# Form S-1

## NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE
## **SIG: COHORT 3-YEAR 2 SCHOOL APPLICATION**

**SECTION I:**

NGO#:15-SG08-G02 Title: School Improvement Grant 31-4010-100

| **SECTION II, PART A:** | Internal use only | School Code | Type | Region | Sequence |
|---|---|---|---|---|---|
| School 6 | | | | | |

School Name
137 Carroll Street

School Address
Paterson, NJ 07501

School City, State, Zip
PreK – Grade 8

Grade Span of School

Ms. Boblyn Dobbs 973-321-0061
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 2 $1,910,444

Duration of the Year 2 project: 9/1/15 to 8/31/16

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 11, 2015 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 11, 2015 Date

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

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# 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:**

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- 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*

School 6
Applicant School

Signature: *Principal*

June 11, 2015
Date

# Form S-2

## Documentation of Federal Compliance (DUNS/SAM) Form

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

**Part I – Applicant Organization**

| | |
|---|---|
| Organizational Name of Applicant | Paterson Public Schools |
| Address | 90 Delaware Avenue, Paterson, NJ 07503 |
| DUNS number | 079305892 |
| Expiration Date of SAM registration | 07/07/2015 |
| Congressional District | U.S. D-09 |

**Part II – Primary Place of Performance under this award**

| | |
|---|---|
| City | Paterson City |
| County | Passaic County |

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

*Signature of Chief School Administrator*

Dr. Donnie W. Evans, State District Superintendent
*Name and Title*

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

SAM SM
SYSTEM FOR AWARD MANAGEMENT

Tobi Knehr
LOGOUT

MY SAM | SEARCH RECORDS | DATA ACCESS | GENERAL INFO | HELP

Search

## Entity Dashboard

- 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

BOARD OF EDUCATION, CITY OF PATERSON
DUNS: 079305892 CAGE Code: 396K8
Status: Active
Expiration Date: 07/07/2015
Purpose of Registration: Federal Assistance Awards Only

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

### 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:** 07/07/2014
**Expiration Date:** 07/07/2015

**Exclusions**

**Active Exclusion Records?** No



**Note to all Users:** This is a Federal Government computer system. Use of this system constitutes consent to monitoring at all times.

GSA USA.gov

# Form S-3

## STAKEHOLDER PARTICIPATION

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)** |
| Boblyn Ranger Dobbs | Principal | 15 |
| Althea Brown | Vice Principal | 8 |
| Jason Denard | Vice Principal | 10 |
| Louis Colli | Mentor of Data Analysis | 12 |
| Gina Johnson | Mentor of Climate and Culture | 3 |
| Sandra Ventura | Guidance Counselor | 1 |
| Ian Scott | Parent Coordinator | 1 |
| Randi Weeks | Teacher Leader | 1 |
| Marguerite Sullivan | NCLB and Federal Programs Director | 7 |
| Jenna Goodreau | SIG Supervisor | 9 |
| Jane VanSplinter | Federal Programs Liaison | 4 |
| Irene DelRosso | NCLB Supervisor | 1 |
| Wanda Kopic | ELA Supervisor | 1 |
| Kelly Charles | ELA Supervisor | 1 |
| Antoinette Booker | Math Supervisor | 1 |
| Rosie Grant | Director Paterson Education Fund | 1 |
| Ron Karsen | RAC Director | 4 |
| Sharon Biggs | RAC Turnaround Coach | 9 |
| Margaret Barnes | RAC ELA | 1 |
| Damon Englese | RAC Data | 2 |
| | | |
| | | |

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** | |
| 4/17/2015 | Central Office Department of NCLB/ Federal Programs | SIG Year 2 Application | 5 | Yes | | Yes | |
| 4/20/2015 | Central Office Department of NCLB/ Federal Programs | SIG Year 2 Application | 5 | Yes | | Yes | |
| 4/21/2015 | School 6 | Extended Year-Summer 2015 SIG Year 2 Application | 7 | Yes | | Yes | |
| 4/23/2015 | Central Office Department of NCLB/ Federal Programs | Focus Group Planning | 3 | Yes | | Yes | |
| 5/5/2015 | School 6 | Parent Focus Group - AM | 13 | Yes | | Yes | |
| 5/5/2015 | School 6 | Parent Focus Group - PM | 10 | Yes | | Yes | |
| 5/11/2015 | School 6 | Teacher Focus Group | 15 | Yes | | Yes | |
| 5/14/2015 | Central Office Department of NCLB/ Federal Programs | ELA Intervention Planning | 5 | Yes | | Yes | |
| 5/18/2015 | School 6 | SIP Plan Development | 4 | Yes | | Yes | |
| 5/18/2015 | School 6 | SIP Data Review and Analysis | | | | | |
| 5/19/2015 | School 6 | Extended Year Planning | 6 | Yes | | Yes | |
| 5/21/2015 | School 6 | SIP Data Review and Analysis | 2 | Yes | | Yes | |
| 5/21/2015 | School 6 | SIP Data Review and Analysis | 5 | Yes | | Yes | |
| 5/22/2015 | School 6 | SIP Plan Development | 7 | Yes | | Yes | |
| 5/26/2015 | School 6 | SIP Data Review and Analysis | 5 | Yes | | Yes | |
| 5/28/2015 | School 6 | SIP Plan Development | 2 | Yes | | Yes | |
| 5/28/2015 | School 6 | Year 2 Renewal Budget Meeting | 4 | Yes | | Yes | |
| 5/29/2015 | School 6 | SIP Plan Development | 4 | Yes | | Yes | |
| 6/1/2015 | School 6 | SIP Plan Development | 7 | Yes | | Yes | |
| 6/2/2015 | School 6 | SIP Plan Development | 5 | Yes | | Yes | |
| 6/5/2015 | School 6 | SIP Plan Development | 9 | Yes | | Yes | |
| 6/8/2015 | School 6 | Year 2 Final Budget Review | 8 | 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.

1. Focus Groups

- Focus groups were conducted with parents and teachers at School 6. Paterson Education Fund (PEF) facilitated the focus groups as a means to ensure that all participants have the freedom to voice their concerns and opinions without fear of repercussion. The District collaborates with PEF prior to the focus group meetings to devise the guiding questions that PEF will use to facilitate the conversation. The meeting facilitators open each meeting by explaining the purpose of the focus group, namely that the school is eligible for a renewal of the School Improvement Grant for 2015-2016. PEF guides the conversation with open-ended questions of an array of topics including academic performance, school leadership, school climate and culture, professional development, school safety and extended learning. Flyers were sent home with students in addition to the principals advertising via the Ed-Connect Phone Call to parents. School staff also reached out to individual parents to request their attendance. School 6 offered two (2) parent focus groups, one in the morning and a second in the evening. The morning session was attended by eleven (11) parents and the evening sessions were attended by eight (8) parents. School 6 offered teachers one (1) focus group which was attended by thirteen (13) teachers. Teachers attended on a volunteer basis for the evening session.

2. Teacher Survey's

- School 6 administrators conducted a survey with teachers to determine a new configuration for the 300 hours of extended learning. School 6 has proposed to allocate a portion of the 300 hours to building teacher capacity and providing professional development opportunities. The purpose of the survey was to determine the most convenient time for teachers to schedule the professional development. The survey found that 95.8% of teachers were able to participate in professional development scheduled during the first two weeks of July while only 52.8% would be able to participate if the professional development was scheduled in August. The survey also determined that less than half of the teachers were able to participate in Saturday professional development. Using these findings, School 6 administrators crafted a plan for the 300 hours that includes an extended day for students, a shortened extended year for students and an extended year of PD for teachers.

3. Stakeholder Meetings

- School 6 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.

# S-4

## Review of Mission, Vision and Project Summary

**LEA:** Paterson Public Schools

**Name of School:** School 6

**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-16 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** | Principal Dobbs is in process of revising School 6's Mission and Vision in collaboration with a team of teacher leaders. Teachers were selected to represent a cross section of staff. The first task was to review the current vision and school data including achievement and demographic data to determine if the vision is aligned with the School 6's current state of progress. The team agreed that the vision and mission does not support the current state of progress. The team worked together to create a list of words of phrases that described an optimal vision of the school and teachers shared these outcomes with staff at a recent whole-school professional development session. Next steps for the team include using feedback obtained at the recent professional development session to craft a new vision and mission that reflects School 6's current state of progress, the direction or goal that School 6 would like to reach and to incorporate STEAM theme. The new mission and vision will be shared with staff at an upcoming professional development session and will be revised as needed based on feedback. |
| **Vision** | |

| | | | |
|---|---|---|---|
| | **Project Implementation Summary** | **Activity 1 – Governance**<br>▪ Retain current Principal who has initiated a transformation model<br>▪ Embrace the eight turnaround principles<br>▪ Set a vision for high standards in instruction practice and student growth<br><br>**Activity 2 – Evaluation**<br>▪ Implement the Focal Point rubric-based Teacher and Principal/VP/AP Observation System combined with AchieveNJ requirements<br>▪ Support staff with a "Praise and Polish" approach to provide meaningful feedback<br>▪ Continuously monitor and improve effectiveness of systems<br><br>**Activity 3 – Incentives**<br>▪ Convene stakeholder-facilitated decision-making process for creating incentives and corresponding milestones by staff<br>▪ Act swiftly and efficiently to improve teacher practice through Corrective Action Plans (CAPs)<br><br>**Activity 4 – Professional Development**<br>▪ Provide School 6 with additional professional development time through five (5) early dismissals to be scheduled throughout the school year and nine (9) professional development days to occur in July 2016<br>▪ Continue to provide job-embedded professional development through external providers, school administrators, site-based supervisors and RAC personnel<br>▪ Provide all teachers an opportunity to participate in Professional Learning Communities by incorporating time for PLCs in the daily/weekly schedule<br>▪ Convene a peer-based professional development environment that supports on-the-job improvement and support (PLCs, VAMs, and GLMs, etc.)<br><br>**Activity 5 – Recruit and Retain Staff**<br>▪ Implement a rigorous screening process for new and current staff<br>▪ Through SIG funds, maintain the following positions: Two (2) Reading Specialists and Mentors of Climate/Culture and Data<br>▪ Through SIG funds, hire: One (1) Instructional Mentor with an English Language Arts focus to provide non-evaluative job-embedded coaching, modeling and support to teachers | |

| | | |
|---|---|---|
| | | **Activity 6 – Data- Driven Reform**<br>▪ Provide professional support for staff to effectively utilize Performance Matters and STAR<br>▪ Provide intervention support for students in English Language Arts through computer-based intervention programs for Grades K-8<br>▪ Create a collaborative professional climate for data- and trend-driven instructional practice though PLCs and other venues<br><br>**Activity 7a – Extended Learning Opportunities**<br>▪ Implement approximately 300 hours of extended learning time embedded into the regular school day and year for both teachers and students<br>▪ Enrich student learning though a Middle School University and through interventions and enrichment programs during an extended day<br><br>**Activity 7b – Community Engagement**<br>▪ Continuously convene stakeholder committee, School Action Team and other groups to actively engage parents and community-based organizations<br>▪ Facilitate staff coordination with community-based leaders and organizations with coordinated planning, professional development and mentorship<br><br>**Activity 8 – Operations**<br>▪ Provide flexibility and autonomy for staffing, scheduling and budgeting<br>▪ Maintain leader accountability through a summative school rating<br><br>**Activity 9 - Assessment**<br>▪ Use MediaX to continuously collect and analyze evaluation data<br>▪ Monitor behavior and discipline via Infinite Campus<br>▪ Continue to collect and assess student data through STAR and Performance Matters |

# Form S-5

# PROJECT UPDATE

**LEA:** Paterson Public Schools

**Name of School:** School 6

| **SIG Required Activity – 1**<br>Replace the principal who led the school prior to commencement of the transformation model. |
|---|
| **Year 1 SMART Goal**<br>During the course of the 2014-2015 school year, the school administrators will be 100% anchored in influencing all staff members to implement school improvement practices and strategies to make dramatic and substantial changes such as spending time in classrooms, monitoring teachers, modeling good teaching practices, and being highly visible throughout the school. |
| **Status of SMART Goal**<br><br>Principal Boblyn Dobbs was selected to lead School 6 at the beginning of the SIG Transformation Model implementation in August 2014. Principal Dobbs was identified as the new principal based on her demonstrated practices as an effective turnaround school leader at Paterson School 27. Principal Dobbs, along with her administrative team consisting of Vice Principal Althea Brown and Vice Principal Jasonn Denard, partnered with site-based supervisors to implement school improvement practices and strategies to make dramatic and substantial changes. A schedule of teacher observations was developed to ensure that frequent and consistent learning walks and evaluative walk-throughs were conducted to provide teachers with actionable feedback on their instructional practices. This intentional scheduling provided administrators more time to spend in classrooms where they could reinforce good teaching practices by modeling and coaching. Through data analyzed from learning walks and walk-throughs, Principal Dobbs and her team were able to identify areas of challenge for teachers and then were able to structure school-based professional development to address those areas of challenge. Professional development was provided through vertical articulation meetings (VAMs) and the twice-monthly early dismissal Wednesday's.<br>Another strategy to make dramatic and substantial changes that Principal Dobbs and her team implemented was the creation of the School 6 Cabinet Team. Principal Dobbs convened bi-weekly meetings with the Cabinet Team whose members consisted of school administrators, teacher coordinators, security staff, custodial staff, parent coordinator and site-based supervisors and teacher leaders as needed. The Cabinet Team is focused on various initiatives including effective building operations, engaging instruction in the classroom and increasing positive climate and culture at School 6. |

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 2**

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

**Year 1 SMART Goal**

During the course of the 2014-2015 school year, 100% of the School Administrators, school onsite supervisors, and district administrators will have established teams to conduct State approved evaluations and walk-throughs and collect student data to align with job-embedded professional development that will address student learning and effective instructional practices to promote student achievement. The team will monitor implementation of research based best practices and monitor the impact of change strategies.

**Status of SMART Goal**

School 6 has completed all observations, walk-throughs and evaluations according to the schedule set forth by Paterson Public Schools and the NJDOE. School 6 administrators partnered with site-based supervisors to conduct co-observations and calibrate findings. School 6 administrators are responsible for evaluations for a specific group of teachers, however the administrators observed across groups if needed. School administrators and site-based supervisors analyzed the findings from walk-throughs and observations to provide support to teachers. Site-based supervisors facilitated professional development during VAMs (vertical articulation meetings) and through job-embedded coaching and modeling of effective instructional strategies. School administrators provided professional development based on areas of challenge identified by the walk-throughs and observations during the 3pm early dismissal bi-weekly Wednesday's.

Evaluation procedures will continue for Year 2. School administrators and site-based supervisors will continue to partner to provide teachers with actionable, meaningful feedback while conducting the required number and types of observations.

Classroom walkthroughs and observation data suggests that teachers are growing in their decision making about instruction. For example,

- Increase in frequency in the use of use of data to make informed instructional decisions
- Lesson plans provide evidence of deeper understanding of Common Core Standards and implication for students and learning

- Increase use of varied student engagement instructional practices
- Increase collaboration and in lesson planning and design
- More conversations around teacher reflection of practice

Evidence of students benefitting from teacher growth:

- Students performance on Unit Assessments is similar in most instances to the overall performance of the school district
- Increased opportunities for hands on learning
- Increased number of students participating in academic competitions

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 3**

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

**Year 1 SMART Goal**

By November 1, 2014, 90% of instructional school staff will demonstrate implementation of research based rigorous instructional strategies as evidenced by growth in student achievement and is proven as stated on the teacher academic incentive and rewards rubrics.

**Status of SMART Goal**

Decisions about incentives were spearheaded by a Leadership Team consisting of ten teacher leaders in collaboration with school administrators. The team used recommendations from stakeholder sessions to create a list of incentive opportunities inclusive of purchasing supplies, participating in professional development and planning field trips for students.

The Leadership Team created a rubric based on student achievement (see chart below). Teaching staff including Child Study Team members, guidance and teacher mentors formed grade level teams. If the grade level met the rubric incentive level on either STAR Reading Assessment or STAR Math Assessment, then every member of the grade level team received the incentive dollar amount. 100% of teachers at School 6 received a teacher incentive; however, the incentive reward varied based on the rubric requirements. Based on the rubric, teachers received $278 - $556 to purchase materials and supplies for their classroom to be used for student instruction or professional use. For 2015-2016, the teacher incentive rubric will be revised to ensure alignment to the SIP goals.

The Leadership Team presented the incentive system and rubrics to staff at a school-wide professional development session. For teachers who received an incentive award and opted to use the funds to purchase supplies, they were given a select group of vendors to choose from. This was done to streamline the ordering process and to ensure that items ordered were connected to the curriculum.

| School 6 Teacher Incentive Rubric 2014-2015 | | | | |
|---|---|---|---|---|
| | **Unsatisfactory (0%)** | **Progressing (50%)** | **Proficient (75%)** | **Exemplary (100%)** |
| Grades K-8<br>- Renaissance Star Assessments<br>- Class Growth | Less than 40% of all students in the grade grow by 15 points on the Reading & Mathematics Star assessments (Fall to Winter) | 40-59% of all students in the grade grow by 15 points on the Reading & Mathematics Star assessments (Fall to Winter) | 60-79% of all students in the grade grow by 15 points on the Reading & Mathematics Star assessments (Fall to Winter) | 80-100% of all students in the grade grow by 15 points on the Reading & Mathematics Star assessments (Fall to Winter) |
| Pre-School<br>- "Gold Assessment" by Teaching Strategies | Less than 40% of the students move 1 level for objectives 8b and 20b. | 40-59% of the students move 1 level for objectives 8b and 20b. | 60-79% of the students move 1 level for objectives 8b and 20b. | 80-100% of the students move 1 level for objectives 8b and 20b. |

**2014-2015 Results:**

| Grade Level | STAR Reading | STAR Math | % Results | Rubric Score |
|---|---|---|---|---|
| Kindergarten | 41 of 55 Students | n/a | 74.5% | Proficient |
| 1st Grade | 41 of 56 Students | 40 of 55 Students | 73% | Proficient |
| 2nd Grade | 37 of 61 Students | 49 of 61 Students | 70.5% | Proficient |
| 3rd Grade | 26 of 41 Students | 30 of 42 Students | 67.5% | Proficient |
| 4th Grade | 18 of 31 Students | 17 of 31 Students | 56.5% | Progressing |
| 5th Grade | 22 of 56 Students | 32 of 58 Students | 47.4% | Progressing |
| 6th Grade | 14 of 33 Students | 20 of 40 Students | 46.6% | Progressing |
| 7th Grade | 14 of 28 Students | 13 of 26 Students | 50% | Progressing |

| | | | | |
|---|---|---|---|---|
| 8th Grade | 30 of 46 Students | 21 of 46 Students | 55.4% | Progressing |

In addition to teacher incentives, School 6 had designated funds to provide incentives for students based on achievement, attendance and behavior. As with the teacher incentives, the Leadership Team crafted rubrics and collaborated to determine the location of the educational-based culminating field trips that would provide an incentive in the form of fun and engaging experiences. The goal of providing such incentives is to encourage students to set and reach academic goals and to meet and exceed the student behavioral expectations at School 6.

Grades 6 – 8 selected to visit Washington, DC as the destination for the culminating student incentive field trip to take place in June 2015. Activities in Washington, DC will provide students with a "living classroom" where they will be able to experience American Democracy in person and visit some of the most important sites in American history. Destinations include: Smithsonian Institute, Capitol Hill (Capitol Building, US Supreme Court and Library of Congress), Jefferson Memorial, FDR Memorial, WWII Memorial, Martin Luther King, Jr. National Memorial, Frederick Douglass Memorial Home, US Holocaust Memorial Museum, Ronald Regan Building and the Arlington National Cemetery concluding with the JFK Gravesite and the Tomb of Unknown Soldiers. Students will engage in a variety of pre-and post-activities to support the learning that will naturally occur by participating in the trip.

40 Students were selected based on the below rubric that was tracked amongst School 6's middle school teachers.

| | Academic Achievement | Uniforms | Attendance | Behavior |
|---|---|---|---|---|
| **Exemplary** | Students must show academic progress in most subjects resulting in the following achievement status:<br>Principal List Students<br>Honor Roll Students<br>Citizenship<br>Most Improved | Students must wear uniforms to school at least 90% of the school days in each month | Students must have been present at least 90% of the school days in each month | Students must adhere to all school policies and procedures during all school related activities, as well as extra-curricular activities |

| | | | | |
|---|---|---|---|---|
| **Proficient** | Students must show academic progress in most subjects resulting in, but not limited to the following achievement status:<br>Principal List Students<br>Honor Roll Students<br>Citizenship<br>Most Improved | Students must wear uniforms to school at least 80% of the school days in each month | Students must have been present at least 80% of the school days in each month | Students must adhere to all school policies and procedures during all school related activities, as well as extra-curricular activities |

75 Students in Grades 2 – 5 will be participating in a field trip to Camp Vacamus where they will participate in science, art, physical education and team/character building activities. 75 Students in Grades K-1 will be participating in a field trip to the Turtle Back Zoo where the students will interact with various animals and examine their habitats. Both destinations were selected for their connection to the grade level curriculum and fun activities that motivate elementary students to aspire to reach the set goals.

The elementary teachers utilized the below rubric to track students. Large copies were printed for each classroom to enable the teacher to refocus students on the rubric throughout the school day. Daily scores were tallied and the top students from each grade level were selected to participate.

For Year 2, 300 School 6 students will be awarded an incentive in the form of a nominal item that is approximately $25. A possibility for implementation is the development of a "school incentive store" where students can "shop" with tokens earned for various accomplishments such as increased achievement, most improved and acts of kindness.

| Criterion | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|
| **Active Participant** | • Always prepared<br>• Actively engaged in all of the learning process | • Mostly prepared<br>• Actively engaged in most of the learning process | • Sometimes prepared<br>• Engaged in some of the learning process | • Rarely prepared<br>• Engaged in little or none of the learning process |
| **Academic Independence** | • Consistently demonstrates intellectual curiosity<br>• Consistently self-motivated and independent | • Frequently demonstrates intellectual curiosity<br>• Usually self-motivated and independent | • Sometimes demonstrates intellectual curiosity<br>• Sometimes self-motivated and independent | • Rarely demonstrates intellectual curiosity<br>• Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance |
| **Attendance** | • Arrives on-time to school and class | • Arrives on-time to school and class | • Arrives on-time to school and class | • Arrives late to school and class |

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 4**

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

**Year 1 SMART Goal**

During the course of the 2014-2015 school year, 100% of the teaching staff will participate in job-embedded professional development that is aligned with the Common Core State Standards to ensure the mission to prepare every student for success in postsecondary education and in his or her chosen career.

**Status of SMART Goal**

Teachers and administrators of School 6 expressed through focus groups, surveys and during the Needs Assessment process that there was a lack of job-embedded professional development that was relative to the specific needs of their school environment and instructional capacity. To address this need, the administrative team developed a comprehensive professional development plan to ensure that 100% of teachers would benefit from professional development. The plan included twice monthly professional development sessions to school staff, partnering with Standards Solution and Ramapo for Children and providing the opportunity for teachers to participate in Professional Learning Communities.

Principal Dobbs and her administrative team implemented twice monthly professional development sessions as an extended learning experience for teachers above and beyond the required 300 hours of extended learning for students. This was accomplished by dismissing students twice monthly at 3pm on Wednesday's and providing PD until 4pm for teachers. Various topics were presented at these professional development sessions such as:

- Creating and Using Data in the Classroom
- Classroom Management SWOT Analysis
- Professional Learning Communities
- Child Assault Prevention

- Standards Solution: Accessing Technology
- Teacher Evaluation: Process and Rubric Components
- Differentiated Instruction
- Social and Emotional Supports for the Classroom
- Comprehension Club
- Guided Reading
- IFL Best Practices and Instructional Strategies

School 6 identified the need to provide professional development to teachers on the Common Core Standards and effective instructional strategies. A Request for Qualifications (RFQ) was developed and advertised for professional development consultants. Standards Solution was the vendor selected through the RFQ process. Standards Solution professional development was targeted towards various grade levels and topics were purposefully selected to support teachers.

- Grades K-2
    - Implementing Instructional Strategies to Fully Engage Students
    - Project-based Learning
    - Aligning Practices with K-2 Writing Standards
    - Conducting an In-depth Examination of the K-2 Writing Standards
- Grades 3-5
    - Enhancing Instructional Question and Discussion Techniques
    - Providing Better Quality Instructional Feedback
    - Aligning Practices with 3-5 Writing Standards
    - Aligning Practices with 3-5 Reading Standards
    - Conducting an In-depth Examination of the 3-5 Math Standards
- Grades K-5
    - Modeling in Mathematics
- Grades 6-8
    - Teaching Rigor in CCSS

The needs assessment that was conducted for the original grant application in 2014 spoke to an overwhelming need from parents and teachers to provide additional emotional and social supports in the classroom environment. A Request for Proposal (RFP) was developed and advertised for professional development consultants. After extensive review, Ramapo for Children was selected as the vendor to provide the social/emotional strategy professional development. The goal of providing this type of professional development was to prevent classroom disturbances and disruptions that are avoidable from occurring and to equip instructional staff with strategies to handle behavioral problems efficiently and effectively. The main focus of Ramapo for Children was to build the teachers' capacity to handle behavior disruptions with effective strategies that are resolved quickly and in a positive manner.

Although the professional development began later than anticipated as a result of the RFP process, School 6 kicked off this professional development initiative by identifying 20 teachers in grades Kindergarten, Grade 3 and Grades 6-8 to receive job-embedded one-to-one coaching and modeling of effective social/emotional support strategies. During the first two days of services, non-evaluative in-class observations were conducted on the 20 teachers by Ramapo staff to establish a baseline of how the teacher handled disruptive behavior and to begin the coaching process. In the afternoon of those first two days, Ramapo conducted whole-school professional development sessions that provided basic strategies in handling and diffusing behavioral challenges to all instructional staff. Feedback from teachers on the Ramapo for Children professional development has been very positive. Teachers who have received the one-to-one coaching have implemented various strategies in their classroom to decrease inappropriate behaviors. For Year 2, School 6 will continue this professional development initiative with Ramapo for Children.

School 6 has provided fifteen teachers with the opportunity to participate in professional learning communities (PLCs). Topics for PLCs for Year 1 include Assessing Student Learning, Engaging the Learner, Climate and Culture and Student Supports (connected to Ramapo for Children). The PLC groups met over the course of four-five months and recently presented their findings to the instructional staff at a professional development session. For Year 2, all teachers will participate in PLCs as time for PLCs will be scheduled into the school day.

Title I funded site-based supervisors in language arts, math, special and bilingual education have continued to provide job-embedded content-specific professional development for teachers. Site-based supervisors meet regularly with school administrators to share findings and discuss trends. This information is used to format the twice monthly professional development sessions. Site-based supervisors also lead vertical articulation meetings (VAMs) and participate in grade level meetings (GLMs) if possible.

For Year 2, School 6 plans to utilize a percentage of the 300 hours for teacher professional development and capacity building. As stated in the Federal Guidelines for SIG, "'Increased learning time' means increasing the length of the school day, week, or year to significantly increase the total number of school hours so as to include additional time for.....teachers to collaborate, plan, and engage in professional development within and across grades and subjects." To support this initiative, School 6 has modified the school calendar to provide five (5) additional professional development 1pm dismissal days for students. This results in 15 hours of PD. School 6 will also provide an Extended Year for teachers consisting of five days of professional development to front-load initiatives for September 2016.

In addition, School 6 will utilize SIG funding to provide a Teacher Instructional Mentor. The Instructional Mentor's primary role is in leading the school's transformation effort by providing training, support, and professional development for building teacher capacity to improve student achievement. The Teacher Instructional Mentor is a certified, highly qualified teacher who exhibits leadership skills and has an expertise in data analysis in order to improve instructional strategies, classroom management, and child development for the successfully growth of all teachers and students. The Teacher Instructional Mentor will provide specific support to teachers in effective instructional strategies that are proven to raise student achievement.

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 5**

Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

**Year 1 SMART Goal**

By September 1, 2014, the principal will have screened 100% existing staff and retained only the staff who have demonstrated effective teaching practices, a willingness to participate in SIG initiatives and who believe in the mission and vision of the school.

**Status of SMART Goal**

Prior to the start of the 2014-2015 school year, all existing staff (100% of instructional staff) at School 6 were screened for their effective teaching practices and willingness to participate in SIG initiatives. Staff members who had not demonstrated effective teaching practices were either non-renewed (non-tenured staff) or put on corrective action plans (CAPs) in an effort to build capacity and address areas of challenge. All staff was surveyed as to their willingness to participate in SIG initiatives, particularly the increased learning time in the extended day and extended year. Staff members who were not able to participate, regardless of the reason, were transferred to other District schools within Paterson.

Between staff who were not willing to participate in SIG initiatives, non-renewal staff and the eight (8) additional staff members who joined School 6 as a result of receiving the SIG award (4 SIG-funded and 4 local-funded), School 6 had approximately thirty-eight (38) vacancies to fill. Two job fairs specific to School 6 were held in June 2014 and extensive interviewing was conducted throughout the summer of 2014 to fill all positions. The end result was the opening of School 6 with limited vacancies.

SIG provided for four (4) additional positions for 2014-2015: Mentor of Data Analysis, Mentor of Climate and Culture, and two (2) Reading Specialists. While School 6 had all four positions filled prior to the start of the school year, the Climate and Culture Mentor was vacant from October 2014 – February 2015. School 6 administrators quickly identified a replacement candidate who was a Climate and Culture Mentor in another Paterson school; however a change in the job description and approval process caused a delay in the transfer. Additionally, one of the Reading Specialists left the District for a college-level instructional position and a replacement was not hired for the remainder of the school year despite several job postings and interviews.

Several modifications were made to continue support for reading strategies in the absence of the 2nd Reading Specialist. Modifications include:

- ELA content supervisor focused supporting teachers in Guided Reading
- Primary grade teachers used assessment data to develop SMART goals and provided targeted instruction
- Adjustment of Reading specialist and intervention teacher schedule to work with larger groups of students on specific skills
- K-2 utilized SPED Supervisor at GLMs to assist with designing data driven interventions.
- K-2 used Reading Eggs on-line intervention program to assist with individual interventions.

For Year 2, School 6 is again faced with the challenge of filling several vacancies prior to the start of the 2015-2016 school year. Strategies to fill the vacancies include:

- Developing pool of qualified substitutes for School 6
- Partner with local teaching colleges to increase number of student teachers/recruit from student teachers pool
- Rebranding school, selling the why teachers should want to be a member of School 6 community
- Use social media to recruit
- Use teachers as ambassadors and refer others
- Host own job fair

School 6 will continue to budget SIG funds for Mentor of Data Analysis, Mentor of Climate and Culture, and two (2) Reading Specialists.

In addition, School 6 will utilize SIG funding to provide a Teacher Instructional Mentor. The Instructional Mentor's primary role is in leading the school's transformation effort by providing training, support, and professional development for building teacher capacity to improve student achievement. The Teacher Instructional Mentor is a certified, highly qualified teacher who exhibits leadership skills and has an expertise in data analysis in order to improve instructional strategies, classroom management, and child development for the successfully growth of all teachers and students. The Teacher Instructional Mentor will provide specific support to teachers in effective instructional strategies that are proven to raise student achievement.

# FORM S-5

## PROJECT UPDATE

**SIG Required Activity – 6**

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

**Year 1 SMART Goal**

During the 2014-2015 school year, 85% of the students in grades Pre-K to 8th in School 6 will make one year's worth of growth measurable progress in every grade as measured by the state and district benchmarks in all subject areas.

**Status of SMART Goal**

SIG funds have provided School 6 with the valuable resource of a full-time Mentor of Data Analysis. The Mentor of Data Analysis joined the School 6 team with extensive experience in data entry, "mining and scrubbing" and analysis from his prior position with the Department of Student Information Systems. The Mentor of Data Analysis was also a key staff member during the beginning stages of the District use of Infinite Campus and had previously provided district-wide trainings on the data collection program. The Mentor has spearheaded various data activities throughout School 6 and is a valuable resource to not only administrators, but to teachers. His main job function is to coach and mentor teachers on how to use data to influence instructional decisions and to identify strategies that will support growth on specific standards and indicators.

School 6 utilizes a variety of data collection tools to track and monitor student progress. The main two data platforms are Performance Matters and STAR Renaissance. Performance Matters provides best-in-class products and services for K-12 education. As with so many districts across the country, Paterson uses the Performance Matters ADMS platforms, which links student and educator data. The data has been used to drive the decisions made by teachers, administrators, board members and parents to improve student learning and educator performance. The system provides interactive, easy to use, reporting and analytics. All data and charts are consistently color coded which makes analyzing the results intuitive. The reporting system is very comprehensive, offering nearly 100 unique reports "out of the box." All reports have advanced filtering and comparative information. Any relevant question regarding student, teacher, school or district performance can be answered quickly within the system.

Performance Matters correlates and analyzes performance data from multiple sources, and turns that data into actionable information to improve instruction and student learning. On one screen, educators can easily compare historical data such as state test scores with current data such as local assessments. With this information, educators can evaluate student progress toward grade-level standards and analyze student growth over time.

In addition, the instructional staff and school administrators also have access to STAR Assessment data systems. The Renaissance Learning STAR Assessments are utilized in grades K-12 for reading and grades 1-12 for math. There are three assessments, which are given three times a year (fall, winter, and spring), and provide important diagnostic information on students' strengths and weaknesses. The data informs district curriculum and program decisions as well as school, classroom, and intervention programs and lessons. Teachers can access personal learning plans for each student and individualize learning goals as well as lessons for all students. There are three STAR assessments. STAR Early Literacy is given in grades K-1 and assesses skills such as rhyming, letter sounds, blending, segmenting, and alphabetical order. STAR Reading is given in grades 2-12 and requires students to read passages and/or sentences and answer comprehension questions. STAR Math assesses questions in four areas; Numbers and Operations, Geometry and Measurement, Algebra, and Data Analysis, Statistics, and Probability. All three tests are computer-based and take approximately fifteen minutes to administer. After administration, teachers have immediate access to scores. The data analysis system will allow the teachers to disaggregate the data and access reports tailored to drive their instruction.
The previously described systems – especially *Performance Matters* – provide school leadership and instructional staff with a comprehensive assessment of each student's academic proficiency on both the summative and formative levels. Through this system data is disaggregated to identify problems and opportunities to improve instruction. It is further utilized by teachers to work with the Mentor of Data and the District's Department of Assessment, Planning, and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards, and other potential sources of performance information.

STAR data is also shared with parents through the Parent Report, which provides the teachers with an information report to give to parents. This letter provides details about each student's progress on the STAR Assessments and it also provides instructional suggestions that parents can do at home with their child to improve their scores.

Below is a snapshot of SGP (Student Growth Percentiles) in Mathematics and ELA. An SGP of 40 is the District goal and over 54% of students had a SGP of 40 or above in reading and math. This data is used to plan for intervention activities, teacher professional development and to drive the school towards growth and increased student achievement.

| Grade | Subject | Number of Students Tested | Number of Students with an SGP of 40 or above | Percentage |
|---|---|---|---|---|
| K | Reading | 60 | 27 | 45% |
| 1 | Reading | 44 | 23 | 52% |
| 1 | Math | 47 | 14 | 30% |
| 2 | Reading | 55 | 31 | 56% |
| 2 | Math | 56 | 25 | 45% |
| 3 | Reading | 39 | 20 | 51% |
| 3 | Math | 40 | 10 | 25% |
| 4 | Reading | 28 | 23 | 82% |
| 4 | Math | 30 | 10 | 33% |
| 5 | Reading | 51 | 38 | 75% |
| 5 | Math | 57 | 36 | 63% |
| 6 | Reading | 29 | 15 | 52% |
| 6 | Math | 34 | 15 | 44% |
| 7 | Reading | 29 | 21 | 72% |
| 7 | Math | 29 | 19 | 66% |
| 8 | Reading | 44 | 33 | 75% |
| 8 | Math | 44 | 25 | 57% |
| Total | | 716 | 385 | 54% |

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 7a**

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

**Year 1 SMART Goal**

By September 1, 2014, 100% of student schedules will reflect an additional 300 hours of instructional time including the Middle School University for grades 6 - 8, Industry Enrichment Partnership for grades K-5 and additional intervention periods.

**Status of SMART Goal**

100% of student schedules reflected an additional 300 hours of instructional time for the 2014-2015 school year. This was accomplished by extending the school day and providing an additional one hour and fifteen minutes. This initiative yielded 201.5 hours of additional instructional time. To complement the extended day, an extended year program is also planned for June 25 – July 17, 2015 providing an additional 96 hours of instructional time for students. Through the staff screening process discussed under SIG Required Activity 5, staff committed to working the extended day and year. A Memorandum of Understanding was developed with the local teacher's union, Paterson Education Association (PEA) that laid out the perimeters for the extended day and year and the agreement will last the duration of the SIG grant for School 6.

The additional time provided and opportunity for School 6 to offer various educational, intervention and enrichment programs for students. To address intervention needs for Year 2, School 6 will continue with the implementation of SuccessMaker Mathematics (non-SIG funds) for students who are struggling in Mathematics. For Literacy, School 6 has identified the need to provide students that are struggling in reading with a more intense literacy intervention. As such, School 6 has designated SIG funds to purchase licenses for a computer-based program for grades 3-8 and an intensive literacy intervention program for students in grades K-2. The requirements for this program will be to provide intervention literacy activities in reading comprehension according to the student's Lexile Level. Data from this computer-based literacy intervention program will be analyzed by teachers and used to further develop differentiated classroom activities. The program will be evaluated for effectiveness as to the progress the of the ELA SIP Goal.

Middle school students are currently participating in the Middle School University in partnership with Ramapo College. The Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 is designed to provide enrichment opportunities for students and professional development opportunities for teachers. Participation in the Science, Technology, Engineering, Arts and Mathematics (STEAM) Program Development at School 6 is addressing the following areas:

1. Provide enrichment instruction and facilitate project/problem-based learning activities pertinent to the development of units of study based on STEAM components
2. Incorporate engaging, fun and hands-on activities that address a variety of learning styles
3. Foster an environment of instructional feedback to review artifacts of learning relative to academic rigor and attainment of the national and/or state standards
4. Integrate the use of rubrics in the development and review of student work
5. Facilitate learning that incorporates competition and demonstration of creativity and innovation
6. Provide demonstration lessons on instructional strategies inclusive of student engagement, mathematics and scientific approaches to reach all populations of students
7. Engage in STEM-based field experiences, opportunities to sit in on real college courses, campus tours and campus life experiences

Teacher and student feedback on the STEAM partnership with Ramapo College has been very positive and students are engaged in hands-on activities. For Year 2, the frequency of classes will remain the same at 2 times per week however School 6 has requested some modifications to the instructional program. Students will continue to engage in the science-based activities for one day per week. Courses in other STEAM areas will occur during the second day on topics including robotics, forensic science, alternative energy and engineering.

The original grant application planned for a robust enrichment experience for the lower grade students; however School 6 did not receive the response from potential vendors through the Request for Qualifications (RFQ) that was anticipated or needed to fully implement this initiative. Through the RFQ, School 6 identified Kula for Karma, a yoga organization who partners with schools to provide therapeutic yoga instruction to students to support strategies in impulse control, anger management and controlled reactivity to environmental stimulus. The yoga instruction will be incorporated into the Extended Year schedule for grades K – 2. In addition, School 6 is piloting a LEGO initiative in grades 3 – 5 to support the STEAM school theme and provide experiences for students in robotics and engineering.

For Year 2, the structure of increased learning time will differ slightly. Students will participate in an extended day and extended year similar to Year 1. The school day will be extended by one hour and fifteen minutes and the school year by approximately 10 days. The extended day and year will result in approximately 280.25 additional hours for students. The difference detailed previously in the Project Update will include approximately 35 hours for teacher professional development and capacity building.

**SIG Required Activity School 6**

| | | |
|---|---|---|
| | **Increased Learning Time for Students and Professional Development for Teachers**<br><br>**SIG Requirement = 300 Additional Hours** | ***Students – 280.25 Additional Hours***<br>1. Extended Day<br>- 8:05am - 4:00pm<br>- 208.25 additional hours<br>o 163 Full School Days x 1.25 = 203.75<br>o 13 District 1pm and 3pm Dismissals x .25 = 3.25<br>o 5 Additional 1pm Dismissals x .25 = 1.25<br>2. Extended Year<br>- June 23 – 30, 2016<br>- 8:00am - 4:00pm<br>- 48 additional hours<br>- July 5-8, 2016<br>- 8:00am -2:00pm<br>- 24 additional hours |
| | | ***Teachers – 35 Additional Hours***<br>1. 5 Additional Early Dismissals Days<br>- Sept, Nov 20, Mar 11, May and June (Friday's)<br>- 1pm dismissal for students, 4pm for teachers<br>- 15 additional hours (only 5 paid)<br>2. Extended Year for Teachers<br>- July 11 – July 14<br>- 9:00am – 2:00pm<br>- 20 additional hours |
| | | ***Total Additional Time – 315.25 Hours***<br>- Students – 280.25 hours<br>- Teachers – 35 hours<br>- Total hours 315.25 |

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 7b**

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

**Year 1 SMART Goal**

By June 30, 2015, School 6 will show a 50% increase in parental and community involvement as evidenced by participation in monthly parent meetings, parent workshops, Adult Literacy classes and other community events.

**Status of SMART Goal**

The School 6 Parent Coordinator has provided ongoing support and has played a key role as a contact point within the school for parents and community representatives. The Parent Coordinator leads the PTO, School 6 Action Team and organizes events and informational sessions for School 6's parents. The Parent Coordinator has also been a participant in extended learning and has utilized the additional time to extend the hours of the Parent Resource Room.

Due to the change in administration and changes in the Parent Coordinator, data of attendance at parent and community events is not available for 2013-2014. The attendance data for PTO meetings since the current Parent Coordinator's appointment in January are below. The average of 5.20 parents per meeting reflects attendance of less than 1% of the student population. This consistent low attendance speaks to the need to provide additional supports for parents. The Full Service Community School at School 6 acts as a secondary vehicle to reach parents.

| Month | # of Attendees |
|---|---|
| January 2015 | 5 |
| February 2015 | 8 |
| March 2015 | 4 |
| April 2015 | 6 |
| May 2015 | 3 |

School 6 has provided support to family and community engagement through the Full Service Community School Initiative. This valuable addition to School 6 provides a platform for effective partnership in the community, with the New Destiny Community Development Center serving as the primary partner for School 6 – including in-school representation operating as contact point for those receiving services. New Destiny has years of experience in partnership with non-profit and government entities, assisting in delivering services in a broad range of areas including immigration, parenting mentorship, nutrition, healthcare, advocacy, financial literacy, and adult education. In recognition of community needs and partnership opportunities, the District initiated the Full Service Community Schools Initiative at School 6 for the 2013-2014 school year utilizing local funds. This initiative provides ELA and math tutoring, ballet, clothing donations, and holiday celebrations for 60 School 6 families. The effort is supported by two main partners – the New Destiny Family Success Center and the William Paterson University Center for Continuing & Professional Education.

**School #6 1st Annual Pumpkin Patch**

- Pre-K through 5th participants
- Worked alongside the Parent Coordinator and PTO members
- Parent volunteers assisted with activity
- Parents helped their child to pick a pumpkin and took pictures with them

**Thanksgiving Drive**

- Collected donations for the families at School 6
- Serviced 41 families with food boxes and turkeys
- Hawthorne Gospel Church Volunteers collected and distributed food.

**Pictures with Santa for Christmas**

- Children Pre –K through 5th grade
- Each child received a Christmas card with their picture
- Some parents took pictures with their children
- Children received toys/gifts at a later date

**UNIQLO's Event in December**

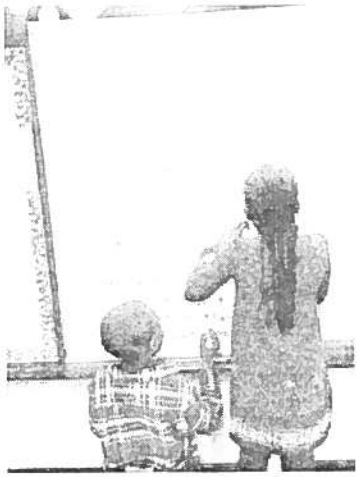
- UNIQLO's "A Warm Gesture" Campaign
- Provides clothing for children in need
- 16 children for the school went shopping
- Children were given $100 in shopping tokens
- Store personnel helped the kids select their favorite UNIQLO items

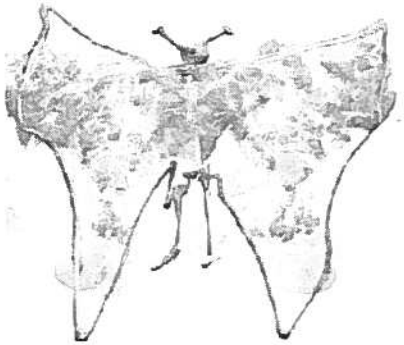
**Black Violin**

- Black Violin, classical meets hip hop, musical concert at William Paterson University
- Sponsored 11 PBSIS 5-7th grade students
- Student incentive reward for the month of February

**Family Table sponsored through United Way**

- Several families participated in a 4-week family cooking program
- Taught parents and children how to prepare nutritious meals together
- Goals of the program: Spend more quality time together as a family and improve lines of communication between parents and their children



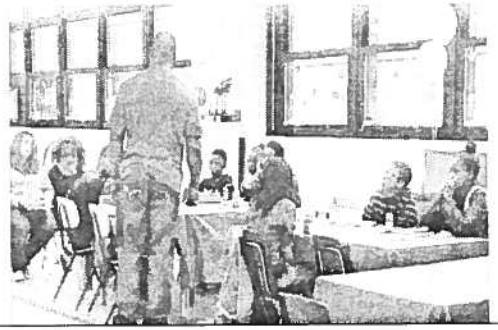


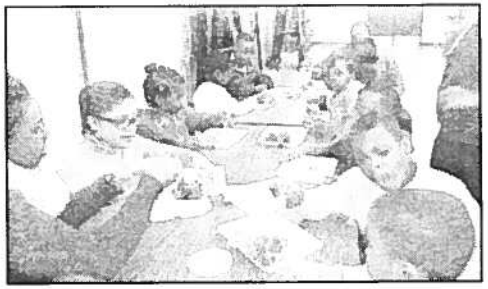
**After School Enrichment Program**

- Children actively play for 20 minutes then transition to instructional time
- Increased enrollment from previous year of 10 to 45 students currently
- Partners with William Paterson to provide the curriculum and Instructors

**New Destiny Mentorship Initiative, Partners with Legacy Minded Men**

- 8 week in-school session
- 24 students 4th -7th grades receive mentoring
- Legacy Minded Men provides 4 speakers who are skilled at addressing youth
- One-on-one Mentoring for 6 months





School 6's Full Service Community Schools partner, New Destiny, is also the provider of the Parent Literacy classes. Through the needs assessment conducted in Spring of 2014, parents expressed the needs for literacy and job skills classes. A morning and evening class were made available to parents. Although SIG allocated funds to provide these classes for parents, the participation rate of parents was lower than expected. The original sign-up list consisted of 26 parents, not including 3 that joined the class mid-way. 12 parents registered for the morning session and 17 registered for the evening session, however between the two class sessions only 6 parents consistently attended. Many of the parents relayed that although the class was offering skill sets that they needed, there were challenges in maintaining attendance. Some of the challenges noted were a change in work schedules, new employment, personal injuries, and birth of a child.

A key aspect to creating community-oriented schools is the climate and culture of the building. Climate and culture is a shared initiative that incorporates students, staff, parents and community members. As with the Mentor of Data, School 6 has utilized SIG funds to provide for a full-time Mentor of Climate and Culture. The Mentor of Climate and Culture joined the School 6 staff in January 2015 with a wealth of experience and effective Climate and Culture strategies from her experience at Paterson's former SIG school, School 10. She has an extensive background in counseling and mentoring and is harnessing those skills to service the students of School 6 through activities that improve the climate and culture of the school community. Below is a brief description of climate and culture activities that have occurred throughout 2014-2015.

- Established a Disciplinary Committee created to revise the Disciplinary Plan
- Project leader for Staff, Student and Parent Handbook for 2015-2016
- Integrated a small group of School 6 middle school students into School 10's Project P.R. I.D.E mentoring Program where they participated in weekly activities on Saturday's including college trips, Rutgers' Day and mentoring sessions
- Established and met bi-weekly with the Culture and Climate Committee to plan for the implementation of the Disciplinary Plan
- Assisted with student incentives
- Teacher leader in the Climate and Culture PLC
- Conducted classroom lessons for grades 3-8 students on social/emotional educational topics
- Assisted in the organization of School 6's community-based events such as "It Takes a Village Community Forum"
- Facilitated RAC Climate and Culture Survey

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 8**

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

**Year 1 SMART Goal**

During the duration of the 2014-2015 school year, the school administrators will exercise 100% operational flexibility to staff, create master schedules and budgets.

**Status of SMART Goal**

Operational flexibility and autonomy over staffing, scheduling, budgets and professional development has been allotted to Principal Dobbs and her administrative team to address the needs of School 6. To tackle the task of filling over 38 vacancies, Paterson's Human Resources Department partnered with School 6 and assisted to facilitate two job fairs specifically for School 6 and to expedite the hiring process by assigning a human relations officer to oversee and process the new School 6 teachers throughout Summer 2014.

When Principal Dobbs was hired to lead School 6 in August 2014, one of her first tasks in collaboration with her administrative team was to revise student schedules, allowing the new principal autonomy to reshape the instructional day. Included in this schedule was time for Grade Level Meetings (GLMs) and Vertical Articulation Meetings (VAMs) where teachers could share in leadership roles.

The District has also provided School 6 with support throughout the first year of grant implementation. Four locally-funded positions were added to School 6's roster to provide more robust course offerings and to decrease class size. The positions were a fourth Grade 2 Teacher, Teacher of Dance, Teacher of Drama and Speech and a second Teacher of Art. In addition to the instructional positions, the District has identified a SIG Supervisor to oversee implementation activities and to provide support to administrators and school staff throughout the grant.

# FORM S-5

# PROJECT UPDATE

**SIG Required Activity – 9**

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

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

**Year 1 SMART Goal**

By August 22, 2014, 100% of the student data will be accessible through Performance Matters and Infinite Campus, which has the capability of tracking individual student progress from PreK through 12 with the ability to personalize and improve instructional supports for every student will be fully implemented.

**Status of SMART Goal**

The District has several data systems that collect and report information on the nine leading indicators. Infinite Campus is a student data management system that will track student attendance, drop-out rates, truancy, marking period grades and teacher-created assignments and projects (including any advanced coursework or honors/gifted courses). Infinite Campus is an interactive communication tool between teachers and parents. Performance Matters collects all student assessment data relating to NJASK and district bench marks. Paterson has an additional student assessment data system, STAR Renaissance, which provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. The Media X Observation Data Management Tool collects all teacher observation data and walk-through data with the capability to group teachers according to summative performance ratings. The school administrator can use Media X to disaggregate the data to show trends and identify areas amongst administrator's that need calibration. The District participates in the Positive Behavior Support in Schools (PBSIS) initiative. As a participating district, schools collect all discipline data including out-of-school suspensions, in-school suspensions and office referrals. PBSIS provides school staff with training, database tools and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support. The school maintains teacher attendance locally, and the data is reported to the district-level payroll offices at regular intervals where it is housed permanently.

# Form S-6

## Educational Field Trip Request

**LEA: Paterson Public Schools** **School: School 6**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

| Educational Field Trip – Plan and Budget | |
|---|---|
| Proposed Location (City, State):<br><br>Meadowlands Environment Center,<br>2 Dekorte Park Plaza,<br>Lyndhurst, NJ | Trip Date:<br><br>Spring 2016 |
| Description of Field Trip (include grade levels):<br><br>• New Jersey Meadowlands marsh ecosystem inspires awareness and stewardship of the Meadowlands and its wildlife.<br>• Students will participate in the Ecology of the Estuary Program.<br>• A component of the STEAM Middle School University | Estimated number of student and staff participants:<br><br>• 150 Students in Grades 6-8<br>• 15 Chaperones |

**Educational Field Trip Plan**

Describe the student learning objectives for this field trip (list relevant standards, if applicable).

- MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem
- MS-LS2-2: Develop a model to describe the cycling of matter and flow of energy among living and non-living parts of an ecosystem
- MS-LS2-3: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations
- 21st Century Life and Career Skills
- P21: Students will develop standards of professional behavior that include rules of ethics and etiquette

Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis.

- Students will understand that human activity draws on natural resources and understand that it has both short and long term consequences, positive and as well as negative, for the health of the people and the natural environment.

Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards.

- Students observe plants and animals specific to our environment, which in turn fosters an interest in science and increases their scientific literacy.

**Educational Field Trip Budget**

| Item Description (admission fee, transportation, etc) | Unit Cost | Quantity | Total |
|---|---|---|---|
| Students | $12.00 | 150 | $1,800.00 |
| Chaperones | 0 | 15 | 0 |
| 3 buses X 6 hours X $100./hr = $900.00 | $300.00 | 3 | $900.00 |
| | | | |

# Form S-6

## Educational Field Trip Request

**LEA: Paterson Public Schools** **School: School 6**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

| Educational Field Trip – Plan and Budget | |
|---|---|
| Proposed Location (City, State):<br><br>Ramapo College of New Jersey,<br>505 Ramapo Valley Road,<br>Mahwah, NJ | Trip Date:<br><br>Winter 2016 |
| Description of Field Trip (include grade levels):<br><br>• Ramapo offers educational enriched experience for students K-12, through collegiality and collaboration of students and professors working together in teams, as they are transformed and energized to take charge of their learning while remaining connected to a community of students with similar passions who are preparing for college.<br>• A component of the STEAM Middle School University | Estimated number of student and staff participants:<br><br>• 150 Students in Grades 6-8<br>• 15 Chaperones |

**Educational Field Trip Plan**

Describe the student learning objectives for this field trip (list relevant standards, if applicable).

- 5.4.8.G.2: Investigate a local o global environmental issue by defining the problem, researching possible causation factors, understanding the underlying science and evaluating the benefits and risks of alternative solutions
- 5.312.C.1: Analyze the interrelationships and interdependencies among different organisms, and explain how these relationships contribute to the stability of the ecosystem

- 9.4.1.J.3: Describe and apply principles of chemistry by explaining chemical processes and the composition, structure, an properties of substances
- 21st Century Life and Career Skills
- P21: Students will develop standards of professional behavior that include rules of ethics and etiquette

Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis.

- Students will be immersed in exciting science subjects taught by professors to gain the foundations necessary for further scientific inquiry

Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards.

- Students engage in hands on activities and understand what it means to excel in the sciences, while becoming responsible, engaged citizens capable of working well in groups. Through age-appropriate activities, talks, and discussions, students will learn how to flourish in the field of science, both in and out of the classroom.

**Educational Field Trip Budget**

| Item Description (admission fee, transportation, etc) | Unit Cost | Quantity | Total |
|---|---|---|---|
| Students | 0 | 150 | 0 |
| Chaperones | 0 | 15 | 0 |
| 3 buses X 6 hours X $100./hr = $900.00 | $600.00 | 3 | $1,800.00 |

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

2

| | |
|---|---|
| **Date:** | |
| **School:** | **Number 6, Acad Perf Arts - Paterson** |
| **Region:** | 2 |
| **County:** | Passaic |
| **District:** | Paterson City |
| **CDS:** | 314010100 |
| **RAC Classification:** | Priority |
| **Rationale:** | SIG School |

# School Improvement Plan Committee Members

3

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date: _____

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

**Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff**

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

**Please insert an "X" to indicate participation in:**

| Position | Name | Email | Phone Number | Quality School Review (QSR) / Needs Assessment | Development of SMART Goals & Intervention Strategies | Signature | Date |
|---|---|---|---|---|---|---|---|
| Principal | Boblyn Ranger-Dobbs | bdobbs@paterson.k12.nj.us | 973-321-0061 | x | x | | |
| Vice-Principal | Jasonn Denard | jdenard@paterson.k12.nj.us | 973-321-0062 | x | x | | |
| Vice-Principal | A. Melanie Brown | abrown@paterson.k12.nj.us | 973-321-0063 | x | x | | |
| Teacher Mentor for Data | Louis Colli | lcolli@paterson.k12.nj.us | 973-243-1081 | | x | | |
| Teacher Mentor for Climate and Culture | Gina Johnson | gjohnson@paterson.k12.nj.us | 973-321-0100 | | x | | |
| Supervisor of Language Arts Instruction | Kelly Charles | kcharles@paterson.k12.nj.us | 973-322-0611 | | x | | |
| Supervisor of Mathematics Instruction | Antoinette Booker | abooker@paterson.k12.nj.us | | | x | | |
| Supervisor of ESL/Bilingual Instruction | Lourdes Garcia | logarcia@paterson.k12.nj.us | | | x | | |
| Supervisor of Special Education Instruction | Janelle Sisco | jsisco@paterson.k12.nj.us | 973-321-0280 | | x | | |

# QSR and Intervention Strategy Development Process

4

School Name: _____ Date: 1/0/1900

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

Return to Instructions

| Date | Topic | Attendees | Agenda on File | Minutes on File |
|---|---|---|---|---|
| 5/18/2015 | Plan Development | Ms. Dobbs, Mr. Colli, Dr. Biggs, Mr. Englese | | |
| 5/18/2015 | Data Review and Analysis | Ms. Dobbs, Mr. Denard, Ms. Brown, Mr. Colli, Ms. Johnson | | |
| 5/21/2015 | Data Review and Analysis | Mr. Colli, Ms. Garcia | | |
| 5/21/2015 | Data Review and Analysis | Ms. Dobbs, Mr. Denard, Ms. Brown, Ms. Garcia, Mr. Colli | | |
| 5/22/2015 | Plan Development | Ms. Dobbs, Ms. Johnson, Mr. Colli, Ms. Ventura-Smith, Ms. Weeks, Mr. Scott | | |
| 5/26/2015 | Data Review and Analysis | Ms. Dobbs, Ms, Brown, Mr. Denard, Mr. Colli, Ms. Johnson | | |
| 5/28/2015 | Plan Development | Ms. Dobbs, Mr. Colli | | |
| 5/29/2015 | Plan Development | Ms. Dobbs, Mr. Colli, Dr. Biggs, Mr. Englese | | |
| 6/1/2015 | Plan Development | Ms. Dobbs, Mr. Colli, Dr. Biggs, Mr. Denard, Ms. Booker, Ms. Charles, Ms. Barnes | | |
| 6/2/2015 | Plan Development | Ms. Dobbs, Mr. Colli, Dr. Biggs, Mr. Denard, Ms. Brown | | |
| 6/8/2015 | Plan Development | Ms. Dobbs, Mr. Colli, Mr. Denard, Ms. Brown, Dr. Biggs, Mr. Karsen, Federal Grants Team | | |

# Quality School Review Details

5

**Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.**

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

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.**
**Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.**

| Turnaround Principle | Indicator # | Rating | Overall Strengths Summary | Areas of Improvement Summary |
|---|---|---|---|---|
| 1 - School Leadership | 1.1 | 2 - Developing | The principal has a clear strategy and plan for implementing a school vision. All stakeholders are aware of this vision and there are clear connections throughout the school tying daily activities and policies to this plan. The principal has created a schedule that fulfills the needs of the school improvement plan. The schedule puts a focus on giving students extra time in Language Arts and Mathematics to help our students meet district-wide as well as SIP goals. | Data needs to be used more in developing the plans and systems in place at School 6. Behavior continues to be a persistent issue at our school. A new system is being developed to ensure that behavioral issues are dealt with consistently and judiciously. A better effort needs to be made addressing students with chronic behavioral issues. Teachers need additional feedback with lesson plans and guidance using instructional materials. Teachers are given data and shown how to use the data, but they need more guidance using the data during their instruction. Observation data needs to be relied on more when helping teachers to improve their instructional practices. A plan needs to be developed to hire, train, and retain staff as our school has several vacancies. While our schedule affords us regular PD time, we need to create a consistent and year-long PD plan to best utilize that time. More needs to be done to bring parents into the school community. |
| | 1.2 | 3 - Proficient | | |
| | 1.3 | 2 - Developing | | |
| | 1.4 | 2 - Developing | | |
| | 1.5 | 2 - Developing | | |
| | 1.6 | 2 - Developing | | |
| | 1.7 | 2 - Developing | | |
| | 1.8 | 3 - Proficient | | |
| | 1.9 | 2 - Developing | | |
| | 1.10 | 2 - Developing | | |
| 2- School Climate & Culture | 2.1 | 2 - Developing | N/A | Behavioral policies are not implemented with fidelity and are often unclear to faculty. How students' behavioral issues are handled once sent to the administrative level is inconsistent and not transparent. Teachers need to be better informed about what discipline measures are being used with their students. Teachers need training on classroom management expectations and how to monitor student discipline. Discipline data is not being tracked adequately and cannot be accessed by all school staff. A system needs to be developed to monitor classroom interventions. Teachers struggle to address students with different learning levels within the same room. An effort needs to be made to limit the disruptions to the learning environment, whether those come from student behavior, outside interventions, professional development, or a lack of substitute teacher coverage. The rigor of student work varies throughout the building. Feedback provided to students and teachers is limited. |
| | 2.2 | 2 - Developing | | |
| | 2.3 | 2 - Developing | | |
| 3 - Effective Instruction | 3.1 | 2 - Developing | N/A | Students are unclear of learning objectives or of their purpose. Students are not fully engaged in lessons. Teachers need guidance using their own formative assessments, both on a daily basis and at the end of units. Teachers need to address students who do not master the SLO during class time. Teachers need to use more differentiated instruction and other strategies to increase student engagement. Data needs to be used in all grade-level and vertical articulation meetings, not just meetings that involve the data mentor. Data needs to drive all instruction and decisions made by teachers. Teachers need training on classroom management expectations and a way to monitor how they are disciplining their students needs to be developed. |
| | 3.2 | 2 - Developing | | |
| | 3.3 | 2 - Developing | | |
| | 3.4 | 2 - Developing | | |
| | 3.5 | 2 - Developing | | |
| | 3.6 | 1 - Underdeveloped | | |
| 4 - Curriculum, Assessment and Intervention System | 4.1 | 3 - Proficient | School 6's curriculum is aligned with the Common Core State Standards. All teachers use the district's curriculum guides, lesson plans are checked in order to confirm alignment, and walkthroughs highlight that instruction is aligned to the standards. Student materials are also aligned to the state standards. All students are tested using unit assessments that are provided by the district. The results are used to guide instruction. | Teachers are not given enough meaningful feedback on lesson plans. Feedback provided to teachers on lesson plans is not consistently used to adjust instructional practices. Students are not identified by how far below grade level they are and their progress is not tracked. |
| | 4.2 | 2 - Developing | | |
| | 4.3 | 3 - Proficient | | |
| | 4.4 | 3 - Proficient | | |
| | 4.5 | 1 - Underdeveloped | | |

# Quality School Review Details

5

**Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.**

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

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the indicator # for the description.**
**Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.**

| Turnaround Principle | Indicator # | Rating | Overall Strengths Summary | Areas of Improvement Summary |
|---|---|---|---|---|
| 5- Effective Staffing Practices | 5.1 | 1 - Underdeveloped | N/A | A plan needs to be developed to hire, train and retain staff to help fill several school vacancies. Teachers need consistent meaningful feedback on their instruction and student data needs to be used to show instructional effectiveness. While our schedule affords us regular PD time, we need a consistent year-long PD plan that can be adjusted based on needs. Implementation of professional development strategies and practices wasn't closely monitored. Teachers need to begin to collaboratively review and analyze student work for rigor and understanding. New teachers need more mentoring. When making staffing decisions, the school needs to assess how staff can be placed most effectively to work with our diverse student body . More support is needed for teachers to improve instructional practices. |
| | 5.2 | 2 - Developing | | |
| | 5.3 | 2 - Developing | | |
| | 5.4 | 2 - Developing | | |
| | 5.5 | 2 - Developing | | |
| 6 - Enabling the Effective Use of Data | 6.1 | 2 - Developing | N/A | Data on attendance and tardies is accessible though a district data management system. The system for documenting and tracking OCR data is not transparent at the school level. Parental participation data is not utilized to improve community involement. Teacher generated formative and summative assessment data is not collected or tracked. Data needs to drive all instruction and decisions made by teachers. |
| | 6.2 | 2 - Developing | | |
| | 6.3 | 2 - Developing | | |
| 7- Effective Use of Time | 7.1 | 2 - Developing | N/A | A schedule to support the needs of students and building level initiatives needs to be developed and in place by the first day of school. Building-wide school norms for transitions between classes need to be created, communicated to staff and students, and modeled. Students who are more than two years behind in ELA or Math do not receive separate interventions. More effort needs to be made to maintain the scope and purpose of grade-level meetings. |
| | 7.2 | 2 - Developing | | |
| | 7.3 | 2 - Developing | | |
| 8- Family & Community Engagement | 8.1 | 2 - Developing | N/A | More effort needs to be made to involve parents in the learning environment and to keep them actively engaged in their child's education. A handful of dedicated parents come to parent meetings. We need to increase parental engagement and involvement. Students are receiving some outside support from programs offered in the school and community, but a system needs to be developed to ensure these programs are the best fit for our students. We need to identify students who need the programs and services and then ensure that the programs and services are used effectively. |
| | 8.2 | 2 - Developing | | |

# Data Review & Analysis 6

Return to instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| **ESEA Waiver Progress Targets / Achievement** | | | | | |
| Schoolwide Performance Targets<br>[Priority & Focus Schools] | Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver | Target Proficiency 2013-2014:<br>Language Arts Literacy- 38.5%<br>Mathematics- 45.6% | School Accountability Progress Targets | Schoolwide Performance 2013-2014: Language Arts Literacy - 17.1% Mathematics- 35.5% | During the 2013-2014 school year, School 6 made gains in Mathematics as the 2012-2013 proficiency was 27.3%. This growth exceeded the ESEA waiver target of 6.8% for the year but still leaves School 6 well below the target proficieny of 45.6%. In Language Arts, School 6 slightly regressed from a 2012-2013 proficiency of 18.1%. Historically, School 6 has not shown growth in Language Arts from 2010-2014. Why was there growth in Mathematics in the 2013-2014 school year? What was done differently? Have these processes been continued? |
| Subgroup Performance Targets<br>[Focus schools] | Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver | N/A | School Accountability Progress Targets | N/A | N/A |
| Benchmark assessment (Participation) | Participation rates from 2014-2015 end of unit assessments | • Identify overall rate<br>• Identify patterns by grade/department<br>• Identify patterns by teacher<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) | edConnect; Data management system | Language Arts Unit Assessments Participation<br>1 2 3 4 5<br>K - 77% 99% 92% 99%<br>1 - 95% 93% 92% 93%<br>2 - 94% 100% 65% 94%<br>3 - 88% 100% 85% 96%<br>4 - 91% 82% 97% 97%<br>5 - 61% 91% 86% 86%<br>6 - 61% 65% 68% 70%<br>7 - 97% 91% 100% 88% | Our participation rates are very high at School 6. A combination of long term substitutes assigned to classes, student assessments not being inputted into Performance Matters and ESL students not taking the Unit Assessments might have attributed to lower participation rates in some instances. |
| Benchmark Assessment (Proficiency) | Student performance on 2014-2015 end of unit assessments | • Identify patterns by grade/subject/department<br>• Identify patterns by teacher<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)<br>• Identify change over time<br>• Identify patterns by chronic absenteeism<br>• Identify patterns by students with chronic disciplinary infractions | edConnect; Data management system | Language Arts Unit Assessments Proficiency<br>1 2 3 4 5<br>K - 41% 80% 74% 73%<br>1 - 75% 80% 91% 94%<br>2 - 56% 69% 61% 66%<br>3 - 13% 28% 70% 51%<br>4 - 57% 63% 29% 29%<br>5 - 17% 34% 38% 72%<br>6 - 21% 17% 19% 19%<br>7 - 47% 19% 25% 30%<br>8 - 31% 28% 51% 65%<br><br>Mathematics Unit Assessments Proficiency<br>1 2 3 4 5<br>K - 83% 83% 84% 78%<br>1 - 75% 91% 91% 100%<br>2 - [illegible] | Students are close to proficient in grades K & 1 in Math and then drop dramatically starting in 2nd grade. The transition from teacher supported assessments (one-on-one testing and tests read to the students) to ones taken on their own can account for the students' struggles. What can we do to support our students during this change? A similar decline is seen in Language Arts, but it is more gradual beginning in the 2nd grade and hitting a low point in the 6th grade. 6th grade Language Arts and 5th Grade Mathematics have been without a certificated teacher for most of the school year. |

# Data Review & Analysis 6

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| NJASK/HSPA | Student performance on 2013-2014 state assessments | • Identify overall rate<br>• Identify patterns by grade/department/subject<br>• Identify patterns by teacher<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL);<br>• Identify patterns by chronic absenteeism | Title I Accountability Data System | English Language Arts<br>Overall Proficiency: 17.1%<br>Proficiency Rates for Subgroups<br>Black: 17.8%<br>Hispanic: 14.7%<br>Classified: 4.3%<br>Economically Disadvantaged: 17.4%<br><br>Mathematics<br>Overall Proficiency: 35.5% | The majority of students in grades 3-8 are below proficiency in both ELA and Math as measured and evidenced by their performance on the NJASK. All subgroups performed better in Math than in ELA. African American students outperformed Hispanic students in Language Arts, (due to language barrier more ESL support is needed) but Hispanic students far outperformed all subgroups as well as the school as a whole in Math. Classified students are the lowest performing subgroup in the school. |
| SGP | Student growth on state assessments (2013-2014) grades 4-8 | • Identify overall schoolwide growth performance by content<br>• Identify interaction between student proficiency level on the NJ ASK and student growth scores | School Performance Reports | 2013-2014 SGP Data: Language Arts - 46 (Target Met), Math - 53 (Target Met) | The school outperforms 53% of schools statewide as noted by its statewide percentile and 82% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting 100% of its performance targets in the area of Student Growth. |
| ACCESS for ELLs | Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12 | • Identify overall rate<br>• Identify patterns by grade level | AMAO Data Report | 2013-2014 ACCESS Data<br><br>AMAO1 Percent of Students Improved: 64.4% (17 improved of 26 eligible)<br>AMAO1 Target: 59%<br><br>Percentage of Students Improving By Grade:<br>Grade 1 - 56% (5 of 9)<br>Grade 2 - 100% (3 of 3)<br>Grade 3 - 71% (5 of 7) | ESL students have met the target goals for AMAO 1 (64.9% improved) and AMAO 2 (12.1%). Grade 3 did the best, with all 3 ESL students improving. What influence might not having an ESL teacher for half of the school year have made in this area? Other factors affecting these data: The ESL teacher had difficulty servicing students due to scheduling issues, there was a large influx of ESL students this year (the number in the school doubled), general education teachers received ESL professional development, and ESL students received support for Language Arts, only. |
| **Environmental** | | | | | |
| Enrollment | Number of students enrolled in your building | • Identify overall enrollment and trends<br>• Identify enrollment by grade and subgroup | District SIS | Enrollment by month: September: 490<br>October: 501<br>November: 512<br>December: 516<br>January: 523<br>February: 525<br>March: 522<br>April: 524<br>May: 529<br><br>Number of students that enrolled/transferred to School 6 during the school year: 172<br>Number of students that left School 6 during the school year: 126 | While there were enrollments and transfers each month, overall the number of students increased from September to February. A high mark of 529 occurred in May 2015. 172 students enrolled or transferred to School 6 after the first day of school, while 126 students transferred out. |

# Data Review & Analysis 6

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| Attendance rate (Student) | The average daily attendance for students in your building | • Identify overall rate<br>• Identify patterns by grade<br>• Identify patterns by teacher<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)<br>• Identify chronic absenteeism<br>• Identify interventions | District SIS | Student attendance rate by month:<br>September: 90.6%<br>October: 89.7%<br>November: 87.4%<br>December: 86.1%<br>January: 85.3%<br>February: 87%<br>March: 88%<br>April: 90.1%<br>May: 87.8%<br><br>Chronic absenteeism:<br>September: 157 of 490 (32%) | School attendance was at 90% in September and dropped steadily until January when it hit a low of 85%. It then steadily raised each month back to 90% in April. Temperature and weather might be variables that affected attendance, as well as the Pre-K attendance count. Pre-K's attendance was very low throughout the year, the lowest grade in every month. In January, their attendance rate was 77.7%. What strategies can be used to help pre-school students and their parents understand the benefits of pre-school?<br><br>Our chronic absenteeism rate steadily increased from 32% in September to 49% in April. May was the first month of the year in which there was a reduction in the number of chronically absent students. What effect has the chronic absenteeism mentorship program had on reducing the chronic absentee rate? |
| Attendance (Staff) | The average daily attendance for staff | • Identify overall rate<br>• Identify patterns by grade /department<br>• Identify chronic absenteeism<br>• Identify reasons for absenteeism | Personnel system; Professional development schedule | Staff attendance rate by month:<br>September: 97.7%<br>October: 95.5%<br>November: 93.8%<br>December: 92.6%<br>January: 91.4%<br>February: 94.4%<br>March: 94.3% | Staff attendance was at its lowest in January. What effect might the weather have had on attendance and what can be done to help improve staff attendance? Our highest staff attendance was in September and attendance decreased until it leveled at 94% in the spring. 32 staff members had 7 or more absences by the end of April. 14 staff members took more than 10 personal/sick days. 4 staff members used more than 10 vacation days during the school year. 5 staff members have perfect attendance through April. |
| Discipline | The number of suspensions, expulsions, and incident reports | • Identify overall rate<br>• Identify types of incidents<br>• Identify patterns by grade<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)<br>• Identify chronic offenders | District SIS; School behavior management reports | Office Conduct Referrals - All Students<br>September - 20<br>October - 35<br>November - 15<br>December - 28<br>January - 32<br>February - 33<br>March - 26<br>April - 27<br>May - 54 | Office Conduct Referrals were reduced by 10% for the 2014-2015 school year. 1st grade had the best suspension statistics (1 student for a total of 1 day). Middle school grades had the most students suspended and the most days suspended. What can be done to improve behavior throughout the school? What classroom management strategies are being employed in grade 1? Can they be replicated throughout the building? What effect does teacher attendance have on student behavior? |
| Graduation Cohort Analysis | Identifies the students in each cohort who are on track to graduate (HS only) | •Identify overall projected graduation rate<br>• Identify students who have dropped out<br>• Identify students with credit deficiencies<br>• Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)<br>• Identify interventions | NJ SMART, District SIS | N/A | N/A |

# Data Review & Analysis 6

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| Culture and Climate Survey | Results from survey(s) | •Identify staff satisfaction<br>• Identify perception of environment<br>• Identify perception of support<br>• Identify perception of students behavior<br>• Identify perception of adult culture | NJSCS reports; PBSIS; Other survey tools | Staff<br>64% agree that the administrative team establishes and communicates a consistent vision and direction for school performance.<br>81% agree that staff are friendly to one another<br>87% agree that school staff respect and embrace diversity<br>81% feel safe arriving and leaving the school<br>75% have high expectations for students academic, social and behavioral success<br>51% agree that teachers have the information and resources needed to use a variety of instructional methods to present content and engage students.<br><br>Parents<br>95% agree that school staff speak respectfully to them<br>95% agree that teachers are helpful and friendly<br>95% feel welcome at the school<br>88% agree that their children look forward to coming to school<br><br>Students<br>92% agree that doing well in school is important to their future<br>86% agree that there is an adult that can help | Parents are more satisfied with the school's climate than staff and students are. Both staff and students agree that the resources available to them are not adequate. Student misbehavior was highlighted as an issue that needs to be addressed. Student academic and behavioral programs are needed for improvement. Parental involvement needs to be increased. |
| **Instruction** | | | | | |
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument | • Identify observation ratings across school<br>• Identify observation ratings by grade/subject/subgroup<br>• Identify areas for feedback and professional development<br>• Identify instructional trends<br>• Percentage of teachers on CAP during 2014-2015 | School-level evaluation reports | Overall Rating for 1a (Average of A)<br>Round 1 Round 2 Round 3<br>1. Unsatisfactory (1) 0% 0% 0%<br>2. Progressing 1 (2) 0% 4.3% 7.4%<br>3. Progressing 2 (3) 19.3% 8.5% 11.1%<br>4. Proficient 1 (4) 63.2% 70.2% 31.5%<br>5. Proficient 2 (5) 15.8% 10.6% 33.3%<br>6. Proficient 3 (6) 0 0% 4.3% 5.6%<br>7. Exemplary (7) 0% 0% 1.9%<br><br>Overall Rating for 1b (Average of B) | Majority of teachers in Standard 2 (Use of Data), 3 (Delivers Quality Instruction), and 4 (Intervention) scored a Proficient-1 rating or below. Evaluation data suggests that there is some correlation between teacher performance rating and student growth.<br><br>School #6 Staff:<br>Non-tenured 1-2 years -31 (57.4%)<br>Non-tenured 3-4 years - 2 (3.7%)<br>Tenured - 20 (37%)<br><br>Total Number of Walkthroughs<br>Round 1 - 57 |

# Data Review & Analysis 6

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| **Other Indicators** | | | | | |
| | | | | | |
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| Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year | Content Area or Population Addressed | Documentation of Effectiveness | Effectiveness | Measurable outcomes | Description of the Strengths and Challenges |
|---|---|---|---|---|---|
| Success Maker - Students will have at least 20 hours of access to the Success Maker intervention | Math- Grades 3-8 | Reports generated from the program | Effective with additional focus needed | Average gain (grade level)<br>Grade 3 - .27<br>Grade 4 - .29<br>Grade 5 - .10 | Strengths - Students are placed at developmental level. Student repeats similar problems until skill is mastered. Requires that students show their work (no multiple choice.) Provides teacher with exact skills in need of mastering and the problems the students worked on. |
| Reading Eggs<br>Mobymax<br>Spelling City<br>IXL | Language Arts and Mathematics- K-8 Resource | These programs track the students' progress online. Reports can be generated to become part students' progress report. | Effective with additional focus needed | | Used every day if possible, usually 3x per week. The programs address students' ability level and challenges them when they show progress. Students had pre and post tests. This allowed us to see how the student was progressing or struggling throughout the year. Due to limited internet access at home, students would |
| Intervention Classes - Students receive 45 minutes daily of intervention in Language | Language Arts and Mathematics- All Students | Student performance on STAR Reading and Math assessments | Effective with additional focus needed | Percentage of Students Who Had A SGP of 40 or Above<br><br>Grade Subject Percentage | Students received targeted intervention in both Math and Language Arts multiple time a week. This allowed teachers to address weaknesses and deficiencies for groups of students. The results are varied, as some grades showed a great amount of growth during 2014-2015 while others did not. More needs to be done to |
| PBSIS | Climate and Culture All Students | Discipline Multi-Year Data Collection | Effective with additional focus needed | Office Conduct Referrals were reduced by 10% | The PBSIS program ran efficiently during the first half of the school year, but tailed off as the year went on. Students looked forward to receiving tickets for good behavior and receiving prizes for their efforts. |
| Ramapo For Children | All Grades | One-on-One teacher coaching and development of student support team (too soon to determine effectivness) | | Implementation began in April. It is too early to provide thorough assessment and impact of the program at this time. | Implementation began in April. It is too early to provide thorough assessment and impact of the program at this time. |

# Data Review & Analysis 6

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.**

**Think through the following questions in completing the data analysis:** *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

| Data Source | Description | Factors to Consider | Source | Your Data | Initial Observations & Emerging Questions/Trends |
|---|---|---|---|---|---|
| Middle Schools University | Grades 6-8 | | | Implementation began in April. It is too early to provide thorough assessment and impact of the program at this time. | Implementation began in April. It is too early to provide thorough assessment and impact of the program at this time. |
| Accelerated Math | Mathematics | Reports generated from the program | Not Effective | Outcomes varied depending on individual student. Program was differentiated to meet the needs of all students | Using Accelerated Math was optional for teachers and 3 of the grades used it sporadically. Data suggest even those 3 grades only used it for a handful of minutes per day. Inconsistent usage prevented a true assessment of the program's effectiveness. |
| Reading Eggs- phonics and sight words | Grades K-2 | After 10 lessons, children complete a Mastery Quiz. This provides you with a report of what your child is learning. | Effective | Mondo assessments show students increasing 2-3 letters every assessment period. Dolch assessments show 70% on grade level. | It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. Children can repeat the online lessons as |
| Phonics First | Grades K-2 | Reports generated from the program | Effective | Mondo assessments show students increasing 2-3 letters every assessment period. Dolch assessments show 70% on grade level. | Phonics First® is RLAC's nationally accredited Orton-Gillingham course used to teach literacy. The dynamic and interactive Professional Development courses and workshops give special and general education teachers the knowledge and expertise to implement evidence-based strategies that improve student achievement. Phonics |
| Leveled Literacy Intervention | Grades K-2 | Reports generated from the program | Effective | Mondo assessments show students increasing 2-3 letters every assessment period. Dolch assessments show 70% on grade level. | The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. It consists of a series of planned lessons designed to provide supplementary |

# Root Cause Analysis

7

Return to Instructions

**Modifying Cells to Display Text**
Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.**

| Areas of Focus for SMART Goals | Performance Challenge | Possible Root Causes *(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)* | Strategies to Address Challenge *(What does the root cause imply for next steps in improvement planning?)* | | Turnaround Principle Addressed |
|---|---|---|---|---|---|
| **ELA & Literacy (TP3, TP4) (includes Social Studies & Science)** | Reading Comprehension across grade levels - Over 60% of students are reading below grade level as indicated by the Star Reading Assessment. | 1. Grade 2 vacancy.<br>2. Reading Specialist vacancy.<br>3. Novice classroom and support staff.<br>4. Lack of Balanced Literacy Program<br>5. Need more PD on Data analysis to inform instruction | 1: | Increase teacher proficiency in Guided Reading and fluency instruction. | 4 - Curriculum, Assessment & Intervention System |
| | | | 2: | Increase teacher proficiency in differentiation of instruction to address different learning styles and levels. | 3 - Effective Instruction |
| | | | 3: | Identify, set and monitor performance goals for each ELA educator. | 3 - Effective Instruction |
| **Math (TP3, TP4)** | 16% of students have demonstrated proficiency on the Mathematical Reasoning Rubric. | 1. Grade 5 vacancy.<br>2. Novice classroom and support staff.<br>3. Need more PD on Data analysis to inform instruction<br>4. Shift in instructional model from workshop instructional model (I do, we do, you do) to conceptual based instruction model;<br>5. Shift from low level demand worksheets, and activities with emphasis being placed on right verses wrong to activities and tasks that place emphasis on mathematical reasoning and conceptual understanding | 1: | Continue to identify and set instructional performance goals for each educator, provide opportunities for peer observations, and use informal/formal walkthroughs & observations to progress monitor achievement toward | 5 - Effective Staffing |
| | | | 2: | Continue to provide educators opportunities to increase knowledge of Common Core State Standards, the Eight Mathematical Practices, and the Conceptual Based Instructional Model. | 4 - Curriculum, Assessment & Intervention System |
| | | | 3: | Assist educators in identifying students in need of targeted intervention and the implementation of selected intervention programs. | 3 - Effective Instruction |
| **Climate & Culture (TP2)** | Student misconduct is prevalent (i.e. defiance of authority and physical altercations). | Staff and administrative turnover creates inconsistently applied strategies and procedures<br>Staff does not actively communicate with parents<br>Students are not actively engaged in classrooms<br>Positive rapports are not established between all staff members and students<br>Many students struggle with self-regulation<br>The social and emotional deficiencies of students are not effectively or systemically addressed resulting in various forms of student misconduct | 1: | Teachers will maintain parental contact logs to increase communications . Parental log data will be used to keep a pulse on the Climate & Culture of the school. Restructure parental meetings to include engaged | 8 - Family Engagement |
| | | | 2: | Acknowledge student accomplishments and create a system to support and reward positive student behavior. | 2 - School Climate & Culture |
| | | | 3: | Implement the school-wide Progressive Disciplinary Plan for School #6 that is applied consistently from the first day of school. | 2 - School Climate & Culture |
| **Effective Instruction (TP3)** | Over 70% of teachers scored a Proficient-1 rating or below in Standard 3 (Delivers Quality Instruction). | Teachers are not providing engaging lessons that move students through various activities, which results in student unrest and disruptive behavior<br>Classroom management ability varies from teacher to teacher<br>Staff and Administrative turnover creates inconsistently applied strategies and procedures<br>Data has not been effectively used by all teachers to guide instructional decision making | 1: | Provide opportunities for PLCs in the following areas: classroom management, designing effective lessons, engagement strategies, and analyzing data to drive best instructional practices. | 7 - Effective Use of Time |
| | | | 2: | Provide coaching and support on at least a biweekly basis for all teachers | 1 - School Leadership |
| | | | 3: | Create a system to monitor the progress of teachers' use of data. | 6 - Enabling the Effective Use of Data |

# SMART Goal 1

8.i

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**
**It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!**

***Do not base goals on data that will be available after June 30, 2016.***

**To sort action steps by start date:**
**Highlight the cells in the start date column, right click and select sort, oldest to newest.**
***Note: If you do this sort you will need to reorder your step numbers.***

| | | Turnaround Principle Addressed |
|---|---|---|
| **SMART Goal**<br>Specific/Strategic - Who? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | Between Fall 2015 and Spring 2016, as a result of tiered intervention and implementation of reading strategies, 70% of all students, inclusive of all subgroups, will increase their Lexile level as per the Lexile growth chart or Reading Level as per the Reading Level growth chart, as measured by STAR Reading Assessment or a | |
| **Performance Challenge Being Addressed** | Reading Comprehension across grade levels - Over 60% of students are reading below grade level as indicated by the Star Reading Assessment. | |
| **Strategies to Address Challenge** | 1: Increase teacher proficiency in Guided Reading and fluency instruction. | 4 - Curriculum, Assessment & Intervention System |
| | 2: Increase teacher proficiency in differentiation of instruction to address different learning styles and levels. | 3 - Effective Instruction |
| | 3: Identify, set and monitor performance goals for each ELA educator. | 3 - Effective Instruction |
| **Target population**<br>*[Focus school subgroups only]* | | |

| End of Cycle (EOC) Date | Interim Goals | Source(s) of Evidence | Status |
|---|---|---|---|
| EOC1 | Benchmark 1 (October 23rd):<br>Teachers will administer modified Running Records (required K-5) and/or a Fall Star Reading Assessment (required K-8) to establish a baseline level in order to tier and group students. There will be a building participation rate of at least 85%. | Running Records (required K-5) and/or Fall STAR reading Assessment | |
| EOC2 | Benchmark 2 (December 22nd):<br>School leaders and School-Based Supervisors will conduct two calibrated* focused walkthroughs for each grade level monitoring the tiered intervention with the use of Reading Strategies. School leaders will debrief with teachers and develop a brief action plan to address areas of need. (Possible actions include Professional Development, Reading | Walkthrough Data | |
| EOC3 | Benchmark 3 (February 29th):<br>Teachers will administer Running Records (Unit III) and/or the Winter Star Reading Assessment. Teachers will analyze the data, update student groupings, and identify students that have not increased their Lexile Level or Running Record Reading Level. Teachers will work with School Leaders, Supervisors, and Grade-Level Colleagues to establish 2 to 3 | Running Records (required K-5) and/or Winter STAR reading Assessment | |
| EOC4 | Benchmark 4 (April 29th):<br>School leaders, in conjunction with School-Based Supervisors, will conduct two calibrated* walkthroughs for each grade level focused specifically on monitoring the rituals and routines of the Reader's Notebook. School leaders and Content-Based Supervisors will debrief with teachers and provide targeted support for those teachers that do not have | Walkthrough Data | |
| EOC5 | Between Fall 2015 and Spring 2016, as a result of tiered intervention and implementation of reading strategies, 70% of all students, inclusive of all subgroups, will increase their Lexile level as per the Lexile growth chart or Reading Level as per the Reading Level growth chart, as measured by STAR Reading Assessment or a Modified Running Records. | Running Records (required K-5) and/or STAR Reading Assessment | |

| Step No. | Strategy | Action Step | Primary Turnaround Principle Addressed | Start Date | Deadline | Assigned To |
|---|---|---|---|---|---|---|
| 1 | 3 | Utilize formal and informal data to identify, set, and monitor performance goals for each ELA teacher. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 6/15/2016 | Administration, School-Based Supervisor |
| 2 | 1 | School leaders and school-based supervisors will identify the reading strategies that will be incorporated during each cycle. | 3 - Effective Instruction | 9/3/2015 | 6/15/2016 | Administration, School-Based Supervisor |

# SMART Goal 1

8.i

School Name: Number 6, Acad Perf Arts - Paterson

Date:

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| 3 | 1 | Utilize grade level meetings and/or vertical articulation meetings to professionally develop, support, and monitor the progress of teachers in all grades in the use of text-dependent questions, the principles of Guided Reading in grades K-5, and Close Reading in grades 6-8. | 3 - Effective Instruction | 9/3/2015 | 10/23/2015 | Administration, School-Based Supervisor |
| 4 | 2 | Identify and tier students in subgroups (SPED, ELL 3.4 below, ELL 3.5 above) using STAR Early Literacy and Reading for targets intervention. Provide support to teachers on analyzing Runnning Records and **Fall** STAR Reading results for urgent intervention students. Wilson Reading System, Achieve 3000, Reading Eggs, and Reading A-Z will be used in alignment with our established intervention plan. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 10/23/2015 | Administration, School-Based Supervisor, Teacher Mentor of Data, Reading Specialists |
| 5 | 1 | Monitor the implementation of a Reader's Notebook with an emphasis on two to three text dependent weekly writing entries. | 4 - Curriculum, Assessment & Intervention System | 9/3/2015 | 10/23/2015 | Administration, School-Based Supervisor |
| 6 | 1 | Conduct professional development, including Standards Solutions, during grade level meetings and provide strategies and procedures for guided reading and intervention/enrichment activities, and the Wilson Reading System. Monitor classroom application of strategies. The Teaching Channel will be used to provide additional opportunities for teachers to observe peers in the classroom environment. | 3 - Effective Instruction | 9/3/2015 | 6/15/2016 | Administration, School-Based Supervisor |
| 7 | 3 | Provide coaching on content specific instructional practices. | 3 - Effective Instruction | 10/23/2015 | 6/15/2016 | Administration, School-Based Supervisor, Instructional Mentor |
| 8 | 3 | Conduct focused walkthroughs/observations of teachers with "Look Fors" focused on the usage of a Reader's Notebook. Develop next steps for teachers based on needs. Provide support to teachers that are not meeting the target. | 4 - Curriculum, Assessment & Intervention System | 10/23/2015 | 6/15/2016 | Administration, School-Based Supervisor |
| 9 | 2 | Compile all available data using the Winter STAR Reading assessment and Running Records to regroup students for tiered intervention periods. | 6 - Enabling the Effective Use of Data | 12/22/2015 | 2/23/2016 | Administration, School-Based Supervisor, Teacher Mentor of Data, Instructional Mentor |
| 10 | 2 | Compile all available data using the Spring STAR Reading assessment and Running Records to regroup students for tiered intervention periods. | 6 - Enabling the Effective Use of Data | 2/23/2016 | 4/29/2016 | Administration, School-Based Supervisor, Teacher Mentor of Data, Instructional Mentor |
| 11 | 2 | Develop STEAM interdisciplinary activities with ELA teachers | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | ELA Teachers, STEAM professional development provider |
| 12 | 2 | Provide professional development on best practices with PD provider | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |
| 13 | 1 | Provide professional development in literacy intervention for | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |
| 14 | 1 | Provide resources in literacy intervention for grades K-2 | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |
| 15 | 1 | Provide classroom libraries for ELA classrooms in grades 3 - 8 | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |

# SMART Goal 1

8.i

School Name: Number 6, Acad Perf Arts - Paterson

Date:

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|---|---|---|---|---|---|---|
| 16 | 1 | Provide computer-based literacy intervention program for grades K-8 | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |
| 17 | 2 | Provide web-based professional development in relevant and current teaching best practices | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | School administrators |
| 18 | | | | | | |
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**BUDGET DETAIL**

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

| Corresponding Action Step No. | Resource | Funding Category | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1.3.4.5.6.8.9.10. 12.13 | ELA School Based Supervisor salary | INSTRUCTION - Personal Services - Salaries | $ 28,764.00 | Federal Title I |
| 1.3.4.5.6.7.9.10. 12.13 | ELA School Based Supervisor benefits cost | SUPPORT SERVICES - Personnel Services - Employee Benefits | $ 11,375.00 | Federal Title I |
| 1.3.4.5.6.7.9.10. 12.13 | Special Education School Based Supervisor salary | INSTRUCTION - Personal Services - Salaries | $ 29,104.00 | Federal Title I |
| 1.3.4.5.6.7.9.10. 12.13 | Special Education School Based Supervisor benefits cost | SUPPORT SERVICES - Personnel Services - Employee Benefits | $ 11,369.00 | Federal Title I |
| 1.3.4.5.6.7.9.10. 12.13 | BiLingual/ESL School Based Supervisor salary | INSTRUCTION - Personal Services - Salaries | $ 20,823.00 | Federal Title I |
| 1.3.4.5.6.7.9.10 12.13 | BiLingual/ESL School Based Supervisor benefits cost | SUPPORT SERVICES - Personnel Services - Employee Benefits | $ 5,216.00 | Federal Title I |
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**ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)**

# SMART Goal 2

8.ii

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**
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***Do not base goals on data that will be available after June 30, 2016.***

**To sort action steps by start date:**
**Highlight the cells in the start date column, right click and select sort, oldest to newest.**
***Note: If you do this sort you will need to reorder your step numbers.***

| | | |
|---|---|---|
| **SMART Goal**<br>Specific/Strategic - Who? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | All students in Grades K-8 (inclusive of all subgroups) will acquire the knowledge, skills, and competencies in solving high-level tasks using multiple representations to increase their speaking and writing about mathematical reasoning with an emphasis on the following abilities: | |
| **Performance Challenge Being Addressed** | 16% of students have demonstrated proficiency on the Mathematical Reasoning Rubr | **Turnaround Principle Addressed** |
| **Strategies to Address Challenge** | 1: Continue to identify and set instructional performance goals for each educator, provide opportunities for peer observations, and use informal/formal walkthroughs & observations to progress | 5 - Effective Staffing |
| | 2: Continue to provide educators opportunities to increase knowledge of Common Core State Standards, the Eight Mathematical Practices, and the Conceptual Based Instructional | 4 - Curriculum, Assessment & Intervention System |
| | 3: Assist educators in identifying students in need of targeted intervention and the implementation of selected intervention programs. | 3 - Effective Instruction |
| **Target population**<br>*[Focus school subgroups only]* | | |

| End of Cycle (EOC) Date | Interim Goals | Source(s) of Evidence | Status |
|---|---|---|---|
| EOC1 | By October 23, 2015, initial data from the Mathematical Reasoning Rubric will be collected. School Administrators and School Based Supervisors will inform the staff of the gap between the initial data and current goal. | Mathematical Reasoning Rubric Data<br>Leadership Team Calibration Meeting Agenda Sign-In Sheet | |
| EOC2 | By December 22, 2015, school leaders and/or school-based supervisors will have conducted a minimum of 5 per month focused walkthroughs to ensure and monitor that mathematical reasoning is in practice. Follow up activities will be developed inclusive of professional development on the conceptual based model, pedagogy, assessing and advancing questions, and rigor to allow for students' academic success. | Mathematical Reasoning Rubric Data<br>Leadership Team Calibration Meeting Agenda Sign-In Sheet | |
| EOC3 | By February 29, 2016, data on the current growth percentage using the Mathematical Reasoning Rubric will be reported to the school. Teachers who have not yet met at least 15% increase based on the rubric will be identified and targeted support will be provided on mathematical reasoning by the Math Supervisor. | Mathematical Reasoning Rubric Data<br>Growth Percentage worksheet<br>Leadership Team Meeting Agenda Sign-In Sheet | |
| EOC4 | By April 29, 2016, data from formative assessment tasks will be analyzed and students who have shown limited ability (e.g. unit assessment scores less than 60%) in mathematical reasoning will be identified and strategic grouping and support will be planned to focus on these students. | Unit Assessment Data Student Grouping and Strategy Worksheet | |
| EOC5 | All students in Grades K-8 (inclusive of all subgroups) will acquire the knowledge, skills, and competencies in solving high-level tasks using multiple representations to increase their speaking and writing about mathematical reasoning with an emphasis on the following abilities:<br>• Describe the relationship between the mathematics in pictures, tables, graphs, equations, or contexts; relationship | Mathematical Reasoning Rubric | |

| Step No. | Strategy | Action Step | Primary Turnaround Principle Addressed | Start Date | Deadline | Assigned To |
|---|---|---|---|---|---|---|
| 1 | 2 | Utilize grade level meetings and vertical articulation meetings during the month of September to review the mathematical instructional model, updated curriculum with teachers, introduction to IFL Performance Based Assessments and Mathematical Reasoning Rubric. | 4 - Curriculum, Assessment & Intervention System | 9/3/2015 | 10/23/2015 | Administration, School-Based Supervisor |
| 2 | 3 | Identify targeted students in all three subgroups for intervention based on the Fall administration of STAR Math. Create schedules for students who will be receiving the targeted intervention. Utilize the data mentor to assist with identifying targeted students. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 10/23/2015 | Administration, School-Based Supervisor, Teacher Mentor of Data |

# SMART Goal 2

8.ii

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

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|---|---|---|---|---|---|---|
| 3 | 2 | Provide coaching on integration of writing in Mathematics | 3 - Effective Instruction | 9/3/2015 | 11/22/2015 | Administration, School-Based Supervisor |
| 4 | 1 | Establish initial teacher performance goal, moitor, and adjust goal as per Mathematical Reading Rubric walkthrough data. | 3 - Effective Instruction | 9/3/2015 | 12/22/2015 | Administration, School-Based Supervisor |
| 5 | 2 | Provide professional development, including Standards Solutions, on the learning progression of standards. The Teaching Channel will be used to provide additional opportunities for teachers to observe peers in the classroom environment. | 4 - Curriculum, Assessment & Intervention System | 9/3/2015 | 2/29/2016 | Administration, School-Based Supervisor |
| 6 | 2 | Provide professional development on the creation of formative assessment task rubrics that incorporates mathematical practices and content standards. | 4 - Curriculum, Assessment & Intervention System | 9/3/2015 | 2/29/2016 | Administration, School-Based Supervisor |
| 7 | 1 | Compile data using the Mathematical Reasoning Rubric for mid-year review. Based on the mid-year review, identify teachers who need targeted support. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 2/29/2016 | Administration, School-Based Supervisor |
| 8 | 3 | Create strategic student grouping based on performance of formative assessment tasks. | 4 - Curriculum, Assessment & Intervention System | 9/3/2015 | 4/29/2016 | Administration, School-Based Supervisor |
| 9 | 2 | Develop STEAM interdisciplinary activities with Math teachers | 3 - Effective Instruction | 9/1/2015 | 6/30/2016 | School Administrators |
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**BUDGET DETAIL**

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

| Corresponding Action Step No. | Resource | Funding Category | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1.3.4.5.6.7.8 | Math School Based Supervisor salary | INSTRUCTION - Personal Services - Salaries | $ 28,356.00 | Federal Title I |
| 1.3.4.5.6.7.8 | Math School Based Supervisor benefit | SUPPORT SERVICES - Personnel Services - Employee Benefits | $ 10,785.00 | Federal Title I |
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**ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)**

# SMART Goal 2

8.ii

Refer to instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**
**It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!**

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# SMART Goal 3

**8.iii**

**School Name:** Number 6, Acad Perf Arts - Paterson  Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**
**It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!**

***Do not base goals on data that will be available after June 30, 2016.***

**To sort action steps by start date:**
**Highlight the cells in the start date column, right click and select sort, oldest to newest.**
***Note: If you do this sort you will need to reorder your step numbers.***

| | | |
|---|---|---|
| **SMART Goal**<br>Specific/Strategic - Who? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | By May 2016, School #6 will implement the newly revised OCR procedure and use the data collected to reduce the number of OCRs by 10% compared to September 2014 - May 2015, to 243. | |
| **Performance Challenge Being Addressed** | Student misconduct is prevalent (i.e. defiance of authority and physical altercations). | **Turnaround Principle Addressed** |
| **Strategies to Address Challenge** | 1: Teachers will maintain parental contact logs to increase communications . Parental log data will be used to keep a pulse on the Climate & Culture of the school. Restructure parental | 8 - Family Engagement |
| | 2: Acknowledge student accomplishments and create a system to support and reward positive student behavior. | 2 - School Climate & Culture |
| | 3: Implement the school-wide Progressive Disciplinary Plan for School #6 that is applied consistently from the first day of school. | 2 - School Climate & Culture |
| **Target population**<br>*[Focus school subgroups only]* | | |

| End of Cycle (EOC) Date | Interim Goals | Source(s) of Evidence | Status |
|---|---|---|---|
| EOC1 | By 10/24/2015<br>The School Leadership Team will have adopted the newly created universal OCR form and procedures to manage OCR data entry. The revised expectations will be communicated to all stakeholders. | Sign-In Sheets and agendas from Professional Development | |
| EOC2 | By 12/22/2015<br>OCR data will indicate hotspots throughout the school, the frequency of particular school-wide behavior problems, and when and where they occur. Based on the data collected, modification to behavior strategies will be implemented to reduce the number of OCRs. | OCR data, modified behavior strategies | |
| EOC3 | By 2/27/2016<br>OCR data will be analyzed to identify students with a high number of infractions. The identified students will be placed on a school-created behavior plan and given extra support to reduce future infractions. | OCR data, school created data plans | |
| EOC4 | By 4/24/2016<br>The school staff will conduct check-ins with the students who have been identified as chronic offenders to determine the effectiveness of the new universal OCR procedures and to modify behavior plans as needed. | School created Student Check-In sign off sheets | |
| EOC5 | By May 2016, School #6 will implement the newly revised OCR procedure and use the data collected to reduce the number of OCRs by 10% compared to September 2014 - May 2015, to 243. | OCR Data | |

| Step No. | Strategy | Action Step | Primary Turnaround Principle Addressed | Start Date | Deadline | Assigned To |
|---|---|---|---|---|---|---|
| 1 | 1 | The School Leadership Team will assign and train success mentors who will support students with chronic OCR referrals using strategies to include, but not to be limited to, daily check-ins and provide a weekly written update to administration. | 1 - School Leadership | 9/3/2015 | 10/23/2015 | Administration |
| 2 | 1 | Restructure parent conferences for OCRs to include administrators, teachers, guidance counselors, and the child study team. | 8 - Family Engagement | 9/3/2015 | 10/23/2015 | Administration, Culture & Climate Mentor |
| 3 | 3 | Use Infinite Campus as system for reporting and documenting disciplinary infractions and outcomes. Train all staff members to use the behavior module. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 10/23/2015 | Administration, Teacher Mentor of Data |

# SMART Goal 3

8.iii

Return to Instructions

**School Name:** Number 6, Acad Perf Arts - Paterson  Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**
**It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!**

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | 3 | Implement newly established school-wide building norms and behavioral expectations and communicate to all stakeholders via the **revised** staff/student/parent handbook. | 2 - School Climate & Culture | 9/3/2015 | 10/23/2015 | Administration, Culture & Climate Mentor |
| 5 | 3 | Analyze OCR data and identify trends and patterns and provide interventions based on the results. Develop behavioral action plans for students and make referrals to family support agencies. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 12/22/2015 | Administration, Teacher Mentor of Data, Teacher Coordinator |
| 6 | 2 | Utilize an incentive system to support positive behavior. | 2 - School Climate & Culture | 9/3/2015 | 6/15/2016 | Administration, Culture & Climate Mentor |
| 7 | 3 | Provide regularly scheduled classroom and small group instruction on conflict resolution, peer mediation, and other forms of social and emotional learning. | 7 - Effective Use of Time | 9/3/2015 | 10/23/2015 | Administration, Culture & Climate Mentor, Guidance Counselor, Teacher Coordinator |
| 8 | 1 | Participate in biweekly calibration meeting with Full Service Community Schools staff to coordinate and maximize available resources to support improved social/emotional learning and parent engagement. | 2 - School Climate & Culture | 9/3/2015 | 10/23/2015 | Administration, Culture & Climate Mentor, Guidance Counselor, Teacher Coordinator, Full Service Community Schools staff, Parent Coordinator |
| 9 | 2 | Provide professional development through Ramapo for Children for teachers in the area of social/emotinal supports | 2 - School Climate & Culture | 10/1/2015 | 6/30/2016 | School Administrators |
| 10 | 2 | Provide student assemblies on anti-bullying | 2 - School Climate & Culture | 1/15/2016 | 6/30/2016 | School Administrators |
| 11 | 1 | Provide student incentives for students who have met rubric requirements | 2 - School Climate & Culture | 10/1/2015 | 6/30/2016 | School Administrators |
| 12 | 1 | Provide teacher incentives of teachers who have met rubric requirements based on student achievement | 2 - School Climate & Culture | 10/1/2015 | 6/30/2016 | School Administrators |
| 13 | 1 | Provide refreshments for parent meetings and workshops | 2 - School Climate & Culture | 10/1/2015 | 6/30/2016 | School Administrators |
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**BUDGET DETAIL**

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

| Corresponding Action Step No. | Resource | Funding Category | Funding Requested | Funding Source |
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**ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)**

# SMART Goal 3

**8.iii**

**School Name:** Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.**

**It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!**

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# SMART Goal 4

8.iv

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line -** list each one separately and in order of the start date.
**It is not necessary to use all 20 action step lines. Use only as many steps as needed.** DO NOT CUT & PASTE or DELETE ROWS!

*Do not base goals on data that will be available after June 30, 2016.*

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest.
*Note: If you do this sort you will need to reorder your step numbers.*

| | | Turnaround Principle Addressed |
|---|---|---|
| **SMART Goal**<br>Specific/Strategic - Who? What?<br>Measurable - %, How?<br>Attainable - Reasonable?<br>Relevant - Why?<br>Timed - When? | By June 2016, School 6 will plan and schedule time for effectively functioning PLCs for all instructional staff, which will result in at least 90% of teachers receiving a rating of Proficient-1 or higher on MediaX Standard 6b (Promote the concept of PLCs/professional forums through collaboration and purposeful involvement) during | |
| **Performance Challenge Being Addressed** | School 6 does not have effectively functioning PLCs to support teachers' instructional | |
| **Strategies to Address Challenge** | 1: Provide opportunities for PLCs in the following areas: classroom management, designing effective lessons, engagement strategies, and analyzing data to drive best instructional practices. | 7 - Effective Use of Time |
| | 2: Provide coaching and support on at least a biweekly basis for all teachers. | 1 - School Leadership |
| | 3: Create a system to monitor the progress of teachers' use of data. | 6 - Enabling the Effective Use of Data |
| **Target population**<br>*(Focus school subgroups only)* | | |

| End of Cycle (EOC) Date | Interim Goals | Source(s) of Evidence | Status |
|---|---|---|---|
| EOC1 | By October 23, 2015<br>The school leadership team will establish PLC structures and provide training to all instructional staff on processes, protocols, and expectations for learning communities. | PLC Meeting Schedule, PLC Professional Development Agendas, PLC Rosters, PLC Norms, Expectations, and Meeting Protocols. | |
| EOC2 | By December 22, 2015<br>PLCs will review, analyze, and report out on student growth and development data to determine student's progress toward instructional goals. | Meeting Agendas, Sign-In Sheets and Data on Student Progress. | |
| EOC3 | By February 23, 2016<br>School leaders will conference with PLCs to monitor, assess and determine students' progress toward achievement of learning progression goal(s). | Meeting Agendas, Sign-In Sheets and Data on Student Progress. | |
| EOC4 | By April, 23, 2016<br>Administrators will review results from the first and second observation cycles and provide targeted support to teachers not scoring Proficient-1 or higher on Standard 6b. | Media X Observation and Walkthrough Reports, PD Agendas, Sign-In Sheets | |
| EOC5 | By June 2016, School 6 will plan and schedule time for effectively functioning PLCs for all instructional staff, which will result in at least 90% of teachers receiving a rating of Proficient-1 or higher on MediaX Standard 6b (Promote the concept of PLCs/professional forums through collaboration and purposeful involvement) during the 3rd round of the Paterson Public Schools observation process. | Media X Reports, PD Agendas, Sign-In Sheets and Data on Student Progress. | |

| Step No. | Strategy | Action Step | Primary Turnaround Principle Addressed | Start Date | Deadline | Assigned To |
|---|---|---|---|---|---|---|
| 1 | 1 | Administrative team will use strategies from the SIG PLC Summer Institute to develop School 6's PLC structure. | 1 - School Leadership | 9/3/2015 | 10/23/2015 | Administration, Content Supervisors, Data Mentor |
| 2 | 1 | Train teachers on PLC protocols, norms and expectations. | 5 - Effective Staffing | 9/3/2015 | 10/23/2015 | Administration, Content Supervisors |
| 3 | 3 | PLCs will meet and review, analyze and report out on student growth and development data. | 6 - Enabling the Effective Use of Data | 9/3/2015 | 10/23/2015 | Administration, Content Supervisors, Data Mentor |

# SMART Goal 4

8.iv

Return to Instructions

School Name: Number 6, Acad Perf Arts - Paterson

Date:

**Enter all information for each SMART goal. Do not combine multiple action steps in one line -** list each one separately and in order of the start date.

**It is not necessary to use all 20 action step lines. Use only as many steps as needed.** DO NOT CUT & PASTE or DELETE ROWS!

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|---|---|---|---|---|---|---|
| 4 | 3 | Administrators will conduct a mid-year check-in with all PLCs to ensure consistency of protocols, norms and expectations. | 1 - School Leadership | 10/23/2015 | 12/22/2015 | Administration, Content Supervisors, Data Mentor |
| 5 | 3 | PLCs will collaboratively analyze student data and reflect on the progress towards meeting growth goals. Teachers will complete PLC Feedback forms to determine next steps. | 6 - Enabling the Effective Use of Data | 12/22/2015 | 2/23/2016 | Administration, Content Supervisors, Data Mentor |
| 6 | 2 | PLCs will meet monthly with school leaders to report out on their progress and findings. PLCs will give a progress update at a monthly staff meeting to help improve communication, climate and culture. | 2 - School Climate & Culture | 12/22/2015 | 4/23/2016 | Administration, Content Supervisors |
| 7 | 3 | Determine level of effectively functioning PLCs using a rubric and determine school goals for the next school year. | 6 - Enabling the Effective Use of Data | 4/23/2016 | 6/15/2016 | Administration, Content Supervisors, Data Mentor |
| 8 | 1 | Provide extended learning for students through extended day and extended year that will include instructional strategies that staff have learned through the PLCs. | 3 - Effective Instruction | 9/1/2015 | 6/30/2016 | Administrators |
| 9 | 3 | .5 Supervisor assigned to School 6 to provide support in SIG implementation activities. | 5 - Effective Staffing | 9/1/2015 | 6/30/2016 | District Administrators |
| 10 | 3 | Part-time fiscal specialist assigned to School 6 to provide support in SIG financial monitoring. | 5 - Effective Staffing | 9/1/2015 | 6/30/2016 | District administrators |
| 11 | 2 | Incorporate STEAM instructional activities through college partnership in Science, Robotics, Engineering, Forensics and Alternative Energy to support the work of one of the PLCs in the development of the STEAM theme. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration, Content Supervisors |
| 12 | 3 | Provide technology instructional supports for student use. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration |
| 13 | 3 | Equip data room. | 6 - Enabling the Effective Use of Data | 10/1/2015 | 6/30/2016 | Administration |
| 14 | 2 | Provide STEAM instructional supports in Robotics, Science, Engineering, Forensics and Alternative Energy. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration |
| 15 | 2 | Use ELMO projectors for PD and displaying student work. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration |
| 16 | 2 | Provide general instructional supplies to support extended learning activities. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration |
| 17 | 1 | Provide office supplies to support non-instructional activities as a result of extended learning. | 2 - School Climate & Culture | 10/1/2015 | 6/30/2016 | Administration |
| 18 | 2 | Provide travel reimbursements for conferences and transportation for students on field trips. | 7 - Effective Use of Time | 10/1/2015 | 6/30/2016 | Administration |
| 19 | 2 | Provide admissions for students on field trips and registration fees for conferences. | 3 - Effective Instruction | 10/1/2015 | 6/30/2016 | Administration |
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**BUDGET DETAIL**

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

| Corresponding Action Step No. | Resource | Funding Category | Funding Requested | Funding Source |
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ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

Return to Instructions



# BUDGET NARRATIVE

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

Date: _____

| | Year 2 Approved Allocation (see NGO Section 1.2 for approved amount) | 2015-2016 Requested Allocation |
|---|---|---|
| **LEA** (maximum 5% administrative) | | |
| **School** | | |
| **Total** | | |

Provide a narrative outlining the manner in which requested funds support the SMART Goals and action steps and are aligned to the requirements of the selected SIG model.

## *STAFF*

| *Position* | *Description* | *Salary/Stipend* | *SIG Requred Activity Alighment* | *SIP Goal Alignment* |
|---|---|---|---|---|
| Reading Specialist | Full-time (Vacant) | $75,000.00 | 5 - Recruit, Place and Retain Staff | ELA Goal |
| Reading Specialist | Full-time | $60,443.00 | 5 - Recruit, Place and Retain Staff | ELA Goal |
| Instructional Mentor | Full-time (Vacant) | $75,000.00 | 5 - Recruit, Place and Retain Staff | ELA Goal |
| Data Mentor | Full-time (75% funding) | $47,113.00 | 5 - Recruit, Place and Retain Staff<br>6 - Use of Data/Academic Programs | ELA/Math Goal |
| Climate & Culture Mentor | Full-time (75% funding) | $75,032.00 | 5 - Recruit, Place and Retain Staff<br>7b - Create Com-oriented Schools | Climate/Culture Goal |
| **Extended Learning** Administrators (3 - 285hrs) | **Total Hours = 311.25** | $946,964.00 | 7a - Increase Learning Time | School-based Goal |
| .5 Supervisor | 0.5 | $45,000.00 | 8 - Admin Autonomy/LEA Support | School-based Goal |
| Fiscal Specialist | 100 hrs | $4,500.00 | 8 - Admin Autonomy/LEA Support | School-based Goal |
| Benefits | | $221,462.00 | Various | All Goals |
| ***TOTAL*** | | ***$1,550,514.00*** | | |

## PROFESSIONAL SERVICES

| Vendor | Description | Cost | SIG Requred Activity Alighment | SIP Goal Alignment |
|---|---|---|---|---|
| University Partner | strategies PD - 30 Days @ | $40,500.00 | 4 - Professional Development | Climate/Culture Goal |
| University Partner | Science, Robotics and CSI | $67,340.00 | 6 - Use of Data/Academic Programs | School-based Goal |
| Ramapo College | Development 18 Days @ | $6,300.00 | 4 - Professional Development | ELA, Math, School-based |
| Best Practices Pro. Development | 10 Days @ $2,000/day | $20,000.00 | 6 - Use of Data/Academic Programs | ELA & Math Goal |
| Reading Intervention K-3 Program Pro. Dev | 5 days @ $1,700 2 certs @ $425 | $13,750.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| Guest Speakers | Assemblies/Workshops | $1,000.00 | 7b - Create Com-oriented Schools | Climate/Culture Goal |
| ***TOTAL*** | | ***$148,890.00*** | | |

## SUPPLIES

| Item | Description | Cost | SIG Requred Activity Alighment | SIP Goal Alignment |
|---|---|---|---|---|
| Technology | 1 iPad Cart 40 Desktop | $52,465.00 | 6 - Use of Data/Academic Programs | All Goals |
| Data Room | 2 Desktop Computers | $5,700.00 | 6 - Use of Data/Academic Programs | ELA, Math, School-based |
| STEAM Materials | Robotics & CSI Kits | $9,014.00 | 6 - Use of Data/Academic Programs | School-based Goal |
| Reading Intervention K-3 Materials | 20 kits @ $1,180.25 | $23,605.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| Elmo Portable Projectors | 5 Elmos | $1,750.00 | 4 - Professional Development 6 - Use of Data/Academic Programs | ELA, Math, School-based |
| Classroom Libraries | Grades 3 - 8 | $5,090.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| General Supplies | Supplies for Students | $8,787.00 | 6 - Use of Data/Academic Programs | All Goals |

| | | | | |
|---|---|---|---|---|
| Office Supplies | Supplies for Staff | $485.00 | 1 - Governance | School-based Goal/C&C |
| ***TOTAL*** | | ***$106,896.00*** | | |

## ***OTHER ITEMS***

| ***Item*** | ***Description*** | ***Cost*** | ***SIG Requred Activity Alighment*** | ***SIP Goal Alignment*** |
|---|---|---|---|---|
| Student Incentives | 300 students x $25/student = $7,500 | $7,500.00 | 3 - Incentives | ELA, Math, Clim/Cult |
| Teacher Incentives | Incentives based on student achievement | $20,000.00 | 3 - Incentives | ELA, Math, Clim/Cult |
| Reading Intervention licenses for Grades 3-8 | 265 licenses for Reading Intervention for Grades 3 - 8 | $15,700.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| Reading Egg Licenses | Licenses for Reading Support for K-2 | $1,750.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| Teaching Channel Licenses | Licenses for web-based Professional Development | $4,950.00 | 4 - Professional Development | ELA/Math Goal |
| Reading A - Z | Licenses for Reading for Grades K-2 | $1,105.00 | 6 - Use of Data/Academic Programs | ELA Goal |
| Transportation | 2 Field Trips for Grades 6 - 8 to the Meadowlands and Ramapo College | $1,800.00 | 6 - Use of Data/Academic Programs | School-based Goal |
| Admissions | 1 Field Trip for Grades 6 - 8 to the Meadowlands | $1,800.00 | 6 - Use of Data/Academic Programs | School-based Goal |
| Registration Fees | Harvard Conference for 1 Administrator and Conferences for Teachers | $3,195.00 | 4 - Professional Development | All Goals |
| Refreshments for Parent Events | 5 Parent Events | $6,000.00 | 7b - Create Com-oriented Schools | School-based Goal |
| Travel | Harvard Conference for 1 Administrator | $1,550.00 | 4 - Professional Development | All Goals |
| ***TOTAL*** | | ***$65,350.00*** | | |

Return to Instructions

10

**BUDGET DETAIL FORM A**

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 1.4 | 100 - 100: Full-Time & Part Time Salaries - Instruction | 1 FTE Reading Specialist - Reading Specialist will provide targeted and specific reading support for students in grades 3 - 8 that are struggling in reading. | $75,000 x 100% = $75,000 | $ 75,000.00 |
| 1.4 | 100 - 100: Full-Time & Part Time Salaries - Instruction | 1 FTE Reading Specialist - Reading Specialist will provide targeted and specific reading support for students in grades 3 - 8 that are struggling in reading. | $60,443 x 100% = $60,443 | $ 60,443.00 |
| | | | | |
| 4.8 | 100 - 100: Full-Time & Part Time Salaries - Instruction | 50 Part-time Teachers for Extended Learning | 50 Tchrs x 280 hrs x $49/hr = 686,000 | $ 686,000.00 |
| 4.8 | 100 - 100: Full-Time & Part Time Salaries - Instruction | 10 Instructional Assistants for Extended Learning | 10 IA x 256 hrs x $39/hr = 99,840 | $ 99,840.00 |

100-100

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Return to Table of Contents

10

# BUDGET DETAIL FORM A

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 4.8 | 100 - 100: Full-Time & Part Time Salaries - Instruction | 166 Part-time Substitutes for Extended Learning | 166 Substitutes x 1 hr x $18/hr = 2,988 | $ 2,988.00 |
| 1.4/1.10/2.2/3.3/3.5 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 FTE Mentor of Data Analysis - The Salary for the Mentor of Data Analysis @ 100% Salary is $57,483 - SIG is funding only 75% of the Salary = $47,113 | 1 FTE Mentor of Data Analysis - The Salary for the Mentor of Data Analysis @ 100% Salary is $57,483 - SIG is funding only 75% of the Salary = ~~$47,113~~ 43,112 | $ ~~47,113.00~~ 43,112 |
| 3.2/3.4/3.6/3.7/3.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 FTE Mentor of Climate and Culture - The Salary for the Climate and Culture position@ 100% is $100,042. SIG is funding only 75% of the salary = $75,032 | 1 FTE Mentor of Climate and Culture - The Salary for the Climate and Culture position@ 100% is $100,042. SIG is funding only 75% of the salary = $75,032 | $ 75,032.00 |
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 Part-time Principal for Extended Learning - Scheduled to work 300 hours, however based on past budgets, principal has worked approximately 285 hrs. Reduced budgeted hours have been provided in an effort to avoid large budget transfers. | 1 Part-time Principal for Extended Learning - Scheduled to work 300 hours, however based on past budgets, principal has worked approximately 285 hrs. Reduced budgeted hours have been provided in an effort to avoid large budget transfers. 285 x 62/HR | $ 17,670.00 |

100-100 200-100 A 138002

Return to Instructions



**BUDGET DETAIL FORM A**

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 2 Part-time Vice Principals for Extended Learning - Scheduled to work 300 hours, however based on past budgets, each vice principal has worked approximately 285 hrs. Reduced budgeted hours have been provided in an effort to avoid large budget transfers. | 2 Vice Principals x 285 hrs x $60/hr = $34,200 | $ 34,200.00 |
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 Part-time Nurse for Extended Learning - Scheduled to work - Scheduled to work 300 hours, however based on past budgets, the nurse has worked approximately 285 hrs. Reduced budgeted hours have been provided in an effort to avoid large budget transfers. | 1 Nurse x 285 hrs. $49/hr = $13,965 | $ 13,965.00 |
| 4.8 | 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 215 hours are above their normal work day. | 2 Secretaries x 215 hrs x $39/hr = $16,770 | $ 16,770.00 |

Return to Instructions

10

**BUDGET DETAIL FORM A**

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 Part-time Parent Coordinator for Extended Learning - Contractually parent coordinators are scheduled to work during the extended year and 245 hours are above their normal work day. | 1 Part-time Parent Coordinator x 245 hrs x $39/hr = $9,555. | $ 9,555.00 |
| 1.7/1.9/1.10 | 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. | $75,000 x 100% = $75,000 | $ 75,000.00 |
| 4.8 | 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 Security Guard x 215 hrs x $39/hr = 8,385 | $ 8,385.00 |
| 4.8 | 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 $39.37 per hr = $6,693 | $ 6,693.00 |

200-100

99633

Return to instructions

10

**BUDGET DETAIL FORM A**

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 4.9 | 200 - 100: Full Time and Part Time Salaries Support Services | .5 SIG Supervisor | .5 SIG Supervisor x $90,000 x 50% = $45,000 | $ 45,000.00 |
| 4.1 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 Part-time Fiscal Specialist | 1 Fiscal Specialist x 100 hrs x $45/hr = $4,500 | $ 4,500.00 |
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 50 Part-time Teachers for Extended Learning | 50 teachers x 20 hrs x $49/hr = $49,000 | $ 49,000.00 |
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 1 Part-time Lead Cafeteria Monitor for Extended Learning | 1 Lead Cafeteria Monitor x 30 hrs x $9.10/hr = $273.00 | $ 273.00 |

200-100 98773

98773

Return to Instructions

10

**BUDGET DETAIL FORM A**

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | POSITION/NAME | COST CALCULATION<br>For full-time positions: total annual salary x percent of time to the grant project = total<br>For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total | GRANT REQUEST AMOUNT |
|---|---|---|---|---|
| 4.8 | 200 - 100: Full Time and Part Time Salaries Support Services | 7 Part-time Cafeteria Monitors for Extended Learning | 7 Cafeteria Monitors x 27 hrs x $8.60/hr = $1,625.00 | $ 1,625.00 |

1625

200-100
1625

Return to Instructions

11

# BUDGET DETAIL FORM B

*Personal Services - Employee Benefits*

*Function & Object Codes 200 - 200*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Ar Number 6, Acad Perf Art

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.

| POSITION/NAME | GRANT REQUESTED SALARY AMOUNT | FICA 7.65% | TPAF - 14.25 | PERS ---------% | WRKR'S COMP ---------% | UNEMPLY. ---------% | DISABIL. ---------% | HEALTH ---------% | OTHER SPECIFY: _____ ---------% | TOTAL % OF BENEFITS | GRANT REQUEST AMOUNT (BENEFITS ONLY) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 FTE Reading Specialist @ $75,000 | $ 75,000 | $ 5,738 | 10,688 | | | | | 12,000 | | 38 | $ 28,426 |
| 1 FTE Reading Specialist @ $60,443 | $ 60,443 | $ 4,624 | 8,613 | | | | | 12,000 | | 42 | $ 25,237 |
| 1 FTE Instructional Mentor @ $75,000 | $ 75,000 | $ 5,738 | 10,688 | | | | | 12,000 | | 38 | $ 28,426 |
| Extended Day: 50 Part-time Teachers = $735,000 49000 + 686000 | $ 735,000 | $ 56,228 | | | | | | | | 7.65 | $ 56,228 |
| Extended Day: 10 Part-time Instructional Assistants = $99,840 | $ 99,840 | $ 7,638 | | | | | | | | 7.65 | $ 7,638 |

14595

200-200
220605

Return to Instructions

11

# BUDGET DETAIL FORM B

*Personal Services - Employee Benefits*

*Function & Object Codes 200 - 200*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Ar Number 6, Acad Perf Art

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.

| POSITION/NAME | GRANT REQUESTED SALARY AMOUNT | FICA 7.65% | TPAF - 14.25 | PERS ---------% | WRKR'S COMP ---------% | UNEMPLY. ---------% | DISABIL. ---------% | HEALTH ---------% | OTHER SPECIFY: _____ ---------% | TOTAL % OF BENEFITS | GRANT REQUEST AMOUNT (BENEFITS ONLY) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Substitutes for Teachers ELO Programs and SIG related teacher pull-out professional development @ $18 per hour = 2,988 | $ 2,988 | $ 229 | | | | | | | | 7.65 | $ 229 |
| 1 FTE Mentor of Data Analysis @ $47,113 | $ 43112 ~~47,113~~ | $ 3298 ~~3,604~~ | 6143 ~~6714~~ | | | | | 12,000 | | 48 | $ 21441 ~~22,318~~ |
| 1 FTE Mentor of Climate and Culture @ $75,032 | $ 75,032 | $ 5,740 | 10,692 | | | | | 12,000 | | 38 | $ 28,432 |
| Extended Day: 1 Principal x 285 hrs x $62/hr = $17,670 | $ 17,670 | $ 1,352 | | | | | | | | 7.65 | $ 1,352 |
| Extended Day: 2 Vice Principals x 285 hrs x $60/hr = $34,200 | $ 34,200 | $ 2,616 | | | | | | | | 7.65 | $ 2,616 |

54670

**BUDGET DETAIL FORM B**

*Personal Services - Employee Benefits*

*Function & Object Codes 200 - 200*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Ar Number 6, Acad Perf Art

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.

| POSITION/NAME | GRANT REQUESTED SALARY AMOUNT | FICA 7.65% | TPAF - 14.25 | PERS ---------% | WRKR'S COMP ---------% | UNEMPLY. ---------% | DISABIL. ---------% | HEALTH ---------% | OTHER SPECIFY: _____ ---------% | TOTAL % OF BENEFITS | GRANT REQUEST AMOUNT (BENEFITS ONLY) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Extended Day: 1 Part-time Nurse x 285 hrs x $49/hr = $13,695 | 13965 $ ~~13,695~~ | 1068 $ ~~1,048~~ | | | | | | | | 7.65 | 1068 $ ~~1,048~~ |
| Extended Day: 2 Part-time Secretaries x 215 hrs x $39/hr = $16,770 | $ 16,770 | $ 1,283 | | | | | | | | 7.65 | $ 1,283 |
| Extended Day: 1 Parent Coordinator x 245 hrs x $39/hr = $9,555 | $ 9,555 | $ 731 | | | | | | | | 7.65 | $ 731 |
| Extended Day: 1 Security Guard x 215 hrs. x $39/hr = $8,385 | $ 8,385 | $ 641 | | | | | | | | 7.65 | $ 641 |
| Extended Day: 1 Part-time Custodian x 17hr = $6,693 | $ 6,693 | $ 512 | | | | | | | | 7.65 | $ 512 |

Return to Instructions

11

# BUDGET DETAIL FORM B

*Personal Services - Employee Benefits*

*Function & Object Codes 200 - 200*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Ar Number 6, Acad Perf Art

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.

| POSITION/NAME | GRANT REQUESTED SALARY AMOUNT | FICA 7.65% | TPAF - 14.25 | PERS ---------% | WRKR'S COMP ---------% | UNEMPLY. ---------% | DISABIL. ---------% | HEALTH ---------% | OTHER SPECIFY: _____ ---------% | TOTAL % OF BENEFITS | GRANT REQUEST AMOUNT (BENEFITS ONLY) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| .5 SIG Supervisor x $90,000 x 50% Salary = $45,000 | $ 45,000 | $ 3,443 | 6413 | | | | | 6000 | | 35 | $ 15,856 |
| 1 Part-time Fiscal Specialist x 100 hrs x $45/hr = $4,500 | $ 4,500 | $ 344 | | | | | | | | 7.65 | $ 344 |
| Extended Day: 1 Lead Cafeteria Monitor x 75 hrs x $9.10/hr = $683 | $ 273 | $ 21 | | | | | | | | 7.65 | $ 21 |
| Extended Day: 7 Cafeteria Monitors x 67.5 hrs x $8.60/hr = $4,064 | $ 1,625 | $ 124 | | | | | | | | 7.65 | $ 124 |
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16345

Return to Instructions



**BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services*

*Function & Object Codes 100 - 300 and 200 - 300*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 3.9 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | Ramapo for Children: 1 Person for Social/emotional strategies PD - 30 Days @ $1,350/day | 1,350/day | 30 days | $ 40,500 |
| 4.11 | 100 - 300: Purchased Professional and Technical Services (instructional) | University Partner: STEAM Classes in Science, Robotics and CSI 455 Classes @ 148/class: 32.5 weeks x 7 classes/week x 2 instructors = 455 classes x $148/class = $67,340 | 148/class | 455 classes | $ 67,340 |

200-300 / 40500 ✓

100-300 / 67,340 ✓

# BUDGET DETAIL FORM C

*Purchased Professional and Technical Services*

*Function & Object Codes 100 - 300 and 200 - 300*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 1.11/2.9 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | University Partner: Professional Development for STEAM Development for 18 Days @ $350/day | 350/day | 18 days | $ 6,300 |

200-300
$6,300 ✓

# BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 1.12 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | Best Practices Professional Development 10 days @ $2,000 per day (7 hrs/day): 1 presenter x 10 days x $2,000/day = $20,000. Focus of PD includes: o Implementing Instructional Strategies to Fully Engage Students<br>o Project-based Learning<br>o Aligning Practices with K-2 Writing Standards<br>o Conducting an In-depth Examination of the K-2 Writing Standards<br>o Enhancing Instructional Question and Discussion Techniques<br>o Providing Better Quality Instructional Feedback<br>o Aligning Practices with 3-5 Writing Standards<br>o Aligning Practices with 3-5 Reading Standards<br>o Conducting an In-depth Examination of the 3-5 Math Standards<br>o Modeling in Mathematics<br>o Teaching Rigor in CCSS | 2,000 day | 10 days | $ 20,000 |

200-300
20,000 ✓

# BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 3.1 | 100 - 300: Purchased Professional and Technical Services (instructional) | Guest Speakers to provide anti-bullying assemblies | 500 | 2 assemblies | $ 1,000 |
| 1.13 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | Reading Intervention Program Professional Development Level K - 1 @ 1 day @ 2,200: 11 teachers in grades K-1 + 2 administrators will receive professional development for one day at 7 hrs/day. | 2,200 | 1 day | $ 2,200 |

100-300
1000 ✓

200-300
2200 ✓

# BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 1.13 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | Reading Intervention Program Professional Development Level 2 - 3 @ 1 day @ 2,200: 11 teachers in grades 2-3 + 2 administrators will receive professional development for one day at 7 hrs/day. | 2,200 | 1 day | $ 2,200 |
| 1.13 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | 2 Reading Intervention Program Professional Development Facilitators @ 425 each | 425 | 2 | $ 850 |

200-300
3050

# BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | RATE: HOURLY, DAILY, FLAT FEE | TIME REQUIRED | GRANT REQUEST AMOUNT |
|---|---|---|---|---|---|
| 1.13 | 200 - 300: Purchased Professional and Technical Services (noninstructional/support) | Reading Intervention Program Professional Development Coaching Days @ 1,700 per day x 5 days = $8,500. 12 classroom teachers will receive coaching. Coaches will provide coaching services for 7 hrs per day, however the number of hours that teachers receive per day will depend on their schedule. | 1700 | 5 days | $ 8,500 |
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200-300

# BUDGET DETAIL FORM D

*Supplies and Materials*

*Function & Object Codes 100 - 600 and 200 - 600*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | ITEM DESCRIPTION | UNIT COST (UC) | QUANTITY (Q) | GRANT REQUEST AMOUNT (GR) |
|---|---|---|---|---|---|
| 4.12 | 100 - 600: Instructional Supplies and Textbooks | Technology: 50 ipads & Covers @ $610/iPad, 1 iPad Cart @ $1,800/cart, 17 Desktop Computers @ $1,000/computer, 2 Color Printers @ $550/printer, 1 Poster Printer & Toner @ $1,391/printer and $674/toner | | | $ 52,465 |
| 4.13 | 200 - 600: Noninstructional Supplies and Materials | Data Room: 2 Desktop Computers @ $1,000/computer, 1 Brightlink Boardw/Projector Board @ $1,495, Projector @ $1,798 and Mounting @ $407 | | | $ 5,700 OK |
| 4.15 | 200 - 600: Noninstructional Supplies and Materials | 5 Elmos Portable Projectors | 350 | 5 | $ 1,750 |
| 1.15 | 100 - 600: Instructional Supplies and Textbooks | Classroom Libraries-Grades 3-8: Ready-To-Go II Complete Set Grade 3 $363.57 x 2 = $727.14, Ready-To-Go II Complete Set Grade 4 $363.57 x 2 = $727.14, Ready-To-G0 II Complete Set Grade 5 $363.57 x 4 = $1,454.28, Ready-To-Go Favorites Grade 6 $363.57 x 2 = $727.14, Ready-To-Go Favorites Grade 7 $363.57 x 2 = $727.14, Ready-To-Go Favorites Grade 8 $363.57 x 2 = $727.14 | | 14 | $ 5,090 |

100-600 57555

200-600 7,450 ✓

# BUDGET DETAIL FORM D

*Supplies and Materials*

*Function & Object Codes 100 - 600 and 200 - 600*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | ITEM DESCRIPTION | UNIT COST (UC) | QUANTITY (Q) | GRANT REQUEST AMOUNT (GR) |
|---|---|---|---|---|---|
| 4.14 | 100 - 600: Instructional Supplies and Textbooks | ***Not all items are visible in this box when printed or viewed on computer. Please see above tool bar for full list of items.*** STEAM Materials: OWI Rookie Solar Racer it (Robotics 16 @ $9.95 = $159.20 Table Top Robot (Robotics) 16 @ $16.95 = $271.20 OWI T4 Transforming Solar Robot (Robotics)16@ $23.95 = $383.20 Innovati RQ5 With Electronics (Robotics) 16 @ $35.00 = $560.00 OWI 535 Robotic Arm (Robotics) 16 @ $44.29 = $708.64 Jumperbot (Robotics) 16 @ 44.95 = $719.20 Educational Robotic Kit: Level 1 (Robotics) 3@$175.00=$525.00 Educational Robotic Kit: Level 2 (Robotics) 3@$175.00 = $525.00 NANOBLOCK SPACE SHUTTLE (Engineering) 16 @ $26.99 = $431.84 GEOMAG (Engineering) 16 @ $45 = $720.00 Eitech 2.4 GHZ Radio Control Buggy (Engineering) 16 @ $79,99 = $1,279.84 Kit (Engineering) 3 @ $99.00 = $297.00 Fingerprint Detective (Forensics 31 @ $9.99 = $309.69 Crime Scene Science Classroom Kit 3 @$128.95 = $386.85 Chromatography Experiment Kit (Forensics) 16 @ $25.95 = $415.20 Case of the Missing Mascot: A Crime Scenario (Forensics) 1 @ 149.95 Case of the Lost skull: A Crime Scenario @ $176.95 = $176.95 Case Of The Kidnapped Cookies: A Crime | | | $ ~~9,014~~ 8019 |
| 1.14 | 100 - 600: Instructional Supplies and Textbooks | Literacy K-3 Reading Materials: Level K, Level 1, Level 2 and Level 3 Kits for student use | $1,180.25 | 20 | $ 23,605 |

# BUDGET DETAIL FORM D

*Supplies and Materials*

*Function & Object Codes 100 - 600 and 200 - 600*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | ITEM DESCRIPTION | UNIT COST (UC) | QUANTITY (Q) | GRANT REQUEST AMOUNT (GR) |
|---|---|---|---|---|---|
| 4.16 | 100 - 600: Instructional Supplies and Textbooks | Classroom Kits for Grades K-2 Item # BLM11001: All-in-one school supplies for students that will support instruction in core content areas including math, language arts, science and social studies. Supplies include pencils, markers, erasers, rulers, scissors, highlighters, pens, glue sticks, colored pencils, index cards, etc. | 29 | 80 | $ 2,320 |
| 4.16 | 100 - 600: Instructional Supplies and Textbooks | Classroom Kits for Grades 3-4 Item # BLM11003: All-in-one school supplies for students that will support instruction in core content areas including math, language arts, science and social studies. Supplies include pencils, markers, erasers, rulers, scissors, highlighters, pens, glue sticks, colored pencils, index cards, etc. | 29 | 80 | $ 2,320 |
| 4.16 | 100 - 600: Instructional Supplies and Textbooks | Classroom Kits for Grades 5-8 Item # BLM11058: All-in-one school supplies for students that will support instruction in core content areas including math, language arts, science and social studies. Supplies include pencils, markers, erasers, rulers, scissors, highlighters, pens, glue sticks, colored pencils, index cards, etc. | 29 | 143 | $ 4,147 |
| 4.17 | 200 - 600: Noninstructional Supplies and Materials | Office Supplies: calculators ($13 x 10 = $130) post-its ($10 x 5 = $50) portfolios ($15 x 5 = $75), Clips ($3 x 10$ = $30) and binder clips ($4 x 50 = $200) | | | $ 485 |

**BUDGET DETAIL FORM E**

*Equipment*

*Function & Object Codes 400 - 731 and 400 - 732*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / 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: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | GRANT REQUEST AMOUNT |
|---|---|---|---|
| 1.16 | 100 - 500: Other Purchased Services | 250 Licenses for English Language Arts Intervention Program : 250 licenses x $62.80 = $15,700. Licenses will be used by students from 9/2015-7/2016. | $ 15,700 |
| 1.16 | 100 - 500: Other Purchased Services | Reading Eggs: Licenses for Reading Intervention for Grades k-2. Licenses will be used by students from 9/2015-7/2016. 100 Licenses x $17.5 = $1,750 | $ 1,750 |
| 1.16 | 100 - 500: Other Purchased Services | Reading A-Z: Licenses for Grades K-2. Licenses will be used by students from 9/2015-7/2016. 13 classrooms x $85/classroom = $1,105. | $ 1,105 |
| 4.19 | 100 - 800: Other Objects | Admissions to 1 field trip for grades 6-8 to the Meadowlands. 150 students x $12/student = $1,800. | $ 1,800 |
| 4.18 | 200 - 500: Other Purchased Services | Transportation for 2 field trips grades 6-8 to the Meadowlands and Ramapo College. 150 students x 2 trips x $6/trip = $1,800. | $ 1,800 |
| 1.17 | 200 - 500: Other Purchased Services | The Teaching Channel: Licenses for web-based teacher professional development. 30 licenses x $165/license = $4,950 (including online kickstart support). | $ 4,950 |

100-500 18,555 ✓ 100-800 1800 ✓ 200-500 6750 ✓

# 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: Number 6, Acad Perf Arts - Paterson
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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / PURPOSE | GRANT REQUEST AMOUNT |
|---|---|---|---|
| 4.19 | 200 - 500: Other Purchased Services | Registration fees to Harvard Conference for 1 Administrator and conferences for teachers. 1 administrator x $2,895/Harvard Conference = $2,895. 3 teachers x 1 conference x $100/conference = $300. | $ 3,195 |
| 4.18 | 200 - 580: Travel | Travel to Harvard Conference for 1 Administrator. 6 nights lodging x $199/night = $1,194. 466 miles x $.31 = $144.46. 6 meals x $35.25 = $211.50 | $ 1,550 |
| 3.11 | 100 - 800: Other Objects | Student Incentives: 300 students x $25/incentive = $7,500 | $ 7,500 |
| 3.12 | 200 - 800: Other Objects | Teacher Incentives: Incentives based on Student Achievement. 50 teachers x $400/incentive = $20,000 | $ 20,000 |
| | 200 - 800: Other Objects | Parent Refreshments: 4 report card/back-to-school events x 200 parents/event x $5.50/parent = $4,400. 1 Parent Empowerment Conference x 160 parents x $10/parent = $1,600 | $ 6,000 |
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200-500 / 3195 ✓
200-580 / 1550 ✓
100-800 / 7500 ✓
200-800 / 26,000 ✓

Return to Instructions



# 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: Number 6, Acad Perf Arts - Paterson

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.

| SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP | FUNCTION & OBJECT CODE | DESCRIPTION / COST CALCULATION | GRANT REQUEST AMOUNT |
|---|---|---|---|
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17

# NEW JERSEY DEPARTMENT OF EDUCATION
## APPLICATION FOR FUNDS - BUDGET

PATERSON

**School Name:** Number 6, Acad Perf Arts - Paterson

**Date:**

**Lea Name:**

**NGO Title: School Improvement Grant (Cohort 3 - Year 2)**

**NGO #:**

995
5818
6813

*FY2016 - Project Period: July 1, 2015 to June 30, 2016*
*This page will automatically be updated based on the*

| BUDGET CATEGORY | FUNCTION & OBJECT CODE | State/Local Budget for School | Federal Title I Funds Allocated to School | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | TOTAL | SIG FUNDS | SIG ADMIN FUND | SIG TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| INSTRUCTION | | | | | | | | | |
| Personnel Services - Salaries | 100-100 | $ - | $ 107,047 | $ - | $ - | $ 107,047 | $ 924,271 | | $ 924,271 |
| Purchased Professional & Technical Services | 100-300 | $ - | $ - | $ - | $ - | $ - | $ 68,340 | | $ 68,340 |
| Other Purchased Services | 100-500 | $ - | $ - | $ - | $ - | $ - | $ 18,555 | | $ 18,555 |
| Supplies & Materials | 100-600 | $ - | $ - | $ - | $ - | $ - | $ 98,961 | | $ 97966 ~~98,961~~ |
| Other Objects | 100-800 | $ - | $ - | $ - | $ - | $ - | $ 9,300 | | $ 9,300 |
| SUBTOTAL - INSTRUCTION | | $ - | $ 107,047 | $ - | $ - | $ 107,047 | $ 1,119,427 | | $ 1,118,432 ~~1,119,427~~ |
| SUPPORT SERVICES | | | | | | | | | |
| Personnel Services - Salaries | 200-100 | $ - | $ - | $ - | $ - | $ - | $ 404,781 | $ - | $ 404,780 ~~404,781~~ |
| Personnel Services - Employee Benefits | 200-200 | $ - | $ 38,745 | $ - | $ - | $ 38,745 | $ 221,462 | $ - | $ 220,605 ~~221,462~~ |
| Purchased Professional & Technical Services | 200-300 | $ - | $ - | $ - | $ - | $ - | $ 80,550 | $ - | $ 80,550 |
| Purchased Property Services | 200-400 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| Other Purchased Services | 200-500 | $ - | $ - | $ - | $ - | $ - | $ 9,945 | $ - | $ 9,945 |
| Travel | 200-580 | $ - | $ - | $ - | $ - | $ - | $ 1,550 | $ - | $ 1,550 |
| Supplies & Materials | 200-600 | $ - | $ - | $ - | $ - | $ - | $ 7,935 | $ - | $ 7,935 |
| Other Objects | 200-800 | $ - | $ - | $ - | $ - | $ - | $ 26,000 | $ - | $ 26,000 |
| Indirect Costs | 200-860 | $ - | $ - | $ - | $ - | $ - | | | |
| SUBTOTAL - SUPPORT SERVICES | | $ - | $ 38,745 | $ - | $ - | $ 38,745 | $ 752,223 | $ - | $ 747365 ~~752,223~~ |
| Buildings | 400-720 | $ - | $ - | $ - | $ - | $ - | | | |
| Instructional Equipment | 400-731 | $ - | $ - | $ - | $ - | $ - | | | $ - |
| Non-instructional Equipment | 400-732 | $ - | $ - | $ - | $ - | $ - | | | $ - |
| SUBTOTAL - FACILITIES | | $ - | $ - | $ - | $ - | $ - | | | $ - |
| TOTAL COST | | $ - | $ 145,792 | $ - | $ - | $ 145,792 | | | $ ~~4,871,650~~ 184657 |