Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION COVER PAGE
SIG: COHORT 3-YEAR 3 SCHOOL APPLICATION

SECTION I:

NGO#:17-SG09-G02 Title: School Improvement Grant

SECTION II, PART A:

New Roberto Clemente Middle School School Name	Internal use only: School Code ___ Type ___ Region ___ Sequence ___
482-506 Market Street School Address	Mr. Hector Montes — 973-321-0241 School Principal Name — Phone #
Paterson, NJ 07501 School City, State, Zip	Ms. Marguerite Sullivan School Program Director Name
Grades 6 – 8 Grade Span of School	973-321-2331 School Program Director Telephone
	973-321-0652 msullivan@paterson.k12.nj.us School Program Director Fax/email

Total amount of funds requested for school application: Year 3 **$1,561,341.00**

Duration of the Year 3 project: 9/1/16 to 8/31/17

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

Certification of Chief School Administrator — June 23, 2016 Date

SECTION II Part B

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

Signature of Chief School Administrator — State District Superintendent Title — June 23, 2016 Date

Business Administrator: Ms. Daisy Ayala — Phone: 973-321-0772 — Fax: 973-321-0899

Form S-1

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:

- The LEA will ensure that each school's principal and appropriate staff will participate in NJDOE-sponsored professional development including the Summer Leadership Academy and the Professional Learning Academy. Failure to ensure consistent and active attendance and participation of the principal and appropriate staff may result in forfeiture of the grant.

- The district and the school(s) will partner with the NJDOE's State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.

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

Paterson Public Schools
Applicant LEA

Signature: *Chief School Administrator*

New Roberto Clemente Middle School
Applicant School

Signature: *Principal*

June 23, 2016
Date

DOCUMENTATION OF FEDERAL COMPLIANCE (DUNS/SAM) FORM
(All Applicants)

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

Part I – Applicant Organization

Organizational Name of Applicant	*Paterson Public Schools*
Address	*90 Delaware Ave, Paterson, NJ 07503*
DUNS number	*079305892*
Expiration Date of SAM registration	*7/13/2016*
Congressional District	*U.S. D-09*

Part II – Primary Place of Performance under this award

City	Paterson City
County	Passaic County

Part III– Parent Organization

Is the applicant owned or controlled by another entity? _____ Yes X No.

If yes, please provide the following:

Parent organization name _____

Parent organization DUNS number _____

Part IV – Executive Compensation Disclosure Criteria

Please circle the appropriate response to the questions below:

Question 1: In the preceding fiscal year, did the applicant receive at least $25 million in federal awards?

(Yes/No)

Question 2: In the preceding fiscal year, did the applicant receive at least eighty (80) percent of their gross annual revenues from federal awards?

(Yes/No)

If the applicant answered YES to both questions, in the space below, please provide the name and total compensation of the five (5) most highly compensated officers of the applicant organization.

_____

_____

_____

_____

_____

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

Signature of Chief School Administrator or equivalent

Dr. Donnie W. Evans, State District Superintenent
Name and Title

PLEASE ATTACH A COPY OF THE APPLICANT'S "ENTITY OVERVIEW" PAGE FROM THEIR WWW.SAM.GOV PROFILE TO THIS FORM

Entity Dashboard

BOARD OF EDUCATION, CITY OF PATERSON
DUNS: 079305892 CAGE Code: 396K8
Status: Active
Expiration Date: 07/13/2016
Purpose of Registration: Federal Assistance Awards Only

90 DELAWARE AVE
PATERSON, NJ, 07503-1804
UNITED STATES

- Entity Overview
- Entity Record
  - Core Data
  - Assertions
  - Reps & Certs
  - POCs
- Reports
  - Service Contract Report
  - BioPreferred Report
- Exclusions
  - Active Exclusions
  - Inactive Exclusions
  - Excluded Family Members

Entity Overview

Entity Information

Name: BOARD OF EDUCATION, CITY OF PATERSON
Business Type: US Local Government
POC Name: Neville Williams
Registration Status: Active
Activation Date: 07/14/2015
Expiration Date: 07/13/2016

Exclusions

Active Exclusion Records? No

Form S-3

STAKEHOLDER PARTICIPATION – Revised 7.13.16

Include the following information regarding Stakeholder Committee membership and participation. Add additional rows as necessary.

Stakeholder Committee Membership and Participation		
Name	**Position**	**# of Meetings Attended (# attended/total)**
Ms. Eileen Shafer	Deputy Superintendent	3
Ms. Susana Peron	Assistant Superintendent for Academic Services and Special Programs	1
Ms. Cicely Warren	Assistant Superintendent for Unit I	2
Mr. Luis Rojas	Executive Director of Labor Relations and Affirmative Action	2
Mr. Hector Montes	Principal – New Roberto Clemente Middle School	6
Ms. Marguerite Sullivan	Director of Federal Programs	5
Mr. Romaine Royal	Vice Principal – New Roberto Clemente Middle School	6
Ms. Maria Francisco	Vice Principal – New Roberto Clemente Middle School	6
Ms. Jenna Goodreau	Supervisor of School Improvement Grants	13
Ms. Jennifer Woods	Supervisor of Mathematics Instruction	3
Ms. Kelly Charles	Supervisor of Literacy Instruction	3
Ms. Marielle Messina	Supervisor of Bilingual Instruction	3
Ms. Janelle Sisco	Supervisor of Special Education Instruction	3
Mr. Alex Verace	Teacher Mentor of Data Analysis	5
Ms. Kristy Wellins	Teacher Mentor of Climate and Culture	5
Ms. Jane VanSplinter	Federal Programs Liaison	8
Mr. Lance Gaines	Purchasing Agent	1
Dr. Sharon Biggs	RAC State Turnaround Coach	2
NRC – Entire Staff	Various Positions	1

Include the following information for Stakeholder Committee meetings in which the needs assessment and School Improvement Grant application were discussed.

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
March 30, 2016	Central Office	SIG Extended Learning	6	Yes		Yes	
April 7, 2016	NRC	Quality School Review and Needs Assessment	9	Yes		Yes	
May 10, 2016	NRC	Data Review and Analysis	10	Yes		Yes	
May 26, 2016	Central Office	SIG Extended Learning	4	Yes		Yes	
May 27, 2016	NRC	SIP Plan Development	10	Yes		Yes	
May 31, 2016	Central Office	SIG External Partners	3	Yes		Yes	
June 1, 2016	Central Office	SIG Extended Learning	4	Yes		Yes	
June 2, 2016	Central Office	SIG Extended Learning	5	Yes		Yes	
June 9, 2016	NRC	SIG Application Development	4	Yes		Yes	
June 16, 2016	NRC	SIG Application Development	4	Yes		Yes	
June 17, 2016	Central Office	SIG Extended Learning	2	Yes		Yes	
June 18, 2016	Central Office	SIG Budget Development	2				
June 19, 2016	Central Office	SIG Budget Development	2				
June 20, 2016	NRC	SIG Extended Learning	50+	Yes		Yes	
June 20, 2016	Central Office	SIG Budget Development	2				
June 21, 2016	NRC	SIG Application Development and Budget Review	2	Yes		Yes	

Stakeholder Awareness and Involvement in SIG Implementation

Describe how stakeholders are involved in model implementation on an on-going basis and the methods used to inform the school community about SIG initiatives (e.g. posting on website, parent meetings, community forums, etc.)

Stakeholders are involved in the transformation model implementation through various forms of participation. New Roberto Clemente Middle School facilitated a variety of stakeholder meetings to develop various components of the SIG renewal application including the SIP, extended learning, curriculum resources and budgeting. Depending on the nature of the meeting, different stakeholders were called upon to attend to share their expertise and review data to determine SIG initiatives. Stakeholders included school administrators, teacher leaders, teacher mentors, content area supervisors, Central Office staff and RAC staff.

1. Data Analysis and Needs Assessment

- Various stakeholders met to review 2015-2016 data and identify the needs of the school for 2016-2017. Multiple data points were analyzed including the SIP, student achievement, student attendance, staff attendance, OCR data and suspension rates. As part of the SIP process, school staff had to complete the QSR, root cause analysis and data analysis in order to develop their goals. Feedback from staff regarding various vendors was also discussed to determine the level of services needed for 2016-2017.

2. Plan Development

- School administrators and other staff developed SIG initiatives for 2016-2017 after identifying needs based on the data analysis above. With the budget in mind, specifics of each initiative were formulated to correlate with SIG Transformation Model requirements and to support SIG Leading Indicators.

3. Application and Budget Review

- School administrators and district staff met to finalize the components of the application and budget items.

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- School administrators and district staff met to finalize the components of the application and budget items.

4. Stakeholder Participation During Grant Implementation

- Monthly SIG Meetings
  - Stakeholders from the SIG School, District and RAC meet monthly to review SIG initiatives and progress.
- Monthly Parent Meetings
  - Principals, in collaboration with the school's parent liaison, hold a monthly parent meeting where various topics are discussed such as school events, extended learning, interventions, and the overall progress of the school.
- Quarterly SIP Meetings
  - The RAC facilitates quarterly SIP meetings where SIG School, District and RAC staff meet to review the status and progress of the SIP.
- Climate and Culture Surveys
  - Students, staff and parents are surveyed twice yearly on a variety of climate and culture topics.
- School Websites
  - Information on school events including SIG initiatives such as STEAM activities and student incentive, are posted on the school's

website.

S-4

Review of Mission, Vision and Project Summary

LEA: Paterson Public Schools **Name of School:** New Roberto Clemente Middle School

Review the school's mission, vision and project implementation summary contained in the approved FY-15 SIG application. Place an "X" next to the appropriate statement.

	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that it is still relevant and will be retained, without modification, through FY-17 SIG implementation.
X	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that revisions are warranted. The revised mission, vision and/or project implementation summary is described below.

Indicate the revised mission, vision and/or project implementation summary.

Mission & Vision	To provide our adolescent students the 21st century skills necessary to be successful in secondary and post-secondary education while supporting their social and emotional development.
Project Implementation Summary	**Activity 1 – Leadership** ▪ Retain current Principal who has displayed the capacity to lead the Transformation Model ▪ Establish a team of school leaders ▪ Set standards for building staff

		Activity 2 – Evaluation ▪ Implement specific systems: the rubric-based Teacher and Principal/VP/AP Observation System combined with AchieveNJ requirements ▪ Review and solidify goals and objectives ▪ Ensure timely follow up observation **Activity 3 – Performance-Based Incentives** ▪ Refine teacher incentive process from Year 2 to include various components that teachers may select from ▪ Confirm school personnel understanding of Corrective Active Plans and utilize CAPs to facilitate progress **Activity 4 – Professional Development** ▪ Provide professional development o Continue to partner with Ramapo for Children for professional development in social and emotional education ▪ Provide NRC with additional professional development time through early dismissals to be scheduled throughout the school year ▪ Provide all teachers an opportunity to participate in Professional Learning Communities ▪ Work with site-based supervisors to deliver differentiated and non-evaluative professional development **Activity 5 – Recruit and Retain Staff** • Identify existing resources and supports ▪ Implement a rigorous screening process for new and current staff ▪ Utilize SIG funding to employ Math Intervention Teacher, Reading Specialist, Mentor of Data Analysis, Mentor of Climate and Culture and Intervention Teacher **Activity 6 – Data Informs Curriculum** ▪ Use specific data systems to implement curricular reform (Performance Matters) ▪ Use data to align all components of curriculum (textbook, instruction, curriculum, state standards) ▪ Provide intervention support for students in English Language Arts through Achieve 3000, a computer-based intervention program	

		▪ Organize professional enrichment and PD around use of data sets for effective adaptation and modification of curriculum in accordance with student needs and in preparation for implementation of STEAM themed instruction **Activity 7a – Increased Learning Time** ▪ Draw upon experience of other District and School leaders with SIG experience to implement approximately 215 hours of extended learning time for teachers and students ▪ Enrich student learning though interventions and enrichment programs during an extended day **Activity 7b – Engaging the Community** ▪ Work with a multitude of community partners and stakeholders to discuss strategies for maximizing resources and future sustainability and program enrichment strategies ▪ Facilitate staff coordination with community-based leaders and organizations with coordinated planning, professional development and mentorship ▪ Partner with Full Service Community Schools to maximize resources and provide sustainable services for students, parents and families ▪ Provide one (1) cohort of parents with an ESL Parent Class **Activity 8 – Operational Autonomy** ▪ Assign authority to previously screened staff and designated SIG funded positions as necessary. ▪ Maintain ongoing diagnostics of teacher performance through self-established SGO ▪ Keep open correspondence with parents on student progress **Activity 9 - Assessment** ▪ Use walkthrough assessment, STAR Renaissance, and Infinite Campus to collect data and report on all nine leading indicators	

Form S-5

Status of Leading Indicators – Revised 7.14.16

LEA: Paterson Public Schools **Name of School:** The New Roberto Clemente Middle School

Provide data for each of the areas listed below. Briefly describe the current strategies to address each metric and any anticipated Year 3 modifications.

Metric	Baseline 2013-14	Year 1 2014-15	Year 2 2015-16	Year 3 Goal 2016-17
Increased Learning Time (ILT)				
ILT Hours for Core Subjects ILT Hours for Enrichment	0 Hours	296.5 Hours	275.25 Hours	201.25 hours
ILT Hours for Teacher Collaboration	0 Hours	4 Hours	29.25 Hours	22 hours
Total ILT Hours	0 Hours	300.5 Hours	304.5 Hours	223.75 hours
Student Presence				
Student Attendance Rate	92%	94%	95%	96%
Chronic Absenteeism	16%	16%	11%	10%
Student Discipline Data				
Office Conduct Referrals (OCRs)	720 OCRs	741 OCRs	211 OCRs	190 OCRs
In School Suspensions	126 Suspensions	NRC does not practice in-school suspensions		
Out of School Suspensions	137 Suspensions	349 Suspensions	316 Suspensions	300 Suspensions or less (reduce by approx. 5%)
Teacher Presence				
Teacher Attendance Rate	92%	95%	96%	Maintain or increase
Number of Instructional Vacancies or Leaves **Leave time ranges from 1 week – 1 year**	6 Vacancies/Leaves	4 Vacancies/Leaves	3 Vacancies/Leaves	0
Percentage of Instructional Vacancies or Leaves	9%	6%	5%	0%
Teacher Evaluation Data				
Total Number of Teachers	64 Teachers	65 Teachers	64 Teachers	61 Teachers
Number of Teachers with Corrective Action Plans (CAPs)	10 Teachers	6 Teachers	1 Teacher	0 Teachers
Percentage of Teachers with CAPs	16%	9%	2%	0%

Summary of Strategies' Impact on Metrics

Describe the increased learning program and its impact on ELA and Math outcomes. Describe any modifications to the program during Year 3.

NRC's extended learning program consisted of tiers that were determined by baseline testing during the Fall 2015 administrators of STAR Reading and Math Assessments. Students were retested in Winter 2016 and Spring 2016 and the extended learning groups were redistributed according to the assessment scores. The four tiers were Enrichment, Project-based Learning, Intervention and Urgent Intervention. Students who qualified for Enrichment participated in courses of their choosing, i.e. Small Engine Repair, Landscape Design, Event Planning, Pottery and Music Production, etc. Students in the project-based learning tier worked with their teacher and a group of students on various projects, many relating to NRC's STEAM theme and current events utilizing informational text resources. Students in Intervention were further separated into math or literacy groups. Math students used SuccessMaker, literacy students used Achieve 3000 and Special Education students used UDIO. Students in need of urgent intervention met with the Math Intervention Teacher, Intervention Teacher (literacy focus) or Reading Specialist for intensive support in those curricula areas. Achieve 3000 was also utilized in literacy, science and social students courses for informational text activities.

2015-2016 NRC STAR Assessment Results

Assessment	Urgent Intervention	Intervention	On Watch	At/Above
6th Grade STAR Reading - Fall	46	42	32	24
6th Grade STAR Reading - Winter	21	48	32	41
6th Grade STAR Reading - Spring	27	29	39	48
7th Grade STAR Reading - Fall	51	44	46	44
7th Grade STAR Reading - Winter	39	53	44	50
7th Grade STAR Reading - Spring	32	53	38	63
8th Grade STAR Reading - Fall	65	43	33	36
8th Grade STAR Reading - Winter	52	52	36	39
8th Grade STAR	50	62	27	41

Reading - Spring				
6th Grade STAR Math - Fall	26	20	31	67
6th Grade STAR Math - Winter	16	15	23	88
6th Grade STAR Math - Spring	13	17	24	89
7th Grade STAR Math - Fall	20	37	33	96
7th Grade STAR Math - Winter	12	25	27	122
7th Grade STAR Math - Spring	9	20	29	129
8th Grade STAR Math - Fall	20	33	32	90
8th Grade STAR Math - Winter	8	30	36	105
8th Grade STAR Math - Spring	12	31	31	109

NRC experienced success with their Achieve 3000 program and gained an average of sixty (60) Lexile points school-wide. All grade levels met and exceeded their Lexile Targets. Over six-hundred and thirty-two (632) students participated in the program.

2015-2016 NRC Achieve 3000 Data

Grade Level	Total Students	Sept 2015 Average Lexile	Oct 2015 Average Lexile	Nov 2015 Average Lexile	Dec 2015 Average Lexile	Jan 2016 Average Lexile	Feb 2016 Average Lexile	Mar 2016 Average Lexile	Apr 2016 Average Lexile	May 2016 Average Lexile	Jun 2016 Average Lexile	Lexile Target	Growth
6th Grade	163	493L	509L	505L	505L	541L	530L	560L	553L	525L	563L	550L	+82L
7th Grade	244	539L	544L	526L	556L	587L	583L	603L	607L	604L	620L	585L	+77L
8th Grade	225	618L	647L	604L	623L	625L	628L	626L	582L	629L	689L	645L	+26L
School-wide	632	552L	571L	545L	562L	587L	583L	599L	582L	588L	621L	600L	+60L

NRC has implemented SuccessMaker Math as one of their Math Intervention Programs. 562 students demonstrated growth ranging from 1 month to 2.2 years of growth from their baseline score.

2015-2016 NRC SuccessMaker Math Data

Growth/ # of Students	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	1 Year	1.5 Years	2 Years	2.2 Years	Total Students with Growth
6th Grade	26	27	28	20	21	20	9	6	10	12	14	10	0	203
7th Grade	9	16	17	22	17	14	15	8	17	3	25	5	0	168
8th Grade	30	27	39	14	13	19	7	7	8	3	17	6	1	191
Totals	65	70	84	56	51	53	31	21	35	18	56	21	1	562

NRC is going to maintain focus and emphasis on their intervention program for 2016-2017. The extended day schedule provides two (2) additional periods per day which are scheduled as book-ends during the first and tenth periods. NRC plans to maintain Achieve 3000 and its other intervention and enrichment programs along with the Math Intervention Teacher, Intervention Teacher (literacy focus) and Reading Specialist. A challenge for NRC in Year 3 is to maintain and increase the level of intervention and instructional support for students utilizing aging technology. As we focus on sustainability, in this last year of the SIG grant, one of NRC's most pressing needs at this time is the replacement of projectors in our classrooms. The majority of NRC teachers rely on multimedia projectors in the classroom to make teaching and learning more diversified and interactive. Currently, most of NRC's classrooms are equipped with projectors that precede the current administration dating back approximately 11 years, and have moved beyond the phase of lamp replacement into product retirement. Furthermore, based upon the current teacher evaluation standards educators must incorporate technology into their classrooms. The projector has become a tool for elaborating upon and annotating digital content, linking to supplemental material online, and serving as an impetus for fostering group discussion, decision-making and increasing students' classroom participation. The ultimate benefits will be demonstrated in increased test scores and an increase of analytical practices by students with the ability to discern problems and solutions.

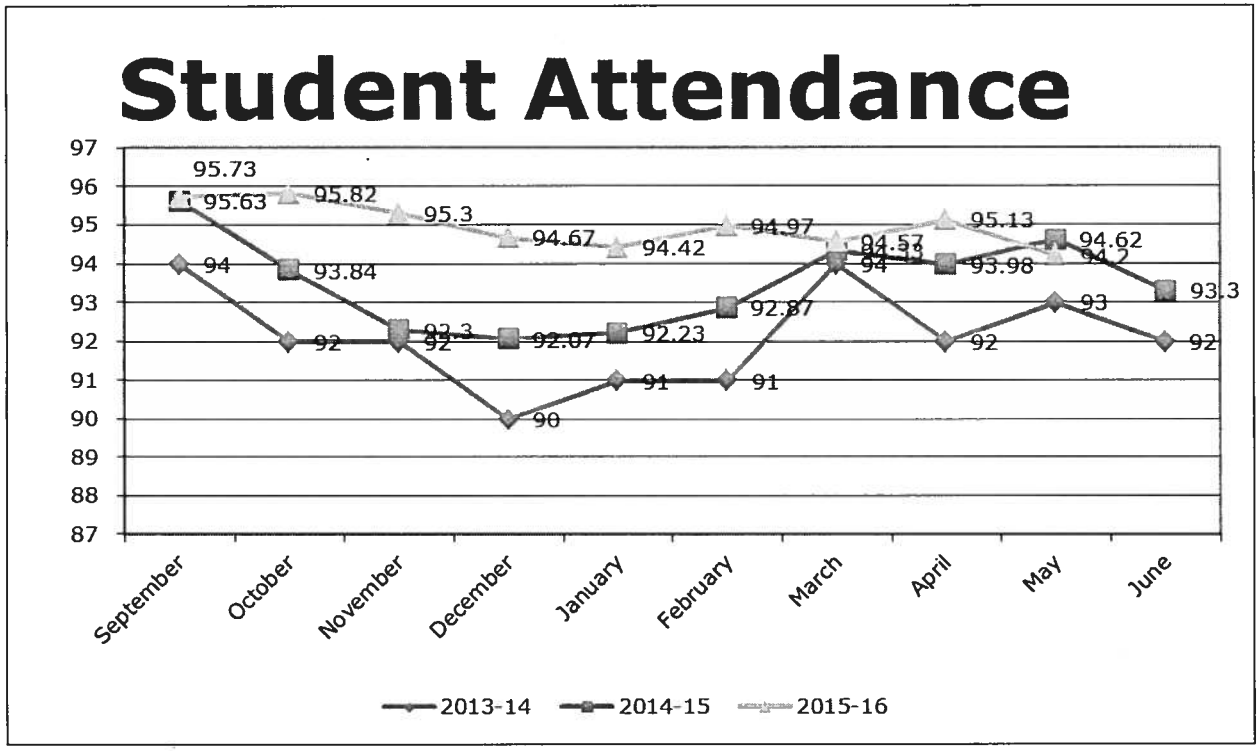
Extended learning for 2016-2017 will provide additional instruction time for students (201.25 hours) and professional development time for teachers (22 hours). The professional development hours will consist of four 1:00 PM dismissals to provide half-day professional development

sessions for teachers and ten 3:00 PM dismissals to provide professional learning community time for teachers. A change for 2016-2017 is to end the school year at the same time as all Paterson Public Schools, enabling students to participate in Paterson's regular summer program, which usually runs for approximately four weeks.

NRC will also maintain the STEAM partnership with Ramapo College, however services will be reduced from two days per week to one day. Moving into the third year of the program, it is important that Paterson staff take on the lead instructional role in order to sustain the focus of STEAM after SIG Year 3 has ended.

Describe student attendance strategies and their impact on maintaining or increasing student attendance to at least 96% and decreasing chronic absenteeism. Describe any modifications to these strategies during Year 3.

Over the last two year, NRC has had success with increasing student attendance to an average of 95%.

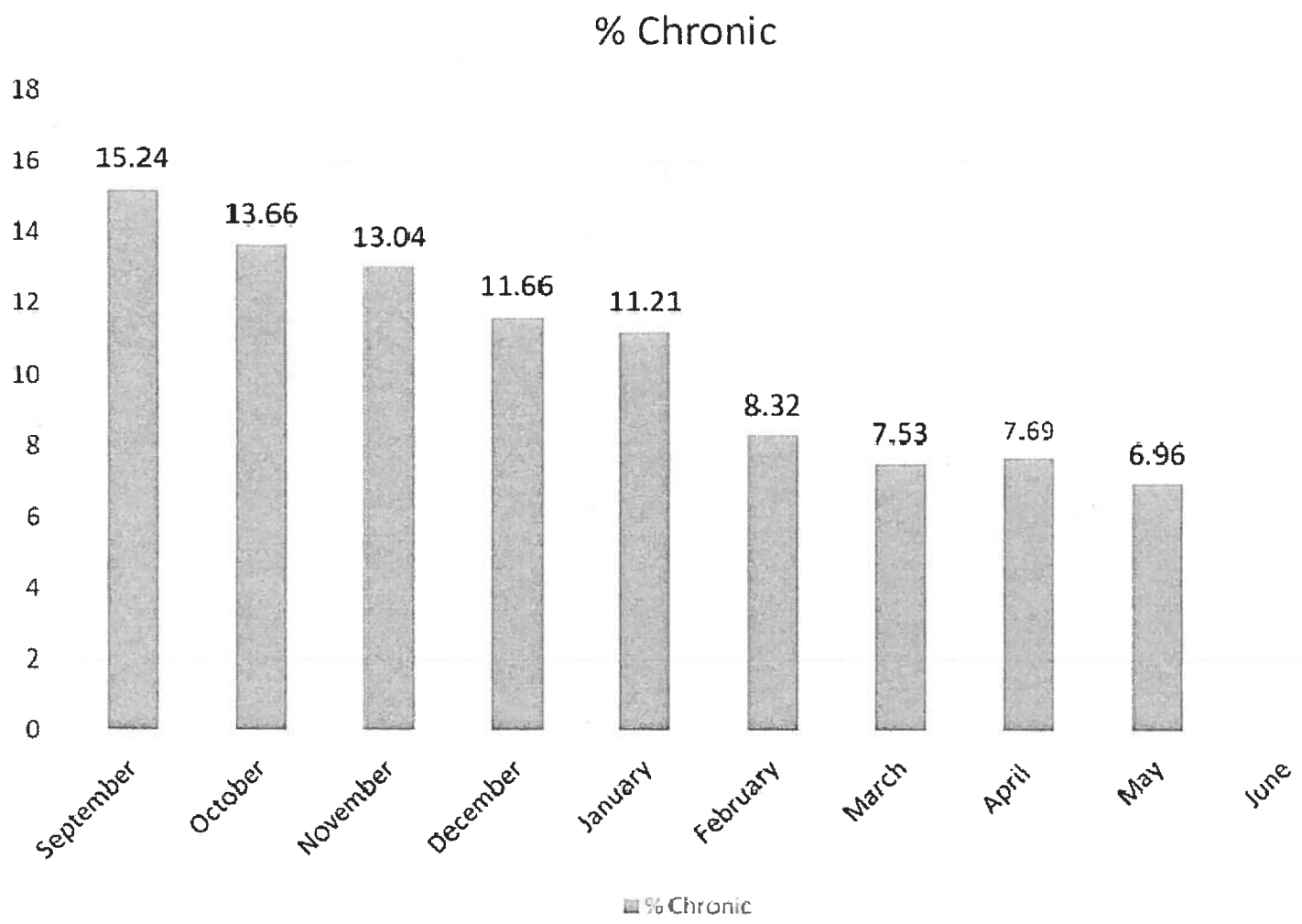


At NRC, there is an evident focus on attendance from all staff members. Mr. Montes is especially vocal to the need of students to be in their

classroom seats to learn. The Attendance Review Committee (ARC) was established to discuss attendance trends and procedures, and to maintain constant communication with parents and students about attendance expectations and concerns. There is a level of competition that runs through the administrators, teachers and students to see which class and grade level has perfect attendance daily and the highest average attendance weekly and monthly. Announcements are made at the end of each day giving a "shout-out" to the classes with perfect attendance and the list is often very long. A monthly traveling trophy goes to the homeroom with the highest monthly attendance, and the grade level with the highest monthly average also gets one free recess/prep period.

The Teacher Mentor of Climate and Culture has also been instrumental with initiating and maintaining various programs designed to reward attendance. Several incentive programs have been implemented to provide nominal rewards. Students may earn Pirate Passes to enter a lottery for prizes that have been donated from local business and community members. During specific weeks or months, students can earn a special Pirate Pass that awarded them the opportunity to select from various STEAM related items such as robot building kits, solar-powered racing cars and other fun STEAM items. Students with perfect attendance were also recognized each marking period with a celebration with light refreshments that included breakfast or ice cream during their lunch period.

Chronic absenteeism has also decreased throughout the school year. NRC assigned Success Mentors (administrators, teachers and support staff) a group of chronically absent students. The Success Mentor frequently checked in with their students and maintains a constant support for those students. Students were recognized for improved attendance at a school pizza party this year as well.

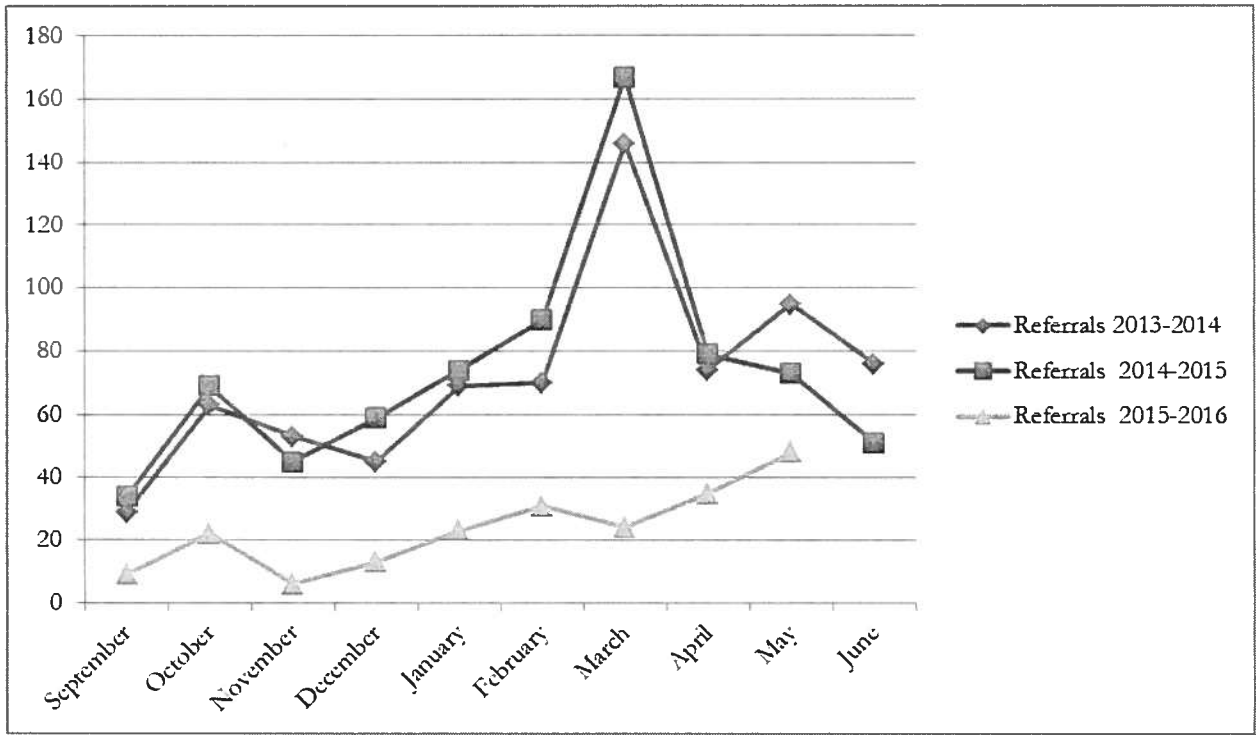


NRC plans to maintain the above attendance and incentive programs for 2016-2017 as well as focusing on improving tardiness school wide. After the commencement of SIG, NRC will continue to utilize its community partnerships to maintain an incentive program for students.

Describe student discipline strategies and their impact on decreasing OCRs and suspensions. Describe any modifications to these strategies during Year 3.

NRC has had success in decreasing OCRs and suspensions over the last two years. OCRs decreased by over 70%, partially due to revised OCR reporting procedures and frequent training of the de-escalation of behaviors and triggers of disruptive behavior by Ramapo for Children. Professional Development on the difference between classroom managed and office managed conduct was explained, a Low Level Referral (LLR) Form for tracking interventions for Tier 1 behaviors was introduced, and the use of Infinite Campus as the only source for classroom teacher referrals were all strategies used to reduce excessive OCR reporting. Suspensions have also decreased by approximately 10%.

NRC OCR Behavior Data



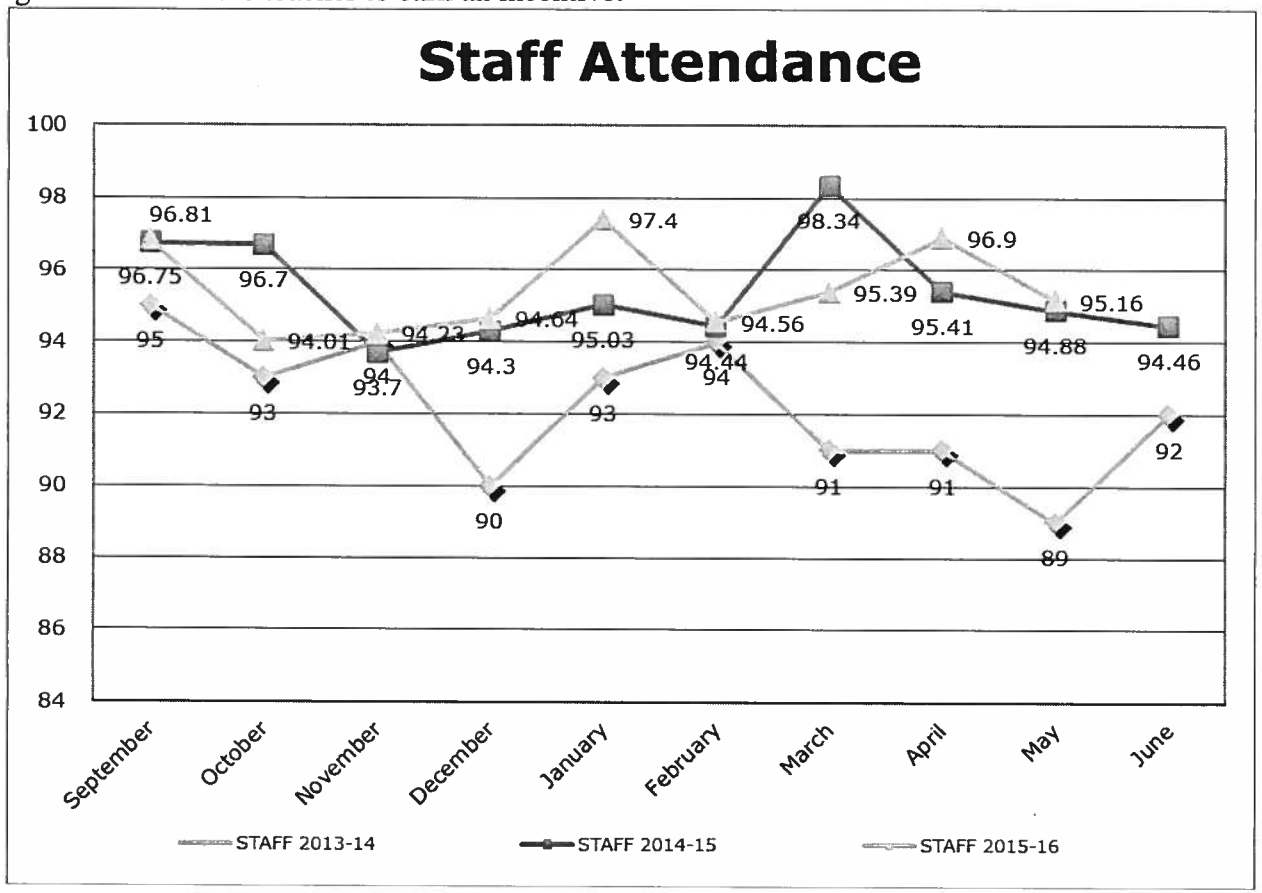
A number of initiatives are in place at NRC to support the decrease of OCRs and suspensions. Although suspensions increased dramatically from the Baseline Year (2013-2014) to Year 1 (2014-2015), suspensions decreased from Year 1 (2014-2015) to Year 2 (2015-2016). One factor that contributed to the increase of suspensions from the Baseline Year to Year 1 was the practice of in-school suspensions during the Baseline Year. In

Year 1, NRC revised its discipline policy to eliminate in-school suspensions. A second factor that may have contributed to the increase of suspensions from the Baseline Year to Year 1 was a staff change for one of the vice principals, who handles discipline. Suspension data at NRC is tabulated by the number of days suspended rather than the number of suspensions. For example, if a student receives an OCR and as a result, is suspended for 3 days, it counts as 3 suspensions instead of 1 suspension. One OCR could result in 3 suspension days, or 3 suspensions. Therefore, at NRC, the number of suspensions is much higher than the number of OCRs.

Much like student attendance, the Teacher Mentor of Climate and Culture has been instrumental with initiating and maintaining various programs designed to reward good behavior. Several incentive programs have been implemented to provide nominal rewards. Students may earn Pirate Passes to enter a lottery for prizes that have been donated from local business and community members. During specific weeks or months, students can earn a special Pirate Pass that awarded them the opportunity to select from various STEAM related items such as robot building kits, solar-powered racing cars and other fun STEAM activities. NRC has the "21 Club", which is a support group for students with frequent OCRs. Data is reviewed periodically to determine the 21 Club members and club members exit as they show increased good behavior with teacher recommendations.

Describe teacher attendance strategies and their impact on maintaining or increasing teacher attendance to at least 96%. Describe any modifications to these strategies during Year 3.

NRC has implemented a Teacher Incentive Program for Year 1 and 2 of SIG that while not directly related to teacher attendance, teachers must be present in order to earn a high rating on the rubric. NRC has used STAR Assessments as the measurement tool for the Teacher Incentive Program and measured growth of a particular class of students from the Fall administration to the Winter administration. If a teacher was chronically absent during the instructional window between STAR administrations, students would not have as great of a chance to score at or above grade level, therefore decreasing the chance of the teacher to earn an incentive.



For Year 3, NRC is refining the teacher incentive process to offer teachers a menu of incentive components that they may choose to participate with. Teachers may select up to 2 of 3 components, providing them with additional opportunities to earn funds to purchase classroom and instructional materials. The first component will focus on intervention and progress with Achieve 3000 and SuccessMaker. The second

component will further enhance the Success Mentor model by providing a structure in which a teacher can be a mentor for the "whole student" with a focus on academics, OCRs and attendance. The third component will target academic growth over time using Unit Assessments as the measurement tool.

Describe the support provided to teachers with CAPs. Indicate the extent to which this support has improved instruction. Describe any modifications to these strategies during Year 3.

Teachers on a CAP at NRC receive support targeted to their specific challenges. The School Improvement Panel, whose members consist of two teachers, provides peer to peer support. Supervisors of Literacy, Math, Bilingual and Special Education Instruction provide coaching and job-embedded support for teachers. Mr. Montes and his administrative team made it a priority to decrease, if not eliminate, the number of observations and evaluations of teachers by the instructional supervisors in an effort to strengthen the coaching relationship. While this substantially increased the evaluation workload of NRC's administrators, it was worth the effort in order to provide teachers with non-evaluative coaching and mentor support. Although NRC does not have any teachers on a CAP for 2016-2017, struggling teachers will receive support through the School Improvement Panel, instructional supervisors and school administrators.

Form S-7

SIG Required Activity Checklist – REVISED 7.21.16

LEA: Paterson Public Schools **School: New Roberto Clemente Middle School**

	Required Activity for Transformation Model	SMART Goal(s) and Action Step(s)Where Required Activity Is Addressed
2	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.	1.1 / 2.2/ 2.8/ 3.5/ 4.3/ 4.9/ 4.10
3	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.	1.10/ 2.4/ 2.10/ 3.1
4	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	1.4 /1.5 / 1.7 /1.8 /1.9 /1.10 / /2.1/ 2.5 /2.6 /2.9 /4.1/ 4.4 /4.5 /4.8
5	Implement strategies that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.	1.7/1.8/ 1.9/ 1.10/ 2.6
6	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	1.2 /1.3/ 1.6/ 2.3/ 2.4/ 2.7/ 4.7 /4.11/ 4.12
7a	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.	2.4
7b	Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.	3.4
8	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient	2.4

	operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
9	Establish a system to collect data for the required leading indicators.	1.2 /1.3/ 1.6/ 2.3/ 2.4/ 2.7/ 3.1/ 3.2/ 3.3/ 4.7 /4.11/ 4.12

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Regional ACHIEVEMENT CENTERS Collaboration Coaching Coherence

2016-2017

New Roberto Clemente

District: Paterson City
County: Passaic
Region: 2

Classification: Priority
Reason: SIG School
CDS: 314010316

SMART Goal 1

Between Fall 2016 and Spring 2017, 85% of all students in each school will participate in the end of unit assessments and demonstrate overall average growth of 25% on questions assessing anchor standard one, citing and analyzing textual evidence, through the use of close reading strategies.

Performance Challenge: Data analysis between PARCC and Unit Assessments identified a weakness in Information Text. In 6th grade, 88.6% of students did not meet expectations in literacy, in 7th grade 81.1% did not meet expectations and in 8th grade 77.5% did not meet expectations.

Strategy 1: 1.Implementation of research based instructional strategies for close reading

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: 2. Focused support in close reading instruction by supervisors and/or school leaders.

Turnaround Principal: 2 - School Climate and Culture

Strategy 3: 3. Use of PLCs, VAMs, common planning time, in-service days and/or grade level meetings to create lesson plans or provide professional development

Turnaround Principal: 8 - Family and Community Engagement

Target Population: Students in Grades 6-8 (including all subgroups)

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	School leaders and school-based supervisors will conduct at least one *calibrated focused classroom visitation or co-observation for each ELA/self-contained teacher monitoring close reading strategies during the instructional period. School leaders will debrief and develop a plan of action based on walkthrough trends (ie. professional development, specific teacher support from supervisor, etc.). Teachers will administer the first end of unit assessment and establish a baseline. Schools should have a student participation rate of at least 85%. *Calibrated means a School Leader (Principal & VP) or (Supervisor & Principal), (Supervisor & VP) will conduct the walkthroughs together.	Classroom visitations, Supervisor Logs, Teacher Action Plans, PD Agendas, Sign-In Sheets; Media X Class Visitations Reports
EOC 2	Teachers will conduct lessons utilizing close reading strategies which will be monitored, by school leaders, via random lesson plan review. Teachers will administer the second end of unit assessment and analyze student data to develop appropriate lessons and activities (texts, questions, writing responses) to support student growth.	PD Agendas, Sign-In Sheets, Unit Assessment Data, List of Targeted Strategies, Intervention Group Lists
EOC 3	Teachers will administer the third end of unit assessment and analyze data to monitor student growth. Based on end of cycle one, school leaders and school-based supervisors will conduct at least 3-5 *calibrated focused classroom visitation or co-observation for ELA/self-contained teachers, based upon the trends and needs identified in benchmark one.	Unit Assessment Data, Supervisor Logs, PD Agendas, Sign-In Sheets, Media X Visitation Reports,
EOC 4	Between Fall 2016 and Spring 2017, 85% of all students in each school will participate in the end of unit assessments and demonstrate overall average growth of 25% on questions assessing anchor standard one, citing and analyzing textual evidence, through the use of close reading strategies.	Unit Assessment Data, Supervisor Logs, PD Agendas, SIgn-In Sheets, List of Targeted Strategies, Intervention Groups Lists, Media X Visitation Reports

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	School leaders will collaborate to develop action plans of focused support for teachers where needed based on calibrated walkthrough trends.	7 - Effective Use of Time	9/1/16	11/11/16	School Administrators
2	1	Supervisors and school leaders will analyze end of unit results and identify trends in anchor standard one	6 - Enabling the Effective Use of Data	9/1/16	11/11/16	Supervisors & School Administrators
3	1	Teachers will analyze end of unit results and identify trends in anchor standard one	6 - Enabling the Effective Use of Data	9/1/16	11/11/16	Teachers
4	1	By October 30, 2016 all new teachers will be trained on close reading	3 - Effective Instruction	9/1/16	11/11/16	Supervisors
5	1	PLCs, VAMs, common planning time and/or GLMs will focus on instructional strategies for targeting anchor standard 1 throughout all cycles	7 - Effective Use of Time	9/1/16	6/30/17	Supervisors & School Administrators
6	2	School leaders will monitor teacher documentation and random lesson plans with focus on instructional strategies to teach anchor standard 1	3 - Effective Instruction	11/14/16	2/3/17	School Administrators
7	2	School based leaders will identify teachers in need of instructional support based on lesson plan review	3 - Effective Instruction	11/14/16	2/3/17	School Administrators
8	2	Supervisors will work with identified teachers in need of instructional support based on lesson plan review	3 - Effective Instruction	11/14/16	2/3/17	Supervisors
9	3	2) School leaders will collaborate to develop action plans of focused support for teachers where needed based on calibrated walkthrough trends	3 - Effective Instruction	2/6/17	4/14/17	School Administrators & Supervisors

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	3	School leaders will identify and work with teachers in need of support throughout all cycles as part of the Principal Evaluation metrics under Instructional Programs and Staff Development	3 - Effective Instruction	11/1/16	6/23/17	Supervisors & School Administrators, Assistant Superintendents, Principal Coaches

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy site Based supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$29,126.00	Federal Title I
1	Intervention Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	$34,247.00	Federal Title I
1	Literacy site Based Supervisor Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$8,709.00	Federal Title I
1	Intervention Specialist	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$13,432.00	Federal Title I

SMART Goal 2

All students in Grades K-12 (inclusive of all subgroups) will acquire the knowledge, skills and competency in solving high level tasks as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. The Mathematical Practice Standards serve as a means to help students increase their mathematical maturity by building habits of mind that facilitate acquiring higher levels of mathematical proficiency and conceptual understanding. Increased proficiency in the Mathematical Practice Standards by students and teachers will create a learning environment that prepares students for college and career. This rigorous environment will promote a growth mindset which will ultimately yield an increase in formative and summative assessments (PARCC), SGPs, SGO¿s as students apply their understanding of the Mathematical Practices and persevere through academic challenges.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

From September 2016 to June 2017, through the implementation of Mathematical Practice Standards, there will be a 20 percentage point increase in the mathematical practice standards score (using the Mathematical Practice Standard Tool). This tool will be looking to measure classroom behavior (student and teacher actions) reflective of the Mathematical Practices

Performance Challenge: Data analysis shows students are weak with mathematical reasoning and modeling. In 6th grade, 92.2% did not meet expectations, in 7th grade 86.3% did not meet expectations and in 8th grade (not including Alg 1) 90.2% did not meet expectations as per PARCC data

Strategy 1: 1) Continuation of work in the Math Instructional Model (conceptual) and PD based on building need.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: 2) Provide job embedded coaching (PLCs, VAMs, GLMs, or instructional period) in the application of the Mathematical Practice Standards.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 3: 3) Success Maker (Grades 3-8)

a. General Education, Special Education and Bilingual students, who are identified in need of Urgent Intervention and Intervention by the Star Math Fall administration. (Bilingual subgroup mentioned applies to ELL students with CPL of 3.5 or

higher.)

Turnaround Principal: 5 - Effective Staffing Practices

Target Population:

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	The baseline data will be collected and the targeted growth goal will be determined based on results. School leaders will have conducted a minimum of 3 focused walkthroughs per month to ensure and monitor that the mathematical practice standards are being utilized to increase the mathematical maturity of students. Follow up activities will be developed based on need and possibly reflecting: the conceptual based model, pedagogy, assessing and advancing questions, mathematical discourse and mathematical practices.	Media X Walkthrough Reports, Mathematical Practice Standards Tool, PD Agendas, Sign-In Sheets, Lesson Plans, Supervisor Logs
EOC 2	Data on the current growth percentage using mathematical practices will be reported to the school. Teachers who have not yet met at least a 10 percentage point increase will be identified and supported with additional professional development in the mathematical practices.	Mathematical Practice Standards Tool Data, PD Agendas, Sign-In Sheets, Supervisor Logs, Action Plans
EOC 3	The teachers identified in February as not meeting a 10 percentage point gain, will produce evidence as to what they have done to increase the usage and application of the mathematical practices (1-6) in their daily instruction. Teachers will choose three points of evidence from the following options: lesson plans, performance based assessments, teacher created assessments, high cognitively demanding tasks, student work.	Mathematical Practice Standards Tool Data

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	All students in Grades K-12 (inclusive of all subgroups) will acquire the knowledge, skills and competency in solving high level tasks as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. The Mathematical Practice Standards serve as a means to help students increase their mathematical maturity by building habits of mind that facilitate acquiring higher levels of mathematical proficiency and conceptual understanding. Increased proficiency in the Mathematical Practice Standards by students and teachers will create a learning environment that prepares students for college and career. This rigorous environment will promote a growth mindset which will ultimately yield an increase in formative and summative assessments (PARCC), SGPs, SGO¿s as students apply their understanding of the Mathematical Practices and persevere through academic challenges. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. From September 2016 to June 2017, through the implementation of Mathematical Practice Standards, there will be a 20 percentage point increase in the mathematical practice standards score (using the Mathematical Practice Standard Tool). This tool will be looking to measure classroom behavior (student and teacher actions) reflective of the Mathematical Practices	

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	1) Utilize PLCs/VAMs/GLMs, in-services or common planning time during the month of September to review the mathematical instructional model, updated curriculum with teachers and the mathematical practice standards tool.	7 - Effective Use of Time	9/1/16	11/11/16	School Administrators, Supervisors
2	1	2) School leaders will conduct walkthroughs in a minimum of 80% of classrooms to collect and analyze baseline data	6 - Enabling the Effective Use of Data	9/1/16	11/11/16	School Administrators, Supervisors
3	1	3) Identify targeted students in all three subgroups for intervention (Success Maker based on Fall administration of STAR Math.	6 - Enabling the Effective Use of Data	9/1/16	11/11/16	Teachers
4	1	4) Create schedules for students who will be receiving the targeted intervention.	4 - Curriculum, Assesment and Intervention System	9/1/16	11/11/16	School Administrators
5	2	5) Provide professional development stemming from data on implementing the standards for mathematical practices during in-services, PLCs, VAMs, GLMs or common planning time.	3 - Effective Instruction	11/14/16	2/3/17	Supervisors, Teacher Leaders
6	3	6) Provide targeted professional support for teachers who need additional support with the Conceptual Based Instructional Model.	3 - Effective Instruction	2/6/17	4/14/17	Supervisors, Teacher Leaders, School Administrators
7	3	7) After compiling and analyzing the data collected by using the Mathematical Practice Standard Tool for mid-year review, share accordingly with leadership teams in building.	6 - Enabling the Effective Use of Data	2/6/17	4/14/17	Math Supervisor
8	3	8) Continuation of 3 focused walkthroughs per month to ensure and monitor teacher and student actions reflective of the Mathematical Practices	3 - Effective Instruction	2/6/17	4/14/17	School Administrators, Supervisors

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	9) GLMs/PLCs/VAMs, in-services or common planning time will be utilized to address problems of practice identified by the School Administration.	7 - Effective Use of Time	4/17/17	6/23/17	School Administrators, Supervisors, Teacher Leaders
10	3	10) School leaders will identify and work with teachers in need of support throughout all cycles as part of the Principal Evaluation metrics under Instructional Programs and Staff Development	7 - Effective Use of Time	4/17/17	6/23/17	School Administrators, Assistant Superintendents and Principal Coaches

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Site Based Supervisor Math	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,193.00	Federal Title I
3	Success Maker	INSTRUCTION - Other Objects / 100-800	$6,344.00	Other Federal
1	Site Based Supervisor Math Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$8,709.00	Federal Title I

SMART Goal 3

By June 2017, the chronically tardy student rate will be reduced through mentoring of chronically tardy students by at least 10 % when compared to data from Infinite Campus 2015-16 (from 10,292 to 9,263).

Performance Challenge: Data analysis shows that while absences accounted for 3369 days out as of 6/14/16, tardies accounted for 10,300 occurrences. Showing an obvious need for reduction of tardies.

Strategy 2: Refine recognition program and provide regular incentives for students who are chronically tardy and improve attendance/tardiness

Turnaround Principal: 3 - Effective Instruction

Strategy 3: Principal, Vice Principals or designees will mentor a cohort of identified students based on tardiness data. Students will meet with an administrator on a monthly basis to review the status of goals and next steps.

Turnaround Principal: 3 - Effective Instruction

Target Population: Chronically Tardy Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of cycle 1 (11/11/16), enrolled students who were chronically tardy in the 2015-2016 school year will be identified and the school will host an informational meeting where at least 80% of the chronically tardy students and their parents/guardians will attend the meeting and sign individualized student attendance agreements.	meeting invitation, meeting agenda, sign in sheet, excel spreadsheet with identified students, signed attendance agreements

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By the end of cycle 2 (2/3/17), 100% of enrolled chronically tardy students would have received monthly mentoring and met with appropriate administrator to set personal and educational goals. The chronically tardy student rate during this cycle will represent at least a 10% decrease when compared to the 2015-16 data.	excel spreadsheet, mentoring logs, goal sheets, Infinite Campus Data
EOC 3	By the end of cycle 3 (4/14/17), 100% of enrolled chronically tardy students who continue to exhibit tardiness will be required to participate in an attendance meeting with their parents, school principal, and/or district representative (e.g. District Attendance Officer, Assistant Superintendent/Superintendent). Students and parents will be informed of next level interventions (i.e. Saturday detentions, loss of privileges, etc.) if student tardiness does not improve.	meeting invitation, meeting agenda, sign in sheet, excel spreadsheet with identified students, mentor notes, signed attendance agreements
EOC 4	By June 2017, the chronically tardy student rate will be reduced through mentoring of chronically tardy students by at least 10 % when compared to data from Infinite Campus 2015-16 (from 10,292 to 9,263).	Infinite Campus Data

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	Designated mentors will meet with all students a minimum of 2 times per cycle to ensure that each student sets personal goals towards improved attendance. Students who are chronically tardy will be required to have monthly meetings with their assigned counselor, Social Worker/CST Social Worker or mentor to review progress towards meeting goals.	2 - School Climate and Culture	9/6/16	11/11/16	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselors, Social Workers/CST Social Worker, mentors
1	2	The Climate and Culture Specialist/Assistant Principal/Principal/Nurse/Guidance/Child Study Team/Full Service Community Schools Representatives/ Attendance Secretary/Lead Cafeteria Monitor will serve as an Attendance Review Committee (ARC) and will coordinate regular recognition programs and incentives.	2 - School Climate and Culture	9/30/16	6/23/17	Climate and Culture Specialist, Assistant Principal, Principal, Attendance Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	The Attendance Review Committee (ARC) will identify all students who were chronically tardy in the 2015-16 school year. Each student along with his/her parent/guardian will be required to attend a meeting focused on the importance of school attendance followed by individual conferences where student attendance data will be reviewed and student/parent attendance agreements will be signed. In an effort to ensure additional supports, the school will assign a Success Mentor to chronically tardy students.	2 - School Climate and Culture	9/6/16	10/31/16	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselor, Social Worker, CST Social Worker
2	2	The Attendance Review Committee (ARC) will identify all students who have improved tardiness and recognition and incentives will be provided.	2 - School Climate and Culture	12/1/16	2/17/17	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselor, Social Worker, CST Social Worker
2	3	The Attendance Team will follow school procedures/protocols and district policies around student attendance/tardiness expectations. All chronically tardy students will receive a written notification every month. As a result, student and/or parent meetings will be established, and all identified interventions applied.	2 - School Climate and Culture	9/6/16	6/23/17	Attendance Secretary/ Climate & Culture Specialist

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Attendance Review Committee will develop and utilize an attendance spreadsheet to track student tardiness, interventions and next steps. This document will be updated on a weekly basis by all required â¿¿ Attendance Google Doc. â¿¿ and shared with all members of the Attendance Team and School Leadership Team.	2 - School Climate and Culture	9/6/16	6/23/17	Attendance Team, Data Specialist, Climate and Culture Specialist
2	3	Designated mentors will meet with all students a minimum of 2 times per cycle to ensure that each student sets personal goals towards improved attendance. Students who are chronically tardy will be required to have monthly meetings with their assigned counselor, Social Worker/CST Social Worker or mentor to review progress towards meeting goals.	2 - School Climate and Culture	12/1/16	2/17/17	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselors, Social Workers/CST Social Worker, mentors
3	2	The Attendance Review Committee (ARC) will identify all students who have improved tardiness and recognition and incentives will be provided. The ARC will also identify current chronically tardy students followed by individual conferences where student data and goals will be reviewed, and additional interventions will be discussed.	2 - School Climate and Culture	3/1/17	6/23/17	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselor, Social Worker, CST Social Worker

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	The Attendance Team will follow school procedures/protocols and district policies around student attendance/tardiness expectations. All chronically tardy students will receive a written notification every month. As a result, student and/or parent meetings will be established, and all identified interventions applied.	2 - School Climate and Culture	9/6/16	6/23/17	Attendance Secretary/ Climate & Culture Specialist
3	3	Designated mentors will meet with all students a minimum of 2 times per cycle to ensure that each student sets personal goals towards improved attendance. Students who are chronically tardy will be required to have monthly meetings with their assigned counselor, Social Worker/CST Social Worker or mentor to review progress towards meeting goals.	2 - School Climate and Culture	3/1/17	4/28/17	Principal, Assistant Principal, Climate and Culture Specialist, Guidance Counselors, Social Workers/CST Social Worker, mentors
4	1	When student tardiness has improved, the Attendance Secretary will mail a letter to the parents on behalf of the principal, thanking them for their support and collaboration towards improving their childâ¿¿s tardiness.	2 - School Climate and Culture	12/1/16	6/23/17	Attendance Secretary, Climate and Culture Specialist, Principal
4	2	Parents of students who were chronically tardy and have demonstrated significant improvement will be invited to an end-of-year celebration along with their students. Students will receive a recognition certificate and all will have opportunities to win prizes.	2 - School Climate and Culture	5/1/17	6/23/17	Climate and Culture Specialist, Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	1	By June 23, an attendance plan will be finalized and will be used to inform future practices beginning in September 2017.	2 - School Climate and Culture	5/1/17	6/23/17	Climate and Culture Specialist, Principal, ARC
5	2	Provide incentives to teachers based on various data points including student achievement, student attendance and student behavior data	2 - School Climate and Culture	9/6/16	6/23/17	School Administrators, Teachers

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Between Fall 2016 and Spring 2017 at least 75% of students identified will meet the suggested performance goals as measured by SuccessMaker and Achieve 3000 through targeted intervention and analysis of data.
Mathematics
(SuccessMaker = 1 full year of growth)
Language Arts
(Achieve3000 = Increase at least 60 Lexile points)
Science and Social Studies
(PBL = At least 1 extension lesson per month)

Performance Challenge: According to our intervention programs, for math and literacy, Success Maker and Achieve 3000 , the majority of our students are performing below grade level based upon their initial placement data.

Strategy 1: Engage all teachers in a variety of professional development sessions on authentic PLCs and dissection of data

Turnaround Principal: 6 - Enabling the Effective Use of Data

Strategy 2: support tiered data reviews to identify targeted students and monitor progress

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 3: Increase capacity by providing time for teachers to dissect data to track progress and plan for challenges for student acheivement

Turnaround Principal: 7 - Effective Use of Time

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By November 11, 2016, all students will be tested on Achieve3000 and SuccessMaker to determine their Initial Placement status. All teachers who teach a PBL will have a detailed plan of action for the school year.	Data from the Initial Placement results.
EOC 2	By February 03, 2017, based on calibrated classroom visitation data, administrators will develop and implement PD geared towards increasing educators knowledge of Achieve3000, PBLs, and SuccessMaker.	Calibrated classroom visitation data in Media-X and sign-in sheets from Professional Development sessions.
EOC 3	By April 14, 2017, teachers identified through Achieve3000 and SuccessMaker progress data as not meeting the yearly goal will receive targeted and job-embedded support.	Data received from Achieve3000 and SuccessMaker.
EOC 4	Between Fall 2016 and Spring 2017 at least 75% of students identified will meet the suggested performance goals as measured by SuccessMaker and Achieve 3000 through targeted intervention and analysis of data. Mathematics (SuccessMaker = 1 full year of growth) Language Arts (Achieve3000 = Increase at least 60 Lexile points) Science and Social Studies (PBL = At least 1 extension lesson per month)	progress growth reports showing cumulative growth

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Teachers will participate in a 3-Day Intervention/Enrichment Academy.	4 - Curriculum, Assesment and Intervention System	8/26/16	9/1/16	Teachers, Data Mentor, Administrators, and Supervisors
2	2	All students will take the IP test for Achieve3000 and SuccessMaker.	6 - Enabling the Effective Use of Data	9/1/16	10/14/16	Teachers, Data Mentor, Administrators, and Supervisors
3	1	Conduct calibrated classroom visitations during intervention.	3 - Effective Instruction	10/14/16	12/20/16	Administrators and Supervisors
4	2	Develop and implement PD geared towards increasing educatorâ¿¿s knowledge of Achieve3000 and SuccessMaker	1 - School Leadership	1/5/17	2/1/17	Administrators and Supervisors
5	1	Provide feedback and initiate discussions on improving practice during VAMs.	7 - Effective Use of Time	1/5/17	3/10/17	Administrators and Supervisors
6	2	Teachers generate and analyze the Cumulative Progress Report in SuccessMaker and a Lexile Growth Report to monitor yearly progress.	6 - Enabling the Effective Use of Data	4/14/17	5/10/17	Data Mentor, Administrators, and Supervisors
7	1	Provide feedback and give teachers time to disaggregate their data. Generate a Cumulative Progress Report in SuccessMaker and a Lexile Growth Report to assess yearly progress.	6 - Enabling the Effective Use of Data	4/6/17	5/31/17	Data Mentor, Administrators, and Supervisors
8	2	Provide overall feedback and have teachers make suggestions for improvement.	3 - Effective Instruction	6/1/17	6/15/17	Data Mentor, Administrators, and Supervisors
9	1	Conduct calibrated classroom visitations during intervention.	3 - Effective Instruction	1/3/17	3/10/17	Administrators and Supervisors

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	1	Conduct calibrated classroom visitations during intervention.	3 - Effective Instruction	3/13/17	6/15/17	Administrators and Supervisors
11	1	Provide Feedback and give teachers time to dis-aggregate their data. Generate a Cumulative Progress Report in SuccessMaker and a Lexile Growth report to assess yearly progress.	6 - Enabling the Effective Use of Data	2/7/17	4/6/17	Administrators and Supervisors
12	1	Provide Feedback and give teachers time to dis-aggregate their data. Generate a Cumulative Progress Report in SuccessMaker and a Lexile Growth report to assess yearly progress.	6 - Enabling the Effective Use of Data	11/11/16	2/6/17	Administrators and Supervisors

Budget Items

SMART Goal 4

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Site Based Sped Supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,213.00	Federal Title I
1	Bilingual Supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,547.00	Federal Title I
1	Site Based Supervisor Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$8,709.00	Federal Title I
1	Bilingual Supervisor Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$8,709.00	Federal Title I

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Fund 15: School Wide Reform/Educational Programs	9/5/16	6/30/17	New Robert Clemente	INSTRUCTION - Personnel Services - Salaries / 100-100	$222,582.00	Other Federal
Fund 20: Educational Programs/Personnel	9/5/16	6/30/17	New Roberto Clemente	INSTRUCTION - Personnel Services - Salaries / 100-100	$54,508.00	Other Federal

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

1

Date:	6/23/2016
School:	New Roberto Clemente
County:	Passaic
District:	Paterson Public Schools
CDS Code:	314010

Return to Instructions

2

BUDGET NARRATIVE

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 6/23/2016

	Year 3 (2016-17) Allocation
LEA (maximum 5% administrative)	$0
School	$1,561,341
Total	$1,561,341

Extended Learning + Salaries

INITIATIVE	BUDGET	BENEFITS	ACTIVITY PLAN FOCUS	SMART GOAL & ACTION STEP
SALARY OF READING SPECIALIST	$85,000.00	$50,784.00	Leadership & Staffing	1.4/1.5
SALARY OF MATH INTERVENTION	$99,042.00	$54,216.00	Leadership & Staffing	2.3/2.4
SALARY MENTOR OF (.5) DATA/ANAYLSIS	$30,000.00	$22,335.00	Leadership & Staffing	1.2
SALARY OF (.5) CLIMATE/CULTURE	$32,853.00	$23,032.00	Leadership & Staffing	3.2
SALARY OF INSTRUCTIONAL MENTOR	$34,247.00	$23,374.00	Leadership & Staffing	2.4
(.5) SALARY OF SUPERVISOR	$46,000.00	$26,000.00	Leadership & Staffing	2.4
(ELO) STIPENDS FOR 61 TEACHERS @ $40 X 215 HRS =	$524,600.00	$40,132.00	Leadership & Staffing	1.5/2.4
(ELO) STIPENDS FOR 5 IA'S	$32,250.00	$2,467.00	Leadership & Staffing	1.5/2.4
(ELO) STIPEND FOR PRINCIPAL	$9,890.00	$757.00	Leadership & Staffing	1.2
(ELO) STIPEND (2) VICE PRINCIPALS	$19,780.00	$1,513.00	Leadership & Staffing	1.2
(ELO) STIPEND FOR (1) NURSE	$8,600.00	$658.00	Leadership & Staffing	1.5/2.4
(ELO) STIPEND FOR (2) SECRETARIES	$12,900.00	$987.00	Leadership & Staffing	2.4
(ELO) STIPEND FOR CUSTODIAN	$7,059.00	$540.00	Leadership & Staffing	2.4
(ELO) STIPEND FOR SECURITY GUARD	$6,450.00	$493.00	Leadership & Staffing	2.4
(ELO) STIPENDS FOR SUBSTITUTES	$10,000.00	$765.00	Leadership & Staffing	1.5/2.4
Fiscal Specialist	$3,465.00	$265.00	Leadership & Staffing	2.4
TOTAL	$962,136.00	$248,318.00		

Purchased Professional Services

Vendor	Days/Rate	Cost	ACTIVITY PLAN FOCUS	SMART GOAL & ACTION STEP
Ramapo for Children	$1350/day @ 23 days	$31,050.00	Instruction	1.1/1.3
Ramapo College	148/class (6) Teachers	$110,112.00	Instruction	2.4
ESL Parent Program	$70/class @ 75 classes	$5,250.00	Instruction	3.4

Supplies and Materials

Item	Quantity/Cost	Total	ACTIVITY PLAN FOCUS	SMART GOAL & ACTION STEP
3D Printers	2 printers @ $1,619	$3,238.00	Instruction	2.4
30 Desktop Computers (Achieve 3000)	30 @ $1,000	$30,000.00	Instruction/Curriculum, Assessment & Intervention	2.4
Laptops and Carts (STEAM + Achieve 30000)	60 @ $1,000 + 2 carts	$63,000.00	Instruction/Curriculum, Assessment & Intervention	2.4
Brightlink Projectors	11 Projectors	$19,800.00	Instruction	2.4
Poster Printer	1 printer @ $1,800	$1,800.00	Leadership & Staffing	3.4
STEAM Materials	Various Resources	$7,780.00	Instruction	2.4
General Supplies	Various Resources	$2,007.00	Instruction	2.4
Office Supplies	Various Resources	$2,500.00	Effective Use of Time	2.4
Professional Learning Community (PLC) Resources	65 books @ $25	$1,625.00	Effective Use of Time	1.5/2.5

Other Objects

Item	Quantity/Cost	Total	ACTIVITY PLAN FOCUS	SMART GOAL & ACTION STEP
Achieve 3000	Licenses for English Language Arts	$28,725.00	Curriculum, Assessment & Intervention	2.4

Student Incentives	$3,000 for STEAM School Store and 8 incentive events	$7,000.00	Leadership & Staffing	3.1
Teacher Incentives	3 Components @ $10,000	$30,000.00	Leadership & Staffing	2.4/3.1
Parent Refreshments	4 Back -to-School and 2 events	$6,000.00	Leadership & Staffing	3.4
Registration	5 conferences @ $100	$500.00	Effective Use of Time	1.5/2.5
Travel	1,612.9 miles @ .31/mile	$500.00	Effective Use of Time	1.5/2.5

Return to Instructions

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	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 (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing/1 4/1.5	100 - 100: Full Time & Part Time Salaries Instruction	1 FTE Reading Specialist - Reading Specialist will provide targeted reading support for students in grades 6-8 that are stuggling in reading.	$85,000 x 100% = $85,000	$85,000.00
Leadership & Staffing/2.3/2.4	100 - 100: Full-Time & Part Time Salaries - Instruction	1 FTE Math Intervention Teacher - Math Intervention Teacher will provide targeted math support for students in grades 6-8 that are stuggling in Math.	$99,042 x 100% = $99,042	$99,042.00
Leadership & Staffing/1.5/2.4	100 - 100: Full-Time & Part Time Salaries - Instruction	61 Part-time Teachers for Extended Learning	61 Teachers x 201 hrs x $40/hr = $490,440	$490,440.00
Leadership & Staffing/1.5/2.4	100 - 100: Full-Time & Part Time Salaries - Instruction	5 Instructional Assistants for Extended Learning	5 IA's x 201 hrs x $30/hr = $30,150	$30,150.00

100-100
$704632

Return to Instructions

2

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	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 (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing/1.2	200 - 100: Full Time and Part Time Salaries Support Services	(.5) Mentor of Data Analysis - The salary for the Mentor of Data Analysis @ 50% is $30,000	$60 000 x 50% = $30,000	$30,000.00
Leadership & Staffing/3.2	200 - 100: Full Time and Part Time Salaries Support Services	(.5) Mentor of Climate and Culture - The salary for the Climate and Culture position @ 50% is $32,853	$65,706 x 50% = $32,853	$32,853.00
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	(.5) Instructional Mentor - Instructional Mentor will provide support to teachers in the form of coaching, modeling and mentoring of effective instructional strategies - salary for Instructional Mentor @ 50% is $34,247	$68,494 x 50% = $34,247	$34,247.00
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	(.5) SIG Supervisor - The salary for the SIG Supervisor position @ 50% is $46,000.	$92,000 x 50% = $46,000	$46,000.00

200-100

Return to Instructions

2

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	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 (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Fiscal Specialist	1 Part-time Fiscal Specialist x 70 hrs x $45/hr = $3,150	$3,150.00
Leadership & Staffing/1.2	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Principal for Extended Learning	1 Part-time Principals x 215 hours x $46/hr = $9,890	$9,890.00
Leadership & Staffing/1.2	200 - 100: Full Time and Part Time Salaries Support Services	2 Part-time Vice Principals for Extended Learning	2 Part-time Vice Principals x 215 hours x $46/hr = $19,780	$19,780.00
Leadership & Staffing/1.5/2.4	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Nurse for Extended Learning	1 Part-time Nurse x 215 hrs x $40/hr = $8,600	$8,600.00

200-100 / 114420

Return to Instructions

2

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	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 (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	2 Part-time Secretaries for Extended Learning	2 Secretaries x 201 hrs x $30/hr = $12,060	$12,060.00
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Custodian for Extended Learning	1 Part-time Custodian x 170/hrs x $41.52/hr = $7,059	$7,059.00
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Security Guard for Extended Learning	1 Part-time Security Guard x 215 hours x 30/hr = $6,450	$6,450.00
Leadership & Staffing/2.4	200 - 100: Full Time and Part Time Salaries Support Services	61 Part-time teachers for Teacher Collaboration/Extended Learning	61 Part-time teachers x 14 hours x $40/hr = $34,160	$34,160.00

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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 17.29 ____%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH ____%	OTHER SPECIFY: ____ ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
1 FTE Reading Specialist @ $85,000	√ $85,000	$6,501	$14,697					$30,003		60%	$51,201
1 FTE Math Intervention Teacher @ $99,042	√ $99,042	$7,577	$17,124					$30,000		55%	$54,701
Extended Day: 61 Part-time Teachers = $490,440	√ $490,440	$37,519								7.65%	$37,519
Extended Day: 5 Part-time Instructional Assistants = $30,150	√ $30,150	$2,306								7.65%	$2,306
(.5) Mentor of Data Analysis @ $30,000	√ $30,000	$2,295	$5,187					$15,000		74%	$22,482

165209 √

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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 17.29 ---%	PERS ---%	WRKR'S COMP ---%	UNEMPLY. ---%	DISABIL. ---%	HEALTH ---%	OTHER SPECIFY: ---%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Extended Day: 1 Part-time Nurse x 215 hrs x $40/hr = $8,600	✓ $8,600	658 ✓								7.65%	$658 ✓
Extended Day: 2 Part-time Secretaries x 201 hrs x $30/hr = $12,060	✓ $12,060	923 ✓								7.65%	$923 ✓
Extended Day: 1 Part-time Custodian x 170 hrs x 41.52/hr = $7,059	✓ $7,059	$540 ✓								7.65%	$540 ✓
Extended Day: 1 Part-time Security Guard x 215 hrs x $30/hr = $6,450	✓ $6,450	$493 ✓								7.65%	$493 ✓

2614 ✓

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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 17.29 ____%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH ____%	OTHER SPECIFY: ____ ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
(.5) Mentor of Climate and Culture @ $32,853	$32,853	2,513	5,680					15,000		71%	$23,193
1 FTE Instructional Mentor @ $34,247	$34,247	2,620	5421 ~~13,358~~					7,396			15937 ~~$23,374~~
(.5) SIG Supervisor @ $46,000	$46,000	3519 ~~5,754~~	7,728					14,753			$26,000
1 Part-time Fiscal Specialist x 70 hrs x $45/hr = $3,150	$3,150	241								7.65%	$241
Extended Day - 1 Part-time Principal x 215 hrs x $46/hr = $9,890	$9,890	757								7.65%	$757
Extended Day - 2 Part-time Vice Principals x 215 hrs x $46/hr = $19,780	$19,780	1,513								7.65%	$1,513

67641

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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 17.29 ---------%	PERS ---------%	WRKR'S COMP ---------%	UNEMPLY. ---------%	DISABIL. ---------%	HEALTH ---------%	OTHER SPECIFY: _____ ---------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Extended Day: 61 Part-time teachers for Teacher Collaboration x 14 hours x $40/hr = $34,160	✓$34,160	$2,613								7.65%	$2,613 ✓

200-200
243514

2613

Return to Instructions

4

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instruction/2.4	100 - 300: Purchased Professional and Technical Services (instructional)	Ramapo College: STEAM Classes in Science, Technology, Robotics and CSI	$148/class	744 classes	$110,112
Instruction/3.4	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	ESL Parent Program: Program to support NRC parents in English language acquisition	$70 per Class	75 classes	$5,250

100-300 / 110112 ✓ 200-300 / 5250 ✓

BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: New Roberto Clemente

Date: 7/22/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instruction/1.1/1.3	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Ramapo for Children: Professional development in social and emotional management	$1,350 per day	23 days	$31,050

Return to Instructions

5

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date:6/23/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Instruction/2.4	100 - 600: Instructional Supplies and Textbooks	*Please reconsider funding initiative.* Brightlink Projectors: Technology resources needed for classroom instruction. Further information in S5 and L7	$1,800	11 Projectors	$19,800
Instruction & Curriculum, Assessment & Intervention/2.4	100 - 600: Instructional Supplies and Textbooks	30 Desktop Computers: Technology resources needed to implement intervention programs in computer labs and classrooms	$1,000	30 computers	$30,000
Instruction/2.4	100 - 600: Instructional Supplies and Textbooks	3D Printers: Technology resources needed to implement STEAM projects	$1,619	2 3D Printers	$3,238

100-600

53038

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date:6/23/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Instruction/2.4	100 - 600: Instructional Supplies and Textbooks	STEAM Materials: Instructional resources to support the STEAM Program at NRC: (5) pk Vernier Basic Wind Experiment Kit Pack - $1,382.25 (3) Module Groundwater Contamination - $1,185.00 (3) Module Thresholds and Toxicology (2) Sepup Tray - $157.00 (12) Inflatable Globe - $50.40 (148) (25) Medicine Dropper - $417.00 (4) Aqua Phoenix Scientific GL5501set - $202.96 (1) Chomatograph - $135.92 (120) FB Economy Chem Splsh - $537.60 (1) GLV Nitrile - $20.08 (11) Nitrile lg - $220.88 (4) Aids and STD Transmission (4) Aids and STD Transmission - $653.32 (4) Forecast Weather - $139.68 (3) Ward's Water Poll and Living - $203.97 (12) Dissolve OXy Test Kit - $608.04 (10) Stem Challenge Hydroelectric - $916.10 (16) GEO9085 Globe, World, Inflatable - $208.80 (10 Stem Challege: Geothermal - $741.00			$7,780

100-600
7780

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date:6/23/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Instruction/2.4	100 - 600: Instructional Supplies and Textbooks	General Supplies: (5) Paddles Dry-Erase Graph Rectangular class set of 32 Markers@ $162.97 ea. = $814.85. (150) Ruler Ultraflex @ $1.87ea. = $280.50 (180) Protractor 6" Plastic Assorted Colors @ $1.19 = $214.20 (180) Compass Safety - School Smart @ $.93.= $167.40 (40) Markers Dry Erase New Style 8-Clr Chisel Set of 8 @ $8.53ea. $341.20 (50) Pencil Presharpened No. 2 Yellow @2.69 ea. = $134.50			$1,953
Effective Use of Time/1.5/2.5	200 - 600: Noninstructional Supplies and Materials	*Please reconsider funding initiative.* Office Supplies: 45 Cases of paper - $1,068.64 (61 teachers x 7 reams of paper for extended learning = 427 reams + 23 reams for climate and culture and parent announcements = 450 reams); 2 HP 504 Black High Yield Toner - $351.46; 1 HP 504A Cvan Toner Cartridge - $237.81; 1 HP 504A Magenta Toner $237.81 (Toner for extended learning activities)			$1,896

100-600 / 1953 ✓ 200-600 / 1896 ✓

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date:6/23/2016

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Effective Use of Time/1.5/2.5	200 - 600: Noninstructional Supplies and Materials	Professional Learning Community (PLC) Resources: Differentiated Instruction Books	25	65	$1,625 ✓

200-600 ✓
16.25

1625

Return to Instructions

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

Return to Instructions

BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Sevices, 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: New Roberto Clemente

Date: _7/22/2016_

NOTES: 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.

ACTIVITY PLAN FOCUS (Leadship & Staffing, Instruction, Effective Use of Time or Curriculum, Assessment & Intervention)/STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
Curriculum, Assessment & Intervention/2.4	100 - 500: Other Purchased Services	Achieve 3000: 675 Licenses @ $42.56 for English Language Arts Intervention Program for students	$28,728
Leadership & Staffing/3.1	100 - 800: Other Objects	Student Incentives: $3,000 for STEAM School Store and 8 incentive events @ $500/event (Students will earn Pirate Passes to "spend" at the STEAM School Store. Items available for "purchase" include solar car kits, finger-printing activities, weather simulators, geo-thermal simulators, etc. All items will not exceed $25/item with the average item approximately $10. 300 students x $10 = $3,000) (Students will have the opportunity to participate in 2 student incentive events per marking period. One event will be a celebration for students who have earned honor roll and perfect attendance. The second event will be for students who demonstrated a decrease in OCRs, a decrease in chronic absentism and/or an exit from the NRC 21 Club for chronic behavioral incidents.)	$7,000
Leadership & Staffing/2.4/3.1	200 - 800: Other Objects	Teacher Incentives: 60 teachers x $500 award = $30,000. Teachers may purchase instructional items for their classroom. Examples include differentiation activities, leveled readers, supplemental curriculum resources, climate and culture bulletin board accessories, etc.	$30,000
Leadership & Staffing/3.4	200 - 800: Other Objects	Parent Refreshments: 4 Report Card/Back to School events @ $1,100 and 2 events @ $300/event. An average of 290 parents attend each of the 4 Report Card/Back to School.	~~$6,000~~ $5000

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Return to Instructions

School Name: New Roberto Clemente

NGO Title: School Improvement Grant (Cohort 3 - Year 3)

FY2017 Project Period: September 1, 2016 to August 31, 2017

BUDGET CATEGORY	FUNCTION & OBJECT CODE	SIG FUNDS	SIG ADMIN FUND	SIG TOTAL
INSTRUCTION				
Personnel Services - Salaries	100-100	$704,632		$704,632
Purchased Professional & Technical Services	100-300	$110,112		$110,112
Other Purchased Services	100-500	$28,728		
Supplies & Materials	100-600	$62,771		$28,728
Other Objects	100-800	$7,000		$62,771
SUBTOTAL - INSTRUCTION		$913,243		$7,000
SUPPORT SERVICES				$913,243
Personnel Services - Salaries	200-100	$244,249	$0	
Personnel Services - Employee Benefits	200-200	241077 ~~$248,514~~	$0	$244,249
Purchased Professional & Technical Services	200-300	$36,300	$0	241077 ~~$248,514~~
Purchased Property Services	200-400	$0	$0	$36,300
Other Purchased Services	200-500	$0	$0	$0
Travel	200-580	$0	$0	$0
Supplies & Materials	200-600	$3,521		$0 3521
Other Objects	200-800	$36,000	$0	35000 ~~$3,521~~
Indirect Costs	200-860			~~$36,000~~
SUBTOTAL - SUPPORT SERVICES		$568,584	$0	
Buildings	400-720			~~$568,584~~
Instructional Equipment	400-731			
Non-instructional Equipment	400-732			$0
SUBTOTAL - FACILITIES				$0
TOTAL COST				$0
				~~$1,481,827~~