needs of students resulting in a low expectation for student achievement. • Less than ideal work ethic and investment in the success of students and

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		the school. • Low student morale • Limited student ownership for their successes • A contradiction between communal and parental values and school norms.
Leadership	Parent and Community surveys Community Meetings Teacher Surveys	Currently, the Leadership at Peshine Avenue Preparatory School is shared vertically and horizontally. The principal's style of leadership can be considered both servant and situational. Leadership is devolved to SLC, PTO, student council, nutrition council, academic leadership team, grade-level leadership teams, academic support teams and SLC subcommittees who all work collaboratively to ensure that the four priorities of the strategic plan are implemented. The focus over the last four years has been to develop stakeholder capacity and implement visionary changes that would positively impact school culture, climate and academic progress, but results have been few. Improvements in this area are needed to build leadership capacity on all levels. **The root causes:** • Limited cohesiveness within leadership and staff relationships • Need for professional development to build capacity • High turnover rate with Vice Principals and leadership teams • Leadership and staffing changes at the regional level
Highly Qualified Staff	District Documentation	All staff are highly qualified • Although highly qualified, some staff lack instructional effectiveness • Failure to provide replacement teachers who are highly qualified during periods of teacher absences, family leave, etc.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The LEA and the school assembled all relevant data and reports including: 2011 Title 1 Unified Plan School report Card 2009- 2010 AYP 09-10 Data Charts Reports by external SIA treatment provider School Quality Report 2009 CAPA Collaborative Report 2007 CAPA summary report 2005 Internal assessments and benchmark assessments including: • Classroom observations • DRA • Learnia • Writing tasks • Progressive writing wall tasks • Connected math HR records Professional development records Teacher Evaluation records The school established a working group to review and analyze this data, with support from NPS and external consultants. Focus group meetings were held with all stakeholders, including three community meetings. This information was then complied and used to complete the needs assessment.
2.	Describe methods used to collect and compile data for student subgroups.	School Report Card 2009-201; AYP 09-10 Data Charts; internal school assessments.
3.	Explain how the data from the collection methods are valid and reliable.	The main source of student data was the NJASK and they are externally validated. The interim test data, such as Learnia, DRA and Connected Math are all externally validated tests. The classroom observations were externally moderated by the SIA treatment consultants.
4.	What did the data analysis reveal regarding classroom instruction?	The data revealed that much of the classroom instruction is teacher-led with a

		focus on covering content. There is a lack of differentiation and personalization of learning. Pacing and challenge are lacking.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	The LEA has provided a range of PD focused on district wide objectives. Iin many instances this has lacked differentiation, and as a result, has not always been relevant to the teachers at Peshine. Historically, another problem has been the lack of opportunities for staff to reflect on the PD and its impact on teaching and learning. However, when the school has arranged for specific PD to be provided by external consultants, this has been more directly targeted on the needs of the staff at Peshine, and has been generally well received. In particular, staff have valued PD which has been job-embedded, including in class coaching and mentoring.
6.	How are educationally at-risk students identified in a timely manner?	Staff review the progress of all students during grade-level meetings. The progress of individual students is reviewed and any at-risk students are reported to the administration
7.	How are educationally at-risk students provided with effective assistance?	Students are provided additional support before, in school, and after school through Compass Learning, READ 180, and Reading Recovery.
8.	How does the needs assessment address migrant student(s) needs?	Services through the Newark International Newcomer Student Center are accessed on behalf of migrant students.
9.	How does the needs assessment address homeless student(s) needs?	There are 11 homeless students. The social worker places them in the I&RS process. These students are provided agency resources through the Food Bank and United Way Backpack Program. They are also part of the Gift list for the Christmas program. They are monitored on an ongoing basis for social-emotional problems.
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers at Peshine meet in Grade Teams (K-80). During this time, the Grade Leaders engage all staff in discussions regarding the use of all data. In addition, the school encourages all teachers to modify their planning and preparation in response to feedback from the data.
11.	Describe the transition plan for preschool to kindergarten, if applicable.	The school implements the P3 and P4 programs for regular and handicapped preschool students. We use the creative curriculum.
12.	Describe the process used to select the priority problems and root causes for this plan?	Following discussions at grade-level meetings and the community meetings, the school administrators met with the SIG working group to review and select the priority problems and agree on root causes.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The lack of consistent use of data to inform and plan instruction and the limited intervention programs for students with academic deficiencies were two

		key root causes in both LAL and math. In addition, in LAL there needs be further development of reading across the curriculum, and on-going PD to build teacher capacity in reading. In math, other root causes identified were: teachers' lack of content knowledge; and inconsistent implementation of math programs. There was also concern that the mandated Connected Math and Everyday Math programs do not adequately address the needs of the students.
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)?	The school is a SINI Year 6 school and the principal and many of the teachers have been at the school for a number of years. Therefore, in order to ensure rapid improvement it was deemed necessary to replace the principal and at least 50% of the staff.
15.	What is the process for removal of staff members deemed to be ineffective?	The LEA has agreed-upon criteria for the transfer of teachers from the school. These include student achievement measures, including growth models, both on internal and external assessments, teachers' grading of students, teacher evaluations, and attendance.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	There are no Nationally Board Certified Teachers at the school. However, the school is looking to adopt the recommendations of the NJ Educator Effectiveness Task Force, March 2011. The recommended incentives include: • Administrative Days to be used at the teachers' discretion including but not limited to workshops, observations, and visitations. • PIF resources to attend conferences and/or seminars. • Ability to present at district and/or regional administrators' meetings. • Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process. • Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development. • Mentor new teachers and/or become cooperating teacher to college pre-service students

TURNAROUND PROJECT DESCRIPTION

LEA : Newark Public Schools

Name of School: Peshine Avenue School

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	As recommended by the NJ Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards. These standards have been adopted by most states, and are widely accepted by the profession, and serve as a credible and useful foundation for principal evaluations and to identify behaviors leaders need to improve instruction and promote necessary change, including: PERFORMANCE EXPECTATION 2: Teaching and Learning Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning. This will be supplemented by a series of additional tools including: "Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview." This utilizes Charlotte Danielson's A Framework for Teaching and places emphasis on Four Domains and Accompanying Components: Planning and Preparation; Classroom Environment; Professional Responsibilities; Instruction. "Out of the Office and Into the Classroom: An Initiative to Help Principals Focus on Instruction", an article by Holly Holland commissioned by The Wallace Foundation, 2008 which highlights the principal's key role in improving instruction	Pre-implementation

	A tool for measuring that is fully aligned with the Charlotte Danielson's Framework, and promotes the development of student learning by examining when learning is at its best and how it can be even better, can be used. "Performance Based Teacher Evaluation" is a tool that promotes student achievement by focusing on alignment of school systems.	
2 The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	In appointing the new Principal, the LEA will use an assessment center approach which enables the potential leader to demonstrate his or her leadership qualities against an agreed-upon set of criteria. The LEA will develop a job description and a specification which identifies the essential competencies of a transformation leader. In developing these, the LEA will utilize school-based research including: • NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation,2009 • Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System, Southern Regional Education Board, 2007 • A Framework for the Assessment of Learning-Centered Leadership, Vanderbilt University, 2007 • New Jersey Department of Education Standards for School Leaders This research highlights the importance of two core functions of transformational leadership. One function is *providing direction*; the other is *exercising influence.* In order to fulfill these two key functions, the transformation leader needs will need to: • Be an innovative leader • Be a change manager • Have a good understanding of and be committed to the 21st Century learning skills • Value collaborative leadership • Have a high degree of emotional intelligence • Have good people skills • Promoter of leadership at all levels	Pre-implementation
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The LEA will designate the Office of Innovation and Change as the SIG Office to oversee the implementation and development of all Turnaround SIG schools with the intention of earned autonomy based on professional judgment. In all aspects of work, principals will adhere to the LEA's procurement directives, but there will be no requirement to follow programs and processes mandated to other Newark Public Schools.	Pre-implementation Year 1-3

	The Principal will be responsible for ensuring that the school provides all students with the opportunities to be prepared for college, work, and citizenship. In particular, they will need to ensure that any programs and strategies are fully aligned with the Core Curriculum. One of the key functions of this office will be to empower and enable the principal to implement new programs or strategies. The principal will need to follow LEA procurement procedures, but they will not have to adhere to prescribed LEA programs and strategies.	Year 1-3 ongoing
4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular, the LEA will actively promote and develop • Promote higher education among staff • Critical Friends across the educational community • Develop Professional Learning Communities within and across turnaround schools • Peer Assistance models • Support teacher internships • A leadership development center which provides high quality Professional Development for Leaders at all levels	Year 1 ongoing Year 2-3
5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.	The LEA, through the Office of Innovation and Change (SIG Office), and in conjunction with the Lead Turnaround Partner (LTP), will actively encourage and support the principal to develop a School Instructional Leadership Team (SILT)which shares responsibility for developing and guiding the school's learning agenda. This team will include: • Principal • Reading Specialist • Math Specialist • School Operations Manager • Student Achievement Data Specialist • Master Teachers • Peer Assistance Reviewers (PAR) • Lead Turnaround Partner The LTP will provide "at-elbow" coaching and support to the principal on distributive leadership, to enable him/her to maximize the potential of the SILT.	Year 1 ongoing

	The Master teachers and content coaches will be proficient in content pedagogy and will model best practices which in turn will build the capacity of teacher-leaders. Through the SILT, the principal will be able to provide opportunities to devolve and share responsibility and accountability for guiding the learning agenda. The use of PARs, as recommended by the NJ Educator Effectiveness task force will enable multiple evaluators of teachers.	

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	All staff will be given the opportunity to submit requests for transfer. The following criteria will be utilized: • Annual Evaluation SY 2009-2010 Distinguished – remain Unsatisfactory – remain Proficient / Basic - transfer • Marks analysis ST 2010-2011 ≥25% D/F final grades – transfer ABC = 100% - transfer • Attendance SY 2009-2010 18+ absences - transfer • Seniority (consider equal distribution across years of service in these three categories) 15+ 5-15 0-5	Pre-implementation March 2011

	• Performance on Standardized Test ≥25% Partial Proficiency – transfer A vacancy cannot be counted in the 50% removal. Certifications may result in <u>not</u> granting the request In future years, the LTP will be directly involved in making recommendations on the recruitment and retention of staff.	
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	As recommended by the NJ Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards as the main criteria for evaluating administrators. Evaluation of teachers will mainly focus on the Achievement Through Teaching Excellence, Teacher Evaluation and Performance Assessment Overview, Newark Public Schools. This utilizes Charlotte Danielson's A Framework for Teaching and places emphasis on Four Domains and Accompanying Components: Planning and Preparation; Classroom Environment; Professional Responsibilities; Instruction. However, in line with the recommendations of the Gates Measures of Effective Teaching Project, the LEA will also use a range of additional tools including: • New Jersey Department of Education Standards for School Leaders • Peer Assistance Reviewers (PAR) • Master teachers • Student classroom surveys • Parental surveys • Effective Classroom Observations In recruiting the LTP, the LEA will particularly focus on a provider which has extensive experience and expertise in providing high quality training and support for administrators in undertaking effective teacher evaluation using multiple measures.	Year 1 Ongoing
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	Achievement Through Teaching Excellence, Teacher Evaluation and Performance Assessment Overview, Newark Public Schools provides a detailed framework for the evaluation process and procedures. In designing and providing relevant training, the LEA and LTP will utilize the findings of	Year 1

	these various pilot programs from around the country, such as New York City, Memphis, Pittsburg and Tampa. This highlights the need for continuous professional development in the areas of: • Pre-conferencing • Effective classroom observation • Scrutiny of student's work • Post-conferencing • Providing constructive feedback, based on strengths and areas for development	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	In order to assess the effectiveness of the evaluation process, the LEA will establish a regular pattern of monitoring, evaluation, review, and revision. During any given year this will include: • Ongoing daily technical assistance by the LTP and on-site visits by LEA personnel and external education experts to shadow the evaluation process in a school • Review of the evaluation cycle in a school	Year 1 Ongoing
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	The NJ Task Force on Educator Effectiveness and other projects, such as the Gates Measures of Effective Teaching, highlight the importance of using a range of measures as part of the evaluation process these measure will include: Student Achievement • Student growth on state assessments • School wide performance measures • Other performance measures including for example: - interim test scores - teacher based formative assessments Teacher Performance • Classroom observations • Other measures including for example: - Student classroom surveys - Teacher classroom surveys - Parent classroom surveys - Student attendance - Teacher attendance - Behavioral incidents In recruiting the LTP, the LEA will particularly focus on a provider which ahs extensive experience and expertise in providing technical assistance and utilizing multiple measures for student achievement as part of an effective teacher evaluation process.	Year 1 ongoing

6. The LEA monitors the evaluation process and reviews results.	The LEA will institute a cycle of monitoring, evaluation, review, and revision. This cycle will include: • Daily presence of the LTP • On site visits by the LEA • Desktop analysis of the evaluation rating, including inter-reviewer reliability • Student data analysis to match student growth against teacher evaluation ratings • Stakeholder surveys • A meta-analysis of findings • Report and recommendations for modifications and changes to the evaluation process	Year 1 ongoing

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The mechanism for deciding on whether performance-based incentives have been met will be fair and transparent. Building on best-practices research from around the world it is envisaged that the incentives will be measured against a set of 'tiered' Key Performance Objectives each of which will have clear success criteria. For example, in relation to student attainment: 0 - At the end of the first year, annual AYP goals not met 1- At the end of first year, annual AYP goals are met, at "safe harbor " 2- At the end of the first year, annual AYP goals are met in full, except for one sub group 3- At the end of the first year, annual AYP goals are met in full The LEA will recruit an LTP which has extensive experience and expertise in providing technical assistance and experience in promoting union engagement in the development of fair and transparent performance based incentives.	Year 1
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	In discussion with the Newark Teachers Union, incentives will be developed to recruit and retain teachers, including performance-based incentives. Already in place is a union negotiated rate for teachers and other staff participating in the extended learning hours for programs for all students. In the case of teachers, this is $49 per hour, in Year 1, compared with a $37 per hour rate for supplemental pay for other activities beyond the contractual school days. Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASA), and will be in place by August 2011. Additional performance-based incentives are likely to include: • Whole school incentives for meeting student achievement targets • Individual incentives for grade-level teams, curriculum area teams meeting student achievement targets	Year 1 and ongoing

	• Whole school incentives for meeting professional practice targets • Individual incentives for grade-level teams, curriculum area teams meeting professional practice targets The LEA will also follow the recommendations of the NJ Educator Effectives Task Force and provide additional incentives for master teachers. For example, those teachers who choose to participate may be entitled to one or more of the following incentives. • Administrative Days to be used at the teacher's discretion including but not limited to workshops, observations and visitations. • PIF resources to attend conferences and/or seminars. • Ability to present at district and/or Regional administrators' meetings. • Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process. • Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development. • Mentor new teachers and/or become cooperating teacher to college students.	
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Policies will be developed which are based on the recommendations made in the influential Performance-Based Dismissals, 2009 report by the Center on Innovation & Improvement. These recommendations focus on: • providing greater flexibility and support for leaders in turnaround schools • including negotiating expedited processes for performance-based dismissals in turnaround schools • enabling greater flexibility over class sizes and classroom assignments • prioritizing recruitment, hiring, and placement for turnaround schools; and • assembling teams to assist principals with dismissal procedures In recruiting the LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in developing and implementing performance-based dismissals.	Year 1 and ongoing
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	NPS has identified and advertised a range of posts, subject to budget confirmation which will enable the school to transform its faculty. These positions include: • Reading Specialist • Math Specialist • Student Achievement Data Specialist • Behavioral Specialist • Community Relations Specialist Newark Public Schools will facilitate best practice hiring procedures which will include:	Pre-implementation March – August 2011 Yearly ongoing

	• Transfer Job Fair • Administrative Recommendations • Recruitment from outside the district • College Recruitment • Student Teacher Partnerships • Utilize hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback: 1. Initial Interviews 2. Demo Lesson evaluated by rubric 3. Whole Day screening on the job (volunteer) 4. Hiring Questions and Rubric The LEA will appoint an LTP which has extensive experience and expertise in assisting schools and districts to recruit and retain high quality teachers.	
5. LEA and school provide targeted assistance to underperforming teachers.	The Newark Public Schools' "Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview" is premised on empowering effective teachers. However, NPS recognizes that not all teachers are equally effective. The LEA and school will implement an early warning system as part of the performance evaluation process. If at any stage in the process an individual teacher is identified as underperforming they can be provided with targeted support and assistance in a timely manner. NPS has recognized three Tiers: TIER I — No Demonstration TIER II — Minimal Demonstration TIER III — Partial Demonstration There are clear procedures in place for any teacher who received an unsatisfactory annual evaluation the previous year, including placement of the teacher by the school administrator in the Teacher Assistance Program (TAP). In addition to-in school and district support, the LTP will also provide access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers to grow.	Annually

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	The school will develop a philosophy and approach of a learning community. It will also establish Professional Learning Communities (PLCs) which will enable all staff to actively participate and facilitate ongoing continuous professional development (CPD). The LEA and the school, in conjunction with the Lead Turnaround Partner, will design and implement a coherent program of CPD that is differentiated based on teacher experience and expertise, and student data. This program of CPD will commence with a Summer Institute which will have tiered training facilitated by outside consultants and School Leaders. It will target: • teacher efficacy • learning and teaching strategies • school culture / behavior for learning • data-driven instruction • PLC facilitation training This will be followed by ongoing CPD which will be delivered through a series of PLCs, including: • Whole-school PLC in bi-weekly meetings on Mondays which will be reserved for specific, targeted and differentiated CPD based on identified school-wide, grade-level and subject needs • Grade-level PLCs - scheduled collaborative planning time for teachers to have weekly grade-level meetings for professional development activities, as well as time to work and plan together • Content-area PLCs- scheduled collaborative planning time for teachers to have monthly vertical content area meetings for professional development activities, as well	Summer 2011 August 2011- June 2012

	as time to work and plan together. • In addition, school and Lead Turnaround Partner coaches will provide classroom-based job-embedded CPD Whole-day Professional Development days will be part of the school calendar and will be utilized for continued teacher development.	
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	The LEA, LTP, school and its external partners will facilitate job-embedded CPD that focuses on equipping teacher with the competences needed to apply evidence- and standards-based practiced effectively. This CPD will include, for example: • Common Priorities Planning which enable teachers to plan, monitor, and evaluate the implementation of the Core Curriculum, with a particular focus on key standards • Assessment for Learning, which focuses on the use of formative assessment as a key component for student learning • Authentic Inquiry and Personalization by Pieces which enables teachers to design lessons which are relevant and evidence based • LAL coaching aimed at improving student achievement in LAL • Cross-reading content designed to encourage teachers of all subjects to be teachers of reading • Math coaching aimed at improving student achievement in math • SEAL - a program designed to build social and emotional competencies	Year 1 and ongoing
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	The LEA, LTP and the school will monitor and evaluate the implementation levels of practices, based on a range of measures including: • Effective Classroom Observation • Scrutiny of student work • Peer Assessment and Review • Teacher Evaluations The level of implementation will be measured against a range of consistent standards including: • The Framework for Teaching • Implementation of the common core • Ongoing Data Analysis - State test data - School formative assessments - Learnia	Annually ongoing

	- Student referrals / behavior incidents	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	As indicated in 4.1, the LEA, LTP and the school will actively promote the school as a Learning Community. In addition to grade-level and content-level PLCs, the school will also develop PLCs which focus on wider professional learning. During the first year the wider PLCs will focus on: • Authentic Inquiry and Personalization by Pieces - developing opportunities to make the curriculum more relevant • Community partnerships - developing opportunities for the active engagement of the community in the school and the school in the community, this will include Higher Education, Police, Health and Social Services, small and big business,. • Parent University – developing a program of activities for parents which will enable them to gain personal recognition and certification • Scheduling school visits for teachers to observe best practices in other schools • Extended Learning for Teachers, budgeting money for teachers to promote continued learning (advanced degree, additional certification) • Research and find opportunities for workshops and conferences for teachers to attend and turnkey to other staff members	Year 1
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.	The LEA will issue a series of RFPs specifically linked to the SIG funds. Applications will be vetted against agreed-upon criteria and providers will be held accountable for the effective implementation of CPD and, in particular, its impact on the professional growth of all staff and student achievement. It is anticipated that the CPD providers will be able to: • Promote student motivation for learning • Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline • Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement • Provide comprehensive, coherent, manageable, and integrated instructional and support programs • Recommend which existing programs are to be continued and which programs are to be eliminated • Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.	Pre-implementation During Year 1

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	The LEA has established an Office of Innovation and Change, to which SIG schools will report. The Chief of Innovation and Change is a member of the Superintendent's Executive Staff. There is also a SIG Director who reports to this office. The SIG school Principal will report directly to the Office of Innovation and Change and will be outside of the district's typical geographical regional assignment. The LTP will also be held directly accountable to the Office of Innovation and Change.	Pre-implementation Year 1 and ongoing
2. The LEA allocates resources to support the turnaround office or team.	The LEA will allocate SIG funds directly to schools, following district procedures. These funds will only be used for the specific purposes identified in the school's SIG application. Peshine Avenue School will contribute its proportionate share of the cost of the SIG Director, Accountant, Clerk and Student Achievement Data Specialist, if it is a SIG II funded school. The SIG Director, Accountant and Clerk are currently funded by SIG I schools.	Pre-implementation and ongoing
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The LEA has reviewed and revised its policies to ensure that recommendation have been made to enable the school to effectively implement the reform measures. For example: • Transfer criteria have been established • A range of teaching positions which are specifically targeted at the turnaround school have been identified and advertized • The school is exempt from having to accept teachers on the basis on seniority • The school is exempt from attending any mandated district-wide PD The LTP will play a key role in ensuring that these revised policies and practices are implemented with efficacy and that they have maximum impact on student achievement.	Pre-implementation Annual review and revision
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific	The LEA will issue a series of RFPs specifically linked to the individual requirements of the school. All applications, but particularly for the Lead Turnaround Partner, will be vetted against agreed-upon criteria. The Lead Turnaround Partner providers will be	Pre-implementation and ongoing

criteria closely aligned to meeting identified school needs.	held accountable for the effective implementation of the turnaround program and, in particular, its impact on the professional growth of all staff and student achievement. It is anticipated that the LTP will be able to make recommendations related to the four areas identified in the MASS Insight Turnaround model: **1. People: Authority over selection, compensation and work rules** • Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly • Work with the LEA and school to recruit and recommend teachers and leader who have a proven record of success in increasing student achievement • Recommend necessary restructuring of teacher and leader contracts • Develop and engage teachers and the leader in professional development aligned to programmatic goals • Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly. **2. Time: Authority over scheduling, longer day, longer year** • Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day • Require commitment from parents to allow for additional time for instruction • Work with the LEA and the school to obtain a commitment from teachers to allow for additional time for instruction and professional development • Develop and implement evidence-based discipline programs that minimize time out of school and/or class **3. Program: Flexibility to shape program to students' needs and turnaround priorities** • Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline • Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement • Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community • Provide comprehensive, coherent, manageable, and integrated instructional and support programs • Recommend which existing programs are to be continued and which programs are to be eliminated • Consistent with the state standards, recommend alignment of curriculum, instruction, classroom formative assessment, and sustained professional	

	development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students • Organize programming to engage student social and emotional development • Integrate all academic and support services • Promote student motivation for learning **4. Money: More budget flexibility, more resources** • Secure parental commitment and involvement through school choice • Work with the LEA and the school to expand community support to garner human resources needed for reform • Identify and recommend supporting partners to address social, emotional and behavioral issues • Identify and obtain adequate materials from school system resources • Identify and recommend outside resources needed in the reform effort • Develop and recommend a budget to the School Board based on available per pupil amounts of local, general fund, school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for turnaround schools • Work with the LEA and the school to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort	
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	In selecting the Lead Turnaround Partner, the LEA will pay particular attention to partners which have a well established track record of building local capacity. By the end of Year 3, the LEA and the school need to have embedded capacity which will enable them to sustain the reform. The LEA will also need to modify the current school budgetary arrangements to ensure: • The school is able to undertake budgeting review • The school has maximum devolved authority, including the ability to move funds within headings, where this meets fiscal statues • To ensure that the school has access to continuing funds to maintain any agreed-upon rewards and incentives, including all performance–related incentives	Pre-implementation and ongoing
6. The LEA and school align SIG resources with other resources to sustain interventions.	One-year school-based budget for FY 2011-2012 incorporates Achievement Benchmarks, Title I Unified Plans, School-Based Action Plans, CAPA Prioritizing Goals, school visits and walk-throughs, as well as the District Strategic Plan. The purpose is to ensure that schools and district work as a unified, simplified, coordinated, and collaborative system focusing on school improvement. The goal is to focus on the	Ongoing

	entire PK – 12 spectrums. Schools must ensure that every student in grades PK – 12 masters the New Jersey Core Curriculum Content Standards, examine formative and state assessment data, NCLB – Adequate Yearly Progress data to develop budgets that address the needs of all subgroups. The process has been designed so that the annual budget meets and fulfills federal, state, and district requirements. In addition to a district budget which is based upon student enrollment (general education, special education, at-risk free- and reduced-priced lunch), Title I, IDEA, and other grants will be used. The LEA, LTP and the school will ensure that all resources are fully aligned with the SIG plan. They will also work in partnership to maximize the impact of SIG funding by further supplementing resources available through collaborative partnerships. For example: • Pool resources from local medical and dental facilities already serving the community, to provide 'wrap-around ' services • Collaborate with the institutions of higher education • Work in partnership with small/big businesses • Network with local government for leadership expansion programming opportunities, and funding • Strengthen existing relationships with NJPAC, Prudential, Cultural organizations	

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The LEA has introduced Power School, School Net, and Learnia. It will work with the school to ensure that the school maximizes their use. In particular, Power School will utilize statistical data and align with School Net to analyze trends in student achievement as well as with various other data components, including the New Jersey Assessment of Skills and Knowledge data. The LEA will work in partnership with the school and the Lead Turnaround Partner to ensure that appropriate PD is provided to ensure that the school is able to use data effectively to drive instructional change both at grade level and vertically across grades. In appointing the LTP, the LEA will seek a provider that has extensive experience and expertise in the effective use of data to drive instruction and improve student achievement. During the first year, the LTP will build local capacity in the school by providing intensive job-embedded support and training for the administrators and teachers at Peshine Ave. School to ensure that they make maximum use of all the data. The school will appoint a Data Specialist, who will be responsible for developing, managing, analyzing and packaging all currently available and newly developed sources of student achievement data for application to teaching and learning. This data will be made available to the Principal and LTP on a routine basis.	Pre-implementation Year 1-3
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	With the introduction of system wide processes, including Power School, School Net, and Learnia, the school and the LTP will have access to timely data including disaggregated statewide assessment scores, school performance and aggregated classroom-level data. All teachers will be provided with laptops to enable them to have ready access to timely data and analysis. In addition to the Teacher Evaluation program, which will include multiple classroom	Year 1-3

	observations by the principal, school administrators, PARs, master teachers, coaches and external partners will also undertake classroom observations. The results and feedback from these evaluations will be used anonymously to enable staff to reflect on the effective implementation of data-driven instruction as well as individually with all staff.	
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	The LEA, the Lead Turnaround Partner and the Data Coach will support the school in establishing and coaching a Data Team, led by a Vice Principal and consisting of teachers and staff representative of all grade levels and all content areas. This team will be responsible for monitoring and developing monthly formative assessments to have consistent and up-to-date data for all students. The team will also help to facilitate the effective use of data-driven instruction by ensuring that all teachers analyze data and plan for student learning across the grade, during the grade, and content-area collaborative planning sessions.	Year 1-3
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	During the Summer Institute, the LTP and the LEA will provide all staff with training in data-driven instruction which will include: • Data analysis which will begin working with previous year's test results • Student tracking • Summative Assessment and State Test Review • Quarterly Formative Assessment Review During the regular PLC sessions, staff will receive ongoing coaching from the school's Data Team, school's instructional leadership team, inclusive of Reading and Math Specialists, and Data Specialist.	Pre-implementation Year 1-3 ongoing
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	During the Summer Institute, teachers will learn about data analysis and begin working with previous year's test results During grade level PLC and content-area PLCs, the school's Data Team teachers will lead them in examining student data in a variety of forms, including formative assessments, student work, and other components. Teachers will also receive training and support in the use of strategies that are designed for developing curriculum mapping based on student data, as well as unit assessments	Year 1 and ongoing

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA provide access to timely data to schools.	With the introduction of Power School, School Net, and Learnia, the LTP and the school now have access to timely data. During the first year of implementation, the LTP and SILT will focus on ensuring that this data is used effectively by all staff and administrators to inform and differentiate instruction.	Pre-implementation Year 1
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The introduction of scheduled grade-level and content-area PLCs will provide structured time for PD and staff collaboration. During the Summer Institute, teachers will learn about data analysis and begin working with previous year's test results. During the grade level and content area PLCs teachers will look at student data in a variety of forms, including formative assessments, student work and other components, under the guidance of the Reading and Math Specialists, the LTP and the Data Specialist.	Year 1
3. The LEA has established annual goals for student achievement.	The LEA will establish annual goals for student achievement. These goals will be disaggregated by grade level and sub-groups, including boys and girls During the Summer Institute, these goals will be shared with all staff. Teachers and school instructional leadership team will then develop achievement goals for each class and every student for the coming academic year, based on longitudinal data The LTP, SLT and Data Team will then support staff, during PLC sessions, to develop achievement goals for every class and each student.	Pre-implementation Summer 2011

4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA has a range of ongoing diagnostic programs in place to assess annual goals for student learning and effective practice. The school will supplement the LEA's program by developing diagnostic tests for every grade, including math and LAL. These assessment will include: • LEARNIA • DRA • NJTAP-IN (Technology Assessment) • Internal teacher driven assessments • Assessments provided by external partner	Pre-implementation Year 1 and ongoing
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The School Data team will meet with the Principal once a month to review and evaluate the implementation of the use of data in guiding instructional change and its impact on student achievement. During this monthly meeting, they will also indentify and make recommendations about adaptations and changes to the process to further enhance its effectiveness. In addition, the LEA, the school and the Lead Turnaround Partner will produce quarterly reports which provide a meta-analysis of school progress.	Year 1 and ongoing
6. The LEA and school share student progress data with parents and students.	At the start of the school year, the school will hold a parents' evening to introduce student progress data with parents. The school Report Cards will include formative assessment data (reading levels, LEARNIA, unit assessments) Parent Conferences will be mandated for all students four times a year. Following Early Detection of At-Risk students, the school will notify their parents so they can work in partnership in developing learning plans for the students. Students will be aware of achievement data through individual student portfolios Authentic Inquiry and Personalization by Pieces and Personalization by Pieces will help students recognize and understand their own learning goals and data, by tracking their progress in 21st Century skills development, against a set of globally recognized and approved standards.	Year 1 and ongoing

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	Worldwide research shows that there is a direct correlation between extended learning time and student achievement, provided that the extended time is used in an effective way to augment the traditional day. The starting point for most schools in enhancing learning time is to maximize the use of the time currently available within the school day. In many schools, modifications to the daily schedule -- such as reducing the length and number of transitions, commencing the school with an advisory/learning session which coincides with the breakfast program, shortening the lunch break -- can generate between an additional 30 – 60 minutes every day. In the average school, this translates into 90 to 180 minutes of expanded learning time. Many schools currently provide out-of-school programs but, unfortunately, these are rarely for all students and are frequently 'bolt-on' sessions with little or no relevance to the curriculum taught in the regular school program. Extending the day for all students, and integrating out-of school activities within the daily schedule can have a marked impact on the school culture and student achievement Other schools have implemented alternate Saturday schools as a means of providing expanded learning time. Other schools have extended the school year up to 20 days, thereby providing up to an additional 160 hours of learning time Another approach, although it does not increase the number of learning hours, has proved	Year 1

	to be highly successful, is amending the school year to reduce the length of the summer break by taking more frequent short breaks during the year. This has the benefit of providing a series of breaks, usually at the end of 8- or 9-week grading periods, as well as reducing the transition time between one academic year and the next. Peshine Avenue School is proposing to adopt a range of measures to extend the learning time: 1. The School Day will begin at 7:20 am and go until 4:00 pm., a 1.5 hrs for 165 days. 2. Transition times will be reduced within this extended daily schedule. These two measures will generate an additional 247.5 minutes of learning time across the year. *Because of the neighborhood served by the school, extending the school day beyond 4:00 pm for all students is not viewed as safe by the majority of stakeholders.* 3. An extended school year will be implemented, with 5 days in August, 2012. This will provide an additional 32.5 hours of learning time. 4. The school will also operate a Saturday Academy for targeted students, including Gifted and Talented. The LTP and LEA will be responsible for monitoring and evaluating the effectiveness of these programs, and, in particular, their impact on student achievement.	
2. The LEA and school identify community needs and partnership opportunities.	The school is seeking to significantly expand its links with the local community. Its vision is to be *'school in the community – a community in the school'* Through the introduction of Authentic Inquiry and Personalization by Pieces and Personalization by Pieces and their focus on 21st Century skills, students will develop volunteer groups to help in community efforts. Connections will be made with local medical and health teams (such as dental and health clinics) to provide assistance to families. Connections will be made with faith-based organizations entities to support the community. The school will establish a Parent University which will develop training programs and resources including parent-education resources for parents. The school will work with the local community to identify mentors for students and Authentic Inquiry partners. The school will also develop a print-rich community, establish financial literacy	Pre-implementation Year 1-3

	components, and incorporate language acquisition classes in Spanish, English, and Mandarin. The school will develop University partnerships for student engagement and to match students with mentors from the university. In recruiting the LTP, the LEA will seek to appoint an LTP which has a proven track record in supporting schools to develop and implement a wide range of community partnerships.	
3. The LEA allocates funding for extended learning programs.	The LEA has agreed to allocate funds for extended learning hours including Saturday Academy. The funds will pay for staff stipends and transportation. The LEA, the school, and the Lead Turnaround Partner will also seek outside funding, or payment in kind, from philanthropic organizations, and local businesses to provide assistance to the community and families.	Pre-implementation Year 1-3
4. The LEA supports school leadership in developing and sustaining community partnerships.	The Community Relations Specialist will develop a range of committees and working groups (who will receive stipends) to coordinate parent and community partnerships. In recruiting the LTP, the LEA will seek to appoint an LTP which has a proven track record in supporting schools to develop and implement a wide range of parental opportunities.	Year 1-3
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The LEA and the Lead Turnaround Partner will provide ongoing CPD for staff which will ensure that the extended learning program is aligned with the school curriculum. These will include, for example: • Authentic Inquiry and Personalization by Pieces and Personalization by Pieces • Common Priority Planning and Design	Year 1-3 and ongoing
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	The school Data Team, under the guidance of the Data Specialist, will include a sub-committee which will develop monitoring and evaluation processes and procedures to assess the progress and impact of all extended learning time activities. For example, they will track data trends of specific initiatives (such as Saturday Academy and Authentic Inquiry and Personalization by Pieces). This assessment will include the use of staff, student, parent, and community surveys.	Year 1 and ongoing

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	The LEA and the school are committed to fully implementing the Core Curriculum with fidelity and rigor. They will also engage the Lead Turnaround Partner who will provide training and support to ensure that there is vertical articulation and alignment as well as grade-level pacing guides which focus on academic content, skills and understanding. In recruiting an LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in supporting schools to fully implement a high quality Core Curriculum and Career and Technical Education program. **English Language Arts & Literacy in History/Social Studies** I. <u>Reading Workshop:</u> • Balanced Literacy Program using Understanding by Design backwards planning model. • Fountas and Pinnel Reading Intervention Program http://www.fountasandpinnelleveledbooks.com/ • Sonday System Orton – Gillingham Intervention Reading PreK-5 (general, ESL, SN) http://www.winsorlearning.com/site/resources/orton-gillingham-info/ • Accelerated Reading Program 6-8 http://www.renlearn.com/ar/ • ExCell Program for (ESL, LED) http://www.margaritacalderon.org/ • Emphasis on Classical Literature II. <u>Writing Workshop:</u> • Genre Based Writer's Workshop • Emergent Writing Program PreK-1 • Fountas and Pinnel Reading Intervention Program • Step Up to Writing	Pre-implementation Year 1-3

	III. <u>Social Studies:</u> • Integrated within Balanced Literacy Program with a heavy focus on literature • Thematic based aligned to NJCCCS • Trade books • Primary Resources: Artifacts, visual aids, Multimedia, Kindle E-Reading **Mathematics** IV. <u>Mathematics:</u> • Abandon the Connected Math and Everyday Math programs • Incorporate the Math in Focus Series with a 21st Century perspective • Manipulative-based instruction • Project-based instruction that includes an Internet instructional component custom-tailored to all students • Use of Smart boards by students to integrate a multimedia curriculum program • Vertically-aligned curriculum so each grade knows how to prepare students with consideration of priority standards to be mastered. • High interest curriculum **Science and Technical Subjects** V. <u>Science</u>: • Module- based program • Real Time Integration with multimedia • Hands-on FOSS Science and Lab Kits	

	• Understanding By Design Backwards Planning with Science Units developed from State Standards • Reference Materials that enhance the learning process for multiple levels learners • Trips • Thematic based interdisciplinary projects VI. <u>Technology</u> • Introduce Authentic Inquiry, Personalization by Pieces and apply Bloom's taxonomy which focus on the development and application of 21st Century skills. The school will also introduce and develop a SEAL program which promotes the social and emotional aspects of learning through literature. The school, with the LTP, will review and revise its advisory program, especially in the middle grades.	
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	The Community Relations Specialist and School Counselor will work closely with the School Leadership Team, the LTP and the LEA to develop effective community partnerships. They will seek to make connections with a range of community organizations including: • Health services, police and social workers • University partnerships for student emergence; mentors from the university • Local philanthropic groups • Small and big business • Faith-based organizations to support the community Authentic Inquiry and Personalization by Pieces are both very effective programs for facilitating students' engagement in the community and community engagement with the school. The school will seek community involvement to ensure that all students are matched with a learning mentor.	Year 1-3
3. Schools involve a broad representation of parents, community members, school	The school will develop a Community Partnership Committee involving students, parents, staff, and other stakeholders to develop and review services to be offered at the school site	Year 1 and ongoing

staff, and other stakeholders in planning and implementing services offered at the school site.	The school will develop 'wrap around' services at the school, including a Health Center/Medical Clinic to provide student and family support.	
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The school will provide a range of PD activities to enable staff members to gain the confidence which they will need to actively embrace and work effectively with partnership organizations. Time will be set aside during the Summer Institute and for bi-weekly meetings on the Professional Development Calendar. This PD will be facilitated by the LTP and external partners with experience and expertise in community- based learning. Partnering organizations will work alongside teachers on educational programming/curricular integration.	Year 1 and ongoing
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	The school will establish a Community Partnership Committee which will report back to all stakeholders. Town Hall Meetings, dinners, and social events will be held to gain input from community members. Community leaders will be actively encouraged to visit the school and serve as guest leaders at staff PD and community events. A variety of evaluation tools, including surveys, will be used to collecte and analyze data from events and services.	Year 1

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school and its Lead Turnaround Partner will be required to produce quarterly report on progress on all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for further attention. The school will report the results of: • Diagnostic Assessments given in August • Formative Assessments for math, LAL, and science given two times throughout the year • Summative Assessment for math, LAL and science in June	Pre-implementation Ongoing
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of reports on all nine leading indicators.	Pre-implementation and ongoing

SIG Required Activity – 11 Turnaround	A turnaround model may also implement other strategies.
SMART Goal:	The LEA has provided the school with sufficient operational flexibility to enable the principal to become a highly effective transformational leader who focuses on instructional and strategic leadership
Indicators of Success:	1. Appropriate managerial issues have been delegated to key operational staff 2. The school has adopted an extended year with school commencing in August for all staff ands students
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Operational flexibility delegated to the school	Superintendent Office of Innovation and Change (SIG Office) Principal LTP		MOU Principals job description	Δ	Δ	Δ	Δ
2	LEA provides ongoing support	Superintendent Office of Innovation and Change Outside Partner		LEA support meeting minutes NTO notes of visit OP notes of visit	Δ	Δ	Δ	Δ
3	Key Operational posts identified	Superintendent Principal Office of Innovation and Change LTP Outside Partner		Job descriptions Job adverts	Δ			
4	School Operations Manager appointed	LEA Office of Innovation and Change LTP Principal		Letter of appointment	Δ			
5	Data Specialist appointed	Office of Innovation and Change LEA Principal		Letter of appointment	Δ			
6	School calendar amended to include August opening to provide extended learning time for students and addition PD time for staff.	Office of Innovation and Change Principal		School calendar 2011-2012 School schedule PD program	Δ			

Annual Student Targets – Form S8

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-8

Date: April 26, 2011

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Peshine Avenue

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 3-5	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	23.2%	30.9%	44.7%	61.3%	State Assessment	38.1%	44.3%	55.4%	68.8%
Students with Disabilities	State Assessment	5.9%	15.3%	32.2%	52.6%	State Assessment	6.3%	15.6%	32.5%	52.8%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	23.8%	31.4%	45.1%	61.6%	State Assessment	37.1%	43.4%	54.7%	68.3%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment	16.7%	25.0%	40.0%	58.0%	State Assessment	50.0%	55.0%	64.0%	74.8%
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	21.4%	29.3%	43.4%	60.4%	State Assessment	38.6%	44.7%	55.8%	69.0%

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-8

Date: April 26, 2011

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Peshine Avenue

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6-8	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	29.3%	36.3%	49.1%	64.4%	State Assessment	21.6%	29.4%	43.6%	60.5%
Students with Disabilities	State Assessment	3.0%	12.7%	30.2%	51.1%	State Assessment	6.3%	15.6%	32.5%	52.8%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	29.3%	36.4%	49.1%	64.4%	State Assessment	22.4%	30.2%	44.2%	60.9%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment	28.6%	35.7%	48.6%	64.0%	State Assessment	14.3%	22.9%	38.3%	56.8%
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	28.2%	35.4%	48.3%	63.8%	State Assessment	20.1%	28.1%	42.5%	59.8%

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Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-8

Date: April 26, 2011

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Peshine Avenue

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 3-5	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia	17.6%	25.9%	40.7%	58.5%	Learnia	24.6%	32.1%	45.7%	62.0%
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
White	Learnia					Learnia				
African-American	Learnia	14.3%	22.9%	38.3%	56.8%	Learnia	23.9%	31.5%	45.2%	61.6%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia	2.1%	11.9%	29.5%	50.6%	Learnia	25.0%	32.5%	46.0%	62.2%
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	3.7%	13.3%	30.6%	51.4%	Learnia	4.3%	13.9%	31.1%	51.8%

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-8

Date: April 26, 2011

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: Peshine Avenue

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6-8	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia	14.8%	23.3%	38.7%	57.1%	Learnia	24.6%	32.1%	45.7%	62.0%
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
White	Learnia					Learnia				
African-American	Learnia	20.2%	28.2%	42.5%	59.8%	Learnia	23.9%	31.5%	45.2%	61.6%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia	13.3%	22.0%	37.6%	56.3%	Learnia	25.0%	32.5%	46.0%	62.2%
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	2.4%	12.2%	29.8%	50.8%	Learnia	4.3%	13.9%	31.1%	51.8%

Form S-9

Use only one model template for each school.

Date: April 26, 2011

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : Newark Public School

Name of School: Peshine Avenue School

SIG Required Activity – 1 Turnaround	Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
SMART Goal:	**1.The school has a new principal leading the school at the commencement of the transformation model**
Indicators of Success:	1.A The principal who led the school prior to commencement of the turnaround model has been replaced 1. B The new principal has the skills and attributes to be a transformational leader
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Previous principal replaced	Superintendent		Letter of transfer	Δ			
2	New principal appointed	Superintendent		Letter of appointment	Δ			
3	The new principal was selected in a fair and transparent manner	Superintendent		Assessment process	Δ			
4	The new principal has the skills and attributes to be a transformational leader	Superintendent		• NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation,2009	Δ	Δ	Δ	Δ

SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.
SMART Goal:	**2.At least 50% of the staff have been replaced at the start of the turnaround model**
Indicators of Success:	1.The effectiveness of existing staff has been evaluated using locally adopted competencies 2.No more than 50% of the existing staff have been rehired 3.All hires meet the agreed competencies to work within the turnaround environment
SBR Practice to Address Goal:	*NJ Educator Effectiveness Task Force, 2011* *Achievement through Teaching Excellence: NPS,2010* *Educational Leadership Policy Standards, ISSLC* *Accomplished Principal Standards, National Board* *The Art and Science of Teaching, Robert J. Marzano* *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson* *Measures of Effective Teaching (MET) Project, December2010*

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Agree and adopt set of local competencies to measure the effectiveness of all staff	Superintendent HR NTU and CASA		Locally and agreed criteria	Δ			
2	Screen all existing staff against the locally adopted competencies	Principal		Teacher evaluations	Δ			
3	Identify at least 50% for staff for transfer	Principal		List of teachers so identified	Δ			
4	Agreed-upon titles and job descriptions for all posts and positions at the turnaround school	Superintendent HR NTU and CASA		Job descriptions	Δ			
5	Advertise all staff positions and posts for the turnaround school	Superintendent HR		Advertisements	Δ			
6	Recruit, select and hire the staff for the commencement of the turnaround model	Office of Innovation and Change (SIG Office) HR Principal LTP		Hiring process CVs	Δ			
7	Ensue that all new hire meet the agreed competencies for working in the turnaround environment	Office of Innovation and Change HR Principal		CVs Lesson observations	Δ			

8	Ensue that no more than 50% of existing staff are rehired	Office of Innovation and Change HR Principal		Faculty list 2010-2011 Faculty list 2011-2012	Δ			

SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
SMART Goal:	**All recruits are HQT with experience and expertise in the urban setting, HQT are retained and staff who are not meeting the needs of the students are transferred**
Indicators of Success:	1.100% of all recruits are HQT 2.All recruits, including beginning teachers have experience and expertise in working in urban setting **3.** All HQT are retained, except for any who retire, or gain promotion to a leadership position 4. All eligible staff who are not meeting the needs of the students are transferred out
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson International

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Develop hiring procedures and budget lines to support recruitment and hiring of high quality teachers	Office of Innovation and Change (SIG Office) Superintendent Principal		Recruitment policy and procedures	Δ			
2	Establish positions which enable the school to transform the faculty structure	Office of Innovation and Change Principal		Faculty structure	Δ			
3	Implement a valid, fair and transparent method for deciding on performance expectations	Office of Innovation and Change Principal LTP	Budget Form C	Performance Management	Δ			
4	Develop a performance-related incentive scale that includes student achievement and classroom related measures	Office of Innovation and Change Superintendent Principal LTP	Budget Form C	Performance Management	Δ	Δ	Δ	Δ
5	Develop a valid, transparent method for deciding whether criteria for performance based incentives have been met	Office of Innovation and Change Principal LTP	Budget Form C	Performance Management	Δ	Δ	Δ	Δ
6	SEA and LEA develop a performance-based incentive system in partnership with Newark Teachers Union and other relevant stakeholders	Office of Innovation and Change Principal Newark Teachers Union (NTU) CASA		Performance – based incentives	Δ	Δ	Δ	Δ

7	LEA and school provide targeted assistance to under-performing teachers	Office of Innovation and Change Principal LTP	Budget Form C	LEA HR policy School HR Policy	Δ	Δ	Δ	Δ
8	Develop and implement policies and procedures for performance based dismissals	Superintendent Office of Innovation and Change Principal NTU CASA		LEA HR policy School HR Policy	Δ	Δ	Δ	Δ

SIG Required Activity – 4 Turnaround	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	**Implement a model of staff development that is based on student and teacher needs, is job-embedded and addresses the needs of each teacher's practice in his/her classroom.**
Indicators of Success:	1. Classroom observations indicate an increase in the quality of teaching and students are more engaged in learning 2. Teachers' formative assessments have positive impact on planning and learning for individual students, 3. Increase in student satisfaction survey results following embedded PD. 4. The rate of behavioral referrals declines 5. Technology-based supports and interventions are seen as integral elements during all classroom observations
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson International

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Develop a comprehensive plan and regular schedule of differentiated/school focused PD based on survey of teachers' needs and classroom observations	School Operations Manager Principal Grade Level Leaders Reading and Math Specialists LTP	Budget Form A Budget Form C	School PD plan PD program PD Evaluations	Δ	Δ	Δ	Δ
2	LEA provide PD that equips teachers with competencies needed to apply evidence and standards based practices effectively	LEA Lead Turnaround Partner (LTP)	Budget Form C	School PD plan PD program PD Evaluations	Δ	Δ	Δ	Δ
3	Summer Institute to develop teachers' understanding of data to drive instruction	Principal Data Specialist	Budget Form A	PD Evaluations				Δ
4	Provide PD in the development and implementation of effective Professional Learning Communities	Principal LTP	Budget Form C	PD program	Δ	Δ	Δ	Δ
5	Provide opportunities for regular peer observations based on evaluation of skills by administrators and scrutiny of data	Vice Principal Reading and Math Specialists LTP	Budget Form A Budget Form C	Peer review schedule Observations forms		Δ	Δ	Δ
6	On-going staff development on formative assessment (Assessment for Learning) and differentiated instruction	Principal Reading and Math Specialists Data Specialist	Budget Form A Budget Form C	PD program PD Evaluations	Δ	Δ	Δ	Δ

		LTP						
7	Relevant and ongoing staff development for all staff in reading and all subject areas aligned to language arts	Reading Specialist, LTP	Budget Form C	PD program PD Evaluations	Δ	Δ	Δ	Δ
8	Staff development on Literacy across the curriculum strategies for all staff	Reading Specialist	Budget Form A	PD program PD Evaluations	Δ	Δ	Δ	Δ
9	Review samples of student work to provide teachers with feedback to improve the quality of instruction	Reading Specialist Grade level leaders Department leaders	Budget Form A	PD program PD Evaluations	Δ	Δ	Δ	Δ
10	Advisory programs to promote social and emotional skills	Outside Expert on Advisories School Counselor LTP	Budget Form C	PD program PD Evaluations Student interviews	Δ	Δ	Δ	Δ
11	Promoting student motivation for learning – classroom management	Outside Expert on Classroom Management Behavioral Specialist LTP	Budget Form C	PD program PD Evaluations Classroom survey results	Δ	Δ	Δ	Δ
12	Developing Authentic Inquiry	LTP		PD program PD Evaluations Classroom survey results	Δ	Δ	Δ	Δ
13	Differentiated learning through personalization by pieces	Reading and Math Specialists Grade level leaders Department leaders	Budget Form A	Lesson Plans Assessments Student interviews Samples of student work	Δ	Δ	Δ	Δ

SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal:	**The school gains sufficient operational flexibility to allow it to implement fully the agreed comprehensive turnaround model approach, including the ability to select its external lead partner organization**
Indicators of Success:	1.The LEA delegates enhanced operational flexibility to the school in the areas of staffing, calendar / time and budgeting 2.The school selects an external lead partner organization 3. The external lead partner organization provides high quality technical assistance 4. The LEA, the school and the external lead partner work collaboratively to substantially improve student achievement outcomes
SBR Practice to Address Goal:	*The Turnaround Challenge,* Mass Insight (2007) *Exploring the pathway to rapid district improvement* Lane, B. (2009).. Lincoln, IL: *School boards: Focus on school performance, not money and patronage* Hill, P. T. (2003).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The LEA establishes a Turnaround office	Superintendent		District org-chart	Δ			
2	The LEA establishes a Turnaround Region (Zone) with its own Regional Superintendent	Superintendent		District org-chart Job Descritions	Δ			
3	The principal of the turnaround school reports directly to the Turnaround Regional Superintendent	Superintendent		District org-chart Job Descriptions	Δ	Δ	Δ	Δ
4	The LEA and the school work in partnership to develop LEAs systems and process	Office of Innovation and Change (SIG Office) Principal NTU CASA		LEA systems and processes	Δ	Δ	Δ	Δ
5	The LEA systems for anticipating and addressing school staffing and instructional and operational needs operate in a: timely, efficient and effective manner	Superintendent Office of Innovation and Change		LEA HR procedures LEA budget timelines Stakeholder surveys	Δ	Δ	Δ	Δ
6	The LEA delegates operational flexibility to the school	Superintendent Advisory Board		Board Resolution	Δ			
7	The school has sufficient autonomy to develop its own instructional program,	Superintendent Office of Innovation	Budget Form C	Board Resolution	Δ			

	provided that this meets or exceeds all mandatory State standards	and Change Principal LTP						
8	Following mandatory procurement regulations the school appoints its own Lead Turnaround Partner (LTP)	Office of Innovation and Change Principal		LTP RFP LTP contract	Δ			
9	The LEA, the school and the LTP develop and agree upon a joint MOU	Superintendent Office of Innovation and Change Principal LTP	Budget Form C	LTP MOU	Δ			
10	The LTP provides technical assistance to the school as it implements the turnaround model	Principal LTP	Budget Form C	Notes of visits Agreed action steps Feedback forms	Δ	Δ	Δ	Δ
11	The LTP provides high quality job-embedded PD which enables the staff to fully implement the turnaround model	Principal LTP	Budget Form C	PD program PD Evaluations Classroom survey results	Δ	Δ	Δ	Δ
12	The LEA, the school, and the LTP work collaboratively to substantially improve student achievement outcomes	Superintendent Office of Innovation and Change Principal LTP	Budget Form C	Student achievement Climate surveys Student surveys Teacher surveys Parent surveys Teacher evaluations Principal evaluation MOU KPI	Δ	Δ	Δ	Δ

SIG Required Activity – 6 Turnaround	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.
SMART Goal:	**A wide range of student data is used to identify and implement a research based instructional program which is vertically aligned as well as aligned with the state academic standards**
Indicators of Success:	1.The school uses data to identify instructional programs 2.All instructional programs are research- based and are aligned with state academic standards 3.The school has well developed pacing guides which ensure alignment across all grade levels 4. Classroom observations and scrutiny of student work clearly demonstrate that staff are using data to inform and differentiate instruction in order to meet the acacia needs of individual students
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson *The Principles of Learning*, 2010

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Based on the needs assessment, the school identifies, adopts, and implements research-based instructional programs	Principal Grade team leaders Data Specialist Reading and Math Specialists LTP	Budget Form A Budget Form C	School Curriculum	Δ	Δ	Δ	Δ
2	The curriculum affords learners opportunities to connect knowledge to application, and theory to practice to make learning meaningful, sustainable, and productive	Administrators Grade team leaders Reading and Math Specialists Teachers LTP	Budget Form A Budget Form C Budget Form D	School Curriculum	Δ	Δ	Δ	Δ
3	The curriculum is rooted in 21st C skills and prepares all students for college, work and citizenship,	Administrators Grade team leaders Teachers LTP	Budget Form A Budget Form C Budget Form D	School Curriculum 21st C skills Principles of Learning	Δ	Δ	Δ	Δ
4	Staff ensure that students have equitable access to Technology	School Operations Manager Grade team leaders Teachers	Budget Form A Budget Form C Budget Form E	Lesson observations Classroom surveys	Δ	Δ	Δ	Δ
5	Staff ensure that students are engaged in problem-solving, team-building an innovative society	Principal Grade team leaders, Teachers LTP	Budget Form A Budget Form C	Lesson observations Classroom surveys	Δ	Δ	Δ	Δ

6	Staff provide learning experiences which support creativity and innovation	Grade team leaders Teachers Reading and Math Specialists LTP	Budget Form A Budget Form C	Lesson observations Classroom surveys	Δ	Δ	Δ	Δ
7	Pacing guides are well-developed and ensure alignment across all grade levels	Grade team leaders Teachers Reading and Math Specialists LTP	Budget Form A Budget Form C	Pacing guides	Δ			

SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	**100% of teachers are differentiating instruction in order to meet the academic needs of individual students.**
Indicators of Success:	1.The school uses data to identify instructional programs 2.. Classroom observations and scrutiny of student work clearly demonstrate that staff are using data to inform and differentiate instruction in order to meet the acacia needs of individual students
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson *Beyond the Numbers: Making Data Work for Teachers & School Leaders,* Stephen White

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Interim assessments are a combination of teacher-designed and nationally-recognized tests	Grade team leaders Teachers LTP Data Specialist	Budget Form A Budget Form C	Interim assessments Student portfolios		Δ	Δ	Δ
2	Teachers utilize School Net to track interim assessment data	School Operations Manager Teachers Grade leaders Department leaders Data Specialist	Budget Form A Budget Form C	Teacher data files School Net		Δ	Δ	Δ
3	PD provided to ensure that schools use data to drive instructional change both at grade level and vertically across the grades	Principal Grade leaders Department leaders Student Achievement Data Specialist LTP	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	Δ	Δ	Δ	Δ
4	PD provided to ensure teachers have a good understanding of differentiation	Principal Grade leaders Reading and Math Specialists Department leaders LTP	Budget Form A Budget Form C	Lesson Plans Classroom observations	Δ	Δ	Δ	Δ
5	Teachers track student data and use this to promote personalized learning for all students	Teachers Administrators Grade leaders Department leaders Student Achievement Data Specialist	Budget Form A Budget Form C	Teacher data files Lesson Plans Classroom observations	Δ	Δ	Δ	Δ

6	Students are on track and learning matches district, state and local grade level expectations	Principal Teachers Grade leaders Department leaders Reading and Math Specialists Student Achievement Data Specialist LTP	Budget Form A Budget Form C	Classroom observations Test scores	Δ	Δ	Δ	Δ

SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	**Established schedules and strategies that provide well-designed programs that expand learning time for all student**
Indicators of Success:	1.All students are provided with a minimum of 300 hours per school year 2.The established schedule and programs are well-designed and meaningfully expand student learning time
SBR Practice to Address Goal:	*MA Expanded Learning Time Schools Showing Promising Results, 2011*MA2020 *Time for a change:* Farbman, D., & Kaplan, C. (2005). *On the clock: Rethinking the way schools use time* Silva, E. (2007).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Establish stakeholders committee to review the research on extended learning time	Principal LTP	Budget Form C	Committee minutes	Δ			Δ
2	Review and revise the existing school schedule to maximize learning time	School Operations Manager Principal Grade Leaders Community Relations Specialist	Budget Form A Budget Form C	School schedule	Δ			Δ
3	Consult with all stakeholders on the options for extending learning time, in a neighborhood which is relatively unsafe after 4:00 pm	Principal Community Relations Specialist LTP	Budget Form A Budget Form C	Stakeholder meeting sign in sheets Minutes of meeting	PRE			
4	Extend the length of the school day for all students in a way which gains support from all stakeholders	Principal Community Relations Specialist LTP	Budget Form A Budget Form C	Revised school schedule	Δ			
5	Review the length and pattern of the school year	Principal SOM Grade Leaders Community Relations Specialist LTP	Budget Form A Budget Form C	Committee minutes	Δ			
6	Consult with all stakeholders on the options for extending the school year	School Operations Manager Principal Community Relations Specialist LTP	Budget Form A Budget Form C Budget Form D	Stakeholder meeting sign in sheets Minutes of meeting School Calendar	Δ	Δ		
7	Extend the length of the school year by an extra 5 days for all students	Principal Staff	Budget Form A Budget Form D	School calendar	PRE			

		Community Stakeholders LTP						
9	Saturday academies provide targeted additional learning time for remediation and Gifted and Talented (enrichment)	School Operation Manager Principal Staff	Budget Form A	School calendar	Δ			

SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	**Over a three year period decrease student infractions by 25% each school year, as measured by the school wide disciplinary tracker and staff climate survey. The school has established schedules and strategies that provide well-designed programs that provide community-oriented survives and supports for students**
Indicators of Success:	1. Off-site suspensions decrease 2. Administrative detentions decrease, students are properly placed through the IR&S process, minimal students sent to the office for in-class disciplinary problems, teachers negative views on discipline decreases on staff climate survey, students are awarded often for good behavior 3. Community-oriented services and support provided for students
SBR Practice to Address Goal:	*Effective Implementation of School Improvement Grants,* Center on Innovation & Improvement. (n.d.). *SES Partners for change: Public schools and community-based organizations.* Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Establish a school wide student social skills program	Administration, social workers, school counselor teachers, Behavioral Specialist Student Support Specialist LTP	Budget Form A Budget Form C Budget Form D	Curriculum Social skills program	Δ			
2	Provide professional development on school wide social skills program	Administration, , social workers, school counselors, teachers, LTP Outside Expert on Social Emotional Learning	Budget Form A Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
3	Institute a school wide discipline tracker PBIS and reward system	Administration, Student Achievement Data Specialist, All Staff LTP Stakeholders	Budget Form A Budget Form C Budget Form D	Discipline tracker	Δ			
4	Develop a safe space for extreme behavior situations	Administration, social workers, guidance counselors Behavioral Specialist LTP	Budget Form C	Safe place	Δ			

5	Provide collaboration time for teachers regarding common students	Administration, teachers, LTP	Budget Form C	School schedule	Δ	Δ	Δ	Δ
6	Professional development on dealing with different social and behavior issues	Administration, Behavioral Specialist LTP	Budget Form A Budget Form C	PD program PD evaluations	Δ	Δ	Δ	Δ
7	Create an on-line centralized system for documentation for I&RS	Administration social worker, guidance counselor, Student Achievement Data Specialist	Budget Form A Budget Form C		Δ			
8	Establish stakeholders committee to review the research on community-oriented services and supports	Principal Community Relations Specialist LTP	Budget Form A Budget Form C Budget Form D	Committee minutes	PRE			
9	Review and evaluate existing community-oriented services available in the district	Principal Community Relations Specialist LTP	Budget Form A Budget Form C Budget Form D	Existing program,	Δ	Δ	Δ	Δ
10	Undertake stakeholder consultation, including Town Hall meetings, focus groups, and surveys	Principal Community Relations Specialist LTP	Budget Form A Budget Form C Budget Form D	Meeting schedule Signing in sheets	Δ	Δ	Δ	Δ
11	Develop and implement community-oriented services and supports, with a particular focus on Health and Social Care	Community Relations Specialist Principal Nurse Social Worker LTP	Budget Form A Budget Form C Budget Form D	New program	Δ			
12	Implement a peer mediation program for students	Administration social worker, school e counselor Outside Expert on Peer Mediation LTP	Budget Form A Budget Form C Budget Form D	Peer mediation program Student feedback	Δ			
13	Provide school-embedded social services for children	Principal Social worker School counselor Community Relations Specialist	Budget Form A	Social service provision Student feedback	Δ	Δ	Δ	Δ
14	Monitor and evaluate the impact of community-related activities	Principal Community Relations	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ	Δ	Δ	Δ

		Specialist Data Specialist LTP						
15	Review and revise the community-related activities	Principal Community Relations Specialist SLC LTP	Budget Form A Budget Form C	Revised Program	Δ	Δ	Δ	Δ
16	Develop and expand the range of community-oriented services and support	Principal Community Relations Specialist LTP	Budget Form A Budget Form C	New program	Δ	Δ	Δ	Δ
17	Monitor and evaluate the impact of the extended community-oriented services and support	Office of Innovation and Change (SIG Office) Principal Community Relations Specialist LTP	Budget Form A Budget Form C	Monitoring report Participants' surveys	Δ	Δ	Δ	Δ

SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	**The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.**
Indicators of Success:	1. A data collection system is established which covers all nine leading indicators 2.The data can be easily transferred between the school and the LEA 3. The data collection system generate the data in a format which facilitates the production of reports
SBR Practice to Address Goal:	*Exploring the pathway to rapid district improvement* Lane, B. (2009).. Lincoln, IL: *School boards: Focus on school performance, not money and patronage* Hill, P. T. (2003).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The school identifies interim success criteria for the nine indicators	Office of Innovation and Change (SIG Office) Principal LTP	Budget Form C	SIG KPIs	Δ			
2	The LEA has established processes and procedures to collect and analyze data at various key points during the year.	Superintendent SIG Office LTP	Budget Form C	LEA data policy and procedures	Δ			
3	The school and its Lead Turnaround Partner produce quarterly reports on progress against all nine leading indicators and the respective success criteria	Office of Innovation and Change Principal Lead Turnaround Partner (LTP)	Budget Form C	Quarterly reports	Δ	Δ	Δ	Δ
4	The quarterly reports highlight key successes and areas for development	Office of Innovation and Change Principal LTP	Budget Form C	Quarterly reports	Δ	Δ	Δ	Δ

SIG Required Activity – 11 Turnaround	A turnaround model may also implement other strategies.
SMART Goal:	**The LEA has provided the school with sufficient operational flexibility to enable the principal to become a highly effective transformational leader who focuses on instructional and strategic leadership**
Indicators of Success:	1. Appropriate managerial issues have been delegated to key operational staff 2. The school has adopted an extended year with school commencing in August for all staff ands students
SBR Practice to Address Goal:	

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Operational flexibility delegated to the school	Superintendent Office of Innovation and Change (SIG Office) Principal		Principals job description Board Resolution	Δ	Δ	Δ	Δ
2	LEA provides ongoing support	Superintendent Office of Innovation and Change Lead Turnaround Partner (LTP)		LEA support meeting minutes NTO notes of visit OP notes of visit	Δ	Δ	Δ	Δ
3	Key Operational posts identified	Superintendent Office of Innovation and Change Principal LTP		Job descriptions	Δ			
4	School Operations Manager appointed	LEA Office of Innovation and Change Principal	Budget Form A	Letter of appointment	Δ			
5	Data Specialist appointed	LEA Office of Innovation and Change Principal	Budget Form A	Letter of appointment	Δ			

6	School calendar amended to include August opening to provide extended learning time for students and addition PD time for staff	Office of Innovation and Change Principal LTP	Budget Form C	School calendar 2011-2012 School schedule PD program	Δ			
7	Create Parent University at the school for parents and members of the community	Principal Community Relations Specialist LTP	Budget Form A Budget Form C Budget Form D	Operational plans		Δ		

Form S-10

Date: April 26, 2011

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA: Newark Public Schools

Name of School: Peshine Avenue School

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
	$87,703	$1,832,927	$1,895,966	$1,779,554	$5,595,520
LEA	$80,000		$ 80,000	$ 82,000	$ 242,000
Total Budget	$2,000,000		$1,975,966	$1,861,554	$5,837,520

Budget Narrative

See Attached Three-Year Budget Narrative

School Improvement Grant - Peshine Avenue School

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

		Base Pay	Year 1	Year 2	Year 3	Total SIG Request
1.	**Personnel**					
	Full-time Salaries. Salaries of staff aligned with Required Activities under the Model.					
	School Operations Manager - Management responsibilities for building operations and support staff, freeing building principal to focus on instruction. Budget Detail Form A, 200-100	106,790	106,790	106,790	109,460	323,040
	Reading Specialist - Master's Level Certified Reading Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100	55,373	55,373	55,373	56,757	167,503
	Mathematics Specialist - Master's Level Certified Mathematics Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100	55,373	55,373	55,373	56,757	167,503
	Behavioral Specialist - Master's Level Certified Expert to support teachers with behavioral intervention for non-classified students. Budget Detail Form A, 200-100	61,028	61,028	61,028	62,554	184,610
	Proportionate share of SIG Administration for accountability and reporting functions Student Achievement Data Specialist @ $80,000. SIG Administration is under 5% LEA administrative cap. Budget Detail Form A, 200-100	80,000	80,000	80,000	82,000	242,000
	Community Relations Specialist. Budget Detail Form A, 200-100	50,000	50,000	50,000	51,250	151,250
	Part-time Salaries. Supplemental salaries of staff aligned with Required Activities under the Model and based on union-negotiated rates.					
	Supplemental pay for Extended Learning Time (ELT) - instructional staff: Certified Teachers and Staff @ $49 /hr x 280 hrs x 37 staff = $507,640. Budget Detail Form A, 100-100		507,640	507,640	520,331	1,535,611
	Supplemental pay for Extended Learning Time (ELT) - instructional support: Substitute Teachers @ 24/hr x 280 hrs x 4 substitute teachers per day = $26,880. Budget Detail Form A, 100-100		26,880	26,880	27,552	81,312
	Supplemental pay for Extended Learning Time (ELT) - instructional support: Teacher Aides @ 19/hr x 280 hrs x 4 aides = $21,280. Budget Detail Form A, 100-100		21,280	21,280	21,812	64,372
	Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: Principal, Vice Principal, School Operations Manager @ $96/hr x 280 hrs x 3 staff = $80,640. Budget Detail Form A, 200-100		80,640	80,640	82,656	243,936
	Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator @ $49/hr x 280 hrs x 6 staff = $82,320. Budget Detail Form A, 200-100		82,320	82,320	84,378	249,018
	Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Clerks @ $32/hr x 280 hrs x 2 staff = $17,920. Budget Detail Form A, 200-100		17,920	17,920	18,368	54,208
	Supplemental pay for Team Building Visioning and Planning. Time allotted for reconstituted school staff to work with new school leadership on implementing the model. Costs: Each year - School Instructional Staff will participate in a one week institute in August 6.5hrs/day x 5 days x $49/hr x 37 instructional staff = $58,923. Budget Detail Form A, 200-100 **(Pre-implementation)**		58,923	58,923	60,396	178,242

School Improvement Grant - Peshine Avenue School

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

		Year 1	Year 2	Year 3	Total SIG Request
	Supplemental pay for Principal participation in NJDOE Leadership Institute for 2 weeks in the summer. $96/hr x 7 hrs/day x 10 days = $6,720. Budget Detail Form A, 200-100 **(Pre -implementation)**	6,720	6,720	6,888	20,328
	Total - Personnel Salary Costs	**1,210,887**	**1,210,887**	**1,241,159**	**3,662,933**
2.	**Fringe Benefits**				
	Fringe benefits for all full-time staff per union affiliation and supplemental pay as per Budget Detail Form B	229,899	229,899	235,646	695,444
	Total - Fringe Benefits	**229,899**	**229,899**	**235,646**	**695,444**
3.	**Travel**				
	Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x $.31 per mile = $620. Toll= $12 per day x 20 days = $240. Budget Detail Form F, 200-580 **($430 for Pre-implementation)**	860	860	860	2,580
	Total - Travel	**860**	**860**	**860**	**2,580**
4	**Supplies. Supplies needed for implementation of Required Activities under the Model.**				
	Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff. Budget Detail Form D, 100-600	15,711	20,000	25,000	60,711
	Supplies needed: School Libraries Licensing fees for database collections. Large & diverse leveled-book collection (5202 books) @ 19,750; Gale Ebook Collections @ $2,000 ; New & Noteworthy Collection/Displays (650 books) @ $9,000;Adaptive Technologies/Assistive Technologies for Universal Use: @$1,033; Visual Thesauras for site licenses = $287; Technology Upgrade $5,143. Budget Detail Form D, 100-600	37,213			
	Supplies for Parental Involvement Activities. Take away materials for Family Literacy and Financial Literacy. Budget Detail Form D, 200-600	1,000	1,000	1,000	3,000
	Parental Involvement: Refreshments at efficiency limits for breakfast, lunch, dinner and evening activities. Budget Detail Form D, 200-600 **($1,000 of which will be for pre-implementation)**	5,000	5,000	5,000	15,000
	Supplies for increased learning and rigor: Computer Lab Upgrades, Classroom Computer Upgrades .		70,000	70,000	140,000
	Total - Supplies	**58,924**	**96,000**	**101,000**	**255,924**
5	**Contractual. Services selected consistent with procurement process unded 18:A and needed for implementation of Required Activities under the Model.**				

School Improvement Grant - Peshine Avenue School

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

		Year 1	Year 2	Year 3	Total SIG Request
	Lead Turnaround Partner: Selected by competitive RFP process, the LTP will be responsible for supporting Principal in all components of model implementation including: job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; extended learning for students; curriculum alignment and pacing; infusion of technology to support curriculum; parental involvement; community engagement and support; student attendance and discipline; teacher attendance and instructional effectiveness; quarterly reporting on all school metrics required under SIG; regular formative assessment of student achievement and so on. Estimated Average Costs Year 1 @ $2000 per day x 200 days= $400,000; Year 2 @ $2000 per day x 120 days= $240,000; Year 3 @ $2000 per day x 60 days =$120,000 Budget Detail Form C, 200-300 **(up to 10 days in Year 1 for pre-implementation: $20,000)**	400,000	240,000	120,000	760,000
	External Provider for Positive Behavior Support/Classroom Management: Selected by competitive RPF process, the External Provider will work with the Principal, Lead Turnaround Partner and Behavioral Specialist to allow for dramatic improvement and traction in classroom management strategies. Year 1 @ $2000 per day x 40 days= $80,000; Year 2 @ $2000 per day x 20 days= $40,000; Year 3 @ $2000 per day x 10 days =$20,000 Budget Detail Form C, 200-300	80,000	40,000	20,000	140,000
	Parent Involvement: Honorarium for speakers @ $500 x 8 per year = $4,000 Budget Detail form C, 100-300	4,000	4,000	4,000	12,000
	Total- Contractual Services	**484,000**	**284,000**	**144,000**	**912,000**
7	**Equipment needed to implement Required Activities under the Model.**				
	Equipment needed to increase learning time, support rigor, facilitate team teaching and curriculum alignment. Smart Boards with all supports including installation @ $7,716 each . Year 1 pilot with 2 Smart Boards; Year 2 with 18; Year 3 with 20.	15,430	154,320	138,888	308,638
	Total - Equipment	**15,430**	**154,320**	**138,888**	**308,638**
9.					
	Other Items. Items needed to implement Required Activities under the Model.				
	Total - Other Items	**0**	**0**	**0**	**0**
12.	**Total Costs**	**2,000,000**	**1,975,966**	**1,861,554**	**5,837,520**

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 3, 8	100-100	Certified teachers (extended learning time)	$49/hr x 280 hrs x 37 staff	507,640
Activity 3, 8	100-100	Teacher Aides (extended learning time)	$19/hr x 280hrs x 4 aides	21,280
Activity 3, 8	100-100	Substitute teachers (extended learning time)	$24/hr x 280 hrs x4 substitutes	26,880
			Total 100-100	555,800
Activity 2, 6, 8, 9, 11	200-100	School Operations Manager	Full time position: $106,790 x 100%	106,790
Activity 2, 3, 8	200-100	Reading Specialist	Full time position: $55,373 x 100%	55,373
Activity 2, 3, 8	200-100	Mathematics Specialist	Full time position: $55,373 x 1 x 100%	55,373
Activity 2, 3, 8, 9	200-100	Behavioral Specialist	Full time position: $61,028 x 100%	61,028
Activity 2, 3, 8, 9	200-100	Community Relations Specialist	Full time position: 50,000 x 100%	50,000
Activity 2, 6, 8, 10, 11	200-100	Student Achievement Data Specialist (SIG Admisnistration)	Full time position: 80,000 x 100%	80,000
Activity 6, 8	200-100	Supplemental pay for team building visioning & planning (August 2011 pre-implementation)	$49/hr x 6.5 hrs x 5 days x 37 staff	58,923

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 3, 8, 9	200-100	Support staff (nurse, rdg, math & behavioral specialist, SW, Guidance Counselor, Tech Coord, Operations Manager) ELT	$49/hr x 280 hrs x 6 staff	82,320
Activity 8, 11	200-100	Non-instructional staff (Principal, VP, Operations Manager)	$96/hr x 280 hrs x 3 staff	80,640
Activity 8	200-100	School Clerk - extended learning time	$32/hr x 280 hrs x 2	17,920
Activity 8, 11	200-100	Supplemental pay for principal to attend Leadership Institute (pre- implementation)	$96/hr x 7hrs/day x 10 days	6,720
			Total 200-100	655,087
			Total	1,210,887

S-12

BUDGET DETAIL FORM B

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

Date: 4/26/2011

NGO TITLE: School Improvement Grant
School Name: Peshine Avenue School

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.67% %	PERS 5.00% %	WRKR'S COMP 1.39% %	UNEMPLY. 0.00% %	DISABIL. 3.50% %	HEALTH flat fee $8,525 %	OTHER SPECIFY: Per Emply $ 3,166 %	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Certified Teachers	507,640	38,834			7,056					9.04%	45,891
Teacher Aides (ELT)	21,280	1,628			296					9.04%	1,924
Substitute Teachers	26,880	2,056			374					9.04%	2,430
School Oprts Mgr	106,790	8,169	8,191		1,484			8,525	3,166	27.66%	29,536
Reading Specialist	55,373	4,236	4,247		770			25,575	3,166	68.61%	37,994
Math Specialist	55,373	4,236	4,247		770			25,575	3,166	68.61%	37,994
Behavioral Specialist	61,028	4,669	4,681		848			17,050	3,166	49.84%	30,414
Guidance Conselor	50,000	3,825	3,835		695			4,263	1,583	28.40%	14,201
Stipends	80,000	6,120			1,112					9.04%	7,232
Supplemental	58,923	4,508			819					9.04%	5,327
Support Staff (ELT)	82,320	6,297			1,144					9.04%	7,442
Non-Instructional	80,640	6,169			1,121					9.04%	7,290
School Clerks (ELT)	17,920	1,371			249					9.04%	1,620
Leadership Institute	6,720	514			93					9.04%	607
											-
TOTAL	1,210,887	92,633	25,201	-	16,831	-	-	80,988	14,247	18.99%	229,899

BUDGET DETAIL FORM C

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

Date: 4/26/2011

NGO TITLE: School Improvement Grant
SCHOOL NAME: Peshine Avenue School
SUBGRANTEE:

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.

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	*Time*	*= Grant Req.*
Activity 9	100-300	Parent Involvement: Honorarium for speakers	$500.00	8	$4,000.00
		Total 100-300			$4,000.00
Activity 4, 5,	200-300	Lead Turnaround Partner: Selected by competitive RFP process, the LTP will be responsible for supporting Principal in all components of model implementation including: job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; etc. Estimated Average Costs Year 1 @ $2000 per day x 200 days= $400,000; (up to 10 days in Year 1 for pre-implementation: $20,000)	$2,000.00	200	$400,000.00
Activity 4, 5,	200-300	External Provider for Positive Behavior Support/Classroom Management: Selected by competitive RPF process, the External Provider will work with the Principal, Lead Turnaround Partner and Behavioral Specialist to allow for dramatic improvement and traction in classroom management strategies. Year 1 @ $2000 per day x 40 days= $80,000	$2,000.00	40	$80,000.00
		Total 200-300			$480,000.00

S-13

BUDGET DETAIL FORM C

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

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

SUBGRANTEE:

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.

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	*Time*	*= Grant Req.*
		TOTAL		248	$484,000.00

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

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

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	*x Q*	*= GR*
Activity 6.3, 6.4, 6.5, 6.6, 9	100-600	Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff.	$15,711.00	1	$15,711
Activity 6.3, 6.4, 6.5	100-600	Supplies needed to **upgrade School Libraries**. Licensing fees for database collections, large & diverse leveled-book collection (5202 books) @ 19,750; Gale Ebook Collections @ $2,000 ; New & Noteworthy Collection/Displays (650 books) @ $9,000;Adaptive Technologies/Assistive Technologies for	$37,213.00	1	$37,213
		Total 100-600			$52,924
Activity 9, 11.7	200-600	Supplies for Parental Involvement Activities. Costs associated with year-round parental involvement activities including Take away materials for Family Literacy and Financial Literacy@ $6,000 per year. ($1,000 of which will be for pre-implementation)	$6,000.00	1	$6,000

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

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

PROJECT GOAL\ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC x	*Q* =	*GR*
		Total 200-600			$6,000

S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

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

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION		UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
				UC x	*Q* =	*GR*
Activity 6.3, 6.4	400-731	Equipment needed: Smart Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment		$7,715.20	2	$15,430
Activity 8		**Smartboard detail**				
		77" Interactive Whiteboard	2,310.00			
		SD Format Image	499.00			
		Audio System	247.00			
		Mobile Floorstand	1,399.00			
		On-Site Installation	760.00			
		Installation Materials	570.00			
		Security Devices	159.00			
		Epson PowerLite 83+ Projector	570.00			
		Network PC HP 8000 Elite, with 19" flat screen	645.00			
		Network Printer, HP P2055DN (22 ppm)	372.00			
		Computer installation	100.00			
		Surge Protector	7.00			
		Patch Cables	12.00			
		Shipping/handling ($198/3 boards = $66 per board)	66.00			
					2	$15,430

S-16

Date: 4/26/2011

BUDGET DETAIL FORM F

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

NGO TITLE: School Improvement Grant

SCHOOL NAME: Peshine Avenue School

SUBGRANTEE:

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.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Activity 11	200-580	Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x $.31 per mile = $620. Toll= $12 per day x 20 days = $240. ($430 for pre-implementation)	860
		Total 200-580	860

Form S-16

NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: **Newark Public Schools**
School Name: Peshine Avenue School
County/LEA/School Code: **13/ 3570 /600**
NGO Title: **School Improvement Grant (Cohort 2 - Year 1)**

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL COST SUMMARY (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			555,800		
Purchased Prof. & Tech Svcs.	100-300			4,000		
Other Purchased Services	100-500					
Supplies and Materials	100-600			52,924		
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				**612,724**		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			655,087		
Personal Svcs - Emp. Benefits	200-200			229,899		
Purchased Prof. & Tech Svcs.	200-300			480,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500					
Travel	200-580			860		
Supplies and Materials	200-600			6,000		
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				**1,371,846**		-
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			15,430		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				**15,430**		-
TOTAL COSTS				**2,000,000**		-

Business Administrator/Chief Fiscal Officer

4/25/11
Date

OGM-ACC
2011 APR 27 A 8:23

Stakeholders' Participation – Peshine Avenue School

SIG II Stakeholders' Participation – Peshine Avenue School

Peshine Avenue School had meetings on the following dates at their school:

February 16

February 23

March 9

March 10

March 11

March 14

March 23

Participants: 238

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Susan Campbell	Susan Campbell			
Bernice Holmes	Bernice Holmes	School Counselor 088	973.705.3897	bholmes@nps.k12.nj.us
Alcira Derevizus	Alcira Derevizus	Teacher Aide 105	973-535-5790	
[illegible] Janice Brown	Janice Brown	Teacher Assit		
HARRIETT KING	Harriett King	Clerk	973-705-3893	hking731@verizon.net
TIFFANY TAYLOR-SOWAH	Tiffany Taylor-Sowah	CLERK		boong26@hotmail.com
Kika Drake	Kika Drake	Cafe		
AYESHA LABOO	Ayesha Laboo	CAFE		
Shaheerah Hammonds	S. Hammonds	CAFE		
DAN FABRIZIO	[illegible]	TEACHER 5TH LA	201-303-1811	DAN216GT@HOTMAIL.COM
WANDA BROOKS-LONG	[illegible]	PRINCIPAL	973-705-3893	wbrooks-long@NPS.K12.NJ.US

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Shaun Smallwood		teacher 2nd grd / Peshine	973-824-7596	SSmallwood30@yahoo.com
MARK Truhan		PE/H / Peshine	732-539-5371	Hoops23_2000@yahoo.com
Otis Anderson Jr.		teacher 5th grd / Peshine	973-441-6199	oanderson12@gmail.com
Sharon A. Thompson		TEACHER / PESHINE	973-819-0263	thompson190@verizon.net
Paula Molina		World Language (Spanish)	(917)582-0215	Bear1057@Gmail.com
Tayeebah Baasit		Teacher Aide / Peshine	973-375-4337	N/A
Florence Wise		Paraprofessional-T.A.	973-518-8122	florencewise64@yahoo.com

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Robin A. Pelham	Robin A. Pelham	Teacher (Peshine)	973-865-2018	Hapelham@gmail.com
Gloria Bishop	Gloria Bishop	Teacher / Peshine Ave		gbishop@Nps.K12.Nj.US
Kathy Lisenco	Kathy Lisenco	Teacher / Peshine Ave	201-320-4993	Klisenco@Nps.K12.NJ.US
Betty Ruffins	Betty Ruffins	Teacher Peshine	609-770-1201	BRuffins@NPS.K12.NJ.US
Carol A. Nelson	Carol A. Nelson	H.A. Peshine	973-342-1375	
Sharon A. DeBruhl	Sharon A. DeBruhl	Technology Coordinator Peshine	973-868-3802 973 375-1526	sdebruhl@nps.K12.nj.US debruhls@gmail
Janet D Chavis	Janet D Chavis	Director Title I	716	NPS
Michelina Thornton	Michelina Thornton	Title I	4412	NPS
Rosemary Teal	Rosemary Teal	Teacher	14262	tealrosemary@yahoo.com

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Jomeehh Mack	Jomeehh Mack	1st Grade Teacher/Peshine	(201) 303-2022	jmeels@hotmail.com
Latoya Cargile	Latoya Cargile	SIG II	(732)246-0231	lcargile@nps k12.nj.us
THEODORE Green	[illegible]	Crisis Intervention	973-986-6855	TRG4865@yahoo.com
Steve Pittman	[illegible]	Music Teacher	973 736 9599	music9599@Yahoo.com
Belinda Jones	Belinda Jones	Security Guard	973 375 3057	N/A
Raheem Crawford	Raheem Crawford	food service	973 640 8810	N/A
Juanita Jackson	Juanita Jackson	cook	862 902-8772	N/A
Lori Donovan	Lori Donovan	Teacher/NTU Rep.	201-779-4644	ldonovan@nps k12.nj.us
Allison Bowman	Allison Bowman		973-723-4209	mrsallieb@aol.com

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
S. Glovin	S. Glovin	Teacher/1st grade	201-259-2844	shelky@optonline.net
Julia Britez	J. Britez	Teacher	201-923-6741	jmbritez@gmail.com
Manuel F. DaSilva	[illegible]	Teacher	973-508-9043	mdasilva@nps.k12.nj.us.
McKeown J.	[illegible]	Teacher (RC/O)	973-673-0670	jmacro4@aol.com.
Shela Louis	[illegible]	Teacher Assistant	(908)686-1712	louiss1@mail.montclair.edu
Diane Cancro	Diane Cancro	Special Education Teacher	(201)388-3922	dcancro@optonline.net
Cynthia Reeder-Thomas	Cynthia Reeder-Thomas	Special Education Teacher	908-353-3454	treeder@nps.k12.nj.us
Allen Watson	[illegible]	Art Teacher	(917)836-2157	viciousart.aw@gmail.com

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Hadassah Muhammad	[illegible]	TEACHER / GRADE 6 SOC. STUD.		hadassahmuhammad@yahoo.com
Sheila Cooper-Bruce	Sheila V. Cooper	Teacher / Gr. 7 Math	(973) 280-6284	drscooper1@gmail.com
Khadega Wilson-Bynum	K Wilson-Bynum	Teacher / Gr 7 LAL	973-951-6934	literacy4life@aol.com
Samantha Culbert	Samantha Culbert	SLS / CST	973-282-3020	sculbert@nps.k12.nj.us
Denise White-Zimmerman	Denise White-Zimmerman	SW / CST	973-705-3777	dzimmerman@nps.k12.nj.us
Richard Ballard	Richard Ballard	Security Officer	973-942-7403	
Natasha Rouse	Natasha Rouse	Peshine Teacher	973-327-2760	Revlady198@yahoo.com
Sukoyah Harris	Sukoyah Harris	Custodian Worker	(973) 437-3227	Sukoyah@yahoo.com

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Planties Simon	Planties Simon	Peshine Ave Sch.		pcasimon30@yahoo.com
Renée Amponsah	R Amponsah	Peshine / Teacher	(732) 648-8980	reneeamponsah@hotmail.com
Stacey Jackson-Bacote	S Jackson-Bacote	Teacher / Peshine	(917) 873-9570	tnsbdistributors@hotmail.com
Wanda Doby	Wanda Doby	Teacher Aide / Peshine	(973) 609-7244	spice8407112@yahoo.com
Melissa Hatcher	Melissa Hatcher	Teacher Aide / Peshine	(973) 687-3472	
Geraldine Code	Geraldine Code	Teacher / Peshine	973 429245	gcode@nps.k12.nj.us
Christine Holloway	Christine Holloway	Teacher Aide / Peshine Ave.		

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Marcia E Howard	M E Howard	Teacher Peshine	(908) 494-7778	hmarciae@aol.com
Deborah J. Richardson	Deborah Richardson	Math Coach	908-964-8429	djoyrich212@verizon.net
Teora Brooks-Summers	Teora Brooks-Summers	Literacy Coach	908-822-1872	tsummers@nps.k12.nj.us
Valerie Walker	Valerie Walk	Teacher Peshine	973-277-1326	Valclaudwalker@yahoo.com
Camille Brown	Camille	Vice Principal	973 963-2593	cbbrown@nps.k12.nj.us
Caroline Geck	C. Geck	Librarian	973-705-3897	cgeck@nps.k12.nj.us

Changing Hearts and Minds to Value Education

Newark Public Schools
The Offices of Academic Services

SIG II Process Facility Meeting
Peshine Avenue School
February 16, 2011

Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Contact #	E-Mail
Marlene Moreira	Marlene Moreira	Teacher / Peshine	973-902-5237	marlene_moreira08@yahoo.com
Janise Aristilde	Janise A	3rd Gr. Teacher / Peshine	973-342-7840	TAristilde@nps.k12.nj.us
Jennylind Lewis	Jennylind Lewis	Teacher (2nd) Peshine	973-704-0269	jlewis950@gmail.com
Hugh Williams	[illegible]	4th Grade Peshine	973 446-2755	jjamvsswish2755@optonline.net

Changing Hearts and Minds to Value Education

APPENDIX J

Date: 2/23/11

Page 1 of 6

65

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
1	Wanda Brooks-Long	Principal	yes	yes	[signature]
2	Fred Bear	Pearson	no	no	[signature]
3	Latonya Corgie	SW	yes	yes	Latonya Corgie
4	Shubam Jaurel	Parent Liaison	yes	yes	[signature]
5	Shane [illegible]				
6	Regan Jones	Teacher	yes	yes	[signature]
7	H Muhammad	Teacher	yes	yes	[signature]
8	Robin A. Pelham	Teacher	yes	yes	Robin A. Pelham
9	Melissa Hatcher	Teachers Assistant	yes		Melissa Hatcher
10	Paulette Davis	Teachers Pre-Diem	yes	yes	Paulette Davis
11	Shaylin Rawles	Teacher Aide	yes	yes	[signature]
12	[signature]		yes	yes	[signature]

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

Copy form as needed.

APPENDIX J

Date: 2/23/11

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
13	M. Lewis				[illegible]
14	Angela Mathis	Principal	yes	yes	Angela Mathis
15	DAN FABRIZIO	TEACHER	Yes		[illegible]
16	Manuel F Dafilz	Teacher	yes	yes	[illegible]
17	Amira Arabni	staff/Parent	yes	yes	[illegible]
18	K. Wilson-Byrne	Staff	Yes	Yes	[illegible]
19	Geraldine code	Staff-Teacher	yes	yes	Geraldine Code
20	Tamekatlughley	Parent	Yes	Yes	[illegible]
21	Christine Conway-King	Teacher	Yes	Yes	[illegible]
22	Derrick Wheeler	Teacher	Yes	Yes	Derrick Wheeler
23	Felicia Sorely	Staff	Yes	Yes	[illegible]
24	Shaneeka Rashid	Staff	yes	yes	S. Rashid

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APPENDIX J

Date: 2/23/2011

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
25	Kevin Guyton				[illegible]
26	[illegible]	OSE/Safeguard			[illegible]
27	Martha Abraham	Parent Liaison	yes	yes	[illegible]
28	Martin Newell	CE			[illegible]
29	Chris Dowsett	CE	–	–	[illegible]
30	Valerie Walker	Staff	"	–	Valerie Walker
31	Bonita Johnson				[illegible]
32	Rasheeda Walker	Staff			Rasheeda Walker
33	Tanisha Watson	Staff	–	–	Tanisha Watson
34	Trinade Hay	Student			
35	Sharon Thompson	teacher	yes		Sharon Thompson
36	Steve Pitt	Teacher	Yes		[illegible]

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Copy form as needed.

APPENDIX J

Date: 2/23/11

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
37	Ordelia McElroy				Ordelia McElroy
38	Camille Brown	Principals	yes	yes	[illegible]
39	Tomi Ingram	Principals	yes	yes	[illegible]
40	Nyrah Harsh	Term Dem			[illegible]
41	Mirtha Herring	BSA Media			
42	Christine Holloway				Christine Holloway
43	Michele Speed	Parent	yes	yes	[illegible]
44	Joseph Kelley	brother	yes	yes	Joseph Kelley
45	HAYDEN LYONS	Consultant - CAMBRIDGE			[illegible]
46	Sakeenah Daviely	Urban League of Essex County			[illegible]
47	Lorraine Boyd-Cozart	Principals			L Boyd-Cozart
48	Jovonne Jacobs	Parent	yes		[illegible]

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Copy form as needed.

APPENDIX J

Date: 2/23/11

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
49	Syeedah W	Student	Yes	Yes	Syeedah W.
50	Najirhuh	parent	yes	yes	[illegible]
51	Latasha Muhammad	Parent	yes	yes	[illegible]
52	Alexis Armstrong	Employee	yes	yes	[illegible]
53	SHAWN ARMSTRONG	PARENT	yes	yes	[illegible]
54	Ash Meadows	Community Charter	No		[illegible]
55	Florence Wise	Parent	Yes	Yes	Florence Wise
56	E GLOVER	PRINCIPAL			[illegible]
57	J. Mack	Teacher/Parent	Yes	Yes	[illegible]
58	YVON JEAN	Parents	Yes	Yes	[illegible]
59	Edward Wells	E.U			[illegible]
60	Victor & Nicole Battle	Parent	Yes	Yes	[illegible]

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

Copy form as needed.

APPENDIX J

Date: 2/23/2011

~~GEORGE WASHINGTON CARVER SCH~~OOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

	Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
61	Tanise Aristide				Tanise A
62	Brenda Goff				Brenda Goff
63	Russell Patterson				Russell Patterson
64	Jennylind Lewis				Lewis
65	Bernice Holmes				Bernice Holmes
66					
67					
68					
69					
70					
71					
72					

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APPENDIX J

Date: [illegible] 7, 2011

Page ____ of ____

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
[illegible]				[illegible]
Jalika Johnson				[illegible]
Cheryl Perez				[illegible]
[illegible]				[illegible]
Rashaab Wale				[illegible]
[illegible]				
[illegible]				
[illegible]				[illegible]
Robin A. Pelham				[illegible]
Anthony Miller				[illegible]
Valerie Fields				[illegible]
[illegible]				[illegible]

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Copy form as needed.

APPENDIX J

Date: _____ Page ____ of ____

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
A Keith				[signature]
[illegible]				[signature]
Shaylin Rawles	Personal Aide/Parent			[signature]
JORGE RIVAS				[signature]
[illegible]				
[illegible]				
Ryan Williams	Parent			[signature]
Amina Ahams	Parent Staff	✓	-	[signature]
Melissa Hatcher	T.A			Melissa Hatcher
Christine Holloway	T.A.			Christine Holloway
Falan Williams	family			[signature]
Sharon De Bruhl	Tech Coor		✓	Sharon DeBruhl

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APPENDIX J

Date: Mar. 9, 2011 Page ___ of ___

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
[illegible]				[illegible]
Samirah Jones				Samirah Jones
MICHAEL GOOCH	CAMBRIDGE EDUCATION			[illegible]
Rochea Christmas				R. Christmas
Paul F. Fraser				Paul F. Fraser
Mamie Harris				[illegible]
Tank [illegible]				
C. Johnson				C. Johnson
M. Johnson				M. Johnson
J. Washington				J. Washington
K. Byrnes	Educator			K. Byrnes
N. Nunoo				[illegible]

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Copy form as needed.

APPENDIX J

Date: _____ Page ____ of ____

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
[illegible]				Shay Laberth
Michele Spears				[illegible]
Jennylind Lewis	Educator			Jennylind Lewis
JoAnne Fegins				J Fegins
Jemica Ausbon				[illegible]
Yvon Jean				L Ausbon
Connie Durantour				Yvon [illegible]
Shavonda Allen				[illegible]
Christine Conaway-Way	Teacher			Shavonda Allen
[illegible]				C. Conaway-Way
C. Wise				C. Wise
C. Williams	MOM			

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Copy form as needed.

APPENDIX J

Date: _____ Page ____ of ____

PESHINE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
[illegible]				[illegible]
Lillie Jones				[illegible]
S. Daniels				[illegible]
J. Daniels				[illegible]
Z. Gill				[illegible]
J. Jemmott				[illegible]
H. Higgins				[illegible]
E. Singh				[illegible]
Todd & Kathy Thomas				[illegible]
[illegible] Mills				[illegible]
V. Bonton				V. Bonton
Adelaide				[illegible]

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

Copy form as needed.

Newark Public Schools
South Region

SIG II COHORT COMMUNITY MEETING

THURSDAY, MARCH 10, 2011

PESHINE AVENUE SCHOOL

SIGN IN

Kevin E. Guy

	NAME	SIGNATURE	SCHOOL
1.	Vann Holland	[illegible]	UNEC
2.	Ave Collymore	[illegible]	
3.	Daesha Collymore	Daesha Collymore	Peshine Ave 317
4.	Reva Mosley	Reva Mosley	Peshine Ave 307
5.	Geneta DeCosey	Geneta DeCosey	Peshine Ave. 304
6.	Christine Holloway	Christine Holloway	Peshine Ave.
7.	Geraldine Code	Geraldine Code	Peshine 317
8.	Allison Bowman	Allison Bowman	Peshine
9.	Aliya Brooks	[illegible]	Peshine Ave
10.	Tami Ingram	[illegible]	Peshine
11.	Camille Brown	Camille Brown	Peshine Avenue
12.	Wanda Brooks-Long	Wanda Brooks-Long	Peshine
13.	Janise Aristilde	Janise [illegible]	Peshine Ave.
14.	Angela DeBraff	Angela DeBraff	Peshine Ave
15.	Sharon DeBruhl	Sharon DeBruhl	Peshine
16.	Kevin E. Guyton	Kevin E. Guyton	South Region - Facilitator

"Today is Another Opportunity to Succeed."

Newark Public Schools
South Region

SIG II COHORT COMMUNITY MEETING

FRIDAY, MARCH 11, 2011

Peshine
~~AVON~~ AVENUE SCHOOL

SIGN IN

NAME	SIGNATURE	SCHOOL
Justin Witherspoon	J Witherspoon	Peshine Avenue
Dr. Ignatius Nyoku	[illegible]	Peshine Ave
Bryanna Perkins	[illegible]	Peshine Ave
Vanu Hilliard	[illegible]	Urban League
Jalen Thompson	[illegible]	Peshine Ave
Christine Holloway	Christine Holloway	Peshine Ave
BAKBAKKAR YEHUDAH	505 ELIZABETH AVE.	" "
Sonyetta Young	[illegible]	Peshine Elementary
WEST [illegible]	[illegible]	
Natasha Roux	[illegible]	Peshine
Sabrina Thomas	[illegible]	Peshine
Geraldine Code	Geraldine Code	Peshine
Christine Comaway-Way	Christine Comaway-Way	Peshine
Allison Bow	[illegible]	Peshine
Shaun Snellwood	[illegible]	Peshine Ave
Jennylind Lewis	Lewis	Peshine Ave.

"Today is Another Opportunity to Succeed."

NAME	SIGNATURE	SCHOOL
DAVE COLLYMORE	[illegible]	Pershine AVE
Allen Watson	[illegible]	Peshine Ave.
GEMETA DECOSEY	Gemeta DeCosey	Peshine Ave,
Stacey Jackson-Bacote	Stacey Jackson-Bacote	Peshine Avenue
Janel Blackman	[illegible]	Peshine Ave
Camille Brown	Camille Br	Peshine Avenue
Loteryc Corgie	Loteryc Corgie	PESHINE AVENUE

"Today is Another Opportunity to Succeed."

SLC MEETING AGENDA

03/14/11
3:05pm
Library

Agenda

I. Call to Order

II. Greeting

A. SIG Update

B. What's Next

III. New Business:

Calendar Planning

IV. Questions/Answers

V. Next Meeting will be on April, 2011

VI. Adjournment –

VII. Sign In Sheet

Name: Please Print	**Name:** Signature
Latonya Cargile	Latonya Cargile
Natasha Rouse	[illegible]
Amina Anabu	[illegible]
Barbara Howard	[illegible]

Watkins, Jill

From: McDowell, Josephine
Sent: Monday, April 04, 2011 11:52 AM
To: Watkins, Jill
Subject: FW: Meeting Notes from our SLC Meeting March 23rd

From: Davis, Derrick
Sent: Monday, April 04, 2011 11:07 AM
To: McDowell, Josephine
Subject: FW: Meeting Notes from our SLC Meeting March 23rd

From: Blake, Gwendolyn
Sent: Monday, March 28, 2011 2:54 PM
To: Blake, Gwendolyn; Foushee, Joanmarie; Robinson, Maureen; Sherman, Gail; Tchero, Vate; Munford, Gregory; Battle, Shakeem; Cook, Emily; Davis, Derrick; Battle, Shakeem; Richardson, Nadeen; Baskerville, Anthony G.; Calder, Sa-Kinah; Castillo, Korey; Kemp, Karleen; Calder, Sa-Kinah; Castillo, Korey; 'lindcharl99@aol.com'; Baskerville, Anthony G.; Love, Larrisha; Daughtry, Terryn M.; Hill, Randolph
Subject: Meeting Notes from our SLC Meeting March 23rd

Minutes from our School Leadership Council Meeting
March 23, 2011 – West Side – 403 South Orange Avenue Campus

In Attendance:

Shakeem Battle	Gregory Munford
Gwendolyn Blake	NaDeen Richardson
Sa-Kinah Calder	Maureen Robinson
Korey Castillo	Gail Sherman
Derrick D. Davis	Vate Tchero
Joan-Marie Foushee'	

Greetings/Welcome
Mr. Tchero called the meeting to order and welcomed everyone to our emergency meeting.

Transportation for Student Bankers to attend March 31st. Career Day
It was suggested that we give the Capital One Student Bankers bus tickets; enabling them to take public transportation and report to the AOF Building on March 31st. in order to participate in the Career Day program.

The student bankers were invited to give a Financial Literacy overview during Career Day.

NAF shall be referred to as AOF, Academy Of Finance