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:	Internal use only	School Code	Type	Region	Sequence
The Senator Frank Lautenberg School					

School Name

137 Carroll Street

School Address

Paterson, NJ 07501

School City, State, Zip

K – Grade 8

Grade Span of School

Ms. Boblyn Dobbs and Mr. Stanley Sumter 973-321-0060

School Principal Name Phone #

Ms. Marguerite Sullivan

School Program Director Name

973-321-2331

School Program Director Telephone

973-321-0652 msullivan@paterson.k12.nj.us

School Program Director Fax/email

Total amount of funds requested for school application: Year 3 **$1,558,810.00**

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 100).

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*

The Senator Frank Lautenberg School
Applicant School

Signature: *Principal*

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.

Donnie W. Evans

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

View Details - Entity Overvi...
File Edit View Favorites Tools Help
Google Allo Suggested Sites Web Slice Gallery
Page Safety Tools
MY SAM SEARCH RECORDS DATA ACCESS GENERAL INFO HELP

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

RETURN TO SEARCH

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

125%

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
Ms. Boblyn Dobbs	Principal – The Senator Frank Lautenberg School	15
Mr. Stanley Sumter	Principal – The Senator Frank Lautenberg School	12
Ms. Marguerite Sullivan	Director of Federal Programs	5
Ms. Melanie Brown	Vice Principal – The Senator Frank Lautenberg School	13
Ms. Grace Ayala	Vice Principal – The Senator Frank Lautenberg School	14
Ms. Jenna Goodreau	Supervisor of School Improvement Grants	13
Ms. Jennifer Woods	Supervisor of Mathematics Instruction	10
Ms. Kelly Charles	Supervisor of Literacy Instruction	10
Ms. Celena Spencer	Supervisor of Bilingual Instruction	10
Ms. Janelle Sisco	Supervisor of Special Education Instruction	10
Mr. Louis Colli	Teacher Mentor of Data Analysis	11
Ms. Gina Johnson	Teacher Mentor of Climate and Culture	11
Ms. Kim Nutter	Instructional Mentor	10
Ms. Patricia Keppler	Reading Specialist	10
Ms. Jane VanSplinter	Federal Programs Liaison	8
Mr. Lance Gaines	Purchasing Agent	1
Dr. Sharon Biggs	RAC State Turnaround Coach	9
School 6 – 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 28, 2016	Senator Frank Lautenberg School	Quality School Review and Needs Assessment	13				
May 5, 2016	Senator Frank Lautenberg School	Data Review and Analysis	10				
May 12, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
May 19, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
May 26, 2016	Central Office	SIG Extended Learning	4	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 6, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
June 7, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
June 7, 2016	Senator Frank Lautenberg School	SIG Application Development	4	Yes		Yes	
June 8, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
June 13, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
June 14, 2016	Senator Frank Lautenberg School	SIG Application Development	3	Yes		Yes	
June 14, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
June 14, 2016	Senator Frank Lautenberg School	SIP Plan Development	13				
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	Senator Frank Lautenberg School	SIG Extended Learning	50+	Yes		Yes	
June 20, 2016	Central Office	SIG Budget Development	2				
June 21, 2016	Senator Frank Lautenberg School	SIG Application Development and Budget Review	5	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. The Senator Frank Lautenberg 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.

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: The Senator Frank Lautenberg 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	The entire Senator Frank Lautenberg School community is committed to providing a structured and supportive learning environment in Science, Technology, Engineering, Arts and Mathematics "S.T.E.A.M." that is tailored to meet the needs of all students.
Vision	To provide students with a solid foundation that will enable them to graduate from 8th grade with the academic, social and emotional skills required to be productive citizens.
Project Implementation Summary	**Activity 1 – Governance** ▪ Retain current Principal who has initiated a transformation model ▪ Embrace the eight turnaround principles ▪ Set a vision for high standards in instruction practice and student growth

		Activity 2 – Evaluation ▪ Implement the rubric-based Teacher and Principal/VP/AP Observation System combined with AchieveNJ requirements ▪ Support staff with a "Praise and Polish" approach to provide meaningful feedback ▪ Continuously monitor and improve effectiveness of systems **Activity 3 – Incentives** ▪ Refine teacher incentive process from Year 2 and maintain various components that teachers may select from ▪ Act swiftly and efficiently to improve teacher practice through Corrective Action Plans (CAPs) **Activity 4 – Professional Development** ▪ Provide professional development o Continue to partner with Ramapo for Children to provide professional development in social and emotional education o Continue to partner with an organization to provide professional development in best practices for implementing the CCSS and NJCCCS o Continue to partner with a web-based professional development service to provide relevant and current videos of strategies and teaching practices being implemented in the classroom ▪ Provide The Senator Frank Lautenberg School 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 ▪ Continue to provide job-embedded professional development through external providers, school administrators, site-based supervisors and RAC personnel ▪ Convene a peer-based professional development environment that supports on-the-job improvement and support (PLCs, VAMs, and GLMs, etc.) **Activity 5 – Recruit and Retain Staff** ▪ Implement a rigorous screening process for new and current staff ▪ Through SIG funds, maintain the following positions: Two (2) Reading Specialists, Instructional Mentor and Mentors of Climate/Culture and Data	

Activity 6 – Data- Driven Reform

- Provide professional support for staff to effectively utilize Performance Matters and STAR
- Provide intervention support for students in English Language Arts through Achieve 3000, a computer-based intervention programs for Grades 4-8
- Create a collaborative professional climate for data- and trend-driven instructional practice though PLCs and other venues

Activity 7a – Extended Learning Opportunities

- Implement approximately 215 hours of extended learning time embedded into the regular school day both teachers and students
- Enrich student learning though interventions and enrichment programs during an extended day

Activity 7b – Community Engagement

- Continuously convene stakeholder committee, School Action Team and other groups to actively engage parents and community-based organizations
- 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

Activity 8 – Operations

- Provide flexibility and autonomy for staffing, scheduling and budgeting
- Maintain leader accountability through a summative school rating

Activity 9 - Assessment

- Utilize MediaX to continuously collect and analyze evaluation data
- Monitor behavior and discipline via Infinite Campus
- Continue to collect and assess student data through STAR and Performance Matters

Form S-5

Status of Leading Indicators – REVISED 7.15.16

LEA: Paterson Public Schools **Name of School:** The Senator Frank Lautenberg 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	281.5 Hours	263 Hours	201.25 hours
ILT Hours for Teacher Collaboration	0 Hours	24 Hours	30 Hours	22 hours
Total ILT Hours	0 Hours	305.5 Hours	293 Hours	223.75 hours
Student Presence				
Student Attendance Rate	88%	88%	90%	96%
Chronic Absenteeism	43%	27%	38%	30%
Student Discipline Data				
Office Conduct Referrals (OCRs)	Data not available	314 OCRs	238 OCRs	200 OCRs
In School Suspensions	SFL School does not practice in-school suspensions			
Out of School Suspensions	100 Suspensions	188 Suspensions	212 Suspensions	191 Suspensions
Teacher Presence				
Teacher Attendance Rate	94%	94%	94%	96%
Number of Instructional Vacancies or Leaves **Leave time ranges from 1 week – 1 year**	3 Vacancies/Leaves	5 Vacancies/Leaves	6 Vacancies/Leaves	0 Vacancies/Leaves
Percentage of Instructional Vacancies or Leaves	8%	10%	10%	0%
Teacher Evaluation Data				
Total Number of Teachers	37 Teachers	52 Teachers	58 Teachers	57 Teachers
Number of Teachers with Corrective Action Plans (CAPs)	Data not available	11 Teachers	4 Teacher	2 Teachers
Percentage of Teachers with CAPs	Data not available	21%	7%	4%

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.

The Senator Frank Lautenberg School's (SFL) extended learning program enables the school to add instructional periods and provide time for intervention and enrichment. Students in need of intervention for literacy participated in the Achieve 3000 program, which yielded an average growth of +53 Lexile points among 322 students in Grades 3 - 8. Starting in late Fall 2015, students struggling in mathematics utilized the SuccessMaker program for math intervention. Students requiring the most intensive intervention in reading received support from the Reading Specialists. With the addition of the second Reading Specialist to SFL's staff, The Senator Frank Lautenberg School will continue its intervention program for 2016-2017.

SFL experienced success with their Achieve 3000 program and gained an average of fifty-three (53) Lexile points school-wide. Four of six targeted grades levels (Grades 3 – 8) met and exceeded their Lexile Targets. Over six-hundred and thirty-two (632) students participated in the program.

2015-2016 SFL 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
1st Grade	2	BR50L	BR50L	BR50L	BR50L	BR60L	BR60L	BR60L	BR60L	BR50L	BR50L	95L	0L
2nd Grade	2	120L	120L	120L	120L	130L	120L	125L	125L	165L		245L	45L
3rd Grade	58			121L	82L	135L	131L	131L	103L	191L	208L	190L	90L
4th Grade	68	BR57L	122L	134L	134L	149L	159L	164L	176L	215L	233L	210L	120L
5th Grade	65		348L	395L	370L	380L	382L	368L	361L	374L	363L	465L	22L
6th Grade	60		460L	412L	416L	443L	428L	437L	430L	441L	540L	510L	14L
7th Grade	38		588L	508L	531L	586L	596L	594L	588L	583L	598L	630L	18L
8th Grade	33		531L	589L	533L	552L	529L	575L	602L	569L	631L	605L	31L
School-wide	326	BR47L	373L	304L	312L	339L	321L	333L	341L	335L	322L	405L	53L

SFL has implemented SuccessMaker Math as one of their Math Intervention Programs. 193 students demonstrated growth ranging from 1 month to 2 years of growth from their baseline score.

2015-2016 SFL 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	Total Students with Growth
3rd Grade	2	3	4	3	3	0	0	0	0	0	3	0	18
4th Grade	7	10	6	5	0	1	1	0	3	0	0	0	33
5th Grade	9	13	7	3	1	3	0	0	0	0	0	0	36
6th Grade	15	21	8	3	1	0	0	0	0	0	0	1	49
7th Grade	1	4	1	1	1	0	0	0	0	0	0	0	8
8th Grade	8	12	13	13	3	0	0	0	0	0	0	0	49
Totals	42	63	39	28	9	4	1	0	3	0	3	1	193

The Instructional Mentor at The Senator Frank Lautenberg School has been instrumental since her arrival in December 2015. She immediately began to provide teachers support in classroom instruction in English Language Arts (ELA) and maintained a Teacher Conference Log where the date, time, teacher and main topic are noted. In collaboration with School 6 administrators and the Site-based ELA Supervisor, the mentor developed an action plan to address areas of need throughout all grade levels at The Senator Frank Lautenberg School. Trends from teacher observation data, student achievement data and administrator input contributed to the development of the action plan. The Instructional Mentor provided several professional development sessions during grade level and vertical articulation meetings including:

- Backwards Mapping for Unit Assessments
- Evidence of Best Practices utilizing Teacher's Evaluation Tool
- Exploring/Utilizing Guided Reading Books to Support Diverse Readers
- Reading Strategies for Fiction/Non Fiction Texts

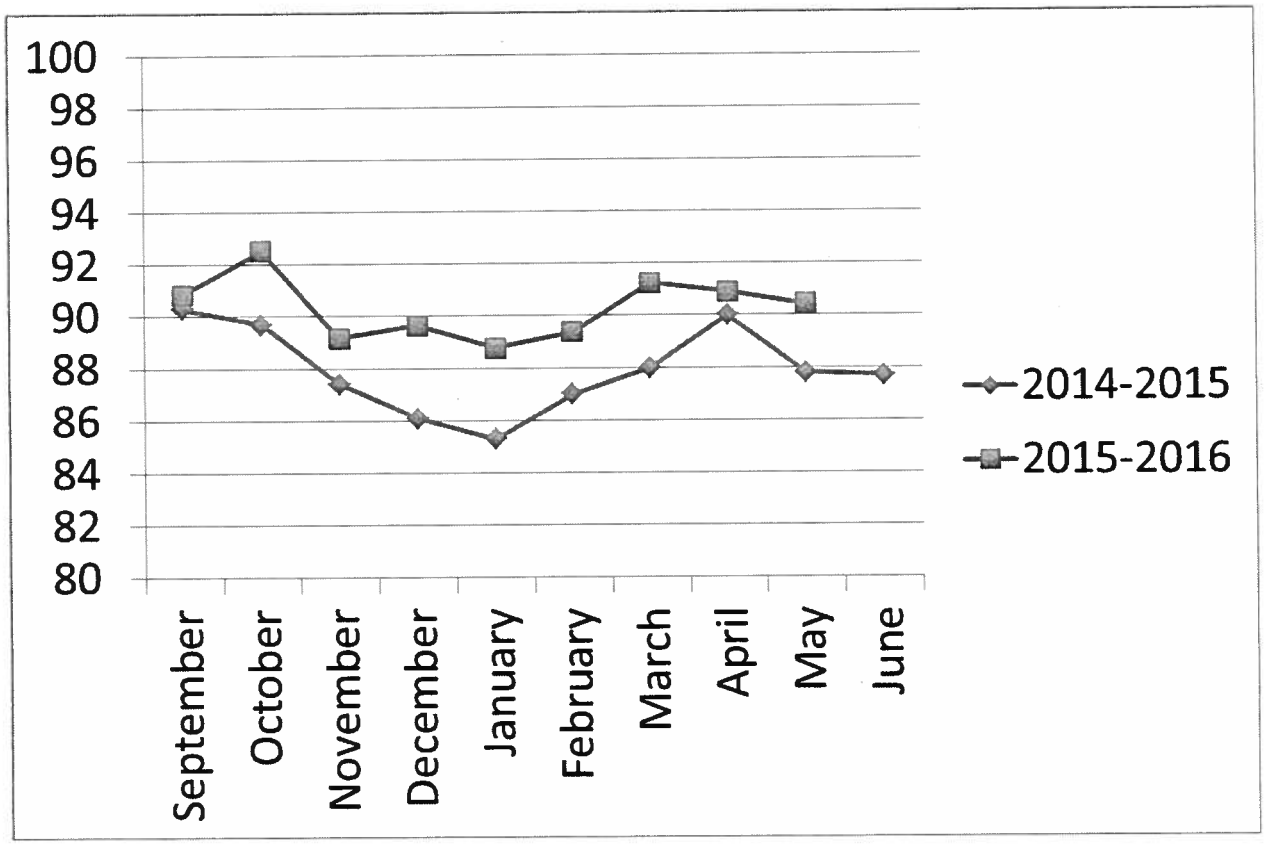
Extended learning for 2016-2017 will provide additional instruction time for students (201.25 hours) and professional development time for teachers (22 hours). The professional development hours will consist of four 1:00 PM dismissals to provide half-day professional development sessions for teachers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

The Senator Frank Lautenberg School 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.

The Senator Frank Lautenberg School will be initiating a 1:1 Chrome laptop program for Grades 5 – 8 to meet expectations in College and Career Readiness and prepare students for educational and career opportunities beyond The Senator Frank Lautenberg School. Benefits of purchasing low-cost, high-function laptops for students include working towards a paperless learning community, more resources for intervention and individualized instruction, online collaboration between students, engagement in core and enrichment subject resources and the participation in virtual field trips. Students and teachers will have access to the suite of Google Apps for Education. The Senator Frank Lautenberg will also create a Google Community for teachers to include resources and PLC activities where instructors can share interactive lessons and engage in feedback from colleagues.

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.

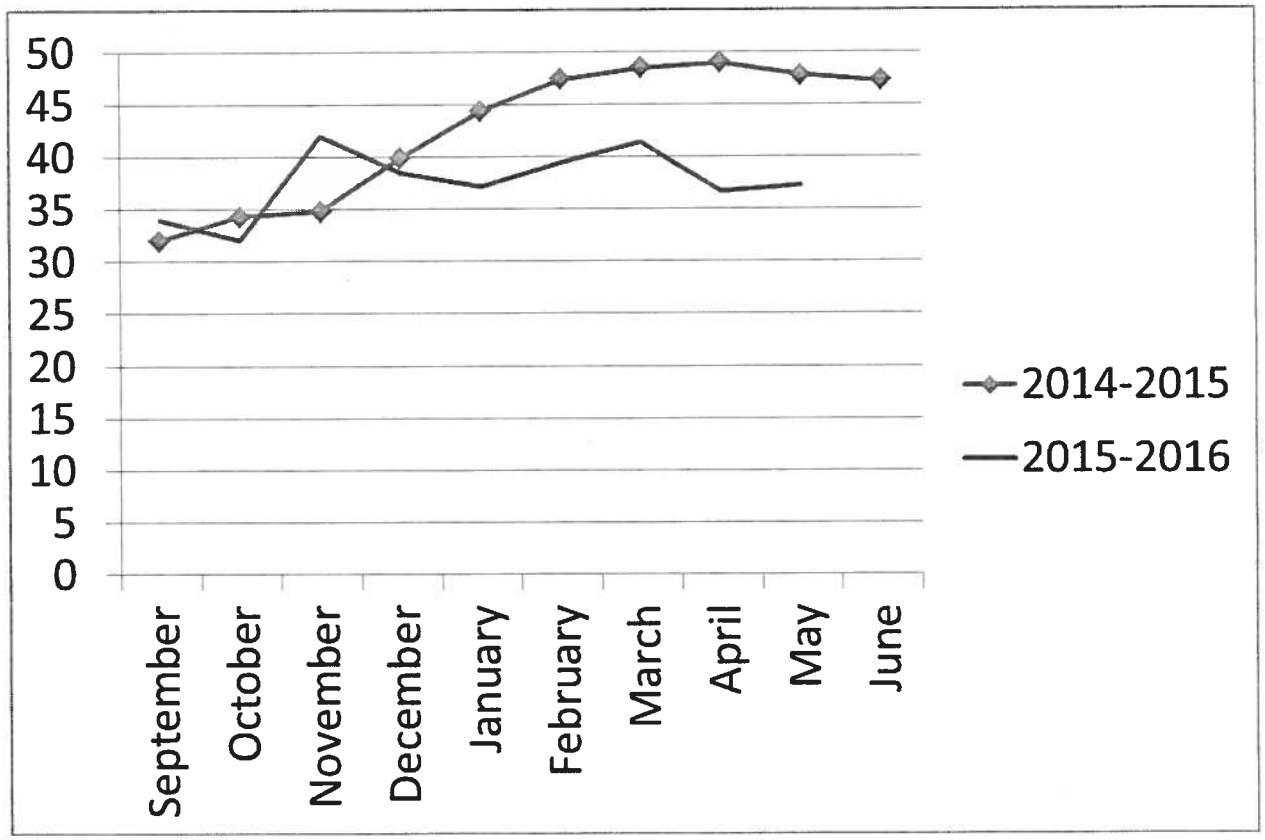
Over the last two year, the Senator Frank Lautenberg School has had success with increasing student attendance to an average of 90%.



At The Senator Frank Lautenberg School, there is an intense focus on increasing attendance and several initiatives have been implemented. An Attendance Review Committee (ARC) was created to address various attendance concerns and identify chronically absent students. 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 Steamin' Stallion Tickets 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.

Consistent communication with families of students at The Senator Frank Lautenberg School is another strategy that has been implemented which includes letters home, use of the phone alert system to notify parents when their child is absent and engaging with parents when they come to school for other business.

Chronic absenteeism has also decreased throughout the school year. Teacher Success Mentors were assigned to the most chronically absent students, which was also part of the Teacher Incentive Program. The Success Mentors frequently checked in with their students to maintain constant support.

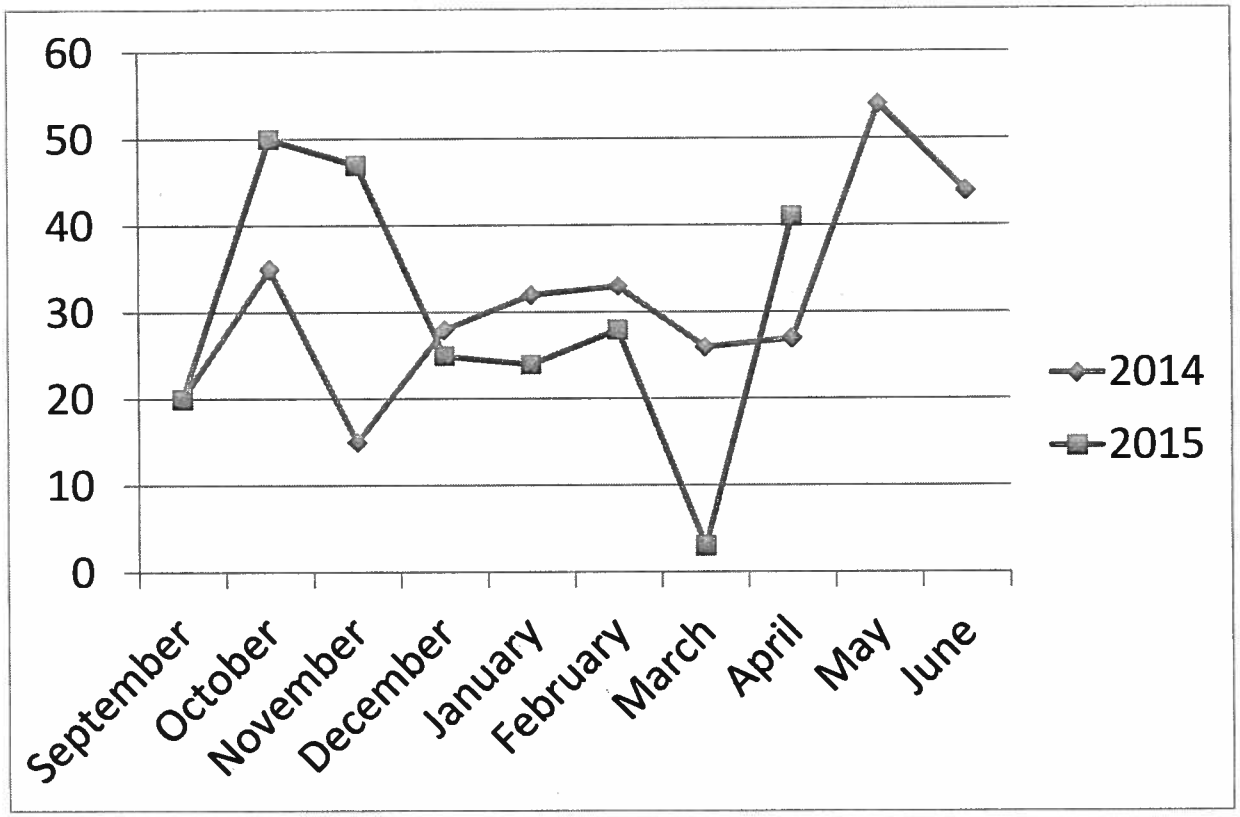


The Senator Frank Lautenberg School plans to maintain the above attendance and incentive programs for 2016-2017. After the commencement of SIG, SFL will continue to utilize its community partnerships to maintain an incentive program for students.

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

The Senator Frank Lautenberg School has had success in decreasing OCRs over the last two years. OCRs decreased by over 24%, partially due to a revised OCR reporting levels and frequent training of the de-escalation of behaviors and triggers of disruptive behavior by Ramapo for Children. Compared to the Baseline Year, suspensions increased by 88 in Year 1 and then increased by another 24 suspensions in Year 2. The main contributing factor was a change in school administrators from the Baseline Year to Years 1 and 2, particularly with the administrators that oversee discipline. In addition, habitual offenders contributed to the increase in suspensions over the past 3 school years. The increase from Year 1 to Year 2 could be in part due a maternity leave in Grade 3 (one of SFL's most challenging classes) and the trend of non-renewed teachers in Grades 3 and 5 taking days during the 4th marking period. In Year 2, the spike of suspensions occurred April – June. In addition to existing strategies such as student incentives, SFL will be forming committees, including a Behavior Committee and Academic Support Committee, during Year 3 to provide additional support to students who are experiencing behavioral and/or academic challenges. One form of support that the committee will provide is to create a re-engagement/re-entrance process to support students returning from suspension. These committees will intervene prior to I&RS.

The Senator Frank Lautenberg School OCR Behavior Data

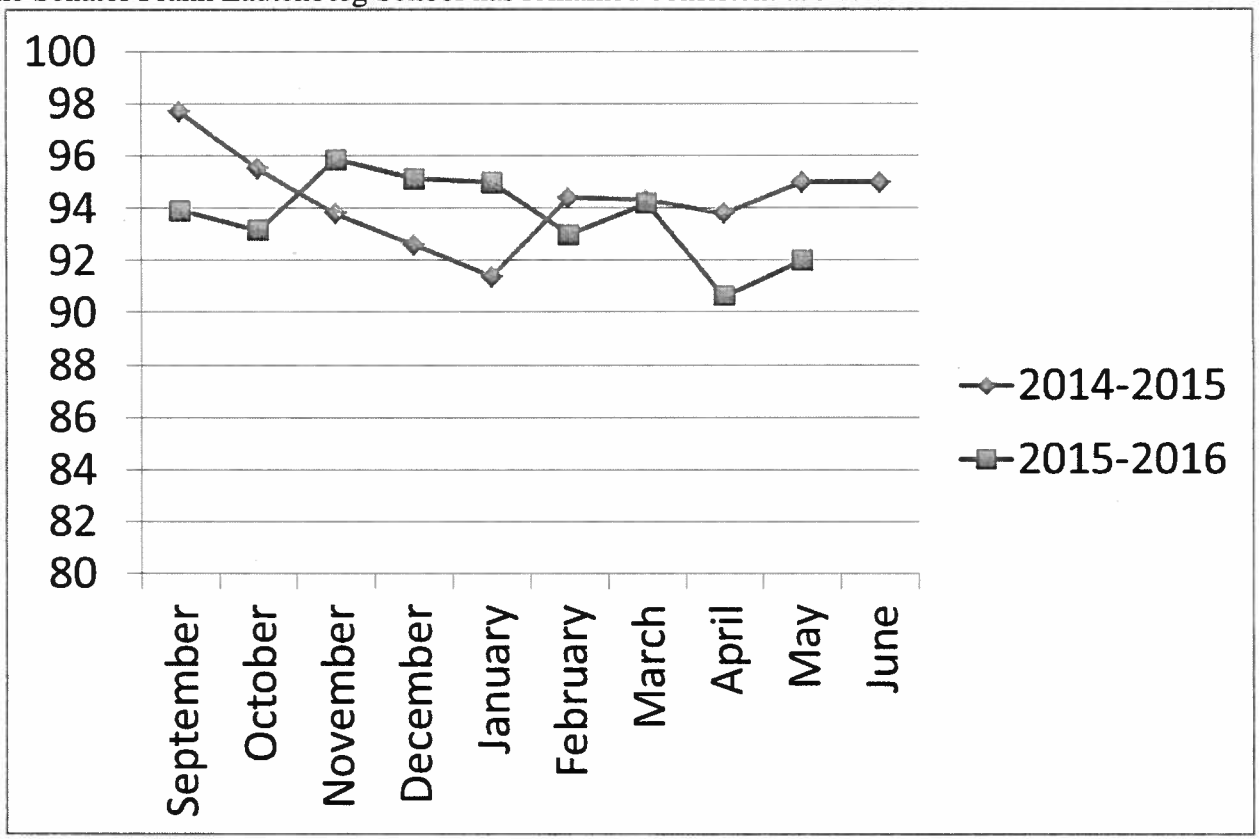


A number of initiatives are in place at The Senator Frank Lautenberg School to support the decrease of OCRs. Much like student attendance, the Teacher Mentor of Climate and Culture has been instrumental with initiating and maintaining various programs designed to reward good behavior. Several incentive programs have been implemented to provide nominal rewards. Students may earn Steamin' Stallion Tickets to enter a lottery for prizes that have been donated from local business and community members. A "Lunch Bunch" group has been created for students who have demonstrated poor behavior choices during lunch and recess. The Senator Frank Lautenberg School has also created sustainable community partnerships with organizations that promote positive social behaviors and facilitate mentoring programs. An example of some of the those partnerships includes Girl and Boy Scouts, Project PRIDE, Gear-Up, Drum Corp, Sigma Chi Iota and the Little Steppers.

The Senator Frank Lautenberg School will implement a character education program centered on various character traits. School administrators have researched and vetted a character education curriculum that will explore an essential character trait weekly that will be implemented during Health and other enrichment classes. The cornerstone traits are respect, integrity, responsibility, citizenship, compassion, resilience, tolerance, commitment and accomplishment. The partnership with Ramapo for Children will also continue with the addition of Ramapo's WOW program (What's Up, Own Up, and What Now). WOW is a conflict resolution program that compliments Ramapo's Restorative Justice curriculum.

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.

Teacher attendance at The Senator Frank Lautenberg School has remained consistent at 94%.



This year's incentive plan offered teachers a choice of three ways to earn an incentive. Teachers were encouraged to select one of the options, but may have selected two options for an additional opportunity to earn incentive funds. All options were either tied to SIP goals or were supporting initiatives funded by SIG. Option 1 measured student achievement and progress on Achieve 3000 and pertained to the percentage of students who scored 75% or higher on 8 assessments within the Achieve 3000 program. Option 2 offered the teachers an opportunity to become a Success Mentor to chronically absentee students with the goal of decreasing the number of absences of identified students. Each teacher was assigned approximately 5 students and the teacher checked in daily with students to provide support and motivation to attend school every day. Option 3 offered the teacher an opportunity to become a Success Mentor to students with a high number of OCRs in an effort to decrease the number of

OCRs during a certain time period. Similarly with Option 2, the teacher checked in daily to provide the student with support, guidance and motivation to maintain positive behavior. Through these various incentive initiatives, The Senator Frank Lautenberg School was able to provide additional support to many students in addition to offering teachers an incentive program.

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 The Senator Frank Lautenberg School receive support targeted to their specific challenges. Three of four teachers on a CAP in 2015-2016 successfully transitioned to PGPs. Supervisors of Literacy, Math, Bilingual and Special Education Instruction provide coaching and job-embedded support for teachers. The Instructional Mentor has provided and will continue to provide mentorship on a peer to peer level by modeling effective lessons and instructional strategies. Teachers on a CAP will receive support in the area of classroom management from Ramapo for Children and core subject professional development from a PD partner on best practices. School administrators also provide continued support and coaching through learning walks and classroom observations.

Form S-7

SIG Required Activity Checklist – REVISED 7.21.16

LEA: Paterson Public Schools **School: The Senator Frank Lautenberg 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.	1.2/ 1.5/ 1.8/ 1.11/ 2.1/ 2.5 / 2.8/ 3.13/ 4.6 /4.8 /4.11 / 4.14
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.	1.11/ 2.7/ 3.6
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.	1.3/ 1.5/ 1.8/ 1.10/ 1.12/ 1.13/ 2.1 / 2.4/ 2.7 /2.9 /4.2 /4.6 /4.8/ 4.9 / 4.11/ 4.14
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.	1.4/ 2.2 /2.5
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.	1.1/ 1.6/ 1.9 /1.10 / 1.12/ 2.3/ 2.4/ 4.3 / 4.4/ 4.7/ 4.10/ 4.12/ 4.13/ 4.15
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.	2.3
7b	Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.	2.3/ 3.2 /3.6
8	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient	2.3

	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.	1.1/ 1.6/ 1.9 /1.10 / 1.12/ 2.3/ 2.4/ 3.3/ 3.5/ 3.10/ 3.9/ 3.12/ 4.3 / 4.4/ 4.7/ 4.10/ 4.12/ 4.13/ 4.15

2016-2017

Number 6, Acad Perf Arts - Paterson

District:	Paterson City	Classification:	Priority
County:	Passaic	Reason:	SIG School
Region:	2	CDS:	314010100

SMART Goal 1

Between Fall 2016 and Spring 2017, by selecting research based strategies to target skills in need of development, as identified by building data, 75% of all students, inclusive of all subgroups, will increase their reading level as per the reading level growth chart, as measured by running records. Additionally, at least 15% of students entering grades K-5 reading at least 2 grade levels or more below their incoming grade level will increase at least one additional guided reading level from the above, as per the reading level growth chart.

Between Fall 2016 and Spring 2017 for grades 6-8, 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: Triangulation of Renaissance Star Assessments, PARCC and Unit Assessment determine identified challenges with reading comprehension resulting is a majority of students population reading significantly below grade level.

ELL students who were a 3.5 and higher performed below average on the unit assessments.

Strategy 1: Professional development on Advanced levels of the Common Core Standards and research based strategies (Guided Reading and close reading).

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: Instructional mentor will support Grade Level and Grade band co-planning - utilizing scheduled time to analyze students' work, assessments, and curriculum to plan differentiated lessons.

Turnaround Principal: 6 - Enabling the Effective Use of Data

Strategy 3: Use ESL staff to analyze the WAPT data to create a baseline that will be used to develop a program that will support and monitor the progress of the ELL learners.

Turnaround Principal: 7 - Effective Use of Time

Target Population: All students inclusive of all subgroups

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	K-5: Teachers will administer running records (grades K-5) to establish a baseline in order to tier and group students. (Note: 1-5 tested in September, K tested in November). There will be a student participation rate in the required grades of at least 90%. 6-8: 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 participation rate of at least 85%.	Running Records Data and or Star Reading Assessment Data
EOC 2	School leaders and school-based supervisors will conduct at least one *calibrated focused classroom visitation or co-observation for each ELA/self-contained teacher focusing on instruction during guided reading and implementation of second marking period reading strategy. Teachers will administer running records and analyze data to update groupings. 6-8: Teachers will conduct lessons utilizing close reading strategies which will be monitored, by school leaders, via classroom visits. 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.	Media X, Meeting Agenda and Sign in Sheets

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	School leaders and school-based supervisors will conduct at least one *calibrated focused classroom visitation or co-observation for each kindergarten ELA/self-contained teacher focusing on instruction during guided reading and 2-4 ELA/self-contained teachers, based upon the trends throughout the year. Teachers will administer running records and analyze data to update groupings. 6-8: 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.	Media X, Meeting Agenda and Sign in Sheets, Running Records
EOC 4	Between Fall 2016 and Spring 2017, by selecting research based strategies to target skills in need of development, as identified by building data, 75% of all students, inclusive of all subgroups, will increase their reading level as per the reading level growth chart, as measured by running records. Additionally, at least 15% of students entering grades K-5 reading at least 2 grade levels or more below their incoming grade level will increase at least one additional guided reading level from the above, as per the reading level growth chart. Between Fall 2016 and Spring 2017 for grades 6-8, 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.	Running Records Data and/or Star Reading Assessment Data and Unit Assessments

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	School Administrator will select the marking period reading strategy and skill in need of development for grades K-5, based on incoming student data.	3 - Effective Instruction	9/1/16	11/11/16	School Administrator , ELA Supervisor Instructional Mentor and/or Reading Specialist
2	2	School leaders will monitor use of reading strategies through classroom visits, providing comments as necessary	3 - Effective Instruction	9/1/16	11/11/16	School Administrator and ELA Supervisor
3	3	Selected reading strategy will be supported during VAMS during the first marking period.	3 - Effective Instruction	9/1/16	11/11/16	ELA Supervisor Instructional Mentor and/or Reading Specialists
4	3	Within 45 days of individual start dates, new teachers will be training on guided reading and close reading	5 - Effective Staffing Practices	9/1/16	11/11/16	ELA Supervisor and Mentor Teacher and/or Reading Strategies
5	3	School leaders will collaborate to develop action plans of focused support for teachers in grades 6-8 where needed based on calibrated walkthrough trends.	3 - Effective Instruction	9/1/16	11/11/16	School Administrator and ELA Supervisor

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	3	Teachers in grades 6-8 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. Instructional Mentor Teacher and/or Reading Speecilists
7	1	School leaders will select the marking period reading strategy and skill in need of development, based on current student data for grades K-5.	6 - Enabling the Effective Use of Data	11/14/16	2/23/17	School Administrators and ELA Supervisor
8	1	School leaders will collaborate to develop action plans of focused support for teachers where needed based on calibrated walkthrough trends	3 - Effective Instruction	11/14/16	2/23/17	School Administrators and ELA Supervisor
9	3	Teachers will analyze data to identify students who have not increased their running record level and create action plan(s) and share with school leaders and students.	6 - Enabling the Effective Use of Data	11/14/16	2/23/17	Teachers, Instructional Mentor, Reading Specialist
10	1	School leaders will select the marking period reading strategy and skill in need of development, based on current student data for grades K-5 and 6-8 and monitor implementation	6 - Enabling the Effective Use of Data	2/24/16	4/14/17	School Administrator, ELA Supervisor, Instructional Mentor and/or Reading Speceialist

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	1	School based leaders will identify and work with teachers in need of instructional support in grades k-5 and 6-8 based on classroom visits and/or calibrated walkthrough trends as part of the Principal Evaluation metrics under Instructional Programs and Staff Development	3 - Effective Instruction	2/24/17	4/14/17	School Administrator ELA Supervisor, Instructional Mentor and/or Reading Specialist, Assistant Superintendent, Principal Coach
12	1	School leaders will select the marking period reading strategy and skill in need of development, based on current student data for grades K-5.	6 - Enabling the Effective Use of Data	4/17/17	6/21/17	School Administrator ELA Supervisor, Instructional Mentor and/or Reading Specialist
13	1	Selected reading strategy will be supported during VAMS	3 - Effective Instruction	4/17/17	6/21/17	School Administrator ELA Supervisor, Instructional Mentor and/or Reading Speceialist

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	Literacy site Based Supervisor	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$7,991.00	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 proficiencies 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.

The Eight Mathematical Practices are as follows:

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.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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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
i.e.) School¿s Overall Average as of October 2016 (Baseline) = 25%
Targeted Growth Goal = (25% + 20%) = 45%

Performance Challenge: Data analysis of the mathematical reasoning rubric coupled with the Unit Assessments has revealed that more than 38% of students struggle with mathematical reasoning, and modeling.

Strategy 1: Continued professional development in developing higher order questions, and assessing and advancing questions.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: Continue to provide educators opportunities to increase knowledge of Common Core State Standards, the Eight Mathematical Practices, and the Conceptual-Based Instructional Model.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 3: Tiered intervention instruction will occur daily to focus on basic facts and fluency. Enrichment instruction will focus on advancing students in their application of grade level skills.

Turnaround Principal: 5 - Effective Staffing Practices

Target Population: All students inclusive of all subgroups

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Benchmark #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.	- Mathematical Practice Standards Tool - Walkthroughs
EOC 2	Benchmark #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 - Sign-in Sheets

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	Benchmark #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 - Lesson Plans - Performance based assessments - Teacher created assessments - Student work/portfolios

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 proficiencies 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. The Eight Mathematical Practices are as follows: 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. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. . 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 i.e.) School¿s Overall Average as of October 2016 (Baseline) = 25% Targeted Growth Goal = (25% + 20%) = 45%	- Mathematical Practice Standards Tool

End of Cycle	Interim Goal	Sources of Evidence

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Utilize Content PLCs/GLMs and district scheduled professional development days during the month of September to review with teachers the mathematical instructional model, New Jersey Student Learning Standards for Mathematics (NJSLSM), and the mathematical practice standards tool.	3 - Effective Instruction	9/6/16	9/30/16	Administrators, Supervisors
2	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	9/6/16	11/11/16	Administrators, Supervisors
3	3	Identify targeted students in all three subgroups for intervention based on Fall administration of STAR Math.	6 - Enabling the Effective Use of Data	9/6/16	9/30/16	Teachers
4	3	Analyze data collected in the classrooms on the implementation of the standards for mathematical practices to provide targeted professional development during in-services, PLCs, VAMs, GLMs.	6 - Enabling the Effective Use of Data	9/6/16	2/23/17	Supervisors, Teacher Leaders
5	2	Conduct walkthroughs to monitor the implementation of professional development strategies in the classroom and provide feedback.	3 - Effective Instruction	9/6/16	2/23/17	Supervisors, Administrators
6	1	Use Mathematical Practice Standard tool to conduct mid-year review, and analyze and share with leadership teams in building.	3 - Effective Instruction	11/15/16	2/23/17	Math Supervisor

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	Provide targeted professional support for teachers who need additional support with the Conceptual Based Instructional Model as part of the Principal Evaluation metrics under Instructional Programs and Staff Development	3 - Effective Instruction	9/6/16	4/14/17	Supervisors, Teacher Leaders, Administrators, Assistant Superintendent, Principal Coach
8	2	Continuation of 3 focused walkthroughs per month to ensure and monitor teacher and student actions reflective of the Mathematical Practices School Administrators, Supervisors	3 - Effective Instruction	2/24/16	4/14/17	Supervisors, Administrators
9	1	GLMâ¿¿s/PLCâ¿¿s/VAMs, in-services or common planning time will be utilized to address problems of practice identified by the School Administration.	3 - Effective Instruction	10/10/16	6/21/17	Supervisors, Teacher Leaders, Administrators

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	math site Based Supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,123.00	Federal Title I
3	Success Maker	INSTRUCTION - Other Objects / 100-800	$5,249.00	Other Federal
1	Math site Based Supervisor	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$7,991.00	Federal Title I

SMART Goal 3

By June 2017, School 6's connection to students will become stronger measured through the reduction of office conduct referrals/suspensions by 10% to as compared to the 2015-16 school year as reported in SIPMS through the use of student mentor partnerships with students with chronic behavior issues.

Performance Challenge: Inconsistent implementation and monitoring of the school-wide Progressive Disciplinary Plan. A small group of students were responsible for a large number of OCRs.

Strategy 1: Revise and adopt OCR protocols. All Level 2 behavior incidents will be inputted into Infinite Campus. Administrators and/or designated staff will consistently access Infinite Campus system to review entries and assign resolutions to behavior incidents.

Turnaround Principal: 2 - School Climate and Culture

Strategy 2: Monthly Reports will be run from Infinite Campus that will be reviewed to identify trends in behavior incidents.

Turnaround Principal: 3 - Effective Instruction

Target Population: All students inclusive of all subgroups

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of November, 2016, our school will demonstrate progress toward our main goal by developing a school-wide behavior plan that includes revised OCR protocols.	School-wide behavior plan that includes revised OCR protocols.
EOC 2	By the end of February, 2016, the leadership of our school will have developed a cadre of school personnel to mentor additional students who have accumulated excessive office conduct referrals and revisit, revise and or modify those student behavior plans for those identified with behavioral issues at the beginning of the school year.	Success Mentors, Student Behavior Plans

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	By the end of March, 2017, our school will have developed both a check in system and a behavioral contract for students with behavioral issues. Parent conferences will take place for those students whose behavior remains unchanged.	Behavior Check-In system and Contracts, Parent Conferences, Meeting Logs
EOC 4	By June 2017, School 6's connection to students will become stronger measured through the reduction of office conduct referrals/suspensions by 10% to as compared to the 2015-16 school year as reported in SIPMS through the use of student mentor partnerships with students with chronic behavior issues.	OCR data

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Write a comprehensive school-wide behavior plan including revised OCR protocols that is revised throughout the year	2 - School Climate and Culture	9/6/16	6/21/17	Administration, Climate & Culture Committee
2	1	Share climate and culture plan and behavior policies with parents, staff and teachers	2 - School Climate and Culture	9/6/16	9/30/16	Administration, Climate & Culture Committee
3	2	Analyze behavior data in Infinite Campus to identify trends to identify hot spots and develop intervention strategies.	2 - School Climate and Culture	10/3/16	11/11/16	Administration, Climate & Culture Committee
4	2	School Administrative team in collaboration with Climate & Culture Committee will recruit and train staff to serve as Success Mentors. Develop a system to capture feedback from Mentors and modify program as needed.	2 - School Climate and Culture	11/14/16	2/24/17	Administration, Climate & Culture Committee

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Analyze OCR data and identify students with chronic behavior issues. These students will be paired with student mentors.	2 - School Climate and Culture	11/14/16	2/24/17	Administration, Climate & Culture Committee
6	3	Create a sense of belonging and self esteem by establishing and maintaining conflict resolution programs and incentive programs (will continue with this action step throughout the year)	2 - School Climate and Culture	11/14/16	2/24/17	Administration, Climate & Culture Committee
7	2	Revisit OCR data and identify new students and pair them with a mentor. Phase out those students who have shown improvement, revisit interventions for others	2 - School Climate and Culture	2/27/17	4/14/17	Administration, Climate & Culture Committee, Success Mentors
8	2	Leadership will share OCR reduction process progress electronically	2 - School Climate and Culture	2/27/17	4/14/17	Administration, Climate & Culture Committee
9	2	Revisit trends from behavior data and assess progress. Revise school-wide behavior plan based on analysis.	2 - School Climate and Culture	2/27/17	4/14/17	Administration, Climate & Culture Committee
10	2	Revisit OCR data and identify new students and pair them with a mentor. Phase out those students who have shown improvement, revisit interventions for others	2 - School Climate and Culture	4/17/17	6/21/17	Administration, Climate & Culture Committee, Success Mentors

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	2	Leadership will share OCR reduction process progress electronically	2 - School Climate and Culture	4/17/17	6/21/17	Administration, Climate & Culture Committee
12	2	Revisit trends from behavior data and assess progress. Revise school-wide behavior plan based on analysis.	2 - School Climate and Culture	4/17/17	6/21/17	Administration, Climate & Culture Committee
13	3	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 and Teachers

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Between Fall 2016 and Spring 2017, as a result of tiered intervention using the Wilson Foundational Reading Program, 75% of K-3 students, inclusive of all subgroups, will increase at least two guided reading levels as measured by running records.

Performance Challenge: K-3 students aren't learning how to read with fluency and forming letters properly - Over 60% of students are reading below grade level as indicated by the Star Reading Assessment.

Strategy 1: Provide in-depth on-site professional development in the Wilson Reading Program

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: Increase teacher proficiency in effective implementation of Wilson Reading Program through coaching and feedback

Turnaround Principal: 8 - Family and Community Engagement

Strategy 3: Identify, set and monitor individual goals in foundational reading for students through progress monitoring of teachers.

Turnaround Principal: 5 - Effective Staffing Practices

Target Population: Teachers

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	K-3: Teachers will use Wilson End-of-Year assessment and running records to establish a baseline for end-of-year comparison. 90% of students will participate in an Intervention Inventory to determine tiered Wilson intervention groups.	Wilson End-of-Year assessment, Running Records data, Intervention Inventory
EOC 2	90% of students will take Wilson Intervention Inventory to determine growth and re-tier Wilson intervention.	Intervention Inventory

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	100% of K-3 teachers will participate in refresher PD and in-class coaching to ensure implementation fidelity.	Professional Development sessions
EOC 4	Between Fall 2016 and Spring 2017, as a result of tiered intervention using the Wilson Foundational Reading Program, 75% of K-3 students, inclusive of all subgroups, will increase at least two guided reading levels as measured by running records.	Wilson End-of-Year assessment, Running Records data

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Create schedule to support daily instruction in Wilson Program	7 - Effective Use of Time	9/6/16	9/19/16	Teachers, Reading Specialists, Administration
2	2	Provide training to VP and Reading Specialists to support implementation with fidelity.	3 - Effective Instruction	9/6/16	9/19/16	Reading Specialists, Administration
3	3	Administer Intervention Inventory to determine tiered Wilson intervention groups.	6 - Enabling the Effective Use of Data	9/6/16	9/19/16	Teachers, Reading Specialists
4	3	Administer Wilson End-of-Year Assessment to establish a baseline.	6 - Enabling the Effective Use of Data	9/6/16	9/19/16	Teachers, Reading Specialists
5	3	Administer Wilson End-of-Unit Assessment to monitor student progress.	6 - Enabling the Effective Use of Data	11/1/16	11/11/16	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	2	Provide continuous coaching/ support of implementation through frequent classroom visits.	3 - Effective Instruction	9/19/16	11/11/16	Administration, Reading Specialists, ELA Supervisor, Instructional Mentor
7	3	Administer Wilson End-of-Unit Assessment to monitor student progress and analyze data and regroup students	6 - Enabling the Effective Use of Data	2/14/17	2/23/17	Teachers
8	2	Provide continuous coaching/support of implementation through frequent classroom visits.	3 - Effective Instruction	11/14/16	2/23/17	Administration, Reading Specialists, ELA Supervisor, Instructional Mentor
9	2	Provide refresher PD and in-class coaching to ensure implementation fidelity	3 - Effective Instruction	10/11/16	4/14/17	Administration, Administration, Reading Specialists, ELA Supervisor, Instructional Mentor
10	3	Administer Wilson End-of-Unit Assessment to monitor student progress and analyze data and regroup students	6 - Enabling the Effective Use of Data	4/3/17	4/14/17	Teachers
11	2	Provide continuous coaching/support of implementation through frequent classroom visits.	3 - Effective Instruction	2/24/17	4/14/17	Administration, Reading Specialists, ELA Supervisor, Instructional Mentor

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	Utilize the Wilson Foundations Progress Monitoring Tool	4 - Curriculum, Assesment and Intervention System	9/13/16	6/21/17	Teachers, Administration, Reading Specialists, ELA Supervisor, Instructional Mentor
13	3	Administer Wilson End-of-Year Assessment to monitor student progress and analyze data and regroup students.	6 - Enabling the Effective Use of Data	6/13/17	6/21/17	Teachers
14	2	Provide continuous coaching/ support of implementation through frequent classroom visits.	3 - Effective Instruction	4/17/17	6/21/17	Administration, Reading Specialists, ELA Supervisor, Instructional Mentor
15	3	Administer weekly Wilson check-up quizzes to determine Wilson Foundations intervention groups.	4 - Curriculum, Assesment and Intervention System	9/13/16	6/21/17	Teachers, Reading Specialists

Budget Items

SMART Goal 4

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Bilingual Site Based Supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$17,688.00	Federal Title I

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Sped Site Based Supervisor	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,213.00	Federal Title I
1	Bilingual Site Based Supervisor	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$7,991.00	Federal Title I
1	Sped Site Based Supervisor	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$7,991.00	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	School 6	INSTRUCTION - Supplies & Materials / 100-600	$235,000.00	Other Federal

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: School 6

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	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/1.1/1.5/1.9/1.10/1.11 1.13/4.2	100 - 100: Full Time & Part Time Salaries - Instruction	1 FTE Reading Specialist - Reading Specialist will provide targeted reading support for students that are stuggling in reading.	$71,506 x 100% = $71,506	$71,506.00
Leadership & Staffing/1.1/1.5/1.9/1.10/1.11/1.13/4.2	100 - 100: Full-Time & Part Time Salaries - Instruction	1 FTE Reading Specialist - Reading Specialist will provide targeted reading support for students that are stuggling in reading.	$62,000 x 100% = $62,000	$62,000.00
Leadership & Staffing/1.13/2.3/2.9/4.1	100 - 100: Full-Time & Part Time Salaries - Instruction	57 Part-time Teachers for Extended Learning	57 Teachers x 201 hrs x $40/hr = $458,280	$458,280.00
Leadership & Staffing/1.13/2.3/2.9/4.1	100 - 100: Full-Time & Part Time Salaries - Instruction	23 Instructional Assistants for Extended Learning	23 IA's x 201 hrs x $30/hr = $138,690	$138,690.00

100-100
730476

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: School 6

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	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/1.1/1.6/1.9/2.3/2.4	200 - 100: Full Time and Part Time Salaries Support Services	(.5) Mentor of Data Analysis - The Salary for the Mentor of Data Analysis = $60,000 @ .5 is $30,000	(.5) Mentor of Data Analysis - The Salary for the Mentor of Data Analysis = $60,000 @ .5 is $30,000	$30,000.00
Leadership & Staffing/3.1/3.2/3.3/3.4/3.5 /3.6/3.7/3.9/3.10/3.11	200 - 100: Full Time and Part Time Salaries Support Services	(.5) Mentor of Climate and Culture - The Salary for the Climate and Culture position = $65,706 @ .5 is $32,853	(.5) Mentor of Climate and Culture - The Salary for the Climate and Culture position = $65,706 @ .5 is $32,853	$32,853.00
Leadership & Staffing/1.4/1.8/1.11/1.13	200 - 100: Full Time and Part Time Salaries Support Services	1 FTE Instructional Mentor - Instructional Mentor will provide support to teachers in the form of coaching, modeling and mentoring of effective instructional strategies.	$79,506 x 100% = $79,506	$79,506.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	(.5) SIG Supervisor	(.5) SIG Supervisor x $92,000 x 50% = $46,000	$46,000.00

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: School 6

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	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/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Fiscal Specialist	1 Fiscal Specialist x 70 hrs x $45/hr = $3,150	$3,150.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	2 Part-time Principals for Extended Learning is scheduled to work 215 hrs each	2 Part-time Principals for Extended Learning is scheduled to work 215 hours each x $46/hr = $19,780	$19,780.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	2 Part-time Vice Principals for Extended Learning is scheduled to work 215 hours each	2 Part-time Vice Principals for Extended Learning is scheduled to work 215 hours each x $46/hr = $19,780	$19,780.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Nurse for Extended Learning is scheduled to work 215 hrs.	1 Part-time Nurse for Extended Learning is scheduled to work 215 hrs x $40/hr = $8,600	$8,600.00

200-100
51310

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: School 6

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	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/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	2 Part-time Secretaries for Extended Learning-Contractually secretaries are scheduled to work during the extended year and 201 hours are above their normal work day.	2 Secretaries x 201 hrs x $30/hr = $12,060	$12,060.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Custodian for Extended Learning Custodial staff is only needed during the extended school day and extended year hours are covered by contract.	1 Part-time Custodian x 170/hrs x $41.52/hr = $7,059	$7,059.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Security Guard for Extended Learning - Contractually security officers are scheduled to work during the extended year and 215 hours are above their normal work day.	1 Part-time Security Guard x 215 hours x 30/hr = $6,450	$6,450.00
Leadership & Staffing/1.13/2.3/2.9/4.1	200 - 100: Full Time and Part Time Salaries Support Services	57 Part-time Teachers for Teacher Collabortion/Extended Learning	57 Part-time Teachers x 14 hours 40/hr = $31,920	$31,920.00

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: School 6

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	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

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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.

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 Instructional Mentor @ $79,506	$79,506	6,082	13747 13,358					30,000			49829 $49,440
(.5) SIG Supervisor x $92,000 x 50% = $46,000	$46,000	3,519	7953 7,728					14,753			26225 $26,000
1 Part-time Fiscal Specialist x 70 hrs x $45/hr = $3,150	$3,150	241								7.65%	$241
Extended Day - 2 Part-time Principals x 215 hrs/$46/hr = $19,780	$19,780	1,513								7.65%	$1,513
Extended Day - 2 Part-time Vice Principals x 215 hrs/$46/hr = $19,780	$19,780	1,513								7.65%	$1,513

78707

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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.

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 @ $71,506	$71,506	$5,470	$12,363					$27,517		63%	$45,350
1 FTE Reading Specialist @ $62,000	$62,000	$4,743	$10,720					$32,000		77%	$47,463
Extended Day: 57 Part-time Teachers = $458,280	$458,280	$35,058								7.65%	$35,058
Extended Day: 23 Part-time Instructional Assistants = $138,690	$138,690	$10,610								7.65%	$10,610
(.5) Mentor of Data Analysis @ $30,000	$30,000	$2,295.00	(5187) $5,040.00					$15,000.00			(22482) $22,335.00
(.5) Mentor of Climate and Culture @ $32,853	$32,853	2,513	5680 5,519					15,000			23194 $23,032

Return to Instructions

3

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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.

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: School 6

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.

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)
Teacher Collaboration/Extended Learning 57 teachers x 14 hours x $40/hr = $31,920	$31,920	$2,442								7.65%	$2,442

200-200
267611

267611

Return to Instructions

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BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instruction/2.3	100 - 300: Purchased Professional and Technical Services (instructional)	Ramapo College: STEAM Classes in Science, Robotics and CSI Students	$148/class	236.5 classes	$35,002.00
Instruction/1.8/1.11/ 2.1/2.7	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Best Practices (Instructional Professional Development): 6 days of professional development, 1 day @2000.00 to increase teacher capacity and student engagement strategies.	$2,000	6 days	$12,000.00

100-300 , 200-300

BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: School 6 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	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instruction/3.1/3.6	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Ramapo for Children: Professional Development in social and emotional management	$1,350 /day	18 days	$24,300
Instruction/Curriculum, Assessment & Intervention/4.1/4.2/4.3/4.4/4.5/4.6/4.7/4.8/4.9/4.10/4.11/4.12/4.13/4.14	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Wilson PD: Fundation/3week $2,200 Intervention wk/$3,900 Fundation Facilitator Certification L1-$425 L2-$425 Fundation Coaching Day - 8 events - $13,600.00			$20,550

200-300

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6 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	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Instruction/Curriculum, Assessment & Intervention/1.6/1.9/2.3/2.4	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	*Please reconsider initiative* Chrome book Professional Development to implement paperless initatives with tools like Google Classroom. Further information in L6	$2,000/day	2 days	$4,000

200-300 /

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT

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5

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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/Curriculum, Assessment & Intervention/1.6/1.9/2.3/2.4	100 - 600: Instructional Supplies and Textbooks	*Please reconsider for funding* 200 Laptop Initiative Middle School (Chrome Books) + 7 carts to support 21st Century Learning. Further information on L6	~~$300~~/computer and $1,850/cart 30,000 COMP 7,400 CARTS	~~200~~ 100 Computers + 4 ~~7~~ Carts	~~$72,950~~ 37400
Instruction/Curriculum, Assessment & Intervention/1.9/2.3	100 - 600: Instructional Supplies and Textbooks	MRS Kits - Multiple Response systems (clickers) kits- 1,500.00	1,500	3 Kits	$4,500
Curriculum, Assessment & Intervention/1.3/1.13	100 - 600: Instructional Supplies and Textbooks	LLI Kits Grades K & 1- Grade K System-Levels A-E@2,700.00 Grade1 System Levels A-J@2,700.00	2,700	2	$5,400

100-600
47300

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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/2.3	100 - 600: Instructional Supplies and Textbooks	STEAM Materials: (1) Module Groundwater Contamination Kit - $395.00 (1) Module Thresholds and Toxicology - $425.00 (1) Set-Up Tray Package - $78.50 (2) Vernier Basic Wind $552.90 (1) Ward's Water Poll & Living Organism Lab - $67.99 (4) Dissolve Oxy Test Kit - $202.68 (3) Inflatable Globe - $12.60 (36) Hand Lens Magnifier - $116.28 (6) Medicine Dropper Grad - $100.08 (1) Aqua Phoenix Scientific - $50.74 (1) Chomatograph PPPR - $135.92 (30) Ecomonsy Chem Splsh Google - $134.40 (1) GLV Nitrile Blu Med $20.08 (1) Aids and STD Transmission $163.33 (1) Forcast Weather - $34.92 (8) Globe, World, Infaltable - $104.40 (30) Magnifier, Thermo - $23.70 (1) Cylinder, Grad, Poly - $39.90 (10) Glass Drop 4 in $34.50 (1) Chrom Roll - $42.73 (5) TPPCulture Plate24well, Sterile - $25.95 (4) Stem Challenge Geothermal - $238.40			$3,000

100-600
3000

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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/2.3	200 - 600: Noninstructional Supplies and Materials	*Please reconsider funding initiative.* Office Supplies: 45 Cases of paper - $1,068.64 (57 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
Instruction/Curriculum, Assessment & Intervention/4.1/4.2/4.3/4.4/4.5/4.6/4.7/4.8/4.9/4.10/4.11/4.12/4.13/4.14	100 - 600: Instructional Supplies and Textbooks	Wilson Consumable Materials: Fundations Students durables 2nd Ed (10 pks) Consumables (10pk) per item K-$324.00 Grade 1 $360.00 Grade 2 - $423.00 Grade 3 - $387.00 Consumables (10in a PK) , k- 6qty-528.00, 1st-6qty-792.00, 2nd 12qty, 1,584.00, 3rd-6qty-792.00			$5,190

200-600 / 1896 ✓ 100-600 / 5190 ✓

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6 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/2.3	100 - 600: Instructional Supplies and Textbooks	General Supplies: (2) Apple Timer - $8.98 (3) Self-Adhesive Hook & Loop Squares - $10.77 (1) Self-Adhesive Hook & Loop Tape - $4.49 (2) Lakeshore Photo Nameplates - $7.18 (1) The Everything Plan Book - $11.69 (3) Teacher's Record Book - $13.47 (1) Echo Microphone $3.59 (1) Echo Microphone $3.59 (1) Self-Inking Teacher Stamps - $17.99 (1) Self-Inking Teacher Stamps Set 1 - $17.99 (1) Display Hook Rings - $7.19 (1) Read-Along Pointers - $13.49 (1) Beginner's Reading Trackers - $15.29 (2) Self-Adhesive Nameplate Leeves - $35.98 (2) Traditional Manuscript - $12.58 (1) Common Core Math Practice Cards - $26.99 (1) Fractions equivalency Puzzles - $11.69 (1) Math Strategies Magnetic Teaching Charts - $17.99 (1) Giant Magnetic Write & Wipe Number Lines - $17.99 (1) Student Write and Wipe Number Lines - $17.99 (1) First 100 Sight-words Talking Boards - $53.99 (1) Teaching Phonics Skills Activity Center - $26.99 (1) Number Line Math Activity Chart - $44.99 (3) Common core Daily Math Practice Journal - $102.57 (1) Classroom Organization Pocket Chart - $29.69 (1) File Folder Pocket Chart - $13.49 (1) Ten-Frame Activity Dice - $17.99 (1) Magnetic Math Manipulatives Library - $44.99 (1) Kinetic Sensory Sand - $40.49			~~$1,500~~ 970.45

100-600

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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/3.6	100 - 600: Instructional Supplies and Textbooks	Character Education Materials Trustworthiness, Controlling Anger, Responsibiltity, Respect, Citizenship, Fairness: Character Education Classroom Packs Grades K-4 (4) @ $251.13 = $1,004.52, Character Education Classroom Pack Grades 5-8 (4) @ $190.38 = $761.52, Character Education Resource Guide (4) @ $13.99 = $55.96, Daily Warm-up Character Education Level 1 (5) @ $20 = $100, 10-Pack Student Activity (4) @ $109 = $436, Tough Decisions Activities in Character (5) @ $23 = $115, Flip Activities for Character Education (5) @ $5 = $25,			$2,498

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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)

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BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant

Date: _____

SCHOOL NAME: School 6

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)

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6

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)

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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: School 6 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	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
Curriculum, Assessment & Intervention/2.3	100 - 500: Other Purchased Services	Licenses for English Language Arts Intervention Program for students from 9/2016 - 7/2016. 250 licenses x $59.10 = $14,775	$14,775
Curriculum, Assessment & Intervention/2.3	100 - 500: Other Purchased Services	*Received revised quote, please consider increasing by $350* Reading Eggs: Licenses for Reading Intervention for Grades K-2. Licenses will be used for students from 9/2016 - 7/2017. 300 Licenses x $7 = $2,100	$2,100
Curriculum, Assessment & Intervention/2.3	100 - 500: Other Purchased Services	Reading A-Z Licenses for Grades K-2. Licenses will be used by students from 9/2016 - 7/2017. 13 classrooms x $85/classroom = $1,105	$1,105
Instruction/1.8/1.11/2.1/2.7	200 - 500: Other Purchased Services	The Teaching Channel: Licesnses for web-based teacher professional development. 40 licenses x $80/teacher = $3,200	$3,200

100-500 / 17980 200-500 / 3200

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: School 6 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	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
Leadership & Staffing/3.6	100 - 800: Other Objects	Student Incentives:$3,000 for STEAM School Store and 6 incentive events @ $500/event (Students will earn Stallion Cash 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 1-2 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 and/or a decrease in chronic absentism.)	$6,000
Leadership & Staffing/3.6	200 - 800: Other Objects	*Formula Error* Teacher Incentives: Incentives based on Student achievement. 50 teachers x $400/incentive = $20,000 Teachers may purchase instructional items for their classroom. Examples include differentiation activities, leveled readers, supplemental curriculum resources, climate and culture bulletin board accessories, etc.	$20,000
Leadership & Staffing/3.2	200 - 800: Other Objects	Parent Refreshments: 3 reportcard/back-to-school events x 200 parents/event x $5.00/parent = $3,000. An average of 205 parents attended report card nights in 2015-2016 per night.	$3,000
Effective Use of Time/1.8	200 - 500: Other Purchased Services	Registration: 1 Harvard conference @ 2,890. Registration = $2,890 for (1) 6 day conference	$2,890

100-800 200-800 200-500

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: School 6 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	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
Effective Use of Time/1.8	200 - 580: Travel	Travel: 1 Harvard conference @ $1,550. Accomodations $199/night x 6 nights = $1,194, 450 miles x $.31/mile = $139.50, 6 meals x $36.08 = $216.48 Total $1549.98	$1,550

200-580
1550

1550

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BUDGET DETAIL FORM G

LEA Administrative Costs - *Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Sevices, Travel, Supplies, Other Objects, Equipment*

Function & Object Codes 200 - 100, 200 - 200, 200 - 300, 200 - 400, 200 - 500, 200 - 580, 200 - 600, 200 - 800, 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6 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	DESCRIPTION / COST CALCULATION	GRANT REQUEST AMOUNT

BUDGET DETAIL FORM G

LEA Administrative Costs - *Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Sevices, Travel, Supplies, Other Objects, Equipment*

Function & Object Codes 200 - 100, 200 - 200, 200 - 300, 200 - 400, 200 - 500, 200 - 580, 200 - 600, 200 - 800, 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6 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	DESCRIPTION / COST CALCULATION	GRANT REQUEST AMOUNT

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School 6

School Name: _____

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	$730,476		$730,476
Purchased Professional & Technical Services	100-300	$35,002		$35,002
Other Purchased Services	100-500	$17,980		$17,980
Supplies & Materials	100-600	58958 ~~$95,038~~		58958 ~~$95,038~~
Other Objects	100-800	$6,000		$6,000
SUBTOTAL - INSTRUCTION		848416 ~~$884,496~~		848416 ~~$884,496~~
SUPPORT SERVICES				
Personnel Services - Salaries	200-100	$297,158	$0	$297,158
Personnel Services - Employee Benefits	200-200	$267,611	$0	$267,611
Purchased Professional & Technical Services	200-300	$60,850	$0	$60,850
Purchased Property Services	200-400	$0	$0	$0
Other Purchased Services	200-500	$6,090	$0	$6,090
Travel	200-580	$1,550	$0	$1,550
Supplies & Materials	200-600	$1,896	$0	$1,896
Other Objects	200-800	$23,000	$0	$23,000
Indirect Costs	200-860			
SUBTOTAL - SUPPORT SERVICES		$658,155	$0	$658,155
Buildings	400-720			
Instructional Equipment	400-731			$0
Non-instructional Equipment	400-732			$0
SUBTOTAL - FACILITIES				$0
TOTAL COST				1506571 ~~$1,542,651~~