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 31-4010-315

SECTION II, PART A:	Internal use only	School Code	Type	Region	Sequence
New Roberto Clemente Community Middle School					
School Name 482-506 Market Street					
School Address Paterson, NJ 07501					
School City, State, Zip Grades 6 – 8					
Grade Span of School					

Mr. Hector Montes 973-321-0241
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 $1,892,265

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 316).

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*

New Roberto Clemente Middle School
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.

ov/portal/SAM/?navigationalstate=JBPNS_rO0ABXdcACJqYXZheC5mYWNlcy5wb3J0bGV0YnJpZGdlLlNUQVRFX0lEAAAAAQApdmlldzpiYjdiZjdmOC1kOTg3LTQ5YjAtYjkwNC1lZDczOG

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SAM
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

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)**
Hector Montes	NRC Principal	11
Ramona Garcia	NRC Vice Principal	12
Romain Royal	NRC Vice Principal	9
Alex Verace	Mentor of Data Analysis	4
Kristy Wellins	Mentor of Climate and Culture	1
Marguerite Sullivan	NCLB and Federal Programs Director	5
Jenna Goodreau	SIG Supervisor	8
Jane VanSplinter	Federal Programs Liaison	2
Irene DelRosso	NCLB Supervisor	1
Wanda Kopic	ELA Supervisor	1
Kelly Charles	ELA Supervisor	3
Antoinette Booker	Math Supervisor	3
Janelle Sisco	SPED Supervisor	2
Lourdes Garcia	BIL Supervisor	3
Rosie Grant	Director Paterson Education Fund	1
Ron Karsen	RAC Director	5
Sharon Biggs	RAC Turnaround Coach	7
Celeste Denman	RAC ELA	1

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

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
4/17/2015	Department of NCLB/Federal Programs	SIG Application for Year 2	5	Yes		Yes	
4/20/2015	Department of NCLB/Federal Programs	SIG Application for Year 2	5	Yes		Yes	
4/21/2015	NRC	SIG Application Development	6	Yes		Yes	
4/23/2015	Department of NCLB/Federal Programs	Focus Group Planning	3	Yes		Yes	
5/6/2015	NRC	Extended Learning Planning	7	Yes		Yes	
5/6/2015	NRC	SIP Data Review and Analysis	5	Yes		Yes	
5/7/2015	NRC	Parent Focus Group	14	Yes		Yes	
5/13/15	NRC	Teacher Focus Group	13	Yes		Yes	
5/14/2015	NRC	SIP Plan Development	5	Yes		Yes	
5/14/2015	Department of NCLB/Federal Programs	ELA Intervention Resources	7	Yes		Yes	
5/15/2015	NRC	SIP Data Review and Analysis	4	Yes		Yes	
5/16/2015	NRC	SIP Data Review and Analysis	3	Yes		Yes	
5/17/2015	NRC	SIP QSR	3	Yes		Yes	
5/27/2015	NRC	SIG Application Budget Review	3	Yes		Yes	
5/28/2015	NRC	SIP Plan Development	4	Yes		Yes	
6/2/2015	NRC	SIP Plan Development	6	Yes		Yes	
6/5/2015	NRC	SIP Plan Development	8	Yes		Yes	
6/5/2015	NRC	SIG Application – Final Review	7	Yes		Yes	
6/10/2015	NRC	SIP Plan Development	9	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 NRC. 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. NRC offered one (1) parent focus groups that occurred prior to the parent ESL class in order to increase participation. The evening session was attended by twelve (12) parents. NRC offered teachers one (1) focus group which was attended by eleven (11) teachers. Teachers attended on a volunteer basis for the evening session.

2. Stakeholder Meetings

- NRC 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: New Roberto Clemente Community Middle School

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

	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that it is still relevant and will be retained, without modification, through FY-16 SIG implementation.
	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	Same
Vision	Same
Project Implementation Summary	**Activity 1 – Leadership** ▪ Retain current Principal who has displayed the capacity to lead the Transformation Model ▪ Establish a team of school leaders ▪ Set standards for building staff

		Activity 2 – Evaluation ▪ Initiate specific systems: the Focal Point rubric-based Teacher and Principal/VP/AP Observation System combined with AchieveNJ requirements ▪ Review and solidify goals and objectives ▪ Ensure timely follow up observation **Activity 3 – Performance-Based Incentives** ▪ Develop incentive proposals with feedback from PLCs and other leadership/stakeholder groups ▪ Confirm school personnel understanding of Corrective Active Plans and utilize CAPs to facilitate progress **Activity 4 – Professional Development** ▪ Provide professional development ▪ Provide NRC with additional professional development time through five (5) early dismissals to be scheduled throughout the school year ▪ Provide all teachers an opportunity to participate in Professional Learning Communities every Friday from 3pm-4pm ▪ Work with site-based supervisors to deliver differentiated and non-evaluative professional development **Activity 5 – Recruit and Retain Staff** • Identify existing resources and supports ▪ Implement a rigorous screening process for new and current staff ▪ Utilize SIG funding to employ Math Intervention Teacher, Reading Specialist, Mentor of Data Analysis, Mentor of Climate and Culture and Intervention Teacher **Activity 6 – Data Informs Curriculum** ▪ Use specific data systems to implement curricular reform (Performance Matters) ▪ Use data to align all components of curriculum (textbook, instruction, curriculum, state standards) ▪ Provide intervention support for students in English Language Arts through computer-based intervention program ▪ Organize professional enrichment and PD around use of data sets for effective adaptation and modification of curriculum in accordance with student needs and in preparation for implementation of STEAM themed instruction	

Activity 7a – Increased Learning Time

- Draw upon experience of other District and School leaders with SIG experience to implement approximately 300 hours of extended learning time for teachers and students
- Enrich student learning though a Middle School University and through interventions and enrichment programs during an extended day

Activity 7b – Engaging the Community

- Work with a multitude of community partners and stakeholders to discuss strategies for maximizing resources and future sustainability and program enrichment strategies
- Facilitate staff coordination with community-based leaders and organizations with coordinated planning, professional development and mentorship
- Provide one (1) cohort of parents with an ESL Parent Class

Activity 8 – Operational Autonomy

- Assign authority to previously screened staff and designated SIG funded positions as necessary.
- Maintain ongoing diagnostics of teacher performance through self-established SGO
- Keep open correspondence with parents on student progress

Activity 9 - Assessment

- Use walkthrough assessment, STAR Renaissance, and Infinite Campus to collect data and report on all nine leading indicators

Form S-5

PROJECT UPDATE

LEA: Paterson Public Schools

Name of School: New Roberto Clemente

SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.
Year 1 SMART Goal During the course of the 2014-2015 school year, the school administrators will be 100% anchored in influencing all staff members to implement school improvement practices and strategies to make dramatic and substantial changes such as spending time in classrooms, monitoring teachers, modeling good teaching practices, and being highly visible throughout the school.
Status of SMART Goal Principal Hector Montes came to the New Roberto Clemente (NRC) Community Middle School in the 2013-14 academic year with a solid track record as an urban elementary school principal in Paterson. During 2013-14, he demonstrated the necessary leadership skills to begin the transition of the school from a K-8 elementary school to a 6-8 middle school and was retained as principal to lead the SIG implementation for 2014-2015. He has worked to further transition the school's performance and set high expectations for instructional practice and student growth to continue over the next several years. He has demonstrated strong leadership skills in the area of school climate and culture and improving staff morale over the current academic year in NRC. This skill set has benefited the students and staff at NRC and he has demonstrated the ability to strongly lead a middle school transition initiative. Mr. Montes' school wide vision encompasses research-based leadership skills and a strong commitment to high standards which promotes success for all students. The Assistant Superintendent for Unit 1, Mr. Montes' direct supervisor and performance evaluator, expects student academic growth for the coming academic years. Previous principal coaches have described Mr. Montes as a principal "with an authentic and responsible spirit of concern, enthusiasm, and desire to improve the climate and culture of the school" and that he has exhibited "laser-like attention to the enrichment of teacher effectiveness and student learning." It was also expressed that Mr. Montes has the capacity to "build a middle school experience that reflects the brightest possible future for every child" and "the vision necessary to transform [the] middle school." In concurrence with this professional evaluation, Mr. Montes has been viewed favorably by the surrounding community and parents and is an effective communicator. He has been able to unite parents around his leadership capabilities while his successors previously found it difficult to alleviate culturally- and racially-centered conflicts among the dominant demographic groups—African Americans and Hispanics/Latinos. This is particularly important in a school that is used heavily by the community for athletic and cultural functions.

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

The teacher evaluation process at New Roberto Clemente consisted of a shared and calibrated observation amongst administrators and supervisors. Each administrator was assigned a grade level of teachers for which to conduct the majority of the observations, however each administrator observed every teacher at least once. Site-based supervisors assisted in conducting classroom walk-throughs and observations on an as-needed basis or as a co-evaluator in the area of their content expertise. The main role of the site-based supervisors was to identify teacher needs through the walk-throughs/observations and then provide support in their content, lesson delivery, instructional strategies, differentiation techniques and assessment practices. The site-based supervisors also offered teachers professional development sessions once every six day cycle during vertical articulation meetings.

There will be slight modifications to the evaluation structure at NRC for 2015-2016. The three (3) school administrators will maintain responsibility for evaluations over specific grade levels; however site-based supervisors will not conduct formal observations. This initiative will be in place to provide the site-based supervisors with more time to support teachers through job-embedded professional development including coaching and modeling of effective instructional strategies. Site-based supervisors will assist teachers in planning for data driven instruction and support in utilizing various interventions programs to meet the needs of all students. When needed, site-based supervisors will perform calibrated walk-throughs with administrators.

Unlike observations--which look at individual teacher performance--walkthroughs allow instructional leaders to use aggregate data to see the big picture, determining the overall impact of new interventions and identifying gaps in instruction. According to an in-depth study of three urban districts conducted by the Rand Corporation, District leaders and principals in a sample of schools in one large urban district reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004). At New Roberto Clemente, the administrative team (3 Administrators, Math, Bilingual, Special Education and Literacy Supervisor), conducted calibrated walk-throughs which led to focused and targeted professional development sessions with individual teachers. It was noted that there were significant changes in the implementation of active learning strategies in some of the classes that teachers received one-on-one training with supervisors. Students were engaged in higher-order thinking tasks in a group setting. They were held responsible for completing the task, explaining, and defending their reasoning.

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 (10) 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 counselors, and teacher mentors formed grade-level teams that were split by homerooms. If the team met the rubric incentive level on either STAR Reading Assessment or STAR Math Assessment, then every member of the team received the incentive dollar amount. 100% of teachers at NRC received a teacher incentive; however the incentive reward varied based on the rubric requirements. Based on the rubric, teachers received $201 - $402 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 numerous grade level meetings. 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.

For Year 2, the process for teacher incentives will closely mirror Year 1 with some minor tweaks to the rubric and to the type of data that will be analyzed. One of the challenges in Year 1 is that although teachers were in grade-level groups, the role they would each play in supporting the incentive goal was not clearly identified. For example, a grade-level group that consisted of content teachers and specialists did not clearly determine how the art teacher would support the increase in student achievement in ELA or Math. NRC is considering plans to change this

New Roberto Clemente

TEACHER RUBRIC FOR EXEMPLARY STANDING 2014-2015

INCENTIVES

	Unsatisfactory	Progressing	Proficient	Exemplary
A. Renaissance Star Assessment Class/group Growth	39% or below of the **total** group of students shows growth of 15 points or more from Fall assessment to the winter assessment.	40-59% or more of the **total** group of students shows growth of 15 points or more from Fall assessment to the winter assessment.	60 -79% of the **total** group of students show s growth of 15 points or more from Fall assessment to the winter assessment.	80 % or more of the **total** group of students will show growth of 15 points or more from Fall assessment to the winter assessment.

approach for Year 2 by again forming grade-level teams; however a specific standard that is assessed on the Unit Assessments will be identified. All members of the grade-level team will determine how they will support progress in that specific standard within their content area.

2014-2015 Results:

Group	STAR Reading	STAR Math	Rubric Score
6-1	42/60 = 70%	42/58 = 72%	Proficient
6-2	47/68 = 69%	38/68 = 56%	Proficient
6-3	35/47 = 75%	30/47 = 64%	Proficient
7-1	30/50 = 60%	31/50 = 62%	Proficient
7-2	28/48 = 58%	38/48 = 79%	Proficient
7-3	35/50 = 70%	39/53 = 74%	Proficient
8-1	38/65 = 59%	34/66 = 52%	Progressing
8-2	42/70 = 60%	32/70 = 46%	Proficient
8-3	37/60 = 58%	28/59 = 48%	Progressing

Self-Contained	30/40 = 75%	41/45 = 91%	Exemplary

In addition to teacher incentives, NRC 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 educationally-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 NRC.

Grades 6 – 8 selected to visit Hershey Park, PA as the destination for the culminating student incentive field trip to take place in June 2015. Activities in Hershey Park, PA will provide students with a STEAM experience where they will be able to experience science, math, technology and engineering in person. The students will kick off their overnight trip at the Hershey Story Museum where they will participate in two courses (Choconomics and Chocolate Covered History). They will get a tour of the museum and then head over to the Hershey Chocolate World Visitor Center where the students will engage in various activities. Day 2 will be spent at HersheyPark where students will complete a Physical Science Guide where they will be challenged to measure, calculate, experience and comprehend physical science concepts such as speed, energy, velocity and force. All activities are connected to National Science Content Standards.

Forty (40) students were selected based on the rubric below, which was tracked by NRC's middle school teachers.

Student Rubric for Incentives 2014-2015				
	Unsatisfactory - 0	**Progressing - 4**	**Proficient - 6**	**Exemplary - 8**
Honor Levels	**2.4 Cumulative GPA or less**	**2.5 - 2.9 Cumulative GPA or higher**	**3.0-3.4 Cumulative GPA or higher**	**3.5 Cumulative GPA or higher**
	Unsatisfactory - 0	**Progressing - 2**	**Proficient - 3**	**Exemplary - 4**
Attendance (No Tardiness)	**6 + Unex. Absences 6 + Tardies**	**4-6 Unex. Absences 5 or less Tardies**	**1-3 Unex. Absences 3 or less Tardies**	**0 Unex. Absences 0 Tardies**

	Unsatisfactory - 0	Progressing - 2	Proficient - 3	Exemplary - 4
BEHAVIOR	3+ OCR's	2 OCR's	1 OCR	O OCR's
	• Out Of School Suspensions make all incentives null and void for the given student.			

For Year 2, 240 NRC 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.

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 NRC expressed through focus groups, surveys and during the Needs Assessment process that there was a lack of job-embedded professional development relative to the specific needs of their school environment and instructional capacity. To address this need, the administrative team developed a professional development plan that includes partnering with Ramapo for Children and providing the opportunity for teachers to participate in Professional Learning Communities.

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 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 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 behavioral 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, NRC kicked off this professional development initiative by identifying 10 teachers in 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 10 teachers by Ramapo staff to establish a baseline of how the teachers 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.

The selection process for teachers who received job-embedded coaching from Ramapo for Children was based on the teacher's years in the teaching profession and for those teachers who have demonstrated a need for setting behavioral expectations in the classroom. Ramapo for Children provided teachers with support in the classroom specifically in the area of Office Conduct Referral (OCR) processes. Several teachers who received the job-embedded coaching are now displaying a daily student behavioral expectation for the students to review along with the daily objective and demonstration of learning (DOL). Using this technique, students will have a clear vision of what is the learning and behavior expectation for the class during that particular class period. In addition, teachers have also developed a Behavioral Brownie Point System where all of the classes are listed on the board and if the class accomplishes the goal for the day, they receive a Brownie Point to be used towards earning monthly incentives.

NRC has provided twenty-five (25) teachers with the opportunity to participate in professional learning communities (PLCs). The PLCs have allotted teachers time to have reflective dialogue, examine student data and student work and to collaboratively plan for instruction. Content area teachers in Literacy and Math were able to analyze district unit benchmarks, CCS and student learning objectives to plan lessons. Another PLC was comprised of Science, Social Studies and special area teachers that worked to analyze data, plan for student and teacher incentives and create activities that would enhance the learning environment.

Title I funded site-based supervisors in language arts, math, special education 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 to 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. As Principal Montes reflected on this initiative for 2014-2015, he has identified the need to decrease the frequency of observations conducted by site-based supervisors in Year 2, and to increase the time that site-based supervisors spend in classrooms providing job-embedded coaching and modeling of effective instructional strategies.

For Year 2, NRC plans to utilize a small 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, NRC has modified the school calendar to provide five (5) additional professional development 1pm dismissal days for students. This results in 10 hours of PD and twenty-five (25) 3pm dismissal days for students resulting in 25 hours of PD. The thirty-five (35) additional hours of professional development will provide the school with time to introduce and reinforce best practices and develop STEAM curriculum activities. This time will also allow NRC to address one of the concerns raised by the

NJDOE during the Spring On-site Visit by allotting time for **all** teachers to participate in professional learning communities (PLCs).

In addition, NRC will utilize SIG funding to provide a .5 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 at New Roberto Clemente 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 members were surveyed for 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-renewed staff and the four (4) additional staff members who joined NRC as a result of receiving the SIG award, NRC had approximately seventeen (17) vacancies to fill. SIG provided for four (4) additional positions for 2014-2015: Mentor of Data Analysis, Mentor of Climate and Culture, Reading Specialist and Math Intervention Teacher. Positions were posted and advertised. Principal Montes conducted interviews in collaboration with his administrative team and NRC was able to open in September with all vacancies filled. As vacancies opened throughout the school year, Principal Montes quickly identified replacement candidates. At times where a candidate could not be identified, Principal Montes worked with Central Office administrators to identify existing teachers throughout the District to transfer to NRC.

All four (4) SIG-funded positions will remain at NRC for Year 2 which includes the Mentor of Data Analysis, Mentor of Climate and Culture, Reading Specialist and Math Intervention Teacher. A new addition for Year 2 will be an Teacher Instructional Mentor to be split-funded between SIG and Title I. 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 6 - 8 at New Roberto Clemente will make one year's worth of growth measurable progress in every grade as measured by the state and district benchmarks in all subject areas.

Status of SMART Goal

SIG funds have provided NRC with the valuable resource of a full-time Mentor of Data Analysis. The Mentor of Data Analysis joined the NRC team with extensive experience in data analysis as he has been a Mentor of Data Analysis for over two years. The Mentor has spearheaded various data activities throughout NRC and is a resource to not only administrators, but also for 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. The Mentor of Data attends grade level meetings to address the whole grade level, but most importantly he offers one-on-one support by helping teachers plan data driven instruction. He also meets with site-based supervisors and school improvement teams to assist in accomplishing goals, objectives and activities as indicated on the SIP. The Mentor of Data Analysis will continue to provide data support to teachers and administrators in Year 2.

NRC 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 Teacher 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 the STAR data for NRC in Reading and Mathematics. This data is used to plan for intervention activities, teacher professional development and to drive the school towards growth and increased student achievement.

6th Reading	Fall	Winter	Spring
At/Above	33 (17%)	50 (26%)	61 (31%)
On Watch	34 (17%)	40 (20%)	45 (23%)
Intervention	61 (31%)	58 (30%)	53 (27%)
Urgent Intervention	68 (35%)	48 (24%)	38 (19%)

6th Math	Fall	Winter	Spring
At/Above	98 (51%)	101 (52%)	133 (68%)
On Watch	27 (14%)	41 (21%)	29 (15%)
Intervention	38 (20%)	34 (17%)	24 (12%)
Urgent Intervention	31 (16%)	20 (10%)	11 (6%)

6th Grade STAR Reading Growth from Fall to Spring was 92.9%; 183 out of 197 students showed growth.
6th Grade STAR Math Growth from Fall to Spring was 92.3%; 179 out of 194 students showed growth.

7th Reading	Fall	Winter	Spring
At/Above	44 (27%)	50 (29%)	60 (35%)
On Watch	32 (19%)	39 (23%)	33 (19%)
Intervention	42 (25%)	43 (25%)	50 (29%)
Urgent Intervention	47 (28%)	39 (23%)	27 (16%)

7th Math	Fall	Winter	Spring
At/Above	90 (55%)	109 (63%)	122 (71%)
On Watch	25 (15%)	36 (21%)	24 (14%)
Intervention	32 (19%)	19 (11%)	20 (12%)
Urgent Intervention	18 (11%)	8 (5%)	5 (3%)

7th Grade STAR Reading Growth from Fall to Spring was 84.8%; 139 out of 164 students showed growth.
7th Grade STAR Math Growth from Fall to Spring was 86.5%; 147 out of 170 students showed growth.

8th Reading	Fall	Winter	Spring
At/Above	44 (21%)	48 (22%)	62 (29%)
On Watch	33 (16%)	39 (18%)	45 (21%)
Intervention	58 (28%)	64 (30%)	58 (27%)
Urgent Intervention	75 (36%)	63 (29%)	49 (23%)

8th Math	Fall	Winter	Spring
At/Above	122 (58%)	131 (61%)	143 (66%)
On Watch	35 (17%)	31 (14%)	29 (13%)
Intervention	25 (12%)	36 (17%)	28 (13%)
Urgent Intervention	28 (13%)	17 (8%)	16 (7%)

8th Grade STAR Reading Growth from Fall to Spring was 77.4%; 164 out of 212 students showed growth.

8th Grade STAR Math Growth from Fall to Spring was 79.8%; 170 out of 213 students showed growth.

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 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 NRC.

The additional time provided and opportunity for NRC to offer various educational, intervention and enrichment programs for students. Intervention and extension/enrichment periods were incorporated in the school schedule during the 1st period and 10th periods. The groups were created based on the students' STAR Math and Literacy scale scores. All students participate in this initiative and attend either an intervention or extension/enrichment class depending on their STAR scale score. For mathematics, students who score fell within the Red/Yellow area in STAR Math were provided with SuccessMaker Mathematics. Students whose scale score fell within the Blue/Green area were provided with AMI (Accelerated Math Intervention) and small group instruction. Selected students (50) were provided with enrichment in Algebra I. For literacy, students who score fell within the Red/Yellow area in STAR Math were provided with Successful Reader. Students whose scale score fell within the Blue/Green area were provided project-based learning enrichment.

To address intervention needs for Year 2, NRC will continue with the implementation of SuccessMaker Mathematics (non-SIG funds), AMI and Algebra I during their intervention periods. For Literacy, NRC has identified the need to provide students that are struggling in reading with a more intense literacy intervention. As such, NRC has designated SIG funds to purchase licenses for a computer-based program. 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 NRC 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 NRC 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 NRC 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.

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 15 days. The extended day and year will result in approximately 273.25 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	New Roberto Clemente	
	Increased Learning Time for Students and Professional Development for Teachers **SIG Requirement = 300 Additional Hours**	***Students – 273.25 Additional Hours*** 1. Extended Day - 8:05am - 4:00pm - 183.25 additional hours o 138 Full School Days x 1.25 = 172.5 o 13 District 1pm and 3pm Dismissals x .25 = 3.25 o 5 Additional 1pm Dismissals x .25 = 1.25 o 25 Additional 3pm Dismissals x .25 = 6.25 2. Extended Year - June 23 – July 14, 2016 (no classes on July 4) - 8:00am – 2:00pm - 90 additional hours	
		Teachers – 35 Additional Hours 1. 5 Additional Early Dismissals Days - Sept, Nov, Mar, May and June (Wednesday's) - 1pm dismissal for students, 3pm for teachers - 10 additional hours (no funds) 2. 25 Regular Dismissal Days - 3pm dismissal for students and 4pm for teachers (non-PD Friday's) - 25 additional hours	
		Student Hours = 273.25 hours ***Teacher Hours = 35 hours*** ***Total Hours = 308.25 hours***	

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, New Roberto Clemente will show a 50% increase in parental and community involvement as evidenced by participation in monthly parent meetings, parent workshops, Adult ESL classes and other community events.

Status of SMART Goal

New Roberto Clemente has provided support to family and community engagement through the Full Service Community School Initiative in partnership with St. Paul's Community Development Corporation (SPCDC). The mission of St. Paul's is to serve as an agent of hope, partnering with others to provide needs driven services that improve the quality of life and encourage greater self-sufficiency. This valuable addition to NRC provides a platform for effective partnership in the community, with the St. Paul's Community Development Center serving as the primary partner for NRC – including in-school representation operating as contact point for those receiving services. St. Paul's has years of experience in partnership with non-profit and government entities, assisting in delivering services in a broad range of areas including parenting mentorship, nutrition, healthcare, advocacy, financial literacy, and adult education. Please see below for highlights of 2014-2015.

STUDENTS

- **21st Century After School Program:** Program runs Monday – Friday, 3:00 - 6:00 pm. Currently 120 students are enrolled. Self-enrichment activities include:
  - African Drumming (Arts for Kids)
  - Art (Hands Helping Hands)
  - Art (Creative Force)
  - Book Club (Kindle Use)
  - Character Development (Inside Out)
  - Cheer
  - Computers (Computer Lab)
  - Cooking (Creative Cooks)
  - Digital Music (Arts for Kids)

- Drama (Bergen PAC)
- Hip Hop Dance (Bergen PAC)
- Latin Dance (Arts for Kids)
- Media Club (Digital Camera Use)
- NRC Music
- Sports (Gym)
- Yoga (Kula for Karma)

- **Kids Café:** Community Food Bank of New Jersey provides the food items used in the preparation of nutritious meals, and also provides primary program support for existing after school program (21st Century).
- **Miss Lucky Star Pageant:** Self-esteem and confidence boosting program. Teaches girls essential life skills such as communication, interview and social skills. Culminated in a pageant where all girls were recognized for their accomplishments with trophies and prizes. Approximately 38 girls in grades K-8 participated and over 200 family and community members attended the pageant ceremony.
- **Tutoring:** 5 volunteers assist 9 students that were either referred for tutoring or requested by the students' parents.

HEALTH CENTER
- **Pediatrics:** 10 Students
- **Dental:** 45 Students
- **Nutrition:** 15 Students
- **Behavioral Health:** 59 Students
- **Optical:** ALL Students

COMMUNITY
- **Parenting Class:** 16-20 parents participated in this 10-session program that teaches parents strategies for positive reinforcement to enhance discipline (similar to PBSIS at home).
- **ESL evening Class (SIG-funded):** There are approximately 33 parents enrolled in the 15 week ESL evening class that meets Monday – Thursday, 6:00 – 8:00 pm. Focused on conversational and employment seeking English. Class is comprised of levels 1 & 2 and the instructor practices differentiated instruction. All parents are given a "pre" and "post" evaluation to track progress.
- **Coffee Hour:** Monthly morning themed meetings with parents. Topics cover important issues like attendance, FSCS health center, high school applications (targeted at 8th grade parents) etc.
- **Volunteers:** In addition to the 5 tutor volunteers, we also engage up to 12 high school students to volunteer in the after school program. They serve as additional eyes and hands in the program and assist vendors and group leaders facilitate the activities.
- **Turkey Basket Giveaway:** SPCDC donated 60 turkeys and baskets filled with complimentary dinner items to distribute to NRC families for

Thanksgiving.

STAFF

- **AmeriCorps Members:** Contracted 3 AmeriCorps members to assist with daily activities after school program and events.
- **Spanish for Educators:** Provided 15 staff members the opportunity to participate in this PCCC program at no charge. This program teaches staff conversational Spanish to better communicate with Spanish speaking students and their families.
- **Teacher Appreciation:** Hosted a breakfast for all staff members in honor of Teacher Appreciation Week.
- **Chronic Absence-Success Mentor:** Assist with the Success Mentor initiative and signed up to mentor 3 students.
- **PBSIS/Climate & Culture:** Raised over $1,000 for PBSIS.
- **Core Team:** Monthly meetings with NRC staff to review FSCS initiatives and solicit feedback and suggestions from other staff members.

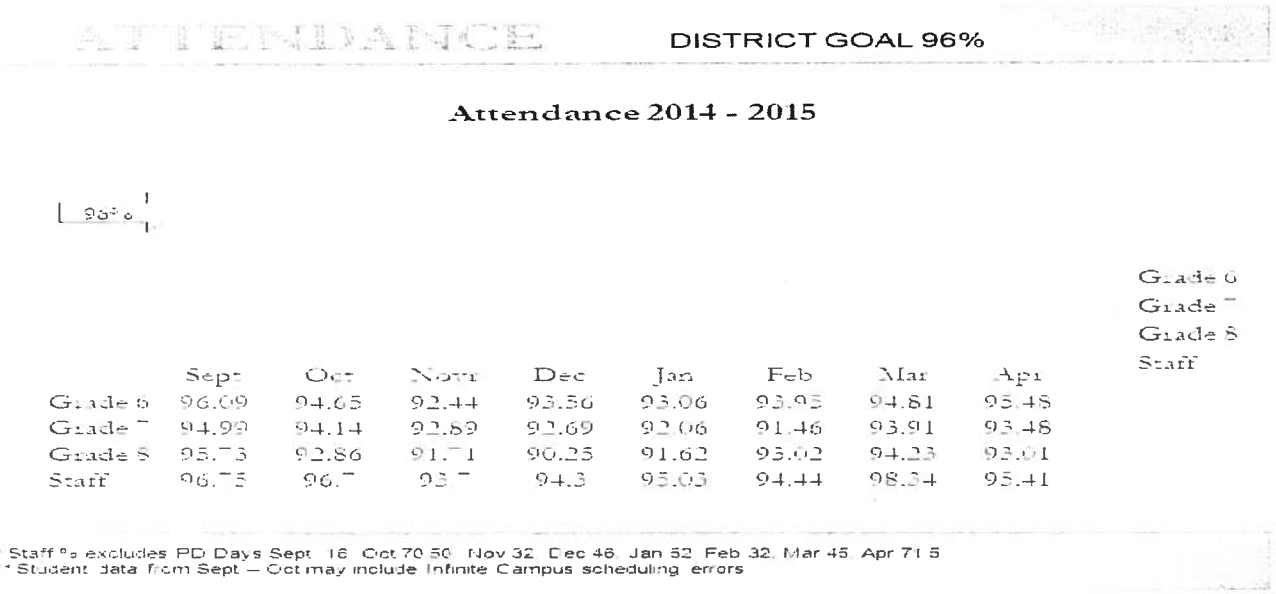
NRC's Full Service Community Schools partner, St. Paul's, is also the provider of the Parent ESL classes. Over 100 parents were interested in services at NRC, including ESL classes. The SIG-funded Parent ESL classes provide ESL instruction to 25 parents. As parents progress through the program, other parents have the opportunity to join and St. Paul's was able to reach over 43 parents this year. For Year 2, funding has been allocated to continue this initiative at NRC.

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, NRC has utilized SIG funds to provide for a full-time Mentor of Climate and Culture. The Mentor joined the NRC staff in September 2014 with a wealth of experience and effective Climate and Culture strategies from her experience at Paterson School 13. The Mentor spearheaded and lead various activities that improved the climate and culture at School 13 and is harnessing those skills to service the students of NRC through activities that improve the climate and culture of the school community. Although NRC's climate and culture has drastically improved since Principal Montes' appointment, a full-time Mentor of Climate and Culture is still needed.

Please see below for highlights of various climate and culture initiatives for 2014-2015.

ATTENDANCE

1. Track attendance by month for both staff and students to identify trends and develop a plan of action.

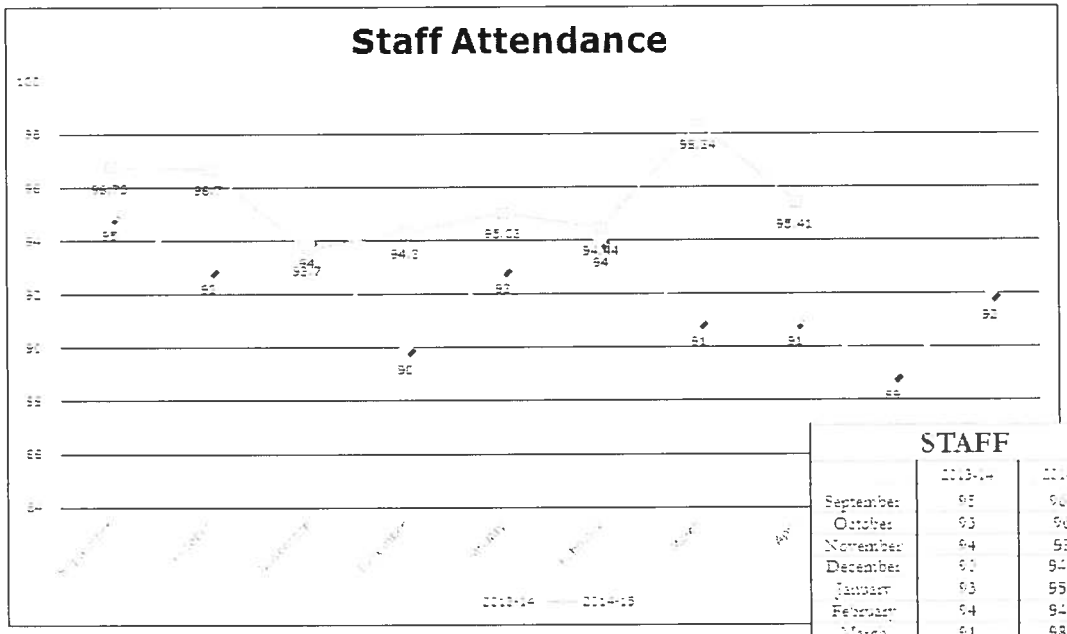


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Grade 6	96.09	94.65	92.44	93.56	93.06	93.95	94.81	95.48
Grade 7	94.99	94.14	92.89	92.69	92.06	91.46	93.91	93.48
Grade 8	95.73	92.86	91.71	90.25	91.62	93.02	94.23	93.01
Staff	96.75	96.7	93.7	94.3	95.03	94.44	98.34	95.41

* Staff % excludes PD Days Sept 16, Oct 20 50, Nov 32, Dec 46, Jan 52, Feb 32, Mar 45, Apr 21 5
* Student data from Sept – Oct may include Infinite Campus scheduling errors

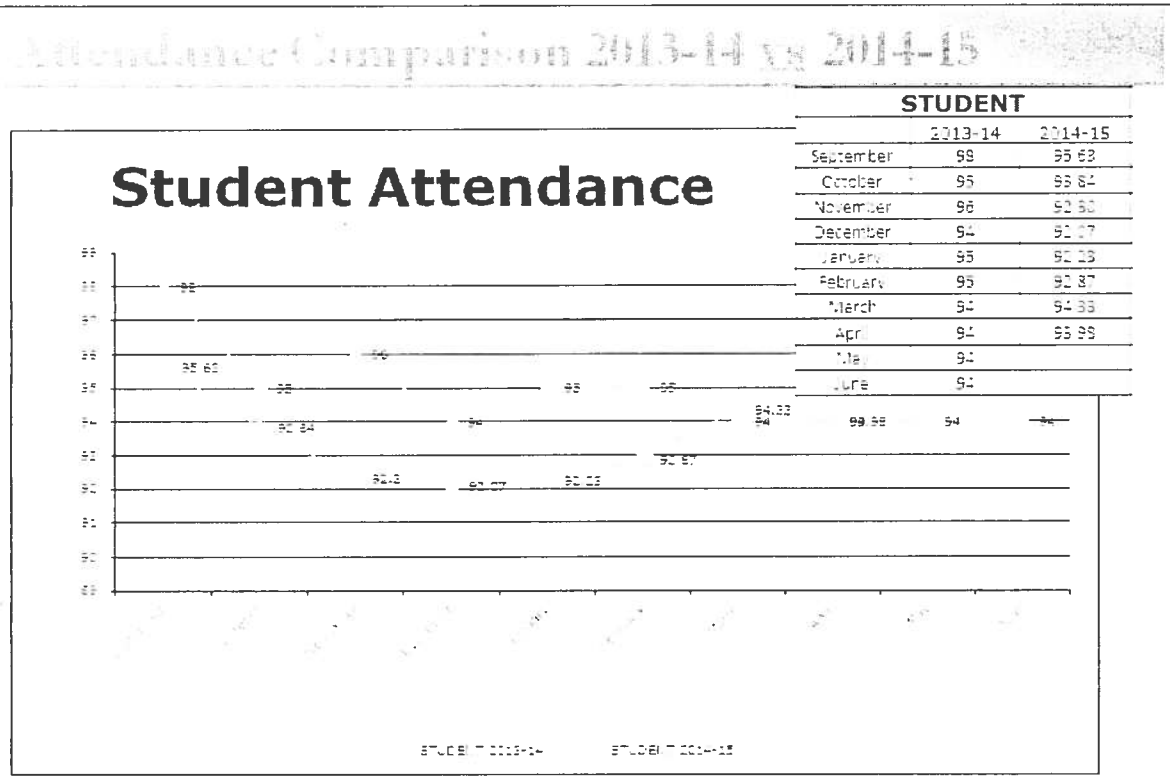
Attendance did not fall below 90% for any subgroup.

Attendance Comparison 2013-14 vs 2014-15



STAFF	2013-14	2014-15
September	95	96.75
October	93	96.7
November	94	93.7
December	91	94.80
January	93	95.03
February	94	94.44
March	91	98.34
April	91	95.41
May	89	
June	92	

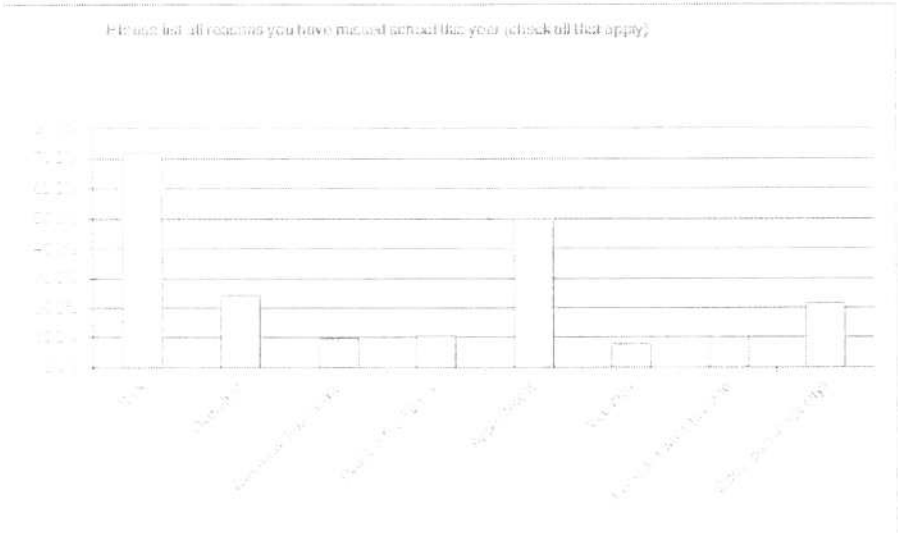
It was noted that staff attendance was significantly better when compared to last school year. This could be attributed to SIG extended learning and improved morale since contracts have been settled.



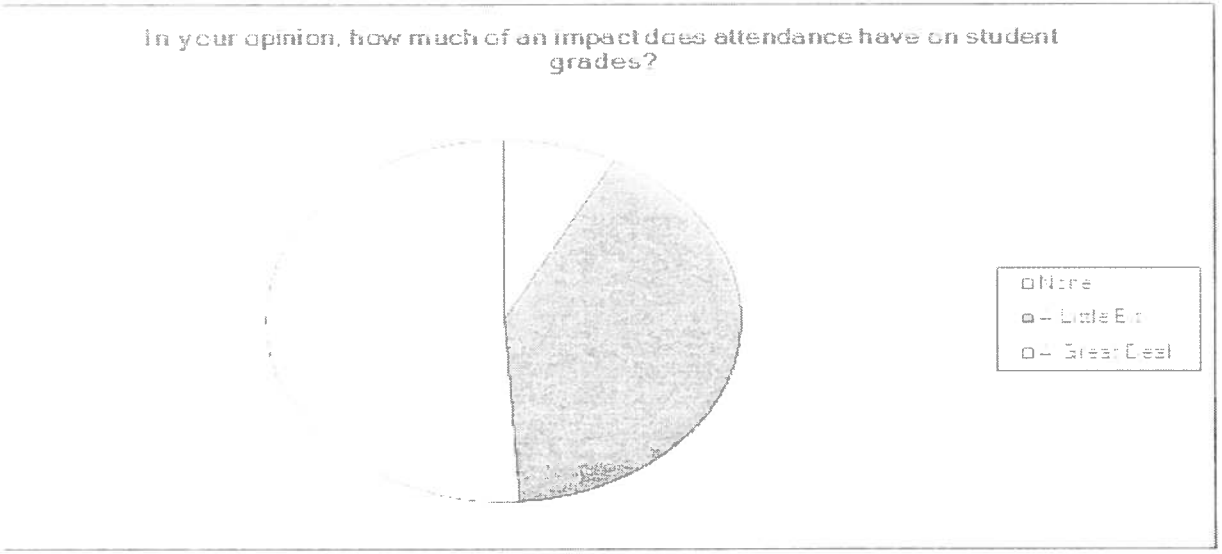
STUDENT		
	2013-14	2014-15
September	98	95.63
October	95	93.84
November	96	92.80
December	94	91.07
January	95	92.13
February	95	92.87
March	94	94.33
Apr	94	93.99
May	94	
June	94	

It was noted that student attendance was significantly worse than last school year. A survey was given to students to determine root casues.

Survey Results...



The number one reason for students missing school was due to being sick, followed by appointments, and then oversleeping. Students also understood the impact attendance has on grades, but may not realize how impactful it can be.



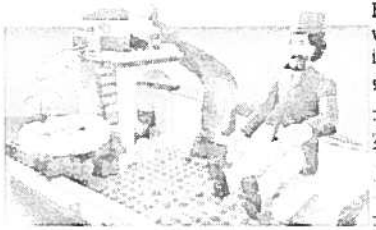
As a result of our findings the Climate & Culture Committee developed the following actions steps:

1. Create an Attendance Review Committee to address attendace concrens and take action to improve school attendance overall.
2. Create an information campaign for parents to explain the importance of good attendance through meetings, dinners, and newsletters/flyers
3. Create a Success Mentor Group to assist with daily check in/out with students

The Attendance Review Committee (ARC) has taken the following actions since it's development in December 2014.

1. Regular monthly meetings to discuss, review data, and make changes
2. Division of labor to call home when students are absent and to schedule meetings for chronic offenders
    a. 10 – 15 days out – phone call from staff for each additional day out.
    b. 15 – 19 days out – phone call and meeting scheduled with NRC Guidance
    c. 20 + days out phone calls by staff and meeting scheduled with an administrator
3. Attendance folders were created to include:
    a. Parent Contract
    b. Attendance Record
    c. Report card copies
    d. Contact infor update
    e. District attendance policy
4. Tackling Tardiness to Promote Good Attendance – A new procedure for "lates" was created to ensure consistency, show students we care, and to hold them accountable for their actions. 3 lates = detention.
5. Ensure that attendance letters are being mailed home after cumulative absences as per the district guidelines.
6. Success Mentor program strengthened. Mentors volunteered to be a part of the solution. Sarah Jonas from Children's Aid Society provided Success Mentor Training.
7. Family Dinners were held on December 11 and January 22, approximately 30 families attended. Families were presented with the importance of school attendance, the effect of attendance on grades, and the danger of being retained due to Chronic Absenteeism. Overall attendance improved after the families were given more information.
    a. We have 452 students with less than 10 days out, and 200 students with 10 or more days out. We also have 35 students with Perfect Attendance all year. 43 of our students are truant with 20 + days out.
8. Communication in the form of monthly flyers about attendance have been placed on the back of our school calendar and in our school newsletter:

Help Your Child Succeed in School:
Build the Habit of Good Attendance



Family Vacation vs. School Time: Is it ever ok to miss school?

[illegible]

[illegible]

[illegible]

[illegible]

Frequency [illegible]

Length [illegible]

Ability [illegible]

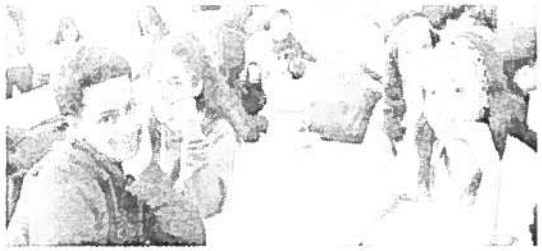
Grade [illegible]

How many absences are too many?

The tipping point seems to be 10 percent of the school year, or about 18 days—excused or unexcused. That may sound like a lot, but it can be as little as two days a month, and that can add up pretty quickly.

June 2015—Issue # 3

Help Your Child Succeed in School:
Build the Habit of Good Attendance



WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day. The out-in-house doctor, dentist, eye doctor and other services at our FSCS Clinic.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your child stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

Communicate with the school

- Know the school's attendance policy – incentives and penalties.
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.

APRIL 2015—Issue # 1

Help Your Child Succeed in School:
Build the Habit of Good Attendance

School success goes hand in hand with good attendance!

DID YOU KNOW?

- [illegible]

WHAT YOU CAN DO

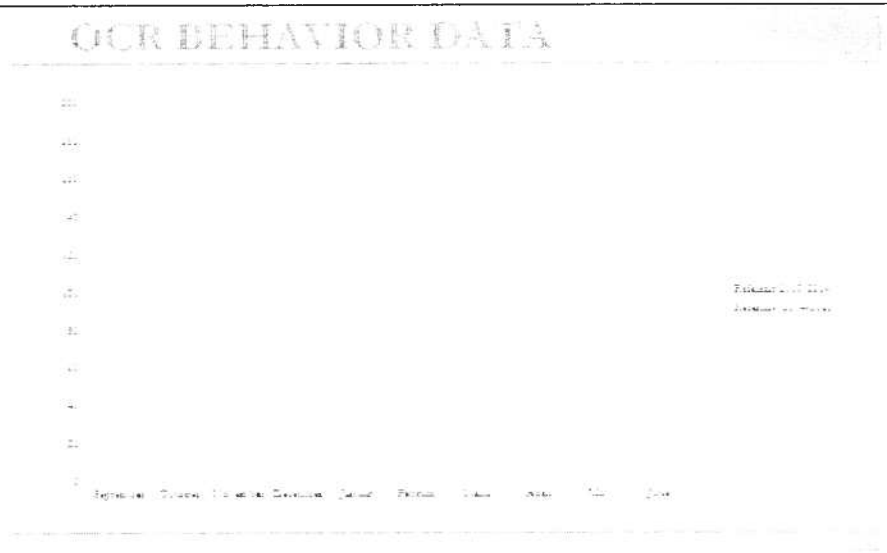
- [illegible]

[illegible]

BEHAVIOR AND OCR'S

OCR BEHAVIOR DATA 2014-15

Month	# Days in Session	Referrals - All Students	Referrals Per Day Per Month
September	18	34	1.89
October	21	69	3.29
November	15	45	3.00
December	17	59	3.47
January	18	74	4.11
February	18	90	5.00
March	22	184	8.36
April	16	89	5.56
May	20	0	0.00
June	15	0	0.00



It was noted that Office Conduct Referrals (including suspensions) have consistently risen in March and that OCR's typically rise over the course of the year. When looking at the referrals it was noted that the majority of the offenses were committed by a small percentage of the same students over and over. Therefore it was decided by the Climate & Culture Committee to create "The 21 Club" (21 for Roberto Clemente's Number).

The 21 Club is a group of specifically selected students in each grade that frequently receive OCR's and/or suspensions. A spreadsheet with the student OCR's and absences was created names removed (pictured below):

	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	TOTAL
	1	2	3	1	1	4	4	2				18
				Absences: 8		Tardies: 19		OSS: None				
	0	0	1	2	2	2	1	1				9
				Absences: 8		Tardies: 16		OSS: None				
	0	1	0	0	2	2	0	1				6
				Absences: 2		Tardies: 1		OSS: None				
	0	0	0	0	1	1	4	1				7
				Absences: 36		Tardies: 23		OSS: None				
	0	0	0	2	1	0	1	1				5
				Absences: 6		Tardies: 23		OSS: None				
	3	3	2	2	4	0	2	2				18
				Absences: 7		Tardies: 10		OSS: None				
	0	1	3	0	3	1	5	2				15
				Absences: 6		Tardies: 2		OSS: 4 (3.5 days total)				
	0	1	2	1	1	0	2	2				9
				Absences: 9		Tardies: 22		OSS: None				
	1	1	1	0	0	1	0	1				5
				Absences: 10		Tardies: 4		OSS: 1 (2 days total)				
	0	0	1	0	0	1	1	3				6
				Absences: 15		Tardies: 65		OSS: 1 (3 days total)				
	2	1	2	2	1	0	0	1				9
				Absences: 8		Tardies: 8		OSS: 1 (2 days total)				
	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	
	7	10	15	10	16	12	20	17	0	0	0	107

Next, the data will be used to create individualized Behavior Plans for each student to help curb disruptive behavior and promote positive growth. The plan is detailed below:

GOAL: From September 2015 to June 2016, NRC staff will develop behavioral modification plans for (30) identified students with multiple disciplinary referrals which will result in a 20% decrease in their referrals when compared to last year.

Strategies:

1. Acknowledge positive behavior with those students who are following policy & procedures established by the district and the school
2. Increase capacity and use of Infinite Campus and Low-Level Referral forms to develop and track OCR data
3. Utilize Ramapo for Children toolbox to meet the individual needs of children through teacher support and professional development

Students will receive behavior modification plans, mentors, an off-site retreat, and other incentives, and staff will receive necessary professional development to help make this program a success. Ultimately, our goal is to see a reduction in OCR's school wide and specifically with this target group when compared to the OCR's from this year.

On a school wide basis we have also made two major adjustments to the OCR reporting process.

1. The addition of the Low Level Referral Form (LLR) which is to be used to manage Category 1 offenses in the classroom. These are low level offenses that should be dealt with at the classroom level first. As part of the form a variety of intervention strategies are offered as the first line of action. If a student continues to repeat the same offenses regardless of the various interventions then a regular OCR write up can occur.
2. All OCR's will be reported using Infinite Campus as the reporting tool and will be addressed by the appropriate administrator for consequences. Outcomes will be reported to the staff, but the expectation is that staff has tried several interventions first for Category 1 offenses. Category 2 (and above) offenses are automatically entered into OCR form on Infinite Campus.

Staff will also be provided with professional development in regards to LLR's, OCR's, redirection protocol, and appropriate interventions. The Climate & Culture Team and I&RS Committee will work together to create, maintain, and update student behavior plans and share all information with appropriate stakeholders.

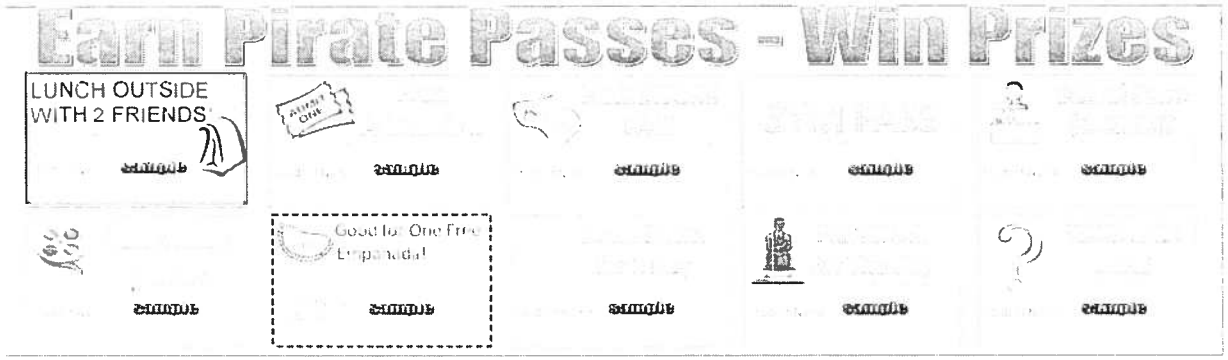
Paterson Public Schools
Low Level Referral Form

Student _____ Staff Member _____ Grade Track _____

1st Incident	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
☐ Classroom ☐ Cafeteria ☐ Guidance/Counselor ☐ Office ☐ Hallway ☐ Restrooms ☐ Lunch/Recess ☐ Athletics ☐ Other	☐ Disrespectful Behavior ☐ Disruptive Behavior ☐ Inappropriate Language ☐ Physical Aggression ☐ Refusal ☐ Class Cutting ☐ Theft/Property Damage ☐ Other	☐ Verbal Redirection ☐ Reinforcement of Appropriate Behavior ☐ Proximity Control ☐ Student Conference ☐ Parent Contact ☐ Referred to Student Assistance Counselor ☐ Referred to Administrator ☐ Other
2nd Incident	**Date:**	**Time:**
Location	Problem Behavior	Staff Intervention Administered
☐ Classroom ☐ Cafeteria ☐ Guidance/Counselor ☐ Office ☐ Hallway ☐ Restrooms ☐ Lunch/Recess ☐ Athletics ☐ Other	☐ Disrespectful Behavior ☐ Disruptive Behavior ☐ Inappropriate Language ☐ Physical Aggression ☐ Refusal ☐ Class Cutting ☐ Theft/Property Damage ☐ Other	☐ Verbal Redirection ☐ Reinforcement of Appropriate Behavior ☐ Proximity Control ☐ Student Conference ☐ Parent Contact ☐ Referred to Student Assistance Counselor ☐ Referred to Administrator ☐ Other
3rd Incident	**Date:**	**Time:**
Location	Problem Behavior	Staff Intervention Administered
☐ Classroom ☐ Cafeteria ☐ Guidance/Counselor ☐ Office ☐ Hallway ☐ Restrooms ☐ Lunch/Recess ☐ Athletics ☐ Other	☐ Disrespectful Behavior ☐ Disruptive Behavior ☐ Inappropriate Language ☐ Physical Aggression ☐ Refusal ☐ Class Cutting ☐ Theft/Property Damage ☐ Other	☐ Verbal Redirection ☐ Reinforcement of Appropriate Behavior ☐ Proximity Control ☐ Student Conference ☐ Parent Contact ☐ Referred to Student Assistance Counselor ☐ Referred to Administrator ☐ Other
4th Incident —Office Conduct Referral Form on Infinite Campus		

STUDENT INCENTIVES

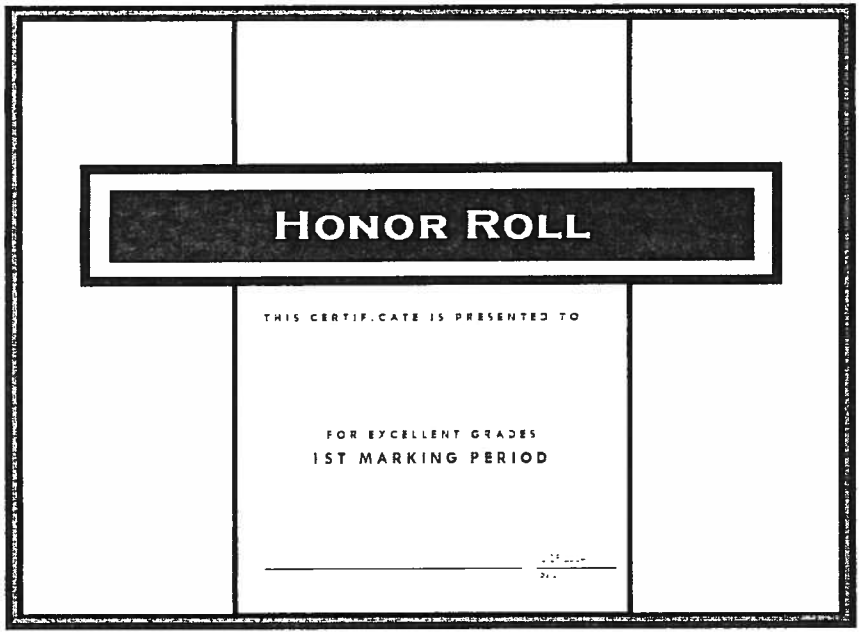
NRC's student incentive program is called the Pirate Pass Program. Students receive Pirate Passes for following school-wide expectations. If received, a student can place his/her Pirate Pass into a classroom treasure chest. Each week 1 winner per class is chosen. Potential prizes include:

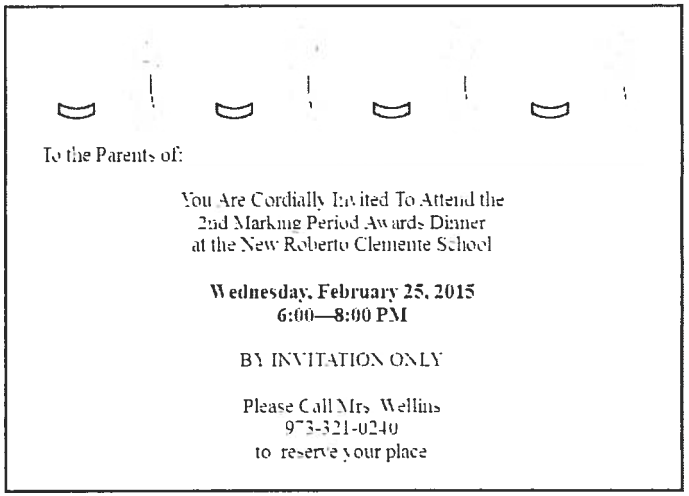


Students then place tickets into a Grade Level Treasure chest for the monthly drawing held on the 21st of each month. Monthly winners receive prizes like art supplies, movie tickets, headphones, nail polish, sports equipment, etc. All items are received through requested donations and/or fund-raised money.

An end of the year Pirate-Palooza/Field Day is held to celebrate NRC and additional prizes are awarded at that time as well.

Students are recognized each marking level for excellence in education at either a breakfast or dinner to celebrate Principal's List, Honor Roll, and Perfect Attendance students. Parents are invited to attend the celebration and award certificates and small prizes like honor roll pencils are distributed to all recipients.





STAFF INCENTIVES AND PROFESSIONAL DEVELOPMENT

NRC's staff incentives are awarded on a monthly basis as well. Two staff members are awarded an assigned parking space for the month, and three staff members that wrote the passes for the Pirate Pass winners also win either a dinner gift certificate from restaurant.com or two movie tickets to AMC Theatres. Our Teacher of the Year will be awarded an assigned parking spot for the entire year next year as well. Additionally, staff is provided with a breakfast monthly which is paid for by selling raffle tickets to the staff ($2/person) to win a small prize. Everyone wins since breakfast is open to all. Additionally, staff members were awarded a SIG incentive of school supplies this year as described under required activity 3.

STUDENT PROFESSIONAL DEVELOPMENT

Student professional development included bullying prevention week activities, school wide expectations, red ribbon week activities, and survey results.

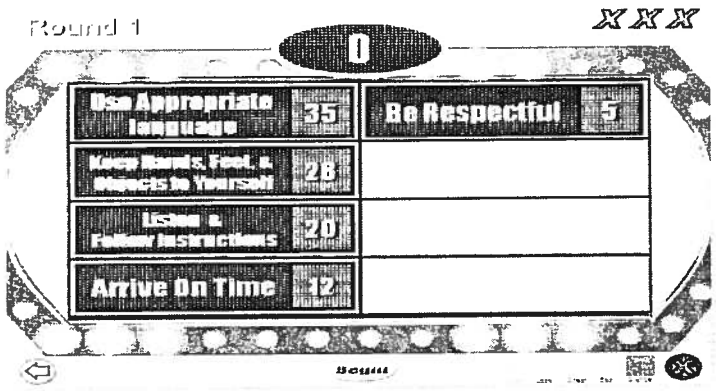
Action Plan for Week of Respect

WEEK OF RESPECT - OCTOBER 6-10

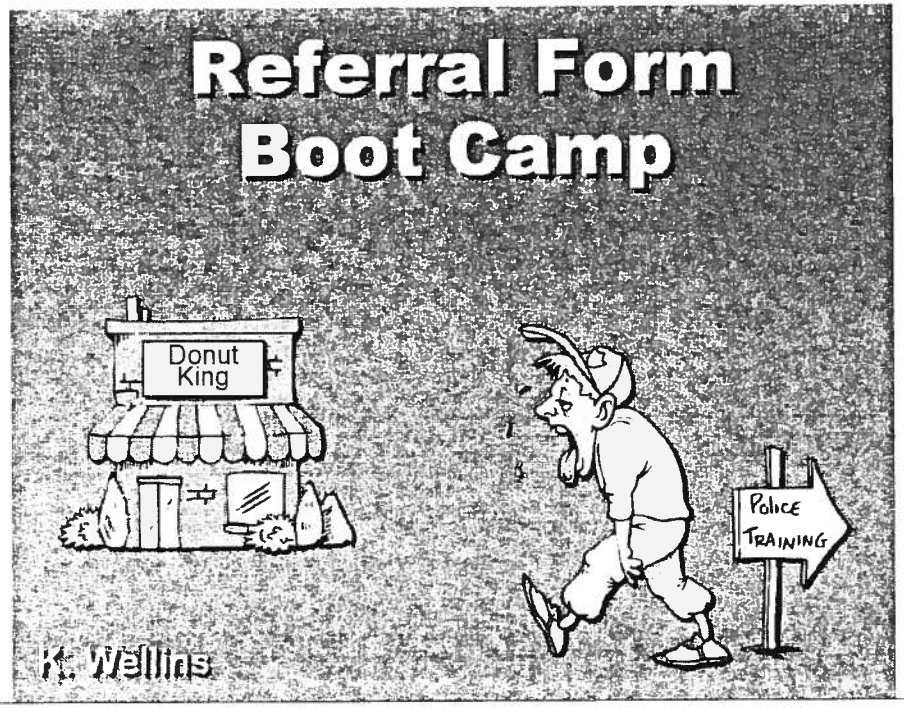
We need everyone to help make the **Week of Respect** a successful and memorable week for our students. Respect is one of the areas where students have said that this school needs more support. The Climate and Culture Team has created specific ideas for implementing RESPECT activities in all homeroom and special area classrooms over the course of the week and the month. Specifics have been emailed to the Special Area Teachers. ProJect Connect - an activity for all homerooms is explained below. Please review and please participate: Unite Against Bullying at NRC

Tasks	Timeline	Personnel	Necessary Resources	Evidence
Review Letter to a Bully & Sign Digital petition – Computers http://www.pacer.org/bullying/digitalpetition	October 6-10	Computer Teachers	Letter and Website	
School-Wide Banner - Art UNITY (in orange) The End of Bullying Begins with Me! Ask everyone (teachers and students) to make a voluntary contribution to sign the banner, define what unity means to them, or make a suggest on about ways to unite as a school.	By October 10th	Art Teachers	Banner Paper and Art supplies	
http://www.pacer.org/bullying/resources/toolkits/student/hayley-reardon-music.asp	Month of October	Music Teacher	Videos instruments voice etc	

School Wide Expectations review in the form of Jeopardy:



Staff professional development included: various topics at GLMs, PBSIS training, Function-based Problem Solving Strategies, Attendance & Behavioral analysis monthly, Referral Form Boot Camp, and more.



A new initiative for Year 2 for NRC will be to provide parents with workshop classes in various parenting skill areas. The workshops will be developed in-house at NRC and a staff member with a background in counseling will be identified as the presenter. Some sample topics are below.

1. High School Requirements/ Application Process for School Choice
2. Helping Your Child With Homework / When to request a teacher conference
3. Bullying Intimidation and Harassment
4. Adolescent Discipline and Development
5. ADHD Child
6. Appropriate use of Social Media and Technology
7. Questions for the Teacher? Bridging the gap between parents and teachers
8. Special Services and Interventions for Children
9. Getting Organized for Middle School

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 Montes and his administrative team to address the needs of New Roberto Clemente. To tackle the task of filling approximately 17 vacancies, Paterson's Human Resources Department partnered with NRC to expedite the hiring process of the new NRC teachers throughout Summer 2014. As candidates for vacant positions were being identified, Principal Montes and his administrative team collaborated to revise student schedules, allowing autonomy to reshape the instructional day. Included in this schedule was time for two Intervention Periods per day, Grade Level Meetings (GLMs) and Vertical Articulation Meetings (VAMs) where teachers could share in leadership roles. The District has also provided NRC with support throughout the first year of grant implementation. The District has identified a SIG Supervisor to oversee implementation activities and to provide support to administrators and school staff throughout the grant. Operational flexibility and autonomy over staffing, scheduling, budgets and professional development along with the District support of the SIG Supervisor will continue for Year 2.

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/PARCC 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. Data for Year 2 will continue to be collected and stored in various systems as in Year 1.

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

2

Date:	
School:	**New Roberto Clemente**
Region:	2
County:	Passaic
District:	Paterson City
CDS:	314010316
RAC Classification:	Priority
Rationale:	SIG School

School Improvement Plan Committee Members

3

Return to Instructions

School Name: New Roberto Clemente

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	Hector Montes	hmontes@paterson.k12.nj.us	973-321-0241	X	x		
Vice Principal	Romona Garcia	ragarcia@paterson.k12.nj.us	973-321-0243	X	x		
Vice Principal	Romaine Royal	rroyal@paterson.k12.nj.us	973-321-0242	X	x		
Data Mentor	Alessandro Verace	averace@paterson.k12.nj.us	973-321-0240	X	x		
Math Supervisor	Antoniette Booker	abooker@paterson.k12.nj.us	973-321-0240	X	x		
ELA Supervisor	Kelly Charles	kcharles@paterson.k12.nj.us	973-321-0240	X	x		
Bilingual Supervisor	Lourdes Garcia	logarcia@paterson.k12.nj.us	973-321-0240	X	x		
Special Education Supervisor	Janelle Sisco	jsisco@paterson.k12.nj.us	973-321-0240	X	x		
Climate and Culture Mentor	Kristy Wellins	kwellins@paterson.k12.nj.us	973-321-0240	X	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.

Return to Instructions

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

Date	Topic	Attendees	Agenda on File	Minutes on File
5/6/2015	Data Review and Analysis	Montes, Garcia, Royal, Verace, Charle:	Yes	Yes
5/14/2015	Plan Development	Montes, Garcia, Royal, Verace, Charle:	Yes	Yes
5/15/2015	Data Review and Analysis	R. Garcia, H. Montes, K.Wellins,L.Garc	Yes	Yes
5/16/2015	Data Review and Analysis	R. Garcia, H. Montes, K.Wellins,L.Garc	Yes	Yes
5/17/2015	QSR	R. Garcia, H. Montes, K.Wellins,L.Garc	Yes	Yes
5/28/2015	Plan Development	Montes, Garcia, Dr. Biggs, C.Denman	Yes	Yes
6/2/2015	Plan Development	Garcia, Royal, On-Site Supervisors	Yes	Yes
6/5/2015	Plan Development	Montes,Garcia,Royal,Dr.Biggs,Mr.Kars	Yes	Yes
6/9/2015	Plan Development	Montes,Garcia,Royal,Dr.Biggs, On-Site	Yes	Yes

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: New Roberto Clemente

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	3 - Proficient	Principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community via agenda, morning and afternoon announcements, monthly meetings, and Parent Link. The mission and vision include a focus on student academic excellence. Results from a comprehensive diagnosis of the school's strengths & weaknesses are publicly shared with the staff and members of the community. Moreover, staff is familiar with priorities for improvement. Mr. Montes ensures that students, parents, staff and members of the community feel safe, and facilities are in good condition. In reference to the academics. Mr. Montes fosters an unweaving belief in the political ideologies of the school for all students by frequently communicating this belief. In addition, a system in place to review biweekly lesson plans to ensure the implementation of the CCSS. This is clearly seen via walkthroughs and through multiple measures of student assessment data. The master schedule allows for grade level meetings, common planning time and vertical articulation. In reference to articulation, Mr. Montes ensures that he articulates students learning progress and/or lack of progress to all parents.	All stakeholders understand the vision and underlying core beliefs which directly influence and guide decision-making at all levels of the school community. As for the improvement of instructional practices, there is a need to provide a systematic professional development plan that supports and monitors efforts in increasing teacher efficacy.
	1.2	3 - Proficient		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	2 - Developing		
	1.6	3 - Proficient		
	1.7	3 - Proficient		
	1.8	4 - Well Developed		
	1.9	3 - Proficient		
	1.10	2 - Developing		
2- School Climate & Culture	2.1	3 - Proficient	Students, staff and parents feel the school is safe and clean. All parties have received the Student Code of Conduct where there is a clear behavioral system of consequences for infractions. Academic learning time is prioritized and administrators and supervisors monitor instruction through daily walkthroughs. Consistent feedback is provided to teachers and students receive feedback from their teachers. There is a full-time Climate and Culture Mentor to help improve the climate and culture of the building.	There is a lack of skills to disaggregate data at the item level to improve instructional practices. Further development is needed in instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master skills and concepts. Most importantly, there is a need for regularly meeting and diagnosing instructional practices that are improving students' mastery of skills and concepts. Above all, teachers and students need consistent meaningful feedback around instructional practices, and teachers need time to discuss specific student work and data.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	2 - Developing	According to the walkthrough data, students are prepared to explain the learning objective of the day since they are posted by the teacher daily. Teachers are well-versed in soliciting student responses via multiple response strategies. Some teachers can articulate the rationale for selecting specific learning strategies. Teachers base instructional decisions on a few sources of evidence.	There is a need for students to articulate "why" they are learning specific skills/concepts and their application. In addition, the use of multiple instructional strategies needs to offer teachers a clear insight of where every student is in terms of mastering the lesson objective. Furthermore, all students must be actively engages in the lesson task rather than being passive learners. Further development must occur in instructional decisions, including student grouping, differentiation and targeting for interventions which are based on multiple measures of data. As for analysis of data to improve instruction, a protocol must be established to develop teachers in analysis of data (interpreting data-applying purposeful interventions to unmastered skills based on analysis), and openly discuss results with colleagues to develop action steps.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	2 - Developing		
	3.5	2 - Developing		
	3.6	2 - Developing		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	Curriculum and content articulation of student learning objectives are linked to CCSS. During VAMs the supervisors offer teacher opportunities to map out SLOs. Teachers implement district formative assessments in literacy and math. All students are offered individualized intervention schedules that meet their instructional needs. Research-based interventions strategies through blended learning activities such as Successmaker and Successful Reader are in place for most students. Most importantly, modifications are created to meet the learning needs of identified students who are at least two years behind.	There is a need for further development in assessing how each student learning objective is obtained and how to use the information to guide lesson planning and instruction. As for resources, there are instructional materials and resources aligned to CCSS but teachers use their own materials which may not necessarily align to student learning objective and/or are not rigorous (promote 21st century skills). Further development in assessing how students are progressing in targeted interventions is needed.
	4.2	2 - Developing		
	4.3	3 - Proficient		
	4.4	2 - Developing		
	4.5	2 - Developing		

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: New Roberto Clemente

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	3 - Proficient	The administrator proactively identifies staffing needs early and begins to recruit the best possible candidate. The goal is to fill all classrooms with highly qualified effective teachers. Hence, there is a system in place for the selection of candidates where a team has input in the selection process. When selecting a candidate there are many factors that are considered such as qualifications and certifications, experience, right fit for the school, etc. The administrator seeks to offer professional development opportunities that are designed to meet the needs of the teachers which is linked to teacher observations and/or student data.	There is a need to further develop a system where struggling teachers are identified, supported, and guided to meet standards for instructional expectations. However, teachers have to be open about their practices and reflect on their teaching, planning and practices to reach a level of professional development that truly promotes transformational change.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	2 - Developing		
	5.5	3 - Proficient		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	There is an electronic data management system in place where all teachers input student data, retrieve results, and place reports in their data binders. A full-time Data Mentor schedules meetings with teachers to discuss student achievement data. There is a system in place to review accurate data on student attendance, tardiness, office referrals, and suspensions. Data from teacher attendance, walkthroughs, and observations are used to determine effectiveness in the classroom.	What are the elements of effective progress-monitoring measures? What are some of the common progress-monitoring measures? Student data needs to be monitored weekly or biweekly in order to compare expected rate of learning to the actual rate of learning. These measurements should be used to gauge the effectiveness of teaching and to adjust instructional techniques. There is a need for more data-driven lesson planning for our teachers.
	6.2	3 - Proficient		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	4 - Well Developed	The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school. All students are enrolled in the appropriate grade and are given the schedule on the first day of school, where they travel to each class to meet all of their teachers. But most importantly, instructional time is protected. In the master schedule students are provided with extended learning time in both math and reading. The teachers receive common planning time every day with their peers, vertical and horizontal articulation periods are on the schedule once during a six-day cycle.	There is a need to carve out time during the school day to offer teachers some release time for the purpose of professional development. Teachers need at least two or three days a month where they are allowed to learn from each other, as well as receive job-embedded PD from experts in the field. Additional focus should include teachers' perceptions about how they learn best and what additional content-specific professional development sessions might benefit them.
	7.2	4 - Well Developed		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	Based on the data collected from the parent survey, families are active participants. They attend scheduled parent-teacher conferences, report cards nights, student assemblies, etc. A PTO meets monthly with parents to discuss issues and events pertaining to the success of the students at NRC. Furthermore, a full-time Full-Service Community Coordinator assists with creating partnerships with the community to provide a range of services to the students and parents.	Further development is needed in identifying students who are struggling academically and/or socially to receive services by a network of providers to reduce barriers to students' academic and personal growth.
	8.2	2 - Developing		

Data Review & Analysis 6

Return to Instructions

School Name: New Roberto Clemente 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 [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your school-wide 2013-2014 targets.]	School Accountability Progress Targets	ELA score was 36.1% Math score was 41.8%	*Results indicate target score for ELA was missed by 15.6% ELA: Are teachers placed in the appropriate grade level? Are resources readily available to teachers? Was there any growth noticed with targeted students that met weekly with the Reading Specialist? How about the Intervention teacher? Are the "Literacy Specialist" offering literacy teachers strategies to help with scaffolding lessons. *Results indicate target score for Math was missed by 22.7%
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your two lowest performing subgroup 2013-2014 targets.]	School Accountability Progress Targets	[Please enter your two lowest performing subgroup 2013-2014 scores and whether or not you met your targets.]	
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	• Identify overall rate • Identify patterns by grade/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)	edConnect; Data management system	Grade/Subject/Unit Participation Rate 6/ELA/Unit I 94%; Unit II 90%; Unit III 87% 7/ELA/Unit I 91%; Unit II 90%; Unit III 88% 8/ELA/Unit I 90%; Unit II 89%; Unit III 88% 6/Math/Unit I 95%; Unit II 98%; Unit III 97% 7/Math/Unit I 97%; Unit II 96%; Unit III 96% 8/Math/Unit I 99%; Unit II 97%; Unit III 77%	Data from participation report for model curriculum does not take into account 8th grade students that were administered the Algebra assessment; students taking the Algebra assessment were not required to take the Math Model Curriculum assessment; data from the participation report does not take into account ELL students taking the ELA assessment; *Clear directives from district personnel needs to take place. Should the school be held responsible when clear expectation were not given/system does not take into account factors that should be considered before tallying all information?
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	• Identify patterns by grade/subject/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify change over time • Identify patterns by chronic absenteeism • Identify patterns by students with chronic disciplinary infractions	edConnect; Data management system	Grade/Subject/Unit I/Unit II/Unit III 6/ELA/29%/46%/58% 7/ELA/55%/53%/43% 8/ELA/53%/41%/50% 6/Math/24%/18%/19% 7/Math/22%/19%/28% 8/Math/10%/8%/19%	Are the teachers placing more emphasis on STAR than the Model Curriculum? Is the text at the student's frustration level? Exposing students to read and understand complicated text in both ELA and Math. Are teachers in need of more time for targeted PD? Do VAMs provide enough PD time for the teachers? Did the amount of increased targeted school-wide district PD time detrimental to the students (amount of time teachers were pulled for IFL pd)? Can we obtain subs to provide teachers with targeted PD during the school day? Can we build into the schedule dedicated PD time? Do teachers struggle with content knowledge? Do the teachers understand the standards? Is the amount of 1-4 year teachers in ELA and Math have an effect? Do teachers have low expectations of our students? Are teachers placed in the correct grade level?

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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 • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism • Identify patterns by students with chronic disciplinary infractions	Title I Accountability Data System	Gr.6 ELA: 71.8%PP; 28.2%P; 0%AP Gr.6 ELA (SPED): 94.3%PP; 5.7%P; 0%AP Gr.6 ELA (LEP): 83.6%PP; 16.4%P; 0%AP Gr.7 ELA: 74.4%PP; 24.8%P; 0.8%AP Gr.7 ELA (SPED): 94.3%PP; 5.7%P; 0%AP Gr.7 ELA (LEP): 87.2%PP; 12.8%P; 0%AP Gr.8 ELA: 49.5%PP; 49.1%P; 1.4%AP Gr.8 ELA (SPED): 87.5%PP; 12.5%P; 0%AP Gr.8 ELA (LEP): 69.6%PP; 28.3%P; 2.2%AP Gr.6 Math: 56%PP; 33.8%P; 10.2%AP Gr.6 Math (SPED): 88.6%PP; 11.4%P; 0%AP Gr.6 Math (LEP): 70.9%PP; 20%P; 9.1%AP Gr.7 Math: 65.4%PP; 31.1%P; 3.5%AP Gr.7 Math (SPED): 86.8%PP; 9.4%P; 3.8%AP Gr.7 Math (LEP): 74.5%PP; 23.4%P; 2.1%AP Gr.8 Math: 57.7%PP; 32%P; 10.4%AP	6.1-94.4% ELA proficient, 55.6% Math proficient; 6.2-72.2%ELA Proficient, 50.0%Math proficient; 6.3-31.6% ELA proficient,52.6% Math proficient; 6.4-44.4%ELAproficient, 77.6%math proficient; 6.5-25%ELAproficient, 50%math proficient; 6.6-11.1%ELAproficient, 16.7%math proficient; 6.7-16.7%ELA proficient, 27.8%math proficient; 6.8-5%ELA proficient, 30%math proficient; 6.9-9.1%ELA proficient, 4.5%math proficient 7.1-75% of students were proficient in ELA, 62.5% proficient in math; 7.2-64% of students were proficient in ELA, 64% proficient in math; 7.3-45.8% of students were proficient in ELA, 45.8% proficient in math; 7.4- 36% of students were proficient in ELA, 44% proficient in math; 7.5-11.1% of students were proficient in ELA, 33.3% proficient in math; 7.6-0% of students were not proficient, 19.2% proficient in math; 7.7-14.3% of students were proficient in ELA, 14.3% proficient in math; 7.8-4.5% of students were proficient in ELA, 13.6% proficient in math; 7.9-0% of students were not proficient, 18.2% proficient in math 8.1-82.6%ELAProficient, 89%math proficient; 8.2-100%ELAproficient, 78%math proficient; 8.3-75%ELAproficient, 65%math proficient; 8.4-55.6%ELAproficient, 27.8%math proficient; 8.5-25%ELAproficient, 45.5%math proficient; 8.6-
SGP	Student growth on state assessments (2013-2014) grades 4-8	• Identify overall schoolwide growth performance by content • Identify interaction between student proficiency level on the NJ ASK and student growth scores	School Performance Reports	ELA - 43 Math - 49	School wide growth on ELA was 43 and the target of 35 was met. School wide growth on Math was 49 and the target of 35 was met. However, compared to peer schools NRC underperformed. Our score was 43 and peer schools had a 62 in ELA. In math our score was 49 and peer schools had an 81. Is the class size the same as NRC? How are students grouped? Homogenous? Heterogenous? Is there a separate teacher that teaches reading? Teaches writing? Are math teachers teaching to their strengths? Number sense, algebra, ratio & proportions etc?
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	• Identify overall rate • Identify patterns by grade level	AMAO Data Report	AMAO1 percent improved: 41.5% AMAO1 target: 69%; 34 students improved out of 82 eligible students AMAO pct proficiency attained in 4 yrs or less: 7.5% AMAO2 target 5%; AMAO pct proficiency attained in 5 yrs or more: 33.3% AMAO2 target 50% School Summary of Proficiencies Level 1: 16; Level 2: 30; Level 3: 35; Level 4: 18; Level 5: 3	AMAO2 Target score was 5% for the proficiency attained in four years or less and NRC's score was 7.5%. This indicates that the target was met and exceeded by 2.5%. The AMAO2 target score for proficiency attained in 5 years or more is 50%; NRC's score was 33.3%. Analysis of AMAO2 indicates that students are growing about the same rate in listening, speaking, reading and writing. Data indicates that 4 out of the 6 students have an IEP. Should those students exit the Bilingual Program since they have acquired the necessary CALP and BICS to successfully acquire the content in target language? Is the instruction bilingual/ESL teachers provided to students focused on content SLO's or language (explicit grammar)? Are teacher provided PD on how to develop student language proficiency? Have Bilingual/ESL teachers
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	As of April 30, 2015 our total enrollment is 667 students. There are 223 6th Grade students; 198 7th Grade students; and 246 8th Grade students	6-Grade: Students with IEP's 35 6-Grade Bilingual 40 students 7-Grade: Students with IEP's 29 7 Grade- Bilingual students -32 8 Grade: Students with IEP's- 40 8 Grade: Bilingual students- 32

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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 • Identify patterns by grade • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic absenteeism • Identify interventions	District SIS	As of April 30, 2015 student attendance rate is 93.4% Sept. 2014: 6th 96.09%; 7th 94.99%; 8th 95.73% Oct. 2014: 6th 94.65%; 7th 94.14%; 8th 92.86% Nov. 2014: 6th 92.44%; 7th 92.89%; 8th 91.71% Dec. 2014: 6th 93.56%; 7th 92.69%; 8th 90.25% Jan. 2015: 6th 93.06%; 7th 92.06%; 8th 91.62% Feb. 2015: 6th 93.95%; 7th 91.46%; 8th 93.02% Mar. 2015: 6th 94.81%; 7th 93.91%; 8th 94.23% Apr. 2015: 6th 95.48%; 7th 93.48%; 8th 93.01%	Trend: Student attendance is approximately 5% lower than last years' student attendance. According to student response on survey, they stated reasons for a decline in attendance; 1. Sick, 2. Appointments, 3. Vacation (personal reasons). Student attendance increased significantly in all grades in March and April. Could the increase of student attendance be attributed to the state testing? Are student now well-adjusted to the new schedule? Why is the 8th grade attendance lower than 6th and 7th grade? Can daily/weekly attendance incentive improve student attendance?
Attendance (Staff)	The average daily attendance for staff	• Identify overall rate • Identify patterns by grade /department • Identify chronic absenteeism • Identify reasons for absenteeism	Personnel system; Professional development schedule	As of April 30, 2015 staff attendance rate is 95.6% Sept. 2014 - 95.63% Oct. 2014 - 93.84% Nov. 2014 - 92.3% Dec. 2014 - 92.07% Jan. 2015 - 92.23% Feb. 2015 - 92.87%	Trend: Staff attendance is significantly higher when compared to last years' attendance. District staff attendance goal was reached September, October and March; lowest was 93.7% in November. Could the high attendance be attributed to the SIG funds received? Are teachers overwhelmed with the amount of work and must take time off to recuperate (December, January, February, April, and May)? Also one must take into account the sick leave and maternity (2) leave.
Discipline	The number of suspensions, expulsions, and incident reports	• Identify overall rate • Identify types of incidents • Identify patterns by grade • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic offenders	District SIS; School behavior management reports	Suspension Number: 90 (Sept.-May 15, 2015) Behavior Data: *September -34 *October 69 *November 45 *December 59 *January 74 *February 90 *March 184 *April 89	90% of all OCR's occur in the classrooms. Most of referrals were for noncompliance and disrespectful behavior towards adults. Identified chronic offenders were male and females: According to the 6th grade top 10% of discipline issues 6 were boys and 5 were girls-None were SPED. In 7th grade top 10% of discipline issues 5 were boys and 5 were girls-None were SPED. In 8th grade top 10% of discipline issues 10 boys and 2 girls-None were SPED or Bilingual. Have identified students been through the I&RS process? Could it be a learning disability? Are the students receiving any outside counseling? Are the students going through a tramatic time in their homes?
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	•Identify overall projected graduation rate • Identify students who have dropped out • Identify students with credit deficiencies • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify interventions	NJ SMART, District SIS		

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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 • Identify perception of environment • Identify perception of support • Identify perception of students behavior • Identify perception of adult culture	NJSCS reports; PBSIS; Other survey tools	2014-2015 Climate & Culture Fall Teacher Survey indicates Q16-35% disagree when walking around school you hear positive conversations. Q45-35% disagree that teachers have resource3s and training needed to work with Special ED (IEP) students. 2014-15 Climate & Culture Fall Student Survey indicates Q2-35% disagree that adults at this school ask students what is important to them. Q5-41% disagree that students at this school talk respectfully to adults. 2014-2015 Climate & Culture Fall Parent Survey indicates Q9-21% disagree my child's teacher calls/sends home notes about positive things and Q21-21% disagree I have seen my child's work displayed at school. 2014-2015 Spring Student Survey indicates an increase of 7% of teachers/adults at NRC asking what is important to students. There was a 10% increase of students who perceive that they speak respectfully to adults.	Students: According to the results, Are students understanding the question? Is the question student friendly? Are the questions measuring students' perspective of NRC? According to the Spring results 49% of student population believes that their classes are disrupted by visitors or student acting out. Why are students' acting out in class? Is it too much down time? Poor planning? Staff: What teachers need more PD on how to address the needs of students with IEP's? Are they content area teachers? Specialist? Instructional Assistants? Parent: How can all student work be displayed? What happens if a child does not meet the criteria to have work displayed? With all of the responsibilities teachers have, how can teachers make additional phone calls to parents? How can teachers call home if the numbers are constantly changing? The attempts made with direct-ed can be a challenge since phone numbers are constantly changing.
Instruction					

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	• Identify observation ratings across school • Identify observation ratings by grade/subject/subgroup • Identify areas for feedback and professional development • Identify instructional trends • Percentage of teachers on CAP during 2014-2015	School-level evaluation reports	Standard 1-Preparation for Instruction:29.4% proficient, 38.2% Proficient II, 26.5% Proficient 3, 5.9% Exemplary Standard 2a-Use of Data to Improve Instruction: Uses data to Inform Instruction 60.7% Proficient-21.4% Proficient 2-7.1% Proficient 3 and 10.7% Exemplary Standard 3-Delivers Quality Instruction-3f: Integrate 21st Century Skills in instruction: 1.8% unsatisfactory, 3.5% Progressing, 3.5% Progressing 2, 31.6% Proficient 2, 19.3% Proficient 3, and 8.8% Exemplary Standard 4-Interventions to Meet Diverse Needs: Adapt and modify instruction for the unique needs of learners: 3.9% Progressing 1, 7.8% Progressing 2, 35.3% Proficient 1, 33.3% Proficient 2, 17.6% Proficient 3, and 2% Exemplary Standard 5-Classroom Environment: 5dFoster collaboration and self-regulation in students: 3.5% Progressing 1, 10.5% Progressing 2, 43.9% Proficient 1, 24.6% Proficient 2, 10.5% Proficient 3, 7% Exemplary. Standard 6-Leadership: PLC participation 6b: 2% Unsatisfactory, 0% Progressing 1, 2% of Progressing 2, 31.4% Proficient 1, 37.3%	*Walk-through from September 15th- May 15th indicated that there were 315 conducted on 68staff members. Out of those 315 walk-through 27% are non-tenured 1-2years, 7.4% are non-tenured 3-4years, and 57.7% are tenured. Time in which walk-through occurred were 25.2% in the beginning of the lesson, 57.4% in the middle, and 12% at the end of the lesson. Objective posted 73%, 5.2% were posted but did not align to curriculum and 8.9 no objective posted. 17.2% of students articulated the learning objective, while 19.9% partially articulated, and 7.1% could not articulate the learning objective. *Grade Level classroom observation: Grade 6-10.1%, Grade 7-12%, and Grade 8 9.5% *CAP teachers 10 out of 68 staff members (Out of the 10: 2 are out on medical leave,1 resigned, 3 made improvements, and one is pending. *Are the administrative expectations clear, concise and shared among all administrators/supervisors? *Based on 3rd Round of Teacher Observation, Standard 3 -Delivers Quality Instruction; Professional Development is needed to help teachers develop 21st Century learners (reasoning, critical thinking),

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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					

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
Successful Reader	ELA/All population	*Student Readers *Star score *Progress reports	Effective with additional focus needed	*Students STAR scores indicate a slight increase in scale score	Explicit intervention program that includes reading, listening, and writing. Some teachers followed the program with fidelity. However, some teachers did not have all components of the program (mp3 player, student book). Several novels from Successful Reader were read during the Bridge Program during the summer but data
Success Maker ***MEASURABLE OUTCOMES*** UNABLE TO TYPE IN THIS CELL- According to above mentioned reports, identified students have significantly	Grades 6-8 identified students	*Successmaker report *Usage Report *Cumulative Report *Last Session Report	Effective		When intervention was administered with fidelity, student scores increased. Challenges with the implementation included electronic devices not having appropriate programs to support Success maker, limited Internet access, PARCC testing (during PBA and EoY students were not allowed to use devices) and insufficient devices in selected classrooms.
Reading Specialist	Identified At-Risk 6th grade students	*Lesson Logs *Teacher observation *Walk through *Increase student test scores	Effective	*According to STAR results in literacy, all identified 2-3years below grade level students increased STAR scale score by 46 points.	Identified students received explicit reading instruction. Specific reading strategies were taught to students in small groups. Challenges occurred in the beginning of the year with the identification of at-risk students. Specifically with identifying the best tool to measure student reading/comprehension.
Reading Intervention Teacher	Identified At-Risk 7th grade literacy students	*Lesson Logs *Teacher observation *Walk through *Increase student test scores	Effective	*According to STAR results in literacy, all identified 2-3years below grade level students increased STAR scale score by 40 points.	Identified students received explict reading instruction. Specific reading strategies were taught to students in small groups. Challenges occurred in the beginning of the year with the identification of at-risk students. Individualized student schedules that did not pull students from their regular content area courses (ELA/Math) were

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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
Math Intervention Teacher	Identified At-Risk Math stud	*Lesson Plans *Teacher observations *Walk through *Increase student test scores	Effective	*AMI reports indicate student growth in geometry, ratios and proportional relationships, number sense, and expressions and equations *According to STAR results, students have	Identified at risk students in math received extra support in content. Individualized schedules were created to address deficient skills in mathematics. Challenges encountered included the length of Success maker IP report to finally offer purposeful instruction.
Extended Learning Opportunity	All student population	*STAR SCORES *District benchmarks	Effective with additional focus needed	*According to STAR/Math results, there is an increase in students' scale score	Students are offered extended learning opportunities in mathematics and literacy every day. Identified students were offered Algebra I course in grade 8, while in grade 6-8 some students were offered project-based learning experiences. One major challenge was planning PBLs that target specific SLOs and engage all learners
ELA Mentor	Literacy teachers	*Teacher Walk-throughs *Teacher lesson planning *Teacher observation *slight increase in student	Effective	*Teacher observation (an increase rubric score on the teacher observation rubric) *District benchmark (certain grade levels increase benchmark score in identified	A literacy specialist held one-on-one planning sessions with literacy teachers. The teachers co-taught with literacy specialist. Immediate feedback was offered to all teachers. However, challenges would include insufficient time to increase teacher efficacy with the amount of ELA teachers at NRC and only having the Literacy
Content Area Supervisors	Math/Literacy/Science/Social Studies-All population	*Teacher Observations *Walk-Throughs	Effective	*Teacher observation (an increase rubric score on the teacher observation rubric) *District benchmark (certain grade levels increase benchmark score in identified	Supervisors provided teachers with explicit job-embedded professional development on a daily basis (once every six-day cycle). Twice a week during a six-day cycle, supervisors offered teachers hands-on/ one-on-one PD. The challenge faced was not having the supervisors on a daily basis to support teachers after the
Common Planning Time *Vertical Meetings *Horizontal Meetings	All teachers	*Meeting Minutes *Lesson Plans *Walk-throughs	Effective	Consistency within grade level in regards of all teachers exposing students to CCSS.	Schedule: The schedule allows for common prep time for all teachers.

Root Cause Analysis

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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: New Roberto Clemente

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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)	*Over 50% of grades 6-8 students are not reading at grade level as per STAR *Over 55% of grades 6-8 students (ELL, Regular, and SPED) are not meeting ELA proficiency on district benchmark *Building teacher capacity to increase content knowledge *Building teacher capacity to increase rigor in activities/task provided to students	*Inconsistent evidence of differentiated instruction and scaffolding *Mastery of content knowledge taught *Additional ELA support is needed to address gaps in aligning lesson planning to CCSS *Additional support is needed in interpretation and analysis of data in order to plan purposeful lessons that meet the needs of all students	1:	Increase teachers' proficiency in scaffolding lessons to address different learning styles and levels through Close Reading with Text dependent writing responses.	3 - Effective Instruction
			2:	Engage all ELA teachers with explicit professional development sessions of the learning progression in literacy and incorporate Reader's Notebook (2-3 cognitively demanding entries per month)	3 - Effective Instruction
			3:	Provide all subgroups tiered intervention/differentiated instruction (Urgent-Intervention-On-Watch-At Level-Above Level).	4 - Curriculum, Assessment & Intervention System
Math (TP3, TP4)	*According to NJASK math scores 41.8% of our student population are proficient in math. *Approximately 20%-25% of grades 6-8 student met district proficiency in math	*Inconsistent evidence of differentiated instruction, scaffolding, time management *Inconsistent evidence of strong content knowledge *Teachers need more support to understand and interpret data to drive instruction	1:	Utilize the Conceptual-Based approach in mathematics which is the Mathematics instructional approach	3 - Effective Instruction
			2:	Engage all Math teachers with explicit professional development sessions of the learning progression in Math for grades 6-8. *Incorporate the standards for Mathematical Practice	4 - Curriculum, Assessment & Intervention System
			3:	Utilize SuccessMaker (6-8) or Accelerated Math Intervention for the general, special, and bilingual students who are identified in need of Urgent Intervention and Intervention.	4 - Curriculum, Assessment & Intervention System
Climate & Culture (TP2)	To establish structure and routines where students thrive in organized environments where routines teach, reinforce, and celebrate desired behaviors.	*The need to understand the difference between classroom referrals and office referrals. *A need for clear steps/actions for OCRs	1:	Acknowledge positive behavior of those students who are following policy & procedures established by the district and the school	1 - School Leadership
			2:	Increase capacity by providing professional development on the use of Infinite Campus and Low-Level referral forms to develop and track OCR data	2 - School Climate & Culture
			3:	Utilize Ramapo for Children toolbox to meet the individual needs of children through teacher support and professional development	3 - Effective Instruction
Effective Instruction (TP3)	*The use of 21st Century Skills	*There is a need to increase the awareness of the 6-8 content knowledge progression *Clear picture of what 21st Century Skills entail *The need of providing students' real life application that are complex and multifaceted	1:	Move beyond the focus of basic competency to promoting understanding of academic content at much higher levels by weaving 21st Century skill into curriculum.	4 - Curriculum, Assessment & Intervention System
			2:	Support PLCs that enable educators to collaborate, share best practices and integrate 21st Century Skills into classroom practices.	3 - Effective Instruction
			3:	Create learning practices , support and physical environment that will support the teaching and learning of 21st century outcomes	3 - Effective Instruction

SMART Goal 1

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School Name: New Roberto Clemente 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!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? 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.	
Performance Challenge Being Addressed	*Over 50% of grades 6-8 students are not reading at grade level as per STAR *Over 55% of grades 6-8 students (ELL, Regular, and SPED) are not meeting ELA proficiency	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Increase teachers' proficiency in scaffolding lessons to address different learning styles and levels through Close Reading with Text dependent writing responses.	3 - Effective Instruction
	2: Engage all ELA teachers with explicit professional development sessions of the learning progression in literacy and incorporate Reader's Notebook (2-3 cognitively demanding entries per month)	3 - Effective Instruction
	3: Provide all subgroups tiered intervention/differentiated instruction (Urgent-Intervention-On-Watch-At Level-Above Level).	4 - Curriculum, Assessment & Intervention System
Target population *[Focus school subgroups only]*	**All student population**	

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.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 23, 2015 teachers will administer the Fall Star Reading Assessment to establish a baseline level in order to tier and group students. There will be a building participation rate of at least 85%.	Star Results	
EOC2	By December 22, 2015 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. Literacy Supervisor will debrief with teachers and develop a brief action plan to address areas of need.	Teacher walk-through, Supervisor log, teacher action plan	
EOC3	By February 29, 2016 teachers will administer the Winter Star Reading Assessment. Teachers will analyze the date, update student groupings, and identify students that have not increased their Lexile Level. Teachers will work with school leader, supervisor, and grade-level colleague to establish 2 to 3 targeted reading strategies and activities to support identified students.	Star Results, Intervention groups, targeted strategies	
EOC4	By April 29, 2016 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 2-3 weekly entries and rituals/routines established.	Walk throughs, Reader's Notebook	
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.	Star Results	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	During the month of September 2015, utilize grade level meetings and VAMs to professionally develop teachers on the principles of Grades 6-8 Close Reading and Text-Dependent Writing.	3 - Effective Instruction	9/1/2015	10/23/2015	Content Supervisor Reading Specialist Intervention Teacher
2	3	Identify and tier students in subgroups (Sped, ELL 3.4 and below, ELL 3.5 above) for targeted instruction. Assign identified UI & I students to reading intervention program and begin the intervention program.	6 - Enabling the Effective Use of Data	10/1/2015	10/23/2015	Data Mentor Reading and Intervention Teacher

SMART Goal 1

8.i

Return to Instructions

School Name: New Roberto Clemente Date:

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3	2	As a school or as a grade level, with the input of school leaders and school-based supervisors, identify the reading strategies that will be incorporated for the months of September, October, and November. Provide and discuss the strategies with teachers during grade-level meetings to integrate close reading instruction.	3 - Effective Instruction	9/1/2015	10/23/2015	Administrators/Content Supervisors, Reading Specialist and Intervention Teacher
4	2	Schedule and conduct focused/targeted walkthroughs/observation of teachers with "Look Fors" and "Next Steps" focused on the implementation of Reader's Notebook.	1 - School Leadership	9/1/2015	12/22/2015	Administrators/Content Supervisors
5	2	As a school or as a grade level, with the input of the school leaders and school-based supervisors, identify the reading strategies that will be incorporated for the months of December, January and February. Provide and discuss the strategies with teachers during grade level meetings to integrate close reading.	3 - Effective Instruction	10/23/2015	12/22/2015	Administrators/Content Supervisors, Intervention Teacher, and Reading Specialist
6	1	Based on walkthroughs and observations, provided support to teachers on close reading delivery of instruction and expectations.	6 - Enabling the Effective Use of Data	10/23/2015	12/22/2015	Content Supervisors
7	2	Conduct professional development for specific grade levels and provide center activities that can be used to increase Lexile levels and reading levels.	4 - Curriculum, Assessment & Intervention System	10/23/2015	12/22/2015	Content Supervisor, Intervention and Reading Specialist teacher
8	3	Compile all available data using Winter Star Reading benchmark to regroup students for intervention periods. Run reading intervention program reports for identified students and make adjustments to the program and student groups.	6 - Enabling the Effective Use of Data	12/22/2015	2/29/2016	Data Mentor
9	1	Monitor the implementation of a Reader's Notebook with an emphasis on two to three text dependent weekly writing entries. Provide support to teachers that are not meeting the target.	6 - Enabling the Effective Use of Data	12/22/2015	2/29/2016	Administrators/Content Supervisors
10	1	As a school or as a grade level, with the input of school leaders and school-based supervisors, identify the reading strategies that will be incorporated for the months of March and April. Provide and discuss the strategies with teachers during grade level meetings to integrate close reading.	3 - Effective Instruction	12/22/2015	2/29/2016	Administrators/Content Supervisors, Intervention Teacher and Reading Specialist
11	2	Compile all available data using Spring Star Reading benchmark to regroup students for intervention periods. Run the Spring reading intervention program reports and modify student groups based on the Spring Star scale score.	4 - Curriculum, Assessment & Intervention System	4/1/2016	4/29/2016	Data Mentor
12	3	As a school or as a grade level, with the input of school leaders and school-based supervisors, identify the reading strategies that will be incorporated for the months of March and April. Provide and discuss the strategies with teachers during grade level.	3 - Effective Instruction	2/15/2016	4/29/2016	Administrators/Content Supervisors, Reading Specialist, and Intervention Teacher
13	2	Continue to monitor the implementation of a Reader's Notebook with cognitively demanding text dependent writing entries.	3 - Effective Instruction	2/29/2016	4/29/2016	Administrators/Content Supervisors
14	3	Develop STEAM interdisciplinary activities with ELA teachers	3 - Effective Instruction	10/1/2015	6/30/2016	ELA teachers, STEAM professional development provider

SMART Goal 1

8.i

Return to Instructions

School Name: New Roberto Clemente Date:

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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	$ 11,371.00	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	$ 21,823.00	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
1.3.4.5.6.8.9.10. 12.13	Intervention Teacher salary	INSTRUCTION - Personal Services - Salaries	$ 30,680.00	Federal Title I
1.3.4.5.6.9.10. 12.13	Intervention Teacher benefits cost	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 6,144.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 2

8.ii

Return to Instructions

School Name: New Roberto Clemente Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	All students in Grades 6-8 (inclusive of al 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: (1) Describe the relationship between the mathematics in pictures, tables, graphs, equations, or contexts; relationship between representations in order to understand mathematics. (2)Make connections between mathematical concepts. (3)Compare problem types and make connections to other tasks. (4) Make connections (similarities and differences) between solution paths. This will result in an increase of the school's average Mathematical Reasoning Rubric Scores by 20% over the 2014-2015 year-end goal percentages, to 38% by June 2016.	
Performance Challenge Being Addressed	*According to NJASK math scores 41.8% of our student population are proficient in m	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Utilize the Conceptual-Based approach in mathematics which is the Mathematics instructional approach	3 - Effective Instruction
	2: Engage all Math teachers with explicit professional development sessions of the learning progression in Math for grades 6-8.	4 - Curriculum, Assessment & Intervention System
	3: Utilize SuccessMaker (6-8) or Accelerated Math Intervention for the general, special, and bilingual students who are identified in need of Urgent Intervention and Intervention.	4 - Curriculum, Assessment & Intervention System
Target population *[Focus school subgroups only]*	**All student population**	

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.

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.	Samplings of rubrics/results of rubrics	
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.	Walk-through data, supervisor log	
EOC3	By February 29,2016, data on the current growth percentage using 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.	Teacher rubric data, action plan, pd log	
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.	Benchmark data	
EOC5	All students in Grades 6-8 (inclusive of al 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: (1) Describe the relationship between the mathematics in pictures, tables, graphs, equations, or contexts; relationship between representations in order to understand mathematics. (2)Make		

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To

SMART Goal 2

8.ii

Return to Instructions

School Name: New Roberto Clemente Date:

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1	1	Utilize PLCs 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.	3 - Effective Instruction	9/1/2015	10/23/2015	Math Supervisor, Data Mentor, Math Intervention Teacher
2	3	Identify targeted students in all three subgroups for intervention based on Fall administration of Star Math. Create schedules for students who will be receiving the targeted intervenion. Utilize the data mentors to assist with identifying targeted students.	6 - Enabling the Effective Use of Data	9/1/2015	10/23/2015	Data Mentor, Math Intervention Teacher
3	1	Provide coaching on integration of writing in Mathematics.	3 - Effective Instruction	9/1/2015	10/23/2015	Math Supervisor
4	2	Provide professional development on progression of standards to identify necessary prior knowledge.	3 - Effective Instruction	9/1/2015	12/22/2015	Math Supervisor
5	1	Provide professional development on content and pedagogy aligned to CCSS.	3 - Effective Instruction	9/1/2015	12/22/2015	Math Supervisor
6	3	Provide professional development on the creation of formative assessment task rubrics that incorporates mathematical practices and content standards.	4 - Curriculum, Assessment & Intervention System	9/1/2015	2/29/2016	Math Supervisor
7		Compile data using the Mathematical Reasoning Rubric for mid-year review.	6 - Enabling the Effective Use of Data	12/1/2015	2/29/2016	Math Supervisor, Data Mentor, Administrator
8	1	Based on mid-year review, identify teachers who need targeted support on pressing for mathematical reasoning.	6 - Enabling the Effective Use of Data	12/1/2015	2/29/2016	Math Supervisor,Administrator
9	2	Create strategic student grouping based on performance of formative assessment tasks.	4 - Curriculum, Assessment & Intervention System	9/1/2015	4/29/2016	Data Mentor, Intervention Teacher
10	1	Develop STEAM interdisciplinary activities with Math teachers	3 - Effective Instruction	10/1/2015	6/30/2016	Math teachers, STEAM professional development provider
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BUDGET DETAIL

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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1,3,4,5,6,7,8	Math School Based Supervisor salaries	INSTRUCTION - Personal Services - Salaries	$ 28,356.00	Federal Title I
1,3,4,5,6,7,8	Math School Based Supervisor benefits cost	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 10,785.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 2

8.ii

Return to Instructions

School Name: New Roberto Clemente

Date:

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SMART Goal 3

8.iii

Return to Instructions

School Name: New Roberto Clemente Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016 NRC will utilize Infinite Campus to input OCR and use the data collected to reduce the number of OCRs by 10% compared to 2014-2015 approximately 630 referrals or less	
Performance Challenge Being Addressed	To establish structure and routines where students thrive in organized environments	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Acknowledge positive behavior of those students who are following policy & procedures established by the district and the school	1 - School Leadership
	2: Increase capacity by providing professional development on the use of Infinite Campus and Low-Level referral forms to develop and track OCR data	2 - School Climate & Culture
	3: Utilize Ramapo for Children toolbox to meet the individual needs of children through teacher support and professional development	3 - Effective Instruction
Target population *[Focus school subgroups*	**30 Identified NRC students with multiple disciplinary referrals**	

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.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 24, 2015, The school leadership team will have begun inputting all OCR and follow/manage the OCR data entry.30 target studnets will be identified 10 per grade level and a data base will be created to compare OCRs. All staff will demonstrate an understanding of entering OCRs into Infinite Campus.	Excel Spreadsheet, graphs, PD training Agenda, checklist wth DOL	
EOC2	By December 22, 2015, OCR data will be analzed for any 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 OCR's.	Individual student plan, infinite campus reports, agendas, Excel spreadsheet, graphs	
EOC3	By February 27, 2016, 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.	Pictures, videos, surveys	
EOC4	By April 24, 2016, the school staff will conduct check-ins with the students who have been identified as chronic offenders to modify behavior plans as needed. Climate and Culture Mentor and Guidance will analyze OCRs to determine necessary adjustments to behavior modification plans and will share results with all shareholders.	Individual student plan, infinite campus reports, agendas, Excel spreadsheet, graphs	
EOC5	By June 2016 NRC will utilize Infinite Campus to input OCR and use the data collected to reduce the number of OCRs by 10% compared to 2014-2015 approximately 630 referrals or less	Infinite Campus data, Excel Spreadsheet, graphs.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	The school leadership team will review OCR procedures and provide all staff members with PD on how to report different discipline issues the first day of PD in September. Moreover, Guidance counselor will begin planning monthly workshops for parens (total of 10-one per month).	6 - Enabling the Effective Use of Data	9/1/2015	10/24/2015	Climate and Culture Mentor, Administrators, Guidance counselor
2	2	Communicate to students the procedures for OCRs and the student expectations for class, hallway, gym, cafeteria, stairwell, and outside. In addition, parents will also have information regarding school policy and district policy and procedures. They will receive newsletters, flyers, presentation and information on school web site.	2 - School Climate & Culture	9/1/2015	6/30/2016	Administrators and Climate and Culture Mentor

SMART Goal 3

8.iii

Return to Instructions

School Name: New Roberto Clemente Date:

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3	3	Identify (30) students with multiple disciplinary referrals. Guidance Counselor will begin the monthly parent workshop.	6 - Enabling the Effective Use of Data	9/1/2015	10/24/2015	Climate and Culture Mentor, Guidance Counselor
4	2	Monitor and record OCR's for 30 identified students with multiple disciplinary referrals on a montly bases and share results with all shareholders.	2 - School Climate & Culture	9/1/2015	6/30/2016	Climate and Culture Mentor, Guidance
5	1	Provide all teachers and staff with pd from Ramapo for Children and PBSIS strategies. Monitor the inputting of OCRs and offer teachers and staff support with the appropriate OCR classifaction whether it is office or classroom managed.	1 - School Leadership	9/1/2015	9/30/2015	School Administrators, Climate and Culture Mentor and team
6	1	Monitor the monthly number of OCRs and compare the data to previous year data to show evidence of a reduction in OCRs. Guidance will continue to offer monthly workshops to NRC parents.	8 - Family Engagement	9/1/2015	6/25/2016	Climate and Culture Mentor, Guidance Counselor
7	2	The leadership team will discuss the progress of the OCR procedures with the staff at the monthly faculty meetings.	6 - Enabling the Effective Use of Data	9/1/2015	6/25/2016	Climate and Culture Mentor
8	2	Provide the staff with professional development to review socially and behaviorally appropriate skills to replace problem behaviors using strategies focused on both the individual student and the whole class.	3 - Effective Instruction	2/27/2016	4/24/2016	Climate and Culture Mentor
9	2	Provide parent workshop classes on various topics	8 - Family Engagement	10/1/2015	6/30/2016	Staff with counselor background
10	2	Provide Parent ESL classes	8 - Family Engagement	11/1/2015	6/30/2016	School administrators, provider of Parent ESL classes
11	1	Provide student assemblies on anti-bullying	2 - School Climate & Culture	1/15/2016	6/30/2016	Climate and culture mentor, school administrators
12	1	Provide student incentives for students who have met rubric requirements	2 - School Climate & Culture	10/1/2015	6/30/2016	Climate and culture mentor, school administrators
13	1	Provide teacher incentives for teachers who have mete rubric requirements based on student achievement	2 - School Climate & Culture	10/1/2015	6/30/2016	Climate and culture mentor, school administrators
14	2	Provide refreshments for parent meetings and workshops	2 - School Climate & Culture	10/1/2015	6/30/2016	Climate and culture mentor, school administrators
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BUDGET DETAIL

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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 4

8.iv

School Name: New Roberto Clemente Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By Spring 2016, as a result of explicit professional development on developing 21st Century Skills in the classroom, at least 90% of teachers will be rated Proficient or higher on NRC's 21st Century Skills Rubric.	
Performance Challenge Being Addressed	*According to Walkthrough and observation trends, there is a need for explicit inclus	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Move beyond the focus of basic competency to promoting understanding of academic content at much higher levels by weaving in 21st Century skills.	4 - Curriculum, Assessment & Intervention System
	2: Support PLCs that enable educators to collaborate, share best practices and integrate 21st Century Skills into classroom practices.	3 - Effective Instruction
	3: Create learning practices and support classroom environments that integrate the teaching and learning of 21st Century Skills.	3 - Effective Instruction
Target population *[Focus school subgroups only]*		

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.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 23, 2015, baseline data will be collected on NRC's 21st Century Skills Rubric. Data will be analyzed to determine professional development needs.	NRC's 21st Century Skills Rubric Data, Media X Walkthrough Reports	
EOC2	By December 22, 2015, based on walkthrough data develop and implement professional development geared toward increasing educators' knowledge of 21st century skills. Teacher performance goals will be set.	NRC's 21st Century Skills Rubric Data, Media X Walkthrough Reports, Teacher Performance Goals, PD Agendas, Sign-In Sheets	
EOC3	By February 29, 2016, conduct a miniumum of 5 calibrated monthly walkthroughs to help ensure that 21st Century Skills are being practiced.	Media X Walkthrough Reports, NRC's 21st Century Skills Rubric	
EOC4	By April 29, 2016, teaches identified through walkthrougs as not incorporating 21st century skills in their instructional practices will receive targeted and job-embedded support on how to design standards-based lessons.	Media X Walkthrough Reports, NRC's 21st Century Skills Rubric, PD Agendas, Sign-In Sheets, Standards-Based Lessons	
EOC5	By Spring 2016, as a result of explicit professional development on developing 21st Century Skills in the classroom, at least 90% of teachers will be rated Proficient or higher on NRC's 21st Century Skills Rubric.	NRC's 21st Century Skills Rubric Data and Teacher Ratings	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Utilize the existing 21st Century Skills Rubric and share it with all staff members.	3 - Effective Instruction	9/1/2015	10/23/2015	Administrators and Supervisors
2	1	Conduct calibrated walkthroughs to determine a baseline score on the 21st Century Skills Rubric.	6 - Enabling the Effective Use of Data	9/1/2015	10/23/2015	Administrators and Supervisors
3	1	Provide teachers with focused professional development during grade-level meetings, VAMs, and Friday PLCs, and establish ongoing progress monitoring.	3 - Effective Instruction	9/1/2015	12/22/2015	Administrators and Supervisors

SMART Goal 4

8.iv

Return to Instructions

School Name: New Roberto Clemente Date:

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4	3	During PLCs teachers will develop lessons incorporating 21st century skills.	3 - Effective Instruction	10/1/2015	6/15/2016	Administrators, Supervisors, Teachers
5	2	Develop performance goals for teachers based on NRC's 21st Century Skills Rubric.	4 - Curriculum, Assessment & Intervention System	10/1/2015	12/22/2015	Administrators, Supervisors, Teachers
6	1	Conduct mid-year review and identify teachers who need targeted support.	3 - Effective Instruction	12/22/2015	2/29/2016	Administrators and Supervisors
7	3	Offer teachers extra support in the classroom by designing and modeling lessons.	4 - Curriculum, Assessment & Intervention System	2/29/2016	4/29/2016	Administrators and Supervisors
8	3	Continue to monitor and support all teachers.	3 - Effective Instruction	9/1/2015	6/15/2016	Administrators and Supervisors
9	1	Provide extended learning opportunities for students for approximately 273.25 hours to support increased instruction in various content areas and to support the development of 21st Century Skills in the classroom.	3 - Effective Instruction	9/1/2015	6/30/2016	Administrators
10	3	.5 SIG Supervisor assigned to NRC to provide support in SIG implementation activities.	5 - Effective Staffing	9/1/2015	6/30/2016	District Administrators
11	3	Part-time fiscal specialist assigned to NRC to provide support in SIG financial monitoring.	5 - Effective Staffing	9/1/2015	6/30/2016	District Administrators
12	2	Provide extended learning opportunities for teachers for approximately 35 hours.	7 - Effective Use of Time	9/1/2015	6/30/2016	Administrators
13	1	Incorporate STEAM instructional activities through college partnership in Science, Robotics, Engineering, Forensics and Alternative Energy to support the development of 21st Century Skills in the classroom.	3 - Effective Instruction	10/1/2015	6/30/2016	Administrators
14	1	Provide STEAM instructional supports in Science, Robotics, Engineering, Forensics and Alternative Energy to support the development of 21st Century Skills in the classroom.	3 - Effective Instruction	10/1/2015	6/30/2016	School and District Administrators
15	1	Provide technology instructional supports for student use.	3 - Effective Instruction	10/1/2015	6/30/2016	School and District Administrators
16	1	Provide general instructional supplies to support extended learning activities.	3 - Effective Instruction	10/1/2015	6/30/2016	School and District Administrators
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	School and District Administrators
18	2	Provide registration fees for teachers and administrators to attend conferences.	7 - Effective Use of Time	1/15/2016	6/30/2016	School and District Administrators
19	2	Provide travel reimbursements for teachers and administrators to attend conferences.	7 - Effective Use of Time	1/15/2016	6/30/2016	School and District Administrators
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BUDGET DETAIL

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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

Return to Instructions

BUDGET NARRATIVE

9

NGO TITLE: School Improvement Grant
SCHOOL NAME: New Roberto Clemente 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	$103,408.00	5 - Recruit, Place and Retain Staff	ELA Goal
Math Intervention	Full-time	$79,188.00	5 - Recruit, Place and Retain Staff	Math Goal
Instructional Mentor	Part-time	$30,680.00	5 - Recruit, Place and Retain Staff	ELA/Math Goal
Data Mentor	Full-time	$43,637.00	5 - Recruit, Place and Retain Staff 6 - Use of Data/Academic Programs	ELA/Math Goal
Climate Mentor	Full-time	$45,857.00	5 - Recruit, Place and Retain Staff 7b - Create Com-oriented Schools	Climate/Culture Goal
Extended Learning Administrators (3 - 285hrs)	**Total Hours = 308.25** Student Hours = 273.25 Teacher PD Hours = 35	$968,175.00	7a - Increase Learning Time	School-based Goal
.5 Supervisor	0.5	$45,000.00	8 - Admin Autonomy/LEA Support	School-based Goal
Parent Workshop Classes	35 hrs	$1,190.00	7b - Create Com-oriented Schools	Climate/Culture Goal
Fiscal Specialist	100 hrs	$4,500.00	8 - Admin Autonomy/LEA Support	School-based Goal
Benefits		$210,808.00	N/A	N/A

TOTAL	***$1,532,443.00***		

PROFESSIONAL SERVICES

Vendor	*Description*	*Cost*	*SIG Requred Activity Alighment*	*SIP Goal Alignment*
Univeristy Partner	STEAM Classes in Science, Robotics and CSI 960 Classes @ 148/class	$200,096.00	6 - Use of Data/Academic Programs 7a - Increase Learning Time	School-based Goal
University Partner	STEAM Development 5 Days @ $350/day	$1,750.00	4 - Professional Development	ELA, Math
Ramapo for Children	Social/emotional PD 23 days @$1,350/day	$31,050.00	7b - Create Com-oriented Schools	Climate/Culture Goal
St. Paul's CDC	Parent ESL Classes 70 Classes @ $75/class	$5,250.00	7b - Create Com-oriented Schools	Climate/Culture Goal
Guest Speakers	Anti-bullying Assemblies	$1,000.00	7b - Create Com-oriented Schools	Climate/Culture Goal
TOTAL		***$239,146.00***		

SUPPLIES

Item	*Description*	*Cost*	*SIG Requred Activity Alighment*	*SIP Goal Alignment*
STEAM Materials	Robotics/Forensics/ Engineering/Alternative Energy	$10,310.00	6 - Use of Data/Academic Programs 7a - Increase Learning Time	School-based Goal
Technology	30 Desktop Computers	$30,000.00	6 - Use of Data/Academic Programs	School-based Goal
General Supplies	Supplies for Students	$5,945.00	6 - Use of Data/Academic Programs	All Goals
Office Supplies	Supplies for Staff	$418.00	1 - Governance	School-based Goal
TOTAL		***$46,673.00***		

OTHER ITEMS

Item	*Description*	*Cost*	*SIG Requred Activity Alighment*	*SIP Goal Alignment*

Student Incentives	240 students @ $25/incentive	$6,000.00	3 - Incentives	Climate/Culture Goal
Teacher Incentives	Incentives based on student achievement	$20,000.00	3 - Incentives	Climate/Culture Goal
Computer-based Literacy Intervention Program	675 licenses	$30,845.00	6 - Use of Data/Academic Programs	ELA Goal
Registration Fees	Conferences for Teachers and Administrators	$500.00	4 - Professional Development	School-based Goal
Travel	Travel to Conferences	$200.00	4 - Professional Development	School-based Goal
Refreshments	Parent meetings and school events	$6,000.00	7b - Create Com-oriented Schools	Climate/Culture Goal
TOTAL		***$63,545.00***		

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: New Roberto Clemente

Date: _____

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
1.1/1.3/1.5/1.7/1.10/1.12	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 6 - 8 that who struggling in reading.	$103,408 X 100% = $103,408	$ 103,408.00
2.1/2.2/2.9	100 - 100: Full-Time & Part Time Salaries - Instruction	1 FTE Math Intervention - Math Intervention Teacher will provide targeted and specific math interventions for students in grades 6 - 8 who are struggling in math.	$79,188 X 100% = $79,188	$ 79,188.00
4.9/4.12	100 - 100: Full-Time & Part Time Salaries - Instruction	56 Part-time Teachers for Extended Learning	56 Tchrs x 273 hrsx $49/hr = $749,112	$ 749,112.00

931708

100-100
#931708

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: New Roberto Clemente

Date: _____

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.9/4.12	100 - 100: Full-Time & Part Time Salaries - Instruction	4 Part-time Instructional Assistants for Extended Learning - Scheduled to work ~~273~~ hours, however based on past budgets, IAs have worked less hours than budgeted for. Reduced budgeted hours have been provided in an effort to avoid large budget transfers.	4 IAs x 265 hrs x $39/hr = $41,340	$ 41,340.00
4.9/4.12	100 - 100: Full-Time & Part Time Salaries - Instruction	166 Part-time Substitues for Extended Learning	166 substitutes x 1 hr x $18/hr = $2,988	$ 2,988.00
1.2/1.8/1.11/2.1/2.2/2.7/2.9	200 - 100: Full Time and Part Time Salaries Support Services	1 FTE Mentor of Data Analysis - The Salary for the Mentor of Data Analysis position @ 100% Salary is $58,183 - Sig is funding only 75% of the Salary = $43,637	1 FTE Mentor of Data Analysis - The Salary for the Mentor of Data Analysis position @ 100% Salary is $58,183 - Sig is funding only 75% of the Salary = $43,637	$ 43,637.00
3.1/3.2/3.3/3.4/3.5/3.6/3.7/3.8/	200 - 100: Full Time and Part Time Salaries Support Services	1 FTE Mentor of Climate and Culture - The Salary for the Climate and Culture postion @ 100% is $61,143. SIG is funding only 75% of the salary = $45,857	1 FTE Mentor of Climate and Culture - The Salary for the Climate and Culture postion @ 100% is $61,143. SIG is funding only 75% of the salary = $45,857	$ 45,857.00

100-100 200-100 133822

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: New Roberto Clemente

Date: _____

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.9/4.12	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, the principal has worked approximately 285 hrs. Reduced budgeted hours have been provided in an effort to avoid large budget transfers.	1 Principal x 285 hrs x $62/hr = $17,670	$ 17,670.00
4.9/4.12	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

51870

200-100
51870

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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 For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.9/4.12	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Nurse for Extended Learning - 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 x $49/hr = $13,965	$ 13,965.00
4.9/4.12	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 240 hours are above their normal work day.	2 Secretaries x 240 hrs x $39/hr = $18,720	$ 18,720.00
4.9/4.12	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 260 hours are above their normal work day.	1 Security Guard x 260 hrs x $39/hr = $10,140	$ 10,140.00

42825

200-100
42825

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: New Roberto Clemente

Date: _____

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.9/4.12	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 Custodian x 170 hrs x $39.37/hr = $6,693	$ 6,693.00
4.9/4.12	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Lead Cafeteria Monitor for Extended Learning	1 Lead Cafeteria Monitor x 75 hrs x $9.10/hr = $683	$ 683.00
4.9/4.12	200 - 100: Full Time and Part Time Salaries Support Services	7 Part-time Cafeteria Monitors for Extended Learning	7 Cafeteria Monitors x 67.5 hrs x $8.60/hr = $4,064	$ 4,064.00
3.9	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Guidance Counselor for Parent Workshops	1 Guidance Counselor x 35 hrs x $34/hr = $1,190	$ 1,190.00
4.1	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time SIG Supervisor	.5 SIG Supervisor x $90,000 x 50% = $45,000	$ 45,000.00

200 - [illegible] 51,630 ✓

57632

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: New Roberto Clemente

Date: _____

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
4.11	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
1.1/1.2/1.3/1.5/1.7/1.10/1.12	200 - 100: Full Time and Part Time Salaries Support Services	1 Part-time Instructional Mentor - Instructional Mentor will provide support to teachers in the form of coaching, modeling and mentoring of effective instructional strategies	1 Instructional Mentor x $61,360 x 50% = $30,680	$ 30,680.00
4.9/4.12	~~200~~ 100 - 100: Full Time and Part Time Salaries Support Services	56 Part-time Teachers for Extended Learning	56 Tchrs x 25 hrsx $49/hr = $68,600	$ 68,600.00

103780

200-100
35180 ✓

100-100
68600 ✓

Return to Instructions

11

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente New Roberto Clemente

Date: _____

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

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)
L FTE Reading Specialist @ $103,408	$ 103,408	$ 7,911	14,736					12,000		34	$ 34,647
L FTE Math ntervention @ $79,188	$ 79,188	$ 6,058	11,284					12,000		37	$ 29,342
5 Intervention Teacher @ $30,680	$ 30,680	$ 2,347	4,372					6,144		41	$ 12,863
Extended Day: 56 Part-time teachers	$ 817,712	$ 62,555								7.65	$ 62,555
Extended Day: 4 Part-time nstructional Assistants	$ 41,340	$ 3,163								7.65	$ 3,163

142570 ✓

Return to Instructions

BUDGET DETAIL FORM B 11

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

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

Date: _____

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

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: Substitutes for Teachers - ELO Program 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 @ $43,637	$ 43,637	$ 3,338	6,218					12,000		49	$ 21,556
1 FTE Mentor of Climate and Culture @ $45,857	$ 45,857	$ 3,508	6,535					12,000		48	$ 22,043
Extended Day: 1 Part-time Principal x 285 hrs x $62/hr = 17,670	$ 17,670	$ 1,352								7.65	$ 1,352

45180 ✓

Return to Instructions

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

11

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente New Roberto Clemente

Date: _____

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

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: 2 Part-time Vice Principals x 285 hrs x $60/hr = 34,200	$ 34,200	$ 2,616								7.65	$ 2,616
Extended Day: 1 Part-time Nurse x 285 hrs x $49/hr = 13,965	$ 13,965	$ 1,068								7.65	$ 1,068
Extended Day: 2 Part-time Secretaries x 240 hrs x $39/hr = 18,720	$ 18,720	$ 1,432								7.65	$ 1,432
Extended Day: 1 Part-time Security Guard x 260 hrs x $39/hr = 10,140	$ 10,140	$ 776								7.65	$ 776

5892 v

Return to Instructions

BUDGET DETAIL FORM B 11

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

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

Date: _____

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

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 Custodian x 170 hrs x $39.37/hr = 6,693	$ 6,693	$ 512								7.65	$ 512
Extended Day: 1 Lead Cafeteria Monitor x 75 hrs x $9.10/hr = $683	$ 683	$ 52								7.65	$ 52
Extended Day: 7 Cafeteria Monitors x 67.5 hrs x $8.60/hr = $4,064	$ 4,064	$ 311								7.65	$ 311
1 Part-time Guidance Counselor for Parent Workshops x 35 hrs x $34 /hr = 1,190	$ 1,190	$ 91								7.65	$ 91

964 ✓

Return to Instructions

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

11

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente New Roberto Clemente

Date: _____

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

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% = $45,000	$ 45,000	$ 3,443	6,413					6,000		35	$ 15,856
1 Part-time Fiscal Specialist x 100 hrs x $45/hr = $4,500	$ 4,500	$ 344								7.65	$ 344

16200 ✓

200-200
210,808

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date:

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
	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Ramapo for Children: 1 Person for Social/emotional strategies professional development - 23 days @ $1,350/day	$1,350	23 days	$ 31,050

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	St. Paul's CDC to provide parent classes in ESL instruction for NRC parents	$75/class	70 classes	$ 5,250
3.11	100 - 300: Purchased Professional and Technical Services (instructional)	Guest Speakers to provide anti-bullying student assemblies	$500	2 assemblies	$ 1,000
					6250

200-300
5250 ✓

100-300
1000 ✓

12

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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
4.13	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	University partner to provide STEAM classes in Science, Robotics, Forensic Science and Engineering: 32 weeks x 6.5 classes x 6.5 teachers = 1,352 classes x $148/class = $200,096	$148/class	1352 classes	$ 200,096 ✓
1.14/2.10	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	University partner to provide professional development in the area of STEAM interdisciplinary activities in math and language arts	$350/day	5 days	$ 1,750 ✓

201846

200-300
201846 ✓

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

13

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente Date: _____

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

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	Item # BLM11058 School Supply Kits Grades 5-8: 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	205	$ 5,945
4.16	200 - 600: Noninstructional Supplies and Materials	Office Supplies: calculators ($13 x 10 = $130) , portfolios ($15 x 5 = $75), Clips ($1 x 10 = $10), and binder clips ($4 x 50 = $200)			$ 415
					0
					Total 6360
		+			
					200-600 415 ✓
					100-600 415 ✓

Return to Instructions

13

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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)
4.15	100 - 600: Instructional Supplies and Textbooks	30 Desktop Computers for Science Classrooms and Small Instruction Classrooms for student use	1,000	30	$ 30,000
4.14	100 - 600: Instructional Supplies and Textbooks	***Not all items are visible in this cell when printed or viewed on the computer. Please see above tool bar for full list of items.*** STEAM Materials: OWI Rokkie Solar Racer Kit (Robotics) 6 @ $9.95 = $59.70 Table Top Robot (Robotics) 6 @ $16.95 = $101.70 OWI T4 Transforming Solar Robot (Robotics) 6 @ $23.95 = $143.70 Innovati RQ5 with Electronics (Robotics) 6 @ $35.00 = $210.00 OWI 535 Robotic Arm (Robotics) 6 @ $44.29 = $265.74 Jumperbot (Robotics) 6 @ $44.95 = $269.70 Educational Robotic Kit: Level 1 (Robotics) 3 @ $175 = $525.00 Educational Robotic Kit: Level 2 (Robotics) 3 @ $175.00 = $525.00 Nanoblock Space Shuttle (Engineering) 6 @ $26.00 = $156.00 GEOMAG Panels 68 (Engineering) 6 @ $45.00 = $270.00 Eitech 2.4 GHZ Radio Control Buggy (Engineering) 6 @ $79.99 = $479.94 LittleBits Base Ckit (Engineering) 6 @ $99.00 = $594.00 Fingerprint Dective (Forensics) 50@ $9.99 = $499.50 Crime Scene Science Classroom Kit (Forensics) 15 @ $128.95 = $1,934.25 Chromatography Experiment Kit (Forensics) 50 @ $25.95 = $1,297.50 Case of the Missing Mascot: A Crime Scenario (Forensics) 6 @ $149.95 = $899.70			$ ~~10,310~~ 8231.13

100-600
29,231 ✓

(1)

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: _____

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)

Return to Instructions

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: New Roberto Clemente

Date: ____________

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

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

Return to Instructions

BUDGET DETAIL FORM F

1

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

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

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
1.2/1.8/1.11	100 - 500: Other Purchased Services	675 Licenses for English Language Arts Intervention Program 675 Licenses x $45.70 = $30,848. Licenses will be used by students from 9/2015-7/2016.	$ 30,848
3.12	100 - 800: Other Objects	Student Incentives: 240 students x $25 = $6,000	$ 6,000
4.18	200 - 500: Other Purchased Services	Registration fees for teachers and administrators to attend conferences and workshops 10 teachers/administrators x 1 workshop x $50/workshop = $500	$ 500
4.19	200 - 580: Travel	Travel reimbursements for teachers and administrators for travel to conferences and workshops 10 teachers/administrators x 1 workshop x $20/workshop in travel = $200 (6 .31 cent per mile x 645 mile)	$ 200
3.13	200 - 800: Other Objects	Teacher Incentives: 50 teachers to earn teacher incentive awards towards the purchase of classroom materials 50 teachers x $400/incentive = $20,000	$ 20,000
3.14	200 - 800: Other Objects	Parent Refreshments: 4 report card/back-to-school events x 200 parents/event x $5.50/parent = $4,400. 2 attendance awareness dinners x 80 parents x $10/parent = $1,600	$ 6,000
			63548
		100-500 30,848 ✓ 100-800 6000 ✓ 200-500 500 ✓ 200-580 200 ✓	
			200800

BUDGET DETAIL FORM F

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

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

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

Return to Instructions

BUDGET DETAIL FORM G

1

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: New Roberto Clemente Date: _____

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

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

17

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET

School Name: New Roberto Cle New Roberto Clemente

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

Y2016 - Project Period: July 1, 2015 to June 30, 2016
his page will automatically
e updated based on the

Date: _____

Lea Name: _____

NGO #: _____

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
NSTRUCTION									
ersonnel Services - alaries	100-100	$ -	$ 138,727	$ -	$ -	$ 138,727	$ 976,036		$ 1044636 ~~976,836~~
urchased Professional & echnical Services	100-300	$ -	$ -	$ -	$ -	$ -	$ 1,000		$ 1,000
ther Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -	$ 30,848		$ 30,848
upplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -	$ 46,255		$ 44176 ~~46,255~~
ther Objects	100-800	$ -	$ -	$ -	$ -	$ -	$ 6,000		$ 6,000
SUBTOTAL - INSTRUCTION		$ -	$ 138,727	$ -	$ -	$ 138,727	$ 1,060,139		1122663 ~~1060139~~ $ ~~1,060,139~~
UPPORT SERVICES									
ersonnel Services - alaries	200-100	$ -	$ -	$ -	$ -	$ -	$ 345,599	$ -	$ 276994 ~~345,599~~
ersonnel Services - mployee Benefits	200-200	$ -	$ 44,885	$ -	$ -	$ 44,885	$ 210,808	$ -	$ 210,808
urchased Professional & echnical Services	200-300	$ -	$ -	$ -	$ -	$ -	$ 238,146	$ -	$ 238,146
urchased Property ervices	200-400	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ther Purchased Services	200-500	$ -	$ -	$ -	$ -	$ -	$ 500	$ -	$ 500
ravel	200-580	$ -	$ -	$ -	$ -	$ -	$ 200	$ -	$ 200
upplies & Materials	200-600	$ -	$ -	$ -	$ -	$ -	$ 415	$ -	$ 415
ther Objects	200-800	$ -	$ -	$ -	$ -	$ -	$ 26,000	$ -	$ 26,000
ndirect Costs	200-860	$ -	$ -	$ -	$ -	$ -			
SUBTOTAL - SUPPORT SERVICES		$ -	$ 44,885	$ -	$ -	$ 44,885	$ 821,668	$ -	753068 $ ~~821,668~~
uildings	400-720	$ -	$ -	$ -	$ -	$ -			
nstructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -			
on-instructional quipment	400-732	$ -	$ -	$ -	$ -	$ -			$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -			$ -
TOTAL COST		$ -	$ 183,612	$ -	$ -	$ 183,612			$ ~~1,881,807~~

1879728