

**APPENDIX I – SCHOOL IMPROVEMENT GRANT
LEA AND SCHOOL APPLICATION FORMS**

**JERSEY CITY PUBLIC SCHOOLS
346 Claremont Avenue
JERSEY CITY, NEW JERSEY
07305**

REVISED (July 20,2010)

**LEA APPLICATION
17-2390**

**Dr. Charles T. Epps, Jr.
Superintendent**

201-915-6020

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Form L-1

**NEW JERSEY DEPARTMENT OF EDUCATION
NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA**

10 **SG01** **H02**
FY NGO# WKL

SECTION I:
TITLE OF NGO: School Improvement Grant Program (SIG) (Year 1 of 3)
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

COUNTY:

1	7
2	3
9	0

LEA/OTHER:
SCHOOL:

COUNTY NAME: Hudson
Jersey City Public Schools
APPLICANT AGENCY
346 Claremont Avenue
Jersey City

CITY: NJ STATE: NJ ZIP: 07305
AGENCY TELEPHONE NUMBER: (201) 915-6020 AGENCY FAX: (201) 915-6787

PROJECT DIRECTOR (Please print or type name): District Turnaround Leader (TBA 7/2010) c/o Dr. Adele T. Macula
TELEPHONE NUMBER: (201) 915-6020 FAX#: (201) 915-6787 E-MAIL: amacula@icboe.org
BUSINESS MANAGER: Melissa Simmons PHONE#: (201) 915-6275 E-MAIL: msimmons@icboe.org
DURATION OF PROJECT: FROM: 9/1/2010 TO: 8/31/2011

TOTAL AMOUNT OF FUNDS REQUESTED: \$ 2,000,000 per year per school X 2 schools = \$ 4,000,000 for 2 schools
for Year 1

APPLICATION CERTIFICATION: *To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

- AGENCY TITLE PAGE
- SIGNED STATEMENT OF ASSURANCES
- BOARD RESOLUTION TO APPLY
- APPLICATION NARRATIVE*
- BUDGET SUMMARY AND BUDGET DETAIL FORMS*
- ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR: *Charles T. Eggs Jr.* Superintendent of Schools _____ April 28, 2010
Dr. Charles T. Eggs, Jr. TITLE DATE
(Please print or type name)

*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for Itemized List).

SECTION III:
SEND OR DELIVER APPLICATIONS TO: APPLICATIONS MUST BE RECEIVED BY:
NEW JERSEY DEPARTMENT OF EDUCATION 5:00 P.M., ON 04/29/2010
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

BOARD RESOLUTION TO APPLY

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FY

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NGO#

H	0	2
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WKL

The Jersey City Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant (Yr. 1/3)

for the purposes described in the application, in the amount of,

\$2,000,000 maximum for each school per year X 2 schools = \$4,000,000 for Year 1 (2010-2011)

\$6,000,000 per school for 3 years X 2 schools = \$12,000,000 total for the district

starting on 9/01/2010, and

ending on 8/31/2011.

The filing of this application was authorized at the Board meeting held on

April 22, 2010

Malissa Simmons
Secretary of the Board

April 28, _____ 2010
Date

Agenda Item

7.23 Approval of submission of Grant Application to the New Jersey State Department of Education for the New Jersey School Improvement Grant (SIG) for Tier I and Tier II Schools

Meeting: 04/22/2010 Regular Meeting, 6:00 P.M.

Category: 7. Educational Programs

Agenda Type: Action (Consent)

Agenda Item Content

WHEREAS, School Improvement Grants (SIG), authorized under Title I ESEA are issued through the New Jersey Department of Education to local Districts for use in Title I schools identified for improvement that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status; and

WHEREAS, school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools; and

WHEREAS, the District has two schools eligible for SIG funding: Fred W. Martin Middle School #41 (Tier I) and Henry Snyder High School (Tier 2); and

WHEREAS, The District is eligible to submit a grant application to the New Jersey Department of Education for both schools for the 2010-2013 period. Schools may apply for a minimum of \$50,000.00 but no more than \$2,000,000 per year for three years. Therefore, each school is eligible for a minimum of \$150,000 and a maximum of \$6,000,000. Some funds (5%) may be retained for use by the district for reasonable and necessary expenses for technical assistance and evaluation activities specific to its SIG schools; and

WHEREAS, the SIG Grant is due on April 29, 2010 to the New Jersey Department of Education; now therefore

Action Agenda Details

Recommended Action:

BE IT RESOLVED, that the Jersey City Board of Education approves the submission of the grant application to the New Jersey Department of Education for Fred W. Martin Middle School #41 (Tier 1) to receive funding of \$2,000,000 per year for three years, therefore, eligible for a maximum of \$6,000,000.; and

BE IT FURTHER RESOLVED, that the Jersey City Board of Education approves the submission of a grant application to the New Jersey Department of Education for Henry Snyder High School (Tier 2) to receive funding of \$2,000,000 per year for three years, therefore, eligible for a maximum of \$6,000,000; and

BE IT FURTHER RESOLVED, that the District would be eligible for \$4,000,000 per year for both schools for a maximum of \$12,000,000 for the three-year period.

Originator: Dr. Adele T. Macula, Associate Superintendent

STATEMENT OF ASSURANCES

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
 - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

- (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
- Has a current and complete registration in the Central Contractor Registry (CCR), located at www.ccr.gov, prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that is serves with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds. NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements.
- Report to the NJDOE the school-level data required under section III of the final requirements.

Jersey City Public Schools
LEA


Signature: *Chief School Administrator*

April 28, 2010
Date

Dr. Charles T. Epps, Jr.
Superintendent of Schools
Typed Name and Title

Form L-4

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant Jersey City Board of Education

Address 346 Claremont Avenue, Jersey City, NJ 07305

DUNS number 077542942

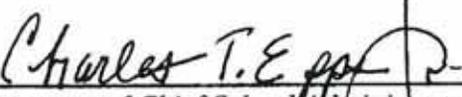
Expiration Date of CCR registration 11/17/2010

Part II – Primary Place of Performance under this award

City Jersey City

County Hudson

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


Signature of Chief School Administrator

Dr. Charles T. Epps, Jr., Superintendent of Schools
Name and Title

PROJECT ABSTRACTLEA : Jersey City Public Schools

The Jersey City Public Schools is submitting a School Improvement Grant Application packet that is for both schools eligible for SIG funding: Fred W. Martin Middle School #41 (Tier 1) and Henry Snyder High School (Tier 2).

The LEA selected the **Turnaround Model** to be implemented at both schools based on the each school's comprehensive Needs Assessment and the Goals and Objectives developed in accordance with the primary needs of each school. The Needs Assessment clearly indicated a critical need to focus on school-wide improvement and taking more extreme reform measures in order to completely transform each school into a highly effective, high performing learning community that has the capacity to improve student academic achievement and graduation rates. Implementation of the Turnaround Model over a three-year period will provide the opportunity for the LEA and each school to take the full range of actions required to achieve the needed school transformation and improvement, and resultant gains in student academic achievement and graduation. The LEA application includes two school applications: one for a middle school and one for a high school. In the application for the middle school, the needs assessment indicated that a significant number of students do not complete 8th grade and, therefore, do not enter high school. Thus, graduation rates must be improved at the middle school level as well as the high school level. In the high school, the most recent data shows that approximately 50% of the students do not pass the HSPA, therefore utilizing the AHSA (SRA) alternate assessment process, for high school graduation.

The major project components of the Turnaround Model that will be incorporated into both schools over the three-year grant period include a range of research-based school-wide reform models and strategies that will be used to support effective implementation, embedding, and sustainability of a combination of required and permissible federal intervention strategies, and State required and recommended school

PROJECT ABSTRACT

LEA : Jersey City Public Schools

improvement strategies. The major project components and intervention strategies have been carefully selected and aligned with each school's needs and the goals and objectives for school improvement and increased student academic achievement and graduation rates.

The major project components and related strategies are interrelated and interdependent, and systemically support and reinforce each other in their design and implementation. The major project components focus on: (1) LEA Support for School-Wide Reform; (2) School Restructuring and Educational Redesign; (3) Implementing Data-Driven, Research-Based Academic Instructional Program; (4) School Cultural Transformation; (5) Personalized Student Learning and Support; and (6) Family/Community Engagement to Support Student Learning.

The Jersey City Public Schools views the School Improvement Grant (SIG) project as an opportunity for the district beyond transformation of the two schools for which this application is being submitted, and has designed the project to also serve as a "pilot" to develop and field-test school-wide reform strategies and learn what may benefit other schools in the district to improve student academic achievement and graduation rates. To this end, the LEA is applying for grant funds to implement the Turnaround Model and a range of school-wide reform strategies in two schools, a middle school in Tier 1 (grades 6-8) and a high school in Tier 2 (grades 9-12). At the end of the three-year project period, the LEA will: (1) establish additional city-wide middle and high schools of choice using a "seamless curriculum design" that is aligned and articulated across grades 6-12 to improve academic and personal student transition from middle to high school; (2) identify specialized concentrations (i.e. Arts, Humanities, International Enterprise, Sciences, Mathematics) for city-wide partner middle and high schools of choice that support academic learning and student motivation to learn, stay in school, and graduate; and (3) implement successful school-wide reform strategies in city-wide schools of choice that are designed to continuously improve schools, instruction, student academic achievement, and graduation rates.

PROJECT ABSTRACT

LEA : Jersey City Public Schools

With an eye toward the future, the LEA will use the three-year project period and SIG funding to learn “what works”, and to support development of the infrastructures, resources, and capacities needed at district- and school levels to sustain improvements in the two project schools and implement effective school-wide reform strategies in additional low-performing schools.

Form L-6

Date: April 28, 2010

Page 1 of 1

SCHOOLS TO BE SERVED

LEA: Jersey City Public Schools

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)			
								turnaround	restart	closure	transformation
1	Fred W. Martin School #41	17	2390	02838	3407830	X		X			
2	Henry Snyder High School	17	2390	02772	3407830		X	X			
3											
4											
5											
6											
7											
8											

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Dr. Charles T. Epps, Jr., Superintendent	Central Office Administration	X	X	<i>Charles T. Epps</i>
Flavio Rubano Deputy Superintendent	Central Office Administration	X	X	<i>Flavio Rubano</i>
Melissa Simmons Business Administrator	Central Office Administration	X	X	<i>Melissa Simmons</i>
Dr. Adele T. Macula Associate Superintendent	Central Office Administration Curriculum and Instruction	X	X	<i>Adele T. Macula</i>
Patricia Bryant Associate Superintendent	Central Office Administration Early Childhood Dept.	X	X	<i>Pat Bryant</i>
Maryann Hammer Associate Superintendent	Central Office Administration Division A Schools	X	X	<i>Maryann C. Hammer</i>
Jenaro Rivas Associate Superintendent	Central Office Administration Programs and Svcs. Dept.	X	X	<i>Jenaro Rivas</i>
Ellen Ruane Associate Superintendent	Central Office Administration High Schools	X	X	<i>Ellen Ruane</i>
Franklin Walker Associate Superintendent	Central Office Administration Division B Schools	X	X	<i>Franklin Walker</i>
Dr. Gerard Crisonino Director	Central Office Administration Special Education	X	X	<i>Gerard Crisonino</i>
William Lanagan Director	Central Office Administration Special Education	X	X	<i>William Lanagan</i>
Thomas Purwin Director	Central Office Administration Educational Technology	X	X	<i>Thomas Purwin</i>
Sandra Frierson Highly Skilled Professional	Central Office Administration Restructured Schools	X	X	<i>Sandra Frierson</i>

STAKEHOLDER PARTICIPATION

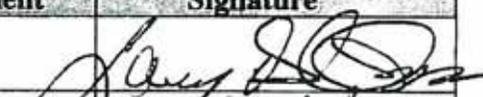
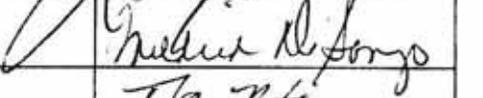
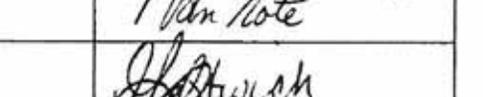
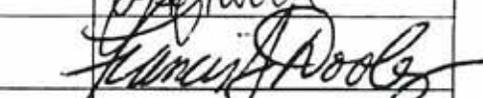
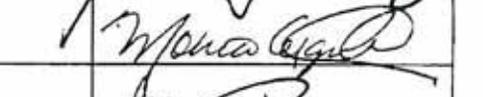
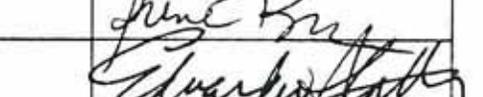
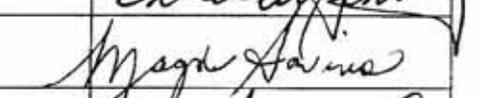
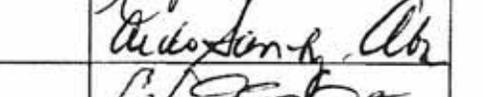
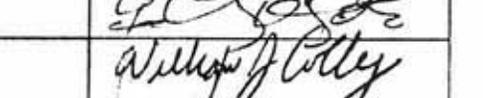
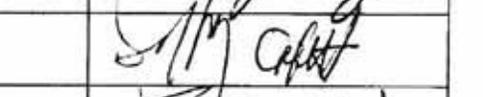
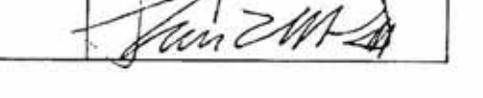
Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Dr. Hermione McNeil Executive Assistant – HR	Central Office Administration Human Resources Dept.	X	X	<i>Hermione McNeil</i>
Constance Piatkowski Executive Assistant	Central Office Administration Superintendent's Office	X	X	<i>Constance Piatkowski</i>
Paula Christen Special Assistant	Central Office Administration Research, Planning, and Dev.	X	X	<i>Paula Christen</i>
Cynthia Jones Special Assistant	Central Office Administration Affirmative Action	X	X	<i>Cynthia Jones</i>
Paula Mercado Hak, Esq. General Counsel	Central Office Administration Legal Dept.	X	X	<i>Paula Mercado Hak</i>
Robert Pruchnik, Esq. Assistant General Counsel	Central Office Administration Legal Dept.	X	X	<i>Robert Pruchnik</i>
R. Scott Eveland, Esq. Assistant General Counsel	Central Office Administration Legal Dept.	X	X	<i>R. Scott Eveland</i>
Diana Petolino Educational Planner	Central Office Administration Business Office		X	<i>Diana Petolino</i>

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Denise Davis Assistant Principal	School Administration Fred W. Martin MS #41	X	X	<i>Denise Davis</i>
Robert O'Connor Assistant Principal	School Administration Fred W. Martin MS #41	X	X	<i>[Signature]</i>
Maryann McKenzie Assistant Principal	School Administration Fred W. Martin MS #41	X	X	<i>Maryann McKenzie</i>
Flash Gordon President - Parent/Teacher Partnership	Community Member	X	X	<i>Flash Gordon</i>
Dave Herman Teacher	Fred W. Martin MS #41	X	X	<i>[Signature]</i>
Shai Brown Teacher	Fred W. Martin MS #41	X		<i>Shai Brown</i>
Vincent Russo Teacher	Fred W. Martin MS #41	X		<i>[Signature]</i>
Perry Zlotkin Teacher	Fred W. Martin MS #41	X		<i>[Signature]</i>
Christine Carter Teacher	Fred W. Martin MS #41	X		<i>[Signature]</i>
Dana DiSanzo Teacher	Fred W. Martin MS #41	X		<i>Dana DiSanzo</i>
Nicholas Alagna Teacher	Fred W. Martin MS #41	X		<i>[Signature]</i>
Karen Slagle Teacher	Fred W. Martin MS #41	X		<i>Karen Slagle</i>
Jacqueline Powell-Wicks Teacher	Fred W. Martin MS #41	X		<i>[Signature]</i>

Date: April 28, 2010

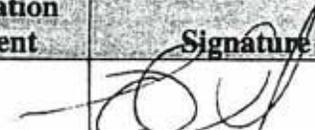
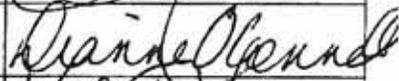
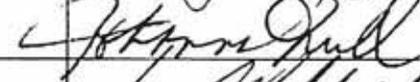
STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Larry Odoms Principal	School Administration Snyder High School	X		
Mildred DiSanzo Vice Principal	School Administration Snyder High School	X	X	
Thomas Van Note Vice Principal	School Administration Snyder High School	X	X	
Iguana Cansler Leftwich Vice Principal	School Administration Snyder High School	X	X	
Francis J. Dooley Vice Principal	School Administration Snyder High School	X	X	
Monica Grazilla Teacher	Snyder High School	X	X	
Irene Byrne Guidance Counselor	Liberty High School		X	
Edward Slattery Principal	School Administration McNair Academic High School		X	
Magda Savino Principal	School Administration James H. Brensinger School #17		X	
Aldo Sanchez-Abreu Special Assistant	Central Office Administration Curriculum and Instruction Dept.	X	X	
Godwin Kotey Mathematics Supervisor 9-12	Central Office Administration Curriculum and Instruction Dept.	X	X	
William Colley Social Studies Supervisor K-8	Central Office Administration Curriculum and Instruction Dept.	X	X	
Dr. Geoffrey Cabat Social Studies Supervisor 9-12	Central Office Administration Curriculum and Instruction Dept.	X	X	
Darren Mischel Mathematics Supervisor K-8	Central Office Administration Curriculum and Instruction Dept.	X	X	

STAKEHOLDER PARTICIPATION

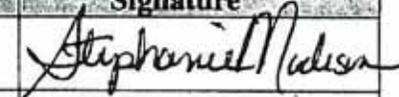
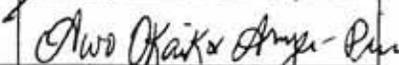
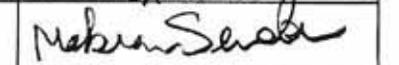
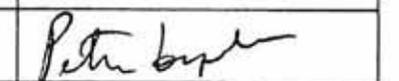
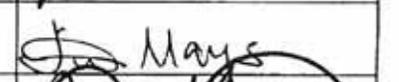
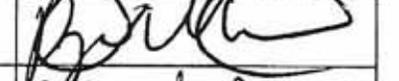
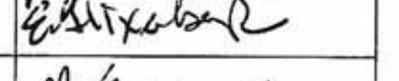
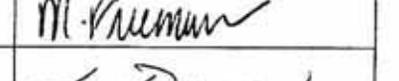
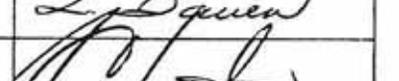
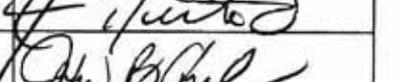
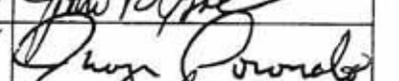
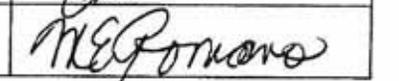
Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Jennifer Ambrose Mathematics Supervisor K-8	Central Office Administration Curriculum and Instruction Dept.	X	X	Jennifer Ambrose
Nancy Healy Visual and Performing Arts Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	Nancy Healy
Ann Marley Visual Arts Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	Ann Marley
David Radulich Performing Arts Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	David Radulich
Elizabeth Goepel Language Arts Supervisor K-5	Central Office Administration Curriculum and Instruction Dept.	X	X	Elizabeth Goepel
Gladys Candelaria Language Arts Supervisor K-5	Central Office Administration Curriculum and Instruction Dept.	X	X	Gladys Candelaria
Dr. Sarah Bliner Language Arts Supervisor K-5	Central Office Administration Curriculum and Instruction Dept.	X	X	Dr. Sarah Bliner, Ph.D.
Treniere Dobson Language Arts Supervisor 6-8	Central Office Administration Curriculum and Instruction Dept.	X	X	Treniere Dobson
Margaret Cecchini Language Arts Supervisor 6-8	Central Office Administration Curriculum and Instruction Dept.	X	X	Margaret Cecchini
Mary Albanese Language Arts Supervisor 6-8	Central Office Administration Curriculum and Instruction Dept.	X	X	Mary Albanese
Dr. Eva M. Ogens Science Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	Dr. Eva M. Ogens
Mercedita Dacanay Bilingual/ESL/WL Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	Mercedita Dacanay
Anna Menzel Bilingual/ESL/WL Supervisor K-12	Central Office Administration Curriculum and Instruction Dept.	X	X	Anna Menzel

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Oscar Velez Administrative Coach	Restructured Schools Dept.	X	X	
Dianne O'Connell Administrative Coach	Restructured Schools Dept.	X	X	
Kelli Funk Velez Administrative Coach	Restructured Schools Dept.	X	X	
Johanna O'Neill Supervisor – Assessment and Testing	Central Administration Assessment and Testing	X	X	
Gary Maldarelli Supervisor – Assessment and Testing	Central Administration Assessment and Testing	X	X	

Date: April 28, 2010

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Stephanie Madison Guidance Counselor	Snyder High School	X	X	
Awo Okaikor Aryee-Price Teacher	Snyder High School	X	X	
Makram Semann Teacher	Snyder High School	X	X	
Peter Zampella Teacher/JCEA Representative	Snyder High School	X	X	
Julie Mays Clerk	Snyder High School	X	X	
Reginald Graham Teacher	Snyder High School	X	X	
Elizabeth Hixenbaugh Teacher	Snyder High School	X	X	
Meg Freeman Teacher	Snyder High School	X	X	
Lydia Danese Transition Specialist	Snyder High School	X	X	
Joseph Cilento Crisis Intervention Teacher	Snyder High School	X	X	
John Cossolini Job Placement Coordinator	Snyder High School	X	X	
Juan Coronado Teacher	Snyder High School	X	X	
Aida Lugo Teacher	Snyder High School	X	X	
Mary Ellen Romano Teacher/JCEA Representative	Snyder High School	X	X	

STAKEHOLDER PARTICIPATION

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
William De Rosa President – Board of Education	Board of Education		X	<i>William De Rosa</i>

Jersey City Public Schools

Fred W. Martin Center for the Arts

District Guidance Informational Session

4/19/10

School	Name (Print)	Signature
PS 3	Patricia O'Malley	Patricia O'Malley
MS 4	KENIA STEFFANI	Kenia Steffani
PS 5	Kissa J. Ramirez	Kissa J. Ramirez
PS 6		
MS 7		
PS 8	Linda Stokes	Linda Stokes
PS 9	Mary Kavanagh	Mary Kavanagh
PS 11	Mike Meyers	Mike Meyers
PS 12	Glenna Rosenthal	Glenna Rosenthal
PS 14	Diane Walsh	Diane Walsh
PS 15	Carmela Haagmann	Carmela Haagmann
PS 16	Scott S. Gila	Scott S. Gila
PS 17	Marcy Schur	Marcy Schur
PS 20	Denise Angelica	Denise Angelica
PS 22	PATRICIA ACOSTA	Patricia Acosta
PS 23	Patricia Acosta	Patricia Acosta
PS 24	Maria Ineserra	Maria Ineserra
PS 25	Noemi Lekos	Noemi Lekos

Jersey City Public Schools

Fred W. Martin Center for the Arts

District Guidance Informational Session

4/19/10

School	Name (Print)	Signature
PS 27	Mary Ellen O'Grady	M. O'Grady
PS 28	Debra Cavanaugh	Debra Cavanaugh
PS 29	SARAH SZYKIEL	Sarah Szykiel
PS 30	DIANE MATON	Diane Maton
PS 31		
PS 33		
PS 34	Barbara Ryski	Barbara Ryski
PS 37	Michelle Koszowski	Michelle Koszowski
PS 38	Ellen Spensola	Ellen Spensola
PS 39	Kathleen McEvoy	Kathleen McEvoy
MS 40	Sara Maeninen	Sara Maeninen
MS 41	Sharon Roth	Sharon Roth
MS 41	Elaine Mahan	Elaine Mahan
PS 39	Paul Barnes	Paul Barnes

PARENTS TEACHER PARTNERSHIP

April 15, 2018

Martin Middle School #41

NAME (please print)	PHONE NUMBER	E-MAIL ADDRESS
1. <u>Elisil Goodard</u>	(801) 451-3370	
2. <u>Tammy Taylor</u>	(201) 850-0203	
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4. <u>Triscilla Jackson</u>	201-915-1659	
5. <u>Rowanda R. Blake</u>	201-344-5270	
6. <u>Symone Williams-Rasul</u>	917-217-6764	
7. <u>Edison Depper</u>	(201) 324-0115	
8. <u>Dianne Conwell</u>	c/o	
9. <u>Anton Rasul</u>	917-217-6764	
10. <u>Dwayne Blake</u>	201-344-5270	
11. <u>Deoise Davis</u>	201-915-0590	
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PARENTS TEACHER PARTNERSHIP

March 25, 2010

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1. Vincente Nussis	201-933-5556	VINCENTE@COMCAST
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3. Bolinda Morris		
4. Karen Slagle		
5. Dana Disandro		
6. Quince Banks	---	clbanks@TCBE.org
7. Esther Mariello		
8. Renee Shyer-Knight		
9. Pam Carter		
10. Sharon Carter		
11. Lyne Carter		
12. Macey Mage		tmage@jcbce.org
13. Miquel Paagan		
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20. Shakimyah Jones	201 892-8300	
21. Manda Pollard	201 433-2844	mpollard1@verizon.net
22. Yzeta Harris	201 434-6405	

PARENTS TEACHER PARTNERSHIP

March 25, 2010

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2. PAT GREENE AUSTON	(201) 434-2493	highbrow18@yahoo.com
3. David Alston	201-434-2493	elmine481@gmail.com
4. D. WILLIAMS	201 852 2661	_____
5. Debra Williams	201-437-5700	_____
6. Susan Habace	201-915-6520	shabace@jcbae.org
7. Tanika Glover	201-433-5790	_____
8. Anthony Anderson	201 944-7191	_____
9. Kristine Carter	_____	carter12@jcbae.org
10. Jean Mc Buller	201-413-6981	jmcbuller@jcbae.org
11. Rashonda Robinson	201 640-5295	_____
12. LAWRENCE, TISDALE	201-706 0214	_____
13. Patricia Coleman	(201) 668-2121 Home (201) 719-3229 cell	Patricia.coleman@verizon.net
14. Lori Eastling	(201) 418-5848 (cell) (201) 413-5100 (Home)	leasterling3@verizon.net
15. Mandra Keyes	(201) 417-8893	_____
16. Yolanda McFaygle	201-238-4532	_____
17. Patricia Wiggins	201-889-1472	n/a
18. Ann Murray	201-915-6038	amurray@stebae.org
19. David Radulski	201-309-1635	DRAD@STBAE.ORG
20. Jim Bean	_____	Jbean@jcbae.org
21. Nicholas Adams	973 661-3704	ngalagnad@optonline.net
22. Percy Jotkin	201-906 0663	_____

PARENTS TEACHER PARTNERSHIP

March 25, 2010

NAME (please print)	PHONE NUMBER	E-MAIL ADDRESS
1. Marie Brkley	201 333-1261	631 Brahamall SJ
2. Aste Mauer	SE Pub Schools	
3. Earl Ruano	SE Pub Schools	
4. Adriano Rambert	201-780-2740	
5. Raymilla Rambert		
6. Rashonda Robinson	(201)640-5295	
7. Assemblyman Haines	(201)536-7851	
8. Frances Evans	(201)262-5144	
9. Rosemarie Reels	(201)892-4411	
10. Robin Harmon	201-668-9296	
11. Sheryl Duberast	(601)435-2122	
12. Kimberly LaRae-Lee	551 546-2943	KileeT@earthlink.net
13. KEVIN DEGRÉE	201-428-5605	
14. Linda Thomas	201-936-5519	
15. Chakimah Jones	201-892-8300	
16. Paul Wilson		DATSAUGSTER@11.com
17. Shawana Williams	201-780-8642	
18. Tawanda Blake	201-344-5270	thblake
19. Mrs Mrs Rasul	917 217 6264	
20. Dwayne Wilson	201-413-0888	DWAYNE@WILSONFAMILYHOW.COM
21. Doris Ransom	801-993-8435	
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PARENTS TEACHER PARTNERSHIP

March 25, 2010

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4. Ameer's Fajriana	(973) 968-9313	
5. Solomon Allen	(201) 244 435-863	solomonq@gmail.com
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PARENTS TEACHER PARTNERSHIP

March 25, 2010

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3. She Callen		
4. Radeanne Bass	201 267-5476	Radeanne.Bass@jamastrs
5. Earl Kemp	201-577-8182	earkemp1@hotmail.com
6. Sue Smarone	201-332-4431	Plattyp160@hotmail.com
7. Miss Gillay Jody	201-668-6024	PJGillay@comcast.net
8. Doug Simblin	201-432-3048	
9. Gerard Lee	201-918-6693	
10. Ronald Kennedy	(801) 316-0724	
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LEA COMMITMENT AND CAPACITYLEA : Jersey City Public Schools**LEA VISION for SIG**

The LEA views the School Improvement Grant (SIG) project as an opportunity for the district beyond transformation of the two schools for which this application is being submitted, and has designed the project to also serve as a “pilot” to develop and field-test school-wide reform strategies and learn what may benefit other schools in the district to improve student academic achievement and graduation rates. To this end, the LEA is applying for grant funds to implement the Turnaround Model and a range of school-wide reform strategies in two schools, a middle school in Tier 1 (grades 6-8) and a high school in Tier 2 (grades 9-12). At the end of the three-year project period, the LEA will: (1) establish additional city-wide middle and high schools of choice using a “**seamless curriculum design**” that is aligned and articulated across grades 6-12 to improve academic and personal student transition from middle to high school; (2) identify specialized concentrations (i.e. Arts, Humanities, International Enterprise, Sciences, Mathematics) for city-wide middle and high schools of choice that support academic learning and student motivation to learn, stay in school, and graduate; and (3) implement successful school-wide reform strategies in city-wide schools of choice that are designed to continuously improve schools, instruction, student academic achievement, and graduation rates.

With an eye toward the future, the LEA will use the three-year project period and SIG funding to learn “what works”, and to support development of the infrastructures, resources, and capacities needed at district- and school levels to sustain improvements in the two project schools and implement effective school-wide reform strategies in additional low-performing schools.

LEA COMMITMENT AND CAPACITY

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LEA BACKGROUND and CONTEXT

Jersey City is New Jersey's second largest school district and exemplifies the full range of issues typically related to its size and urban environment. The district is located in a densely populated, older industrial community that has shown significant population decline accompanied by increases of low-income, unemployed, single female heads-of-households on public assistance, social and health problems, and violence and criminal activity, thereby creating a significant need for specialized educational and human services to address pressing needs of students and their families that seriously impact students' readiness and stability to learn. The district serves an urban student population that is extremely diverse with large numbers of racial and ethnic minorities, many of whom are immigrants; and high concentrations of economically disadvantaged, handicapped, and limited English proficient students who require a specific focus on their educational needs, and specialized programs and related services to ensure their readiness and ability to achieve challenging academic standards. The district presently serves 27,911 PreK-12 students in 40 elementary, middle and high schools.

State operation of the district, beginning in 1989, opened the door for many improvements throughout the nineteen years under state control. Governance and operation of finance and facilities were legislatively returned to district/BOE control in April 2008 through the NJQSAC process. The district, as a formerly designated "Abbott District" and State-operated school district, has a unique need related to its charge from the State: to continue to reform its educational system through effective governance and management, and comprehensive local improvement planning with broad-based constituent involvement; to attain State certification standards; and to build the district's internal capacity to sustain improvement after State standards are met and it returns to local control.

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Throughout the years, the Jersey City School District has focused on reversing its history of educational failure through the implementation of numerous district- and school-level reform initiatives. The district has a record of success in many schools and many “pockets of excellence” across the district. The district continues to strategically strive to advocate and support high quality teaching and learning so that all students maximize their greatest academic potential and achieve at the highest level so that they will become educated, productive citizens of a global nation by acquiring important information and skills; making meaning of that content, and effectively transferring their learning to new situations both within school and beyond it.

Significant progress toward attaining State standards and improving instruction and student achievement has been demonstrated. However, the district acknowledges that there continues to be too many persistently low-performing schools (currently seven schools), and student achievement and graduation rates continue to fall far short of State, district and community expectations. Substantive progress in areas related to student performance and academic achievement, measured quantitatively, continues to be a targeted area for improvement by Federal mandates and the State Department of Education and district. For example, the district is currently under a “long term plan” for three years aimed at passing all of the NJQSAC indicators in the Instruction and Program DPR because it presently does not meet the indicators for performance on New Jersey State Assessments, even though the majority of the elemental indicators related to curriculum, instruction and specialized programs have been met.

For purposes of this SIG application, the district conducted comprehensive district and school needs assessments and analyzed data in terms of the district's current status as compared to the NCLB benchmarks, the State goals for systemic improvement of education in New Jersey measured by district/school/student performance on NJDOE state assessments (NJASK and HSPA), and State standards for monitoring of local

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school districts (NJQSAC), as well as priority areas of needs and concomitant recommendations for the district/schools in Title 1 Unified Plans, NJDOE CAPA Reports, and Professional Development Plans. Major district challenges identified by these needs assessments focused on areas that are consistent with the SIG school needs assessments:

- Implementing school-wide reform strategies and interventions designed to improve the seven persistently low-performing schools using the turnaround and/or transformational models;
- Improving delivery of educational and support services to address those areas that adversely impact student achievement, such as at-risk behaviors, student conduct, daily attendance, and school dropout rates;
- Increasing student academic achievement for all students to ensure competency in rigorous core academic subjects and readiness for the next educational level: from P-5 to middle school (grades 6-8) to high school (grades 9-12) to post-secondary;
- Increasing 8th grade and high school graduation rates;
- Strengthening family and community involvement in the reform and improvement of its educational system and schools, and in supporting the educational programs and services that promote the social, emotional and academic growth needed to enable all students to meet challenging State content standards.
- Attracting and retaining well-trained, competent new professional staff, especially teachers and school leaders;

LEA COMMITMENT AND CAPACITY

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- Providing sustained, coherent, high-quality professional development that focuses on enhancing professional competency for instructional and non-instructional staff and administrators, acquiring new knowledge and skills, and improving leadership and classroom practices for ongoing improvement schools, instruction and student performance.

The need for the SIG project in the Jersey City School District is evident as demonstrated by the district’s and schools’ needs assessments conducted as part of the district's strategic planning process, which includes analysis of individual program, school and departmental assessments; student achievement data; State monitoring reports (NJQSAC); and community survey data.

A. RECENT HISTORY IN IMPROVING SCHOOLS and STUDENT ACHIEVEMENT

A-1. Managing School Improvement Plans, Programs and Grants

The Jersey City Public Schools is a large organizational operation...the second largest school district in the state of New Jersey. However, large does not mean ineffective, nor inefficient. The district’s organizational structure and the individuals who lead the organization are accustomed to strategically managing comprehensive plans, programs and grants. Individuals identified within each department are identified as project leads for federal and State mandates, plans, programs and grants. There is an established culture of excellence and accountability and continuous development of professional awareness, competency and expertise. All departments are interconnected and collaborate to accomplish multi-faceted projects.

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The Superintendent and Deputy Superintendent are ultimately responsible for ensuring that all school improvement plans, programs and grants are developed, implemented and evaluated according to federal and state mandates and expectations. However, leadership does not reside with one individual; a team approach to planning and decision making allows for distributed leadership at the district level. The district has established team structures to drive continuous improvement. The teams are effectively purposed, organized, and supervised. They provide the district's infrastructure for continuous improvement and teams are expected to sustain their operation even through changes in district and school leadership. This continuity has been a strength of the district for many years. District teams' decisions are informed by input from school level stakeholders.

The Department of Programs and Services is the "lead" department responsible for NCLB mandates, the district's Consolidated Grant, including the Title 1 School Unified Plans, and the federal/state ARRA allocations. The Restructured Schools Department, under the direction of the district's Highly Skilled Professional is the "lead" department for implementation of the NJDOE's CAPA process, school improvement plans and implementation of CAPA team recommendations. The staff members in these two departments coordinate all mandated plans with the Division Associate Superintendent for P-12 schools to ensure comprehensive compliance at the school level from the initiation and development phase, through the implementation cycle and culminating with assessment/evaluation requirements. The Associate Superintendent of Programs and Services coordinates programmatic implications with the Associate Superintendent for Curriculum and Instruction, Associate Superintendent for Early Childhood Program, and the two Directors for Special Education. Similarly, for financial compliance, the Business Administrator is engaged in all externally funded projects and programs.

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LEA : Jersey City Public SchoolsA-2. Implementing Rigorous Reforms: Supporting Tier I, Tier II and Tier III Schools

The Jersey City Public Schools has strategically planned for the improvement of schools for many years, most significantly in the last three years with the establishment of a special unit with full-time personnel focused solely on addressing NCLB and State requirements for developing restructuring plans in its seven lowest performing schools to improve the teaching and learning. New Jersey's response to the *No Child Left Behind* (NCLB) legislation requires that any school that has not met Adequate Yearly Progress (AYP), for five consecutive years **must** develop a restructuring plan. If the school does not meet AYP in the sixth year, the restructuring plan **must** be implemented. In response to these requirements, the district established a "Restructuring Team" unit is headed by a "Highly Skilled Professional for Restructured Schools" and includes three "Administrative Coaches for Restructured Schools". The district also developed a manual, "Restructuring Public Schools: A Framework for Change", which guided the work of the district and schools in the improvement process. The Framework provides descriptions of best practices for change and improvement in schools, teaching and student learning, as well as specific criteria and indicators to identify areas for improvement and monitor progress.

The Jersey City School District has made a **consistent commitment for rigorous reforms** to continually improve both the quality of instruction and performance levels of all students, in all the schools. Before the federal government mandated any restructuring, Dr. Charles T. Epps, Jr., Superintendent, removed the entire administrative staff at Snyder High School (a historically low performing school). The staff was replaced with a team of administrators responsible for changing the culture, climate and performance of staff and students at the school.

In 2006, the Fred Martin School (PS #41), the Whitney M. Young School (PS #15 Primary and Middle), and the Ollie Culbreth School (PS #14) were identified for restructuring due to AYP status and historically poor performance. Dr. Charles T. Epps, Jr., Superintendent, acted decisively and created a plan that incorporated several of the recommended NCLB alternative governance structures:

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NCLB Restructuring Options	District's Response
Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the district.	In Jersey City the restructured schools are under the supervision of the district's Highly Skilled Professional who reports directly to the Superintendent regarding progress of these schools
Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.)	In Jersey City, the Fred W. Martin Middle School has implemented an organizational structure to create smaller learning communities. Each community has their own guidance counselor, Crisis Intervention Teacher and Assistant Principal to ensure students receive academic and social supports necessary for success.
Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.	In Jersey City, each school involved in the restructuring plan now has a different grade level configuration from the 2005-6 school year. PS 14 had grades PreK-8 and is now a PreK-5 building. PS 41, which was PreK-8, is now a middle school serving grades 6-8. PS 15 (Primary and Middle) now serves as a PreK – 5 school. PS 29, as part of the restructuring process added a grade level and now serves as a PreK-5 school.

Though the district's restructuring and improvement efforts were significant, it is evident that they represented a "good start" as the initiation phase of substantive school reform and improvement. The restructuring efforts effectively laid the groundwork for the implementation of more intensive school-wide reform interventions and strategies that are needed to impact the teaching and learning process and, ultimately, increase student academic achievement and graduation rates. Thus the need for implementing the Turnaround Model in the two Tier 1 and Tier 2 schools that are the focus of this SIG application, and taking an aggressive systemic approach to school-wide reform that not only focuses on

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“restructuring” but also on “educational redesign” that has a laser-like focus on improving the critical elements that have the most direct impact on student learning (i.e. curriculum, instruction and assessment, student support services, family and community engagement).

CASE STUDY OF SUCCESSFUL SCHOOL REPORM: Joseph H. Brensinger School # 17 (P-8) – Achievement of AYP

This case study synthesizes the transformation of one district school that failed to meet AYP in 2008 and has since improved academic performance significantly to “achieve AYP as determined by the No Child Left Behind (NCLB) legislation” and to no longer be designated as a “school in need of improvement”. Joseph H. Brensinger School #17 is a large elementary school that services more than 1100 students, from PreK through grade 8, who live in poverty, and has made dramatic improvements in student achievement.

After thorough data analysis of several years of failing to meet Annual Yearly Progress (AYP) in literacy, PS #17’s school administration recognized the need for change in teacher professional development, planning, instruction, and assessment. The Professional Learning Community (PLC) concept was developed in response to a specific ‘needs analysis’ that was outlined in a school wide professional learning survey. The core outcomes for teachers, as a result of this initiative, included: changing teaching philosophies; increasing the amount of self-reflection so that change can be internalized, participating in more organized collaboration and team work; thus, resulting in a shared leadership approach which encourages teacher involvement and input into the decision making process.

Collaboration As PS 17’s teachers have become more explicit in their instruction and have a common understanding of effective teaching practices, the students have reached new heights of critical thinking and negotiation of text. The literacy team, comprised of the literacy coach, the reading specialist, Inclusion specialist, and teachers, has focused on in-class demonstrations, individual coaching meetings with teachers, parallel

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release meetings in which an experienced and a less-experienced teacher of literacy simultaneously investigate a unit of work and select learning goals and processes to suit students, grade-level meetings, extended day workshops on specific topics, computer laboratory demonstrations and co-teaching lessons.

In addition to the changes made in student learning, Professional Learning Communities (PLCs) have provided teachers with opportunities to examine their own teaching beliefs and practices as well as investigate, reflect, apply, share knowledge, and develop questions in order to improve teaching and learning.

For many years, the school was run following the top down model. As a result of the school's shift towards shared leadership, the following committees were established: Professional Development Committee, Literacy Committee, Data Analysis Committee, School Leadership Committee, and Curriculum Committee. Participation was encouraged and teacher input steered the focus and critical change that was necessary for improved student achievement. This vision has brought the school to its current status of achieving AYP as determined by the No Child Left Behind (NCLB) legislation. Teachers now play an active role in the shared leadership and decision making of new ideas and approaches; thus, encouraging continued success.

Student leadership development has led to increased participation for our middle school students. Builder's Club is a school service organization that encourages community outreach so that the students see the connection between home and neighborhood. During the 2007-2008 school year, the school became the first elementary school in Jersey City to join the National Junior Honor Society. This program "provides recognition and support for cross-discipline and life skills achievement in the areas of scholarship, character, citizenship, service, and leadership,

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which helps students develop the habits and momentum for continued achievement in high school and beyond.” The school created a Service Club for all eighth grade students who provide assistance to classroom teachers during the eighth grade lunch. This help includes student tutoring, assistance with computer activities, and peer mentoring with younger students.

Personalization PS 17 prides itself on accepting all students into the Brensinger family and creating a safe, friendly, and nurturing environment which meets the social, emotional, and educational needs of our children. Attention to all students enables the parents, community leaders, and educators to work collaboratively on an ongoing basis. As a community building, the school has many extra-curricular activities that take place throughout the year bringing families together in a safe, nurturing environment, such as Family Literacy Night, Family Math and Science Night, Book Fair, basketball games, soccer, volleyball, language arts and math tutoring. In addition, the school’s partnership with the Big Brother/Big Sister program adds another dimension to the school as a non-threatening meeting place as students are mentored by local college students. These successful endeavors include National Junior Honor Society, Annual Dr. Seuss Reading Cafe, Read-A-Thon, Jersey City Public Library program for our parents, Cohen Arts & Education, Boys and Girls Club, Builders Club, LEGO League Robotics Tournament, and Scholastic Bowl. In collaboration with New Jersey Special Olympics, the school also hosts the Unified Sports Program which encourages participation in sporting activities for students of all ages, resulting in acceptance of differing abilities and skills.

Curriculum, Instruction and Assessment The process of aligning curriculum, instruction, assessment and standards begins with planning. The New Jersey Core Curriculum Content Standards, along with district mandated standards-based curriculum, drive the alignment of instruction. The literacy team has monitored and evaluated the entire professional development series across the year. This has been accomplished through the use of ongoing feedback systems of administration, a video library of teacher directed demonstration lessons, and the internalization of new

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and innovative strategies and techniques. This triangulated approach has allowed us to analyze both quantitative and qualitative data in order to establish further aspects of improvement.

In 2001-2002, the school was selected to pilot a new and innovative approach to math instruction, called Communicator Math. Traditional math classes in our school utilize an inquiry based approach to mathematical instruction. Critical analysis of testing data enables the teachers to differentiate instruction, meeting the needs of all students. The spiral approach of the district's math curriculum allows for constant review, reinforcement and introduction of new concepts and strategies. This principle enables struggling math students to become more confident in their abilities to navigate mathematical problems while stimulating more adept math students. As a response to ensuring that the mathematically advanced students are challenged, the "Radical Algebra" and Progressive Science Initiative: Physics programs, an Algebra I/Physics I course of study, demands that our 8th grade students have a strong foundation, critical thinking and analytical skills which are the underpinnings for mathematical and scientific study. This unique 8th grade curriculum enables students to enter high school with an academic advantage over freshman who were not afforded this opportunity. Those students, who enter high school having successfully completed the American Diploma Project Algebra I end of course test, will receive credit for their 8th grade work allowing them to enroll in second year math and science courses as freshmen. This knowledge and the school's "I can do it belief system" enables the students to pursue careers in math and science through the development of skills necessary for success and excellence for the 21st century learner.

Small learning communities encourage students to communicate and analyze their recently acquired skills and strategies. This fosters a learning environment of acceptance, investigation, and ownership of analytical skills. Frequent formative assessments allows for an ongoing monitoring of student knowledge acquisition. Summative assessments include post tests and cumulative quarterly assessments.

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On the first day of school at PS #17, critical analysis of testing data drives the rigor of the language arts curriculum. This allows for differentiation of instruction, beginning with small group instruction, leveled guided reading groups, leveled independent reading, and whole group instruction. These skills and strategies are then monitored through individual conferences, reviewed and reinforced through mini-lessons, and connected to all academic areas through cross-curricular instruction. This moved the staff from “just following” a prescribed program to being intimately involved in making professional decisions about their student’s educational development and progress.

The Data Analysis team, upon reviewing district and school assessments, selected a language arts intervention program to meet the needs of targeted struggling readers. Leveled Literacy Intervention (LLI), which is aligned to New Jersey’s Core Curriculum Standards, is a new initiative that supplements small group instruction targeting struggling readers. A selected group of teachers received intensive professional development training by the program originators and are piloting this program in grades one, two, and three. The anticipated outcome is accelerating struggling readers from the bottom of the class to become an “average” reader. The assessments will demonstrate growth by following the levels, fluency and progress of the readers.

In 2005-2006, an All Inclusive school model was expanded to encompass all grade levels, resulting in the special needs population receiving grade level content instruction with accommodations and modifications to meet their individual learning needs. The implementation of this model produced increased test scores on state assessments across all grade levels.

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On the other hand, the school's ELL population continues to lag because of a lack of a cohesive approach to meeting the needs of this population. Despite this, the school began an attempt to differentiate instruction through the use of push-in and pull-out teaching and remains hopeful that this new initiative will result in improved student achievement.

The evidence used to support student achievement has been realized through district literacy benchmark assessments, such as: LEARNIA, DRA, Quarterly Assessments, Progress Monitoring Charts (PMCs), teacher made assessments, as well as administrative walkthroughs, formal and informal observations, evaluations, and lesson planning. All of these assessments are analyzed by the teaching staff as they determine the strengths and weaknesses of their students.

Using data as an educational tool encourages the teachers to connect the student work to their instruction. As seen in standardized test scores, the achievement gap has continued to lessen as the school's implementation of four critical questions supports our school wide data-based decision making.

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

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While the school continues to make progress on state assessments, a drop in scores is noted for the 2007-2008 school year. In the spring of 2008, the New Jersey Department of Education scored the middle school NJASK tests statewide and determined that the students did extremely well on the test, so the NJDOE decided to “raise the bar” by maintaining the test and rescoring the test using a higher standard. When the NJDOE finally released the test scores, it became apparent that the middle grade students collectively showed a decrease in performance. PS 17’s student test scores were no exception. The school feels that, despite this drop, the students have continued to show growth on their state assessments over time.

Beginning in 2008-2009 school year, the eighth grade students’ strengths and weaknesses were analyzed and individualized course loads were designed. This allowed for students exhibiting strong mathematical and/or literacy prowess to be placed in challenging instructional settings.

In addition, the seventh and eighth grade students participated in a required online survey to assist them with career choices. This program helps to motivate students to plan ahead through the identification of career choices based on their interests and an assessment of their skills. Students then have the necessary information to make informed decisions as to which program in one of our five high schools best suits their life goals.

The implementation of the professional development strategy, “Train the Trainer”, offers expert teachers the opportunity to work closely alongside less experienced colleagues and support them with learning more about effective practices in balanced literacy. This, again, impacts on reducing variation and aligning teaching practice across the school.

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PS 17 demonstrates change on a variety of levels. The school is no longer viewed as a school in need by the New Jersey Department of Education since it has achieved Annual Yearly Progress (AYP) status. More importantly, the school’s delivery of instruction has morphed into a more individualized, analytical, needs based curriculum. With the analysis of data and an emphasis on current research as reviewed in professional literature, the staff has focused on small group instruction in literacy to improve student achievement. The past, present, and future goals will continue to develop continuity within and across grade levels by ensuring that effective and innovative instructional techniques result in sustainability.

MATHEMATICS

	2006-2007	2007-2008	2008-2009
	Math	Math	Math
Grade 6- NJASK 6	54.9%	43.7%**	58.3%
Grade 7 NJASK 7	49.1%	40.4%**	43.4%
Grade 8 NJASK 8	54.4%	56.5%**	72.3%

LANGUAGE ARTS

	2006-2007	2007-2008	2008-2009
	Lang Arts	Lang Arts	Lang Arts
Grade 6- NJASK 6	47.7%	29.3%**	57.4%
Grade 7 NJASK 7	64.1%	56.4%**	61.8%
Grade 8 NJASK 8	52.7%	79.8%**	84.2%

**These charts indicate that, in 2008, a rescoring of assessments occurred at the state level.

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As the school's data table indicates, an increase in student achievement is evident across all grade levels. When, in 2004-2005, the literacy coach became an integral part of the faculty, she began an investigative approach to data analysis. The following year, when the reading specialist and Inclusion specialist were appointed to the faculty, they continued to analyze data and consider its impact upon student achievement. While minor fluctuations from year to year are noted, an overall improvement in our standardized test scores is evident, reinforcing the effectiveness of our professional development plan as it applies to classroom instruction and student output.

Upon careful scrutiny of the data, the school identified a generalized downward trend in NJASK scores in grade 6. This resulted in a reorganization of the departmentalized program for these students as they transitioned from an elementary classroom to a middle school setting. In 2007-2008, this restructuring outcome became the impetus in improving student achievement as seen in the table.

While attempting to meet AYP, the school began delving deeper into ways of change to improve achievement. The principal moved personnel to bring highly qualified teachers to the middle school level. The strategy implemented involved one teacher assigned to provide small group instruction to a target group of students with scores on the cusp of testing proficiency. A very intensive program of job embedded professional development brought coaches into the classroom where a gradual release of responsibility model was implemented. Building on the belief that all children can learn, the school began to produce small gains on math and language arts standardized assessments. Finally, in the year of 2008-2009, the school attained the goal of meeting AYP.

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The Broad Prize for Urban Education: Jersey City Public Schools 2006 National Finalist The Broad Prize for Urban Education is the nation's largest award in K-12 education. The Broad Prize is given annually by the Broad Foundation in the form of scholarships to urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among ethnic groups and between high and low income students.

One hundred large urban district serving more than 9 million students nationwide are eligible. Five standout districts are selected each year as finalists. In 2006, the Jersey City Public School District was selected as a finalist, along with Boston Public Schools, Bridgeport, CT Public Schools, Miami-Dade County Public Schools and New York City Department of Education. The district was awarded \$125,000 in scholarships as a finalist.

As a district, the Jersey City Public Schools continues to make steady strides toward success, focused on its mission of ensuring educational programs and services of the highest quality be offered equitably in all schools for all students. This could only occur with the entire community working together for all our children. Since its founding, the Jersey City Public School District has invited and welcomed the partnership of our administrators, instructional and non-instructional staff members, parents and our community in providing an excellent education that is both rich in tradition and poised for the future.

The district has established and upholds high academic expectations for all students at all grades (Pre-kindergarten through Grade 12) aligned with the NJ Core Curriculum Content Standards (2009 NJDOE adoption) and NJDOE high school graduation requirements. All PreK-12

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programs for students are developed and implemented in accordance with the required federal and state mandates (i.e. general education, special education, bilingual/ESL, alternative education, and gifted and talented). Specific program initiatives include:

High School Transformation The Jersey City Public Schools was selected by the NJ Department of Education to pilot the "Jersey City Model" of the Secondary Education Initiative. The Jersey City Public Schools' model since September 2009 focuses on restructuring our six high schools, five stand-alone middle schools and elementary schools with middle grades (6-8) into small learning communities centered on various career themes. These communities are expected to house between 300 and 400 high school students each, beginning at the 9th Grade level. In our middle schools, students have begun to identify areas of interest, which may include the health field, technology, food service, etc., through vocational/career interest inventories, and will pursue career electives in their High School programs.

Early Childhood Program The district provides a high quality preschool program to eligible students. The program is comprehensive and focuses on the social, emotional, physical, and academic development of the child by providing developmentally appropriate educational experiences. The program is aligned with the NJDOE's "Early Childhood Expectations: Standards of Quality," and services eligible three-year olds and four-year olds at locations including both district sites and outside provider sites. The Early Childhood program follows the High/Scope research-based curriculum.

Curriculum and Instruction The Jersey City Public School District prepares students for the challenges of a competitive, global, and highly sophisticated technological society by developing, implementing, and evaluating board-approved standards-based, integrated curricula for all content areas at all grade levels aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) adopted in Spring 2009. The

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NJCCCS delineate the knowledge, skills and dispositions every student in New Jersey should acquire and the understandings they should develop as they progress through the grades, along with the skills and dispositions required to be a successful and productive 21st century citizen.

For grades K-12, the district's standards-based curricula provide comprehensive indicators and course competencies for student achievement at each designated grade level. All grade levels are aligned with the NJCCCS in the content areas. Language Arts Literacy (Reading and Writing), Mathematics, Social Studies, Science, Visual and Performing Arts, Comprehensive Health and Physical Education, World Languages, Technological Literacy and Career Education and Consumer, Family and Life Skills are the nine foundational areas of all student instruction. STEM (Science/Technology/Engineering and Mathematics) and 21st century, digital and technological career orientation skills are infused across the curricula.

Teaching and learning is rooted and supported at all grade levels through problem-based, inquiry-oriented trans-disciplinary instruction. The district's intensive literacy, mathematics and science initiatives provide students with comprehensive instruction designed around evidence-based best practices, a plethora of high quality materials and resources, connections across content areas, and relevant relationships to real-life experiences. The initiation of the "Progressive Science Initiative: Physics Cohort" and "Radical Algebra: Teaching and Learning" pilot programs for eighth and ninth grade students highlights the district's focus on excellence and success in STEM content for more students. The enhanced use of interactive white boards, laptop computers, net books, and other technology resources continue to improve and extend learning experiences in many classrooms.

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Ongoing, job-embedded professional development continues to be provided so that teachers and administrators can work individually and collaboratively to address strategies for improving student performance. The development of collaborative "professional learning communities" builds collegiality and expertise of instructional staff members.

The Department of Curriculum and Instruction services grades K-12 and consists of departments, programs and initiatives that promote academic achievement for all students in all grade levels in all content areas and provides rich educational supports and services for all professional staff members. District Supervisors are the force and strength of the Curriculum and Instruction Department. This group of professionals carries out the vision, program design, implementation plans, and assessment/evaluation requirements for each content area across the district's schools. They are the "connective tissue" that brings vitality, cohesion and success to the educational goals of the district. Additionally, district supervisors provide powerful support for instructional staff members on a daily basis in the schools so that administrators and teachers efficiently carry out their assigned instructional responsibilities by effectively implement the district's standards-based expectations for student performance and achievement. District Coaches provide additional in-class assistance in content development and effective strategies on a regularly scheduled basis in language arts, math, social studies and science. They assist staff in the areas of planning and preparation, instruction and assessment by modeling lessons and strategies, co-teaching and providing direct feedback.

Special Education Jersey City prides itself on being an Inclusive School District. Each school in the district is focused on educating every child. The Jersey City Department of Special Education is dedicated to creating all inclusive schools which provide programs and services that promote the success of all students. The department motto is "Each child matters." All schools and students within the district are supported by the Department of Special Education through a comprehensive academic and behavioral support system. Most of our classified students have access

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to the same services and curriculum provided to the general education population. A goal of this department is to enhance the pedagogical skills of our teachers and this is offered through Project B.E.A.C.O.N. (Bridging Educational Achievements for Children's Ongoing Needs), a component of our academic support system. Project B.E.A.C.O.N. consists of teachers supporting teachers by offering on-going support services to all schools in the district. Another component of our support system is provided by the Capacity Building Initiative Design Team (C.B.I.) which facilitates training and professional development seminars on best inclusionary practices. The department also ensures parents are an integral part of the academic and behavioral support system by empowering them through the Parent Advisory Council and the Parent Advocacy Program. Besides these four programs, the Department of Special Education operates eighteen more programs ensuring each student reaches his/her maximum potential emotionally and/or academically.

Programs and Services The Department of Programs and Services provides support to students, parents and teachers to ensure the academic success of every child. The district recognizes that the school community reflects a rich tapestry of diversity including multiple cultures and languages, newly immigrated, and a various economic situations in a city undergoing dramatic growth in housing and business. Activities and services within the Department of Programs and Services are designed to address and enhance the academic, social and emotional learning of the child. This department provides a wide array of support including No Child Left Behind services, guidance services, 504 accommodations, student attendance monitoring, drop-out prevention programs, home instruction, drug and alcohol prevention, gang awareness education, character education development, social emotional development, career development, parental involvement, zero tolerance programs, and outreach and referral to local agencies to support students and their families. Services are also provided to children in the nonpublic schools. The aforementioned system of support programs have not only contributed to improved student attendance, a decrease in the dropout rate, attainment of high school diploma but has also fostered a lifelong love of learning and better citizenship.

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Educational Technology The Educational Technology Department collaborates with departments and schools to provide access to technology, including high-speed internet access in every classroom; access to curriculum appropriate remedial, test-preparation, and enrichment software applications at every grade level addressing the New Jersey Core Curriculum Content Standards; and access to data collected, synthesized, organized, and managed in support of business units across the district. This includes accumulating, understanding, and leveraging education and business-specific knowledge for the benefit of the district, its employees, its students, and its parent/community members. District-wide administrative, teaching, and support-employee staff development in Technology Education, Educational Technology, Integrating Technology throughout the Curriculum, and Project-Based Learning is provided by the Department of Education's Hudson County Educational Technology Training Center (ETTC), located in the Jersey City Public School's Educational Technology Department. The Educational Technology Department works with Human Resources, Payroll, Food Services, Budget, and Medical Departments to identify what works, what doesn't work, and what should be stopped; using a collaborative approach to identify, design, document, implement, and monitor systems that integrate knowledge with intranets, extranets, portals, Web sites, document repositories, and content management systems, including Data Warehousing, Data Teams, and Data Analysis of student, staff, and fiscal data turning data into available and accessible information assets used by Knowledge Workers to further technology, education, and business strategies.

Human Resources The Human Resources Department continues to recruit the best qualified candidates for all administrative, instructional and non-instructional positions. Ninety-nine percent of the teachers have achieved the NJ Department of Education's "100 Hours of Continuing Professional Development" and 98% of the district's teachers have achieved "Highly Qualified Status" under the No Child Left Behind mandate.

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Business Office The Business Office is responsible for the administration and oversight of the district's budget and external funding. The sound business practices and strong internal controls put in place continue to win accolades. The Business Office has received "Certificates for Excellence in Financial Reporting" from the Association of School Business Officials for ten consecutive years.

DISTRICT AWARDS AND RECOGNITIONS

Intel School of Distinction – Christa McAuliffe School #28 On April 15, 2010, Intel Corporation announced Christa McAuliffe School #28 as one of 18 U.S. schools as finalists in the "2010 Intel Schools of Distinction Awards". The finalist schools, to be honored in September at an awards reception in Washington, D.C., serve as outstanding examples of leaders in preparing tomorrow's innovators. Each of the 18 schools will receive a \$5,000 award from the Intel Foundation and a trip to Washington, D.C. in September, where 6 schools will be named Intel Schools of Distinction. These 6 schools will each win an additional \$5,000 from the Intel Foundation and a package of goods and services valued at approximately \$100,000. The packages will include hardware, software and teacher professional development products, all contributed by award sponsors who share Intel's commitment to improving and supporting math and science education in the United States. One of the six schools will also be selected as "Star Innovator" and will receive \$25,000 from the Intel Foundation, and additional prizes and services from sponsors. Intel sponsors the Schools of Distinction Awards to honor schools for implementing innovative math and science programs and serving as models for other schools. "It is essential that U.S. schools invest in math and science education," said Shelly Esque, vice president, Legal and Corporate Affairs director, Corporate Affairs Group. "Because such investment is critical to maintain U.S. competitiveness in a global economy, the schools recognized as Intel Schools of Distinction are contributing in a significant way to preparing students for the future." The Schools of Distinction honors schools in science that provide a rich science curriculum incorporating hands-on investigative experiences that prepare students for 21st century jobs. Programs encourage student achievement in sciences and engineering, while simultaneously helping students become

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knowledgeable consumers of news and data in order to be active and informed citizens. The Schools of Distinction honors schools in mathematics that offer their students a rigorous, challenging and engaging program that teaches mathematics skills and how to apply them to solve real-life problems, approach projects as a member of a team, and communicate succinctly on the subject.

Ronald E. McNair Academic High School- 43rd Best High School in US – 2009-2010 Dr. Ronald McNair Academic High School received a “Gold” distinction as 43rd in the top 100 schools across the nation according to US News and World Report’s “Best High Schools”. The criteria for a Gold Medal is the “top 100 schools nationally based on the College Readiness Index”.

James J. Ferris High School – 2010 Teacher Receives Book Award A special education teacher at Ferris High School has won the bronze Moonbeam Children's Book Awards medal for multicultural picture books. Keith Kelly wrote and illustrated "Peace Comes to Ajani," a book for children ages 10 and up. It tells the story of 10-year-old Ajani, whose life "goes haywire," the paper said, when his soldier/father dies in a war. "A's" and "B's" sink to "D's" and "F's" and Ajani morphs into a first-class bully. But Ajani, who's black, meets his match when a small, quiet Korean student delivers a swift kick to his stomach. Ajani then meets his schoolmate's father who trains him in the art of Taekwondo.

Ronald E. McNair Academic High School- Blue Ribbon School – 2008-2009 The Blue Ribbon Schools Program honors public and private K-12 schools that are either academically superior in their state or that demonstrate dramatic gains in student achievement. Each year since 1982, the U.S. Department of Education has sought out schools where students attain and maintain high academic goals. Using standards of excellence evidenced by student achievement measures and the characteristics known from research to epitomize school quality, the Department celebrates schools that beat the odds. High poverty, tough neighborhoods, tight budgets, teacher turnover, assessment fatigue, high percentages of

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English language learners, teachers unprepared for their instructional duties-schools have identified many reasons over the decades to explain their failure to teach all students successfully. At the same time, communities, states, and the nation have raised the bar, and the stakes, for school achievement. With commitment, high energy, research-based knowledge of what works in schools, and the results of quality assessments, Blue Ribbon Schools have shown us the way over these and other hurdles.

William L. Dickinson High School – Hudson County Science Fair Grand Prize – 2008-2009 Two young scientists from the Academy of the Sciences at Dickinson High School were named the top winners in the 51st Annual Hudson County Science Fair. Prachi Agrawal, a sophomore, and Joseph Katibak, senior, were crowned as winners in April 2009. The 2 scientists represented Hudson County in Reno, Nevada competing in the prestigious Intel International Science and Engineering Fair. Ms. Agrawal placed 4th, out of 108 entries, in the behavioral science category and earned \$500 in scholarship money.

21st Century Learning Centers Grant 2008-2009 partnership with FEA for Frank R. Conwell Middle School #4 and Franklin L. Williams Middle School #7 The district was awarded this federal grant for 5 years for \$3.675 million to implement after-school activities for middle grades students at 2 district schools.

21st Century Learning Centers Grant 2008-2009 partnership with Hudson County Boys and Girls Club for Chaplain Charles Watters School #24 The district was awarded this federal grant for 5 years for \$3.675 million to implement after-school activities for middle grades students at 2 district schools.

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Arts Catalyst Grant – USDOE for 18 Participating Schools The district was awarded this federal grant for 3 years for \$299,636 to implement arts activities to improve language arts literacy connections for third and 4th grade students. The partner in this grant was the Newark Museum.

Teaching American History Grant 2005-2008 – USDOE The district was awarded this federal grant for 3 years \$990,000 to improve teaching American History topics K-12 district wide.

A-4. District Student Growth Over Time

Performance on NJDOE State Assessments – NJASK Grades 3-8

Improving student performance is the district's primary goal. Student achievement, as reflected in the results on NJ State Assessments, is one measure of the district's overall academic growth. The district has a history of improving student performance over time and continues to enhance teaching and learning through integrated and cross-disciplinary curricula aligned to the newly revised NJ Core Curriculum Content Standards, problem-based learning experiences, and district initiatives that address the needs of all student groups.

Based on the analysis of data, the charts in this section represent the improvement of student achievement of the Jersey City Public Schools and student growth over time on the NJASK 3-8.

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NJASK 3				
2006-2008 and 2009* 4-Year Results "Total Proficient/Adv. Proficient"				
	2006	2007	2008	2009*
<i>STATE LA</i>	82.4	83.4	86.0	62.7
JC Lang Arts	66.6	69.9	72.3	40.6
<i>STATE Math</i>	86.8	87.3	86.7	75.2
JC Math	76.6	75.8	70.9	61.0

*New NJDOE Baseline in 2009

Language Arts: From 2006 -2008, the district demonstrated considerable increase (5.7%) in the percentage of students passing the NJASK3 at the "Proficient/Adv. Proficient" levels. This improvement of student achievement outperforms the growth (3.6%) demonstrated statewide in Language Arts proficiency.

In June 2009, the NJ Board of Education adopted tougher standards for 3rd and 4th grades as part of an ongoing effort to boost academic expectations and achievement. The NJBOE made it harder for New Jersey's third and fourth graders to prove their proficiency on annual tests. Under the new standards adopted by the state Board of Education, public school students who took the exams in May 2009 needed to get 50 percent of the answers correct to show proficiency on the language arts and math tests. Previously, the "cut scores" needed to be deemed proficient were between 40 and 45 percent. **Therefore, comparison of the 2009 scores with earlier years cannot be done.**

Analysis of the 2009 NJASK 3 school-level Language Arts scores indicate that three (12%) schools, PS 5, 8 and 9, scored at or above the 2009 state proficiency level of 62.7.

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Mathematics: The 2009 NJASK 3 (newly benchmarked by NJDOE) school-level Math scores indicate a significant increase. Five (20%) schools, PS 5, 8, 9, 11, and 33, scored at or above the 2009 state proficiency level of 75.2.

NJASK 4				
2006-2008 and 2009* 4-Year Results "Total Proficient/Adv. Proficient"				
	2006	2007	2008	2009*
<i>STATE LA</i>	80.0	80.6	82.6	63.0
JC Lang Arts	63.6	62.0	68.4	37.5
<i>STATE Math</i>	82.3	84.7	84.8	72.9
JC Math	69.9	72.0	69.1	55.0
<i>STATE SCI</i>	82.3	83.1	85.0	91.0
JC Science	64.5	66.4	67.5	79.7

*New NJDOE Baseline in 2009

Language Arts: From 2006 -2008, the district demonstrated considerable increase (4.8%) in the percentage of students passing the NJASK4 at the "Proficient/Adv. Proficient" levels. This improvement of student achievement surpasses the growth (2.6%) demonstrated statewide.

Mathematics: Analysis of the 2009 NJASK 4 (newly benchmarked by NJDOE) school level Math scores indicates significant performance. Four (16%) schools, PS 5, 9, 25, and 28, scored at or above the state proficiency level of 72.9.

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NJASK 5					
2006-2008 and 2009* 4-Year Results "Total Proficient/"Adv. Proficient"					
	2006	2007		2008*	2009**
<i>STATE LA</i>	85.9	88.8		59.9	65.8
<i>JC Lang Arts</i>	68.7	72.6		31.9	40.2
<i>STATE Math</i>	81.7	84.1		76.4	77.4
<i>JC Math</i>	59.1	57.8		58.0	63.9

*New NJDOE Baseline in 2008

**2nd Yr. New Baseline in 2009

From 2006 -2007, in Language Arts Literacy, the district demonstrated considerable increase (3.9%) in the percentage of students passing the NJASK5 at the "Proficient/Adv. Proficient" levels. This improvement of student achievement surpasses the growth (2.9%) demonstrated statewide in Language Arts proficiency. The district is closing the achievement at a rate higher than other districts statewide.

In July 2008, the NJ Board of Education adopted tougher standards for 5th through 7th grades as part of an ongoing effort to boost academic expectations and achievement. The NJBOE made it harder for New Jersey's fifth, sixth and seventh graders to prove their proficiency on annual tests. Under the new standards adopted by the state Board of Education, public school students who took the exams beginning in May 2008 needed to get approximately 50 percent of the answers correct to show proficiency on the language arts and math tests. Previously, the "cut scores" needed to be deemed proficient were just 33 percent. "This is all part of the department's efforts to raise the rigor in all of the tests, including in high school," said Barbara Gantwerk, NJDOE Assistant Commissioner. "And you need to start this in the early grades if we are going to move ahead."

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Language Arts: From 2008 -2009, the district demonstrated a significant increase (8.3%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK5 at the “Proficient/Adv. Proficient” levels. This improvement of student achievement significantly surpasses the growth demonstrated (5.9%) by the State Language Arts proficiency levels. The district continues to close the achievement at a rate higher than other districts statewide.

Analysis of 2009 NJASK 5 individual school level scores in Language Arts indicate one of our district schools, PS 5, scored at or above the state proficiency level of 65.8.

Mathematics: From 2008 -2009, in Mathematics, the district demonstrated a significant increase (5.9%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK5 at the “Proficient/Adv. Proficient” levels. This improvement of student achievement surpasses the rate of growth demonstrated (1.0%) by the State Mathematics proficiency levels. The district continues to close the achievement at a rate higher than other districts statewide.

Analysis of the 2009 NJASK 5 school-level math scores indicate that five (20%) schools, PS 9, 11, 16, 17, and 25, scored at or above the state proficiency level of 77.4.

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NJASK 6					
2006-2008 and 2009* 4-Year Results "Total Proficient/Adv. Proficient"					
	2006	2007		2008*	2009**
<i>STATE LA</i>	75.0	75.8		57.2	69.8
JC Lang Arts	55.4	48.9		29.6	46.8
<i>STATE Math</i>	70.8	79.0		72.0	70.9
JC Math	46.6	51.9		44.2	44.2

*New NJDOE Baseline in 2008

**2nd Yr. New Baseline in 2009

Language Arts: From 2008 -2009, the district demonstrated a significant increase (17.2%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK6 at the "Proficient/Adv. Proficient" levels. The district increased 17.2 percentage points, which is a 58% increase within 1 year. This improvement of student achievement significantly surpasses the growth demonstrated (12.6%) by the State Language Arts proficiency levels. The district continues to close the achievement at a rate higher than other districts statewide.

Analysis of the 2009 NJASK6 school-level language arts scores indicate that one district school, Academy 1, scored 96.6 percentage points, significantly above the state proficiency level of 69.8.

Mathematics: From 2006 -2007, the district demonstrated considerable increase (5.3%) in the percentage of students passing the NJASK6 at the "Proficient/Adv. Proficient" levels. This improvement of student achievement is slightly less than the growth demonstrated by the State Mathematics proficiency levels.

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From 2008 -2009, the district demonstrated “stability” in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK6 at the “Proficient/Adv. Proficient” levels. This stability of student achievement occurred as the scores statewide decreased by 1.1%. The district continues to close the achievement at a rate higher than other districts statewide.

Analysis of the 2009 NJASK6 school-level math scores indicate that one district school, Academy 1, scored 100 percentage points, significantly above the state proficiency level of 70.9.

NJASK 7					
2006-2008 and 2009* 4-Year Results “Total Proficient/Adv. Proficient”					
	2006	2007		2008*	2009**
<i>STATE LA</i>	80.3	80.1		70.4	71.9
JC Lang Arts	60.9	57.1		47.1	49.8
<i>STATE Math</i>	64.3	66.3		64.3	66.3
JC Math	44.8	40.2		41.9	40.5

*New NJDOE Baseline in 2008

**2nd Yr. New Baseline in 2009

Language Arts: From 2008 -2009, in Language Arts Literacy, the district demonstrated an increase (2.7%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK7 at the “Proficient/Adv. Proficient” levels. This improvement of student achievement surpasses the rate of growth demonstrated (1.5%) by the State Language Arts proficiency levels. The district continues to close the achievement at a rate higher than other districts statewide.

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Analysis of the 2009 NJASK 7 school-level language arts scores indicate that four (16%) of our schools, PS 5, 16, 28, and Academy 1 scored at or above the state proficiency level of 71.9.

Mathematics: Analysis of the 2009 NJASK7 (newly benchmarked by NJDOE in 2008) school-level math scores indicate that two schools, PS 5 and Academy 1, scored at or above the state proficiency level of 66.3.

NJASK 8					
2006-2008 and 2009* 4-Year Results "Total Proficient/Adv. Proficient"					
	2006	2007		2008*	2009**
<i>STATE LA</i>	74.2	73.7		81.1	82.0
JC Lang Arts	53.0	51.6		59.8	61.7
<i>STATE Math</i>	64.5	68.4		67.4	71.2
JC Math	42.5	47.1		43.0	46.8
<i>STATE SCI</i>	79.0	78.9		84.0	84.2
JC Science	58.3	56.3		63.6	63.6

*New NJDOE Baseline in 2008

**2nd Yr. New Baseline in 2009

Language Arts: From 2008 -2009, the district demonstrated an increase (1.9%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK8 at the "Proficient/Adv. Proficient" levels. This improvement of student achievement surpasses the rate of growth demonstrated (0.9%) by the State Language Arts proficiency levels. The district continues to close the achievement at a rate slightly higher than other districts statewide.

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Analysis of the 2009 NJASK8 school-level language arts scores indicate that two (8%) schools, PS 17 and PS 37, scored at or above the state proficiency level of 82.0.

Mathematics: From 2006 -2007, the district demonstrated considerable increase (4.6%) in the percentage of students passing the NJASK8 at the “Proficient/Adv. Proficient” levels. This improvement of student achievement surpasses the rate of growth demonstrated (3.9%) by the State Mathematics proficiency levels. The district continues to close the achievement at a rate slightly higher than other districts statewide.

From 2008 -2009, the district demonstrated an increase (3.8%) in the percentage of students passing the newly benchmarked (2008) and significantly more rigorous NJASK8 at the “Proficient/Adv. Proficient” levels. The district continues to close the achievement at a rate equal to that of other districts statewide.

Analysis of the 2009 NJASK8 school-level math scores indicate that three (12%) schools, PS 16, 39 and Academy 1 scored above the state proficiency level of 71.2.

From the above analysis of NJASK 3-8 scores, it is clearly evident that the Jersey City Public School district has demonstrated the capacity to raise and maintain an appreciable proficiency level in the areas of mathematics and Language Arts from grades 3-8.

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LEA : Jersey City Public SchoolsPerformance on NJDOE State Assessments – HSPA – Grade 11

HSPA					
2006-2009 District Comparison “Total Proficient/Adv. Proficient”					
	2006	2007		2008	2009
<i>STATE LA</i>	83.5	85.4		82.8	83.6
JC Lang Arts	63.6	65.4		63.9	63.8
<i>STATE Math</i>	75.9	73.4		74.8	72.7
JC Math	49.5	48.4		48.6	47.3

Both the district scores on the NJ HSPA and the scores statewide have not seen significant increases in both Language Arts and Mathematics since 2006. HSPA scores for Henry Snyder High School, for which the SIG application is being submitted, are in greater need of improvement than both the district and statewide scores.

A.5 Requiring and Assisting Use of Data and Resources

The LEA has required that schools assemble a “School-level Data Team” of key individuals at the school level, including administrators and instructional staff members to develop a plan for requiring the regular and ongoing collection of instructionally pertinent data along with a schedule/plan for meeting regularly with all stakeholders (grade level meetings, cross-grade level articulation, content strand articulation, etc.) to analyze the data collected, make informed instructional decisions targeting adjustments in lesson planning, differentiation of instruction, etc. so that students’ educational needs are met on a daily basis. Enhancing the quality of instruction is a key to improving instruction and student academic achievement. To improve teacher performance and instructional quality, data on classroom instruction is essential

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For purposes of this project, the District Turnaround Team and School-level Data Team will collaborate to use student assessment and school data to continually monitor, improve and adjust project interventions and strategies at the school level. The district will continue to work with the SIG schools to provide instruments and assessment/planning tools for data collection and analysis for school teams to engage in continuous improvement cycles through regular examination of their leadership, school and instructional/assessment practices.

A-6. Increased Learning Time

The LEA has increased learning time in five schools as part of the reform process during the last three years by extending the school day and year. The LEA will significantly increase learning time for the two schools involved in the project by extending: the school day to ten (10) hours (8:00 am-6:00 pm); the school week to include Saturdays for the core academic program and special interventions and support services; and the school year by requiring twenty (20) additional days for the core academic program and special interventions and support services.

A. 7 Bargaining Unit Negotiations and Compensation

The LEA has an excellent working relationship with the local bargaining units and will work collaboratively with them to facilitate any changes in working conditions and compensation for instructional and non-instructional staff. The LEA will negotiate additional compensation, as may be required, for instructional and non-instructional staff and teacher leaders as required to implement reform interventions and strategies in the two project schools.

A. 8 Personnel

The LEA will develop and approve policies and specific criteria, as needed, for removal of tenured and non-tenured instructional staff and principals that are consistent with state guidelines and local bargaining unit contracts, and take into account multiple measures. The LEA will also

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collect data and monitor the effectiveness of personnel actions (i.e. voluntary and involuntary transfers, tenure decisions, retention) and professional development.

B. SELECTING EXTERNAL PROVIDERS TO ENSURE QUALITY

External providers will be considered to provide critical expertise, targeted technical assistance, and professional development to support implementation of specific project strategies/activities and capacity building at district and school levels, which will support the LEA's commitment to sustain the project following the grant period.

Thoughtfully constructed and negotiated contacts that articulate roles, responsibilities, performance expectations, and consequences for failure to meet expectations will be the basis of legally executed agreements between the district and external providers. A rigorous evaluation of the provider's capacity is essential to fully leveraging the potential expertise of external providers to support focused and dramatic school improvement efforts. The LEA will carefully assess the capacity, expertise, experience, and track record of potential external providers before engaging in a contractual relationship.

Additionally, the LEA is bound by the guidance documents proffered through the State of New Jersey's, Office of the State Comptroller issued March 4, 2010. The State Comptroller has provided NJ government agencies with a set of detailed procedures to follow that will better ensure contracts funded by public dollars are appropriately advertised, properly evaluated, and transparently awarded by procurement officials "(Best Practices for Awarding Service Contracts, 2010).The LEA will use the recommended best practices that follow in contracting with service providers.

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1. **The pool of contractors solicited should be as expansive as possible.**
 - Eligibility requirements for a vendor seeking to compete for a government service contract should be broad, limited only by concerns related to the vendor's responsibility. All responsible vendors should be permitted to compete.
 - A responsible vendor is one who has the capability to perform fully the contract requirements, and the integrity and reliability that will assure good faith performance.

2. **Statements of work should be drafted in clear and unambiguous terms.**
 - A request for proposals ("RFP") or similar solicitation should contain a clear and detailed statement of the work ("SOW") to be undertaken.
 - When a solicitation for any reason does not include or contemplate such an SOW, the contracting unit should include a clear, complete, and specific SOW in the final executed contract with the vendor.
 - It is generally advisable that a government unit draft an SOW that emphasizes the result to be achieved, and is less focused on detailing the process for accomplishing that goal.

3. **Proposals should be judged on the basis of predetermined, merit-based evaluative criteria, made known to vendors before proposals are submitted.**
 - Merit-based evaluation criteria should be used to set the standards for judging competing proposals for the provision of services. Evaluative criteria generally fall into four categories: (a) management criteria, (b) technical criteria, (c) cost, and (d) past experience and performance.
 - Such criteria should be disclosed to prospective vendors as early as possible in the procurement process, such as in the RFP or other solicitation document.

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- Weighing of criteria should be used if some criteria are determined to be more important than others. The weight assigned to each criterion generally should be disclosed in the RFP.
4. **The evaluative criteria should be judged by a qualified evaluation committee.**
- The committee should be in place before proposals are received.
 - Members of an evaluation committee should be sufficiently qualified to evaluate the strengths and weaknesses of the proposals submitted.
 - Potential evaluation committee members should be screened meticulously for conflicts of interest.
5. **The evaluation process should be explainable to evaluators and competing vendors, and capable of withstanding scrutiny under a protest challenge.**
- The meaning of each criterion and the reason each criterion is part of the evaluative analysis should be explained to evaluators before judging.
 - Each member of the committee should score each proposal and provide comments that explain the score assigned to each criterion.
6. **The scoring process and award recommendations should be well-documented and retained.**
- Every step in the evaluative process should be documented through (a) scoring sheets, (b) a written record of what transpired during any permitted negotiations between vendors and procurement officials, (c) a written comparative analysis of competing proposals, and (d) a written award recommendation.

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- The written award recommendation should (a) explain the factors that led to the award decision, (b) offer qualitative discussion of the leading competing proposals, and (c) describe the specific characteristics of the winning vendor’s proposal that resulted in its selection over the others.
- The period of time for preservation of procurement materials should be set by the contracting unit.

C. ALIGNING OTHER RESOURCES WITH INTERVENTIONS

The LEA has always, and will continue to, align all programs, curriculum, instruction and assessments with the NJCCCS. This alignment is verified through CAPA and other State monitoring and reporting requirements.

The LEA will focus and explicitly align SIG funds on the implementation of project strategies and activities specified in the Project Activity Plan and Project Budget.

The LEA will also re-align Federal, State and local resources as may be available and required to support project implementation. For example, Title 1 ARRA and IDEA funding; and in-kind LEA resources such as support staff, technology, facilities and equipment.

District personnel will also be assigned to support implementation of project activities as appropriate to their roles and responsibilities. The LEA has developed a district organizational infrastructure that includes the project’s District Turnaround Leader and District Turnaround Team and key district administrators and supervisors, which requires articulation and collaboration to support the project (See Figure 1): The district organizational infrastructure is designed to support the District Turnaround Team and schools regarding: (1) effective development,

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implementation, coordination, monitoring, and evaluation of activities and progress toward achievement of project goals, objectives and intended outcomes within specified timelines; (3) areas where specific expertise and support is required; and (3) feedback related to management, coordination and continuous improvement of project strategies, programs and activities. A list of key district administrators and supervisors who will be assigned to support the project with approximate time commitments to the project, and brief descriptions of their roles and responsibilities, follows:

Associate Superintendent for High Schools (Approximate Time Commitment: 20%): The Associate Superintendent for High Schools is a full-time employee of the LEA and is responsible for the district's 6 high schools (grades 9-12). Major project responsibilities focus on the SIG high school project and include: (1) supporting and collaborating on planning, development, implementation, coordination, and evaluation of project components with district and high school staff; (2) providing technical assistance to district and school staff; and (3) completing required project monitoring reports within specified timelines.

Associate Superintendent for Curriculum and Instruction (Approximate Time Commitment: 10%): The Associate Superintendent is a full-time employee of the LEA and is responsible for K-12 district curriculum, all NJCCCS instructional programs, professional development, assessment/testing and Bilingual/ESL. Major project responsibilities include: (1) supporting and collaborating on planning, development, implementation and evaluation of project components with district and school staff; (2) providing technical assistance to district and school staff as needed related to curriculum, instruction and assessment, and professional development programs; and (3) completing required project reports within timelines.

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Associate Superintendent for Programs and Services (Approximate Time Commitment: 10%): The Associate Superintendent is a full-time employee of the LEA and is responsible for Title I/NCLB programs Grades K-12. Major project responsibilities include: (1) supporting and collaborating on planning, development, implementation and evaluation of project components with district and school staff; (2) providing technical assistance to district and school staff as needed related to NCLB/Title 1; and (3) completing required project reports within timelines.

P-8 Division Associate Superintendents (Approximate Time Commitment: 5%): The two K-8 Division Associate Superintendents are full-time employee of the LEA and are responsible for P-8 schools. Major project responsibilities include supporting and collaborating on curriculum articulation and student transition to schools of choice in the project.

Director for Educational Technology (Approximate Time Commitment: 10%): The Director for Educational Technology is a full-time employee of the LEA and is responsible for technology education programs (P-12). Major project responsibilities include: (1) collaborating on planning, development, implementation and evaluation of project components with district and school staff related to integration of current technologies; (2) providing support and technical assistance to district and school staff as needed related to integrating technologies; and (3) completing required project reports within timelines.

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Director for Special Education (Approximate Time Commitment: 15%): The Director for Special Education is a full-time employee of the LEA and is responsible for all special education programs (P-12). Major project responsibilities include: (1) collaborating on planning, development, implementation and evaluation of project components with district and school staff related to serving students with disabilities; (2) providing support and technical assistance to district and school staff as needed related to students with disabilities; and (3) completing required project reports within timelines.

District Supervisor for Bilingual/ESL (Approximate Time Commitment: 15%): The Supervisor for Bilingual/ESL is a full-time employee of the LEA and is responsible for Bilingual/ESL programs (P-12). Major project responsibilities include: (1) collaborating on planning, development, implementation and evaluation of project components with district and school staff related to serving ELLs; (2) providing technical assistance to district and school staff as needed related to serving ELLs; and (3) completing required project reports within timelines.

District Supervisors for Visual and Performing Arts (Approximate Time Commitment: 20%): The Supervisor for Visual and Performing Arts are full-time employees of the LEA and are responsible for visual and performing arts programs (K-12). Major project responsibilities include: (1) collaborating on planning, development, implementation and evaluation of project components with district and school staff related to VPA programs; (2) providing technical assistance to district and school staff as needed related to VPA programs; and (3) completing required project reports within timelines.

District Supervisors for Assessment and Testing (Approximate Time Commitment: 10%): The *Supervisors for Assessment and Testing* are full-time employee of the LEA who is responsible for all district, state and national assessment programs (NJASK, HSPA, NAEP, PSAT, ACCESS for ELLs, etc. Additionally, they are responsible for analyzing data and collaborating the work of the School-level Data Teams. Major project

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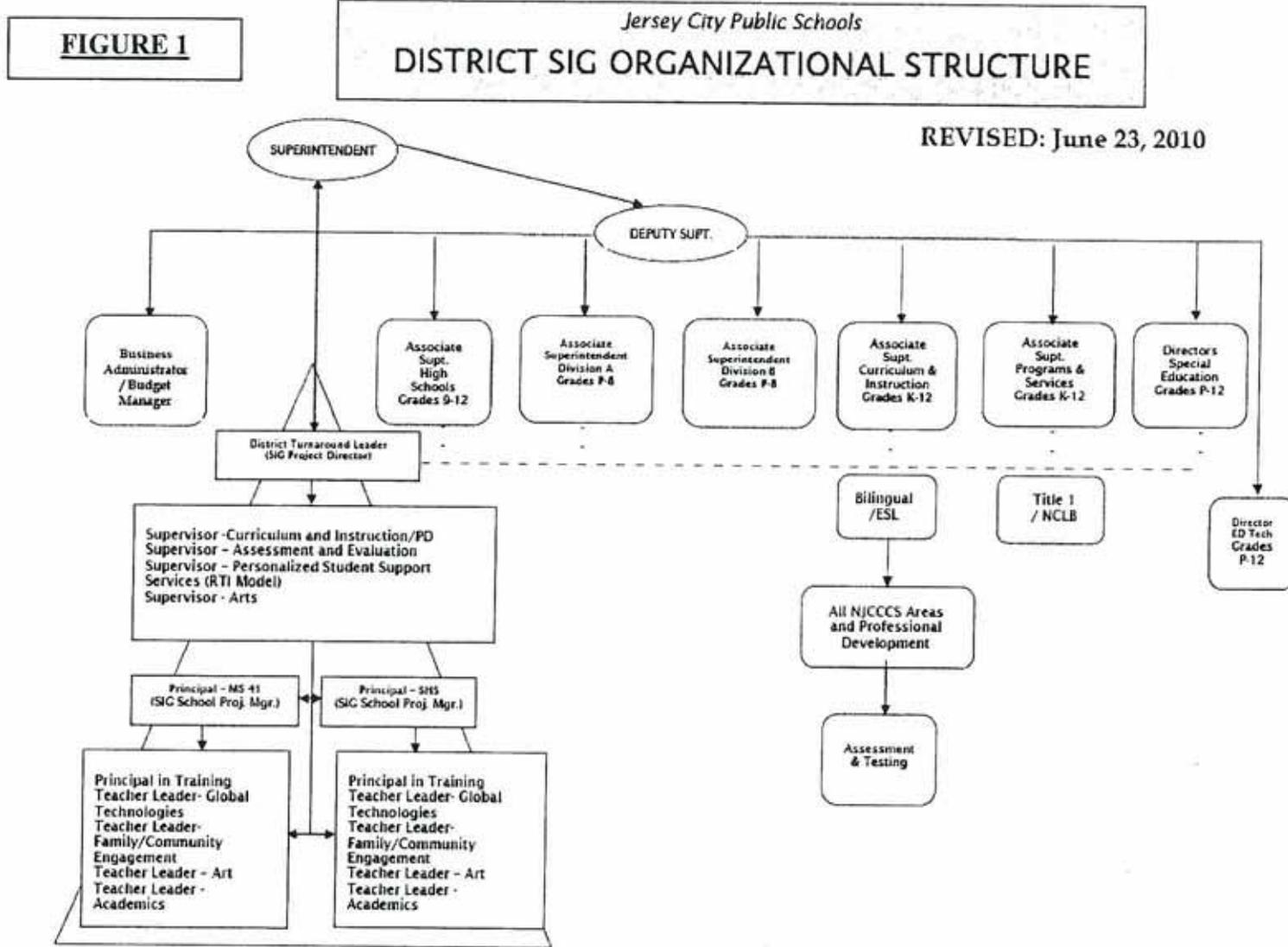
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responsibilities include: (1) collaboratively planning, coordinating and overseeing all data collection and project monitoring and evaluation activities; (2) conducting project monitoring and evaluation activities as required; (3) providing technical assistance to district and school staff as needed related to use of data and assessment systems, data collection and analysis, and project evaluation activities and reporting; (4) providing training for district and school staff as needed; (5) preparing monitoring and evaluation reports as required.

Budget Manager (Approximate Time Commitment: 10%): The ***Budget Manager*** is a full-time employee of the LEA's Business Office who is responsible for financial management and oversight of district and grant funds/programs, including financial audits. Major project management responsibilities include: (1) overseeing and monitoring all fiscal and budgetary requirements of the project; (2) monitoring project expenditures; (3) providing technical assistance to district and school staff as needed related to budget development, expenditures, and reporting; (4) preparing monitoring and fiscal reports as required.

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LEA COMMITMENT AND CAPACITYLEA : Jersey City Public Schools**D. MODIFYING POLICIES AND PRACTICES TO SUPPORT SCHOOL REFORM****LEA COMMITMENT AND SUPPORT**

The LEA is fully committed to providing full support for successful implementation of the Turnaround Model and all intervention strategies, and achievement of project goals and objectives. LEA support will be provided primarily by: (1) modifying policies, practices and structures that are essential to successful implementation of the project and achievement of project goals and objectives; (2) intensive and focused use of grant funds to provide the necessary resources to successfully initiate, implement, integrate, monitor and evaluate the Turnaround Model and all intervention strategies in the school; (3) a commitment of LEA financial resources and in-kind support and services to the project (i.e. district personnel, facilities, and technologies); and (4) establishment of a district-level administrative and governance structure dedicated solely to the oversight, management, support, monitoring and evaluation of the project and successful implementation of the Turnaround Model and all project intervention strategies.

MODIFYING POLICIES AND PRACTICES

The LEA is committed to improving conditions for school leadership practice to enable the principal and other school leaders to effectively focus on their primary role as instructional leaders --- the continuous improvement of teaching and student achievement. Organizational structure is the framework within which decisions are made and executed, lines of authority are defined, communication is channeled, and institutional intent is made graphic. Designing or changing organizational structures and providing operational flexibility are fundamental first steps required for persistently low-achieving schools to efficiently and effectively initiate and manage the interventions applied in these schools. To this end, the LEA will provide support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often

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impede their ability to function effectively as: (1) *transformational leaders* who understand and apply visionary, cultural, and empowering concepts of leadership to build the culture, climate and capacities required for a high-performing organization; (2) *instructional leaders* who are able to focus their attention and efforts on continuous improvement of student achievement; (3) *community leaders* who effectively engage families and community in the school and student learning process; and (4) *strategic managers* who are able to be proactive rather than reactive and crisis-oriented in their approach to school organization and management, personal and staff productivity, and allocating resources focused on improving student achievement.

The LEA will develop and implement strategies to streamline and realign its organizational structures, policies and procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. Specifically, the LEA will: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools; (2) realign governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships to focus on supporting the teaching and learning process; (3) develop and implement organizational models that will effectively shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; (4) redefine roles and responsibilities for key district-level staff to provide direct support and technical assistance to the school, thereby assisting school leaders with both non-instructional tasks and instructional tasks to support their ability to focus on the teaching and learning process; (5) develop policies, procedures and structures to ensure an effective process for collaborative decision-making at district and school levels with involvement of key stakeholders (i.e. staff, bargaining units, families, community organizations, higher education, municipal leaders); and (6) provide school leaders with executive coaching as part of continuing professional development to support them in overcoming the challenges and obstacles that impede their effectiveness.

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The LEA will also focus new and modified policies and practices on those elements that most directly impact student learning, which is most strongly attributable to the influences “closest to the student” (i.e. school learning environment, instructional and assessment practices, classroom management, teacher-student interactions). With this in mind, accountability and authority must reside closest to where learning resides...in the classroom and in the school. To this end, the LEA will adopt and modify policies that not only support the schools and their leaders and instructional staff with the authority and operational flexibility they need, but also ensure their accountability for results as measured by standards-based indicators of student academic achievement.

Some key questions that will continue to be considered by the LEA related to adopting or modifying policies and practices include the following:

1. How will the LEA select a new leader for the school, and what experience, training and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to these two SIG project schools, and to other schools in the district?
3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in SIG project schools?
4. How will staff replacement be executed – what is the process for determining which staff remains in the school and for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the schools, and low performing staff be terminated?
6. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

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7. What changes in decision-making policies and mechanisms (including greater school level flexibility in budgeting, staffing and scheduling) are necessary?
8. What changes in operational practice are necessary, and how will these changes be brought about and sustained?

E. SUSTAINING REFORMS BEYOND THE FUNDING PERIOD

The LEA is committed to *developing the infrastructure* at district and school levels needed to effectively develop, implement, sustain and expand effective project strategies and program models. To this end, beginning July 2010, project strategies and programs will be included in development of district strategic plans and school improvement plans, and will be considered in organizational structures, staff responsibilities, policies and procedures, district and school budgets, and negotiated agreements. Beginning July 2010, the project will support the LEA and school in their efforts to *build the institutional and leadership capacities* needed to sustain reforms and continuous improvement at district and school levels by providing training, technical assistance and support for all school personnel in research-based systemic reform strategies, data-driven decision-making, distributed leadership, teacher leadership, and organizational development that focuses on cultural transformation through creation of professional learning communities. Beginning July 2010, the LEA will also systematically integrate the project into district organizational structures and staff responsibilities, and will hire additional staff as may be needed, with an eye toward full integration by July 2013.

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As previously indicated, The LEA views the project as an opportunity beyond transformation of the two schools for which this application is being submitted, and has designed the project to also serve as a “pilot” to develop and field-test school-wide reform strategies and learn what may benefit other schools in the district to improve student academic achievement and graduation rates. To this end, the LEA will plan for, and provide, continuing financial and district support to sustain reforms in the two schools participating in the project, as well as other schools that may be added during or beyond the grant period.

What Will Be Different in the Schools After Three Years?

At the end of three years, the LEA expects to see very different and much improved schools with: highly effective principals and instructional staffs who demonstrate continuous learning and professional growth; a consistently implemented curriculum and instructional and assessment program aligned with the NJCCCS and articulated across all grade levels, consistent application of research-based instructional and assessment practices; a positive school culture and environment for learning as a professional learning community; personalized learning, interventions and support services for all students that ensure no student will fail; increased family and community engagement, increased student achievement, and increased graduation rates.

F. LEA ACTIVITIES TO SUPPORT PROJECT IMPLEMENTATION

LEA COMMITMENT AND SUPPORT

The LEA is fully committed to providing all necessary support for successful implementation of the Turnaround Model and all intervention strategies, and achievement of project goals and objectives.

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- A. **Financial Support and Resources** LEA financial support will be provided primarily by: (1) intensive and focused use of grant funds to provide the necessary resources to successfully initiate, implement, integrate, monitor and evaluate the Turnaround Model and all intervention strategies in the school; and (2) a commitment of LEA financial resources and in-kind support and services (i.e. district personnel, facilities, and technologies).
- B. **Project Administrative and Governance Structure** The LEA will establish a **district-level project administrative and governance structure** dedicated solely to the oversight, management, support, monitoring and evaluation of the project and successful implementation of the project and all intervention strategies. It must be noted that the LEA's district-level project administrative and governance structure will oversee project implementation in the middle school and a high school for which separate SIG applications are being submitted. The LEA is confident that this structure will support efficient use of grant funds, consistency of project implementation as appropriate to each school, and alignment of intervention strategies to support the LEA's vision of a fully aligned, articulated and seamless instructional program and support services in two schools, grades 6-12.

The LEA will appoint a **District Turnaround Leader (DTL)** who has significant experience and an accomplished record as a Principal who has successfully turned around a failing school. The LEA will also establish a "**District Turnaround Team (DTT)**" that clusters together district and school personnel to provide concentrated and coordinated resources, expertise, and technical assistance to support implementation of project interventions directly to the two project schools. The District Turnaround Team (see Figure 2) will consist of the District Turnaround Leader and representatives of each school (i.e. the Principal and teacher leaders for the Arts, academics, and family/community engagement), and key district personnel assigned to the project (i.e. a budget officer and supervisors for curriculum and instruction, the Arts, assessment and evaluation, and student support services). The DTT will be chaired by the District Turnaround Leader.

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The DTT enables the district to address the unique contexts and conditions of each of the persistently low-achieving schools with reform strategies that are designed to achieve rapid, continuous, and sustained improvements. The DTT will provide oversight and differentiated specialized services appropriate to each school within a coherent and coordinated system of support. The District Turnaround Team will **develop policies, procedures, and instruments to ensure proper oversight, management, support, monitoring and evaluation** of the project over the three-year period. It may also be necessary for the District Turnaround Team to intervene if improvement efforts are unsuccessful. By design, the District Turnaround Team functions as the “lead entity” driving dramatic school improvement efforts, rather than simply a compliance monitor (Redding & Walberg, 2008)

The District Turnaround Leader will be the primary contact for the State’s Network Turnaround Officer (NTO). The District Turnaround Leader and DTT will collaborate with the NTO who will monitor the school’s adherence to the intervention plan, track performance metrics and academic achievement, and evaluate results against project goals and objectives. The NTO will also support implementation of strategies to improve teaching and learning, distributed leadership, school culture, and school management.

The District Turnaround Leader will report directly to the Superintendent, chair the District Turnaround Team, and be responsible for overseeing and supporting all facets of the project at the district level. The District Turnaround Leader will have extensive operational flexibility as it pertains to facilitating and supporting efficient and successful implementation of project interventions and strategies (i.e. staffing, resource allocations, budget, purchases, time/calendars), as authorized by the Superintendent and Board of Education, which will include required approvals needed only from the Superintendent who will provide monthly project activity and progress reports to the Board of Education.

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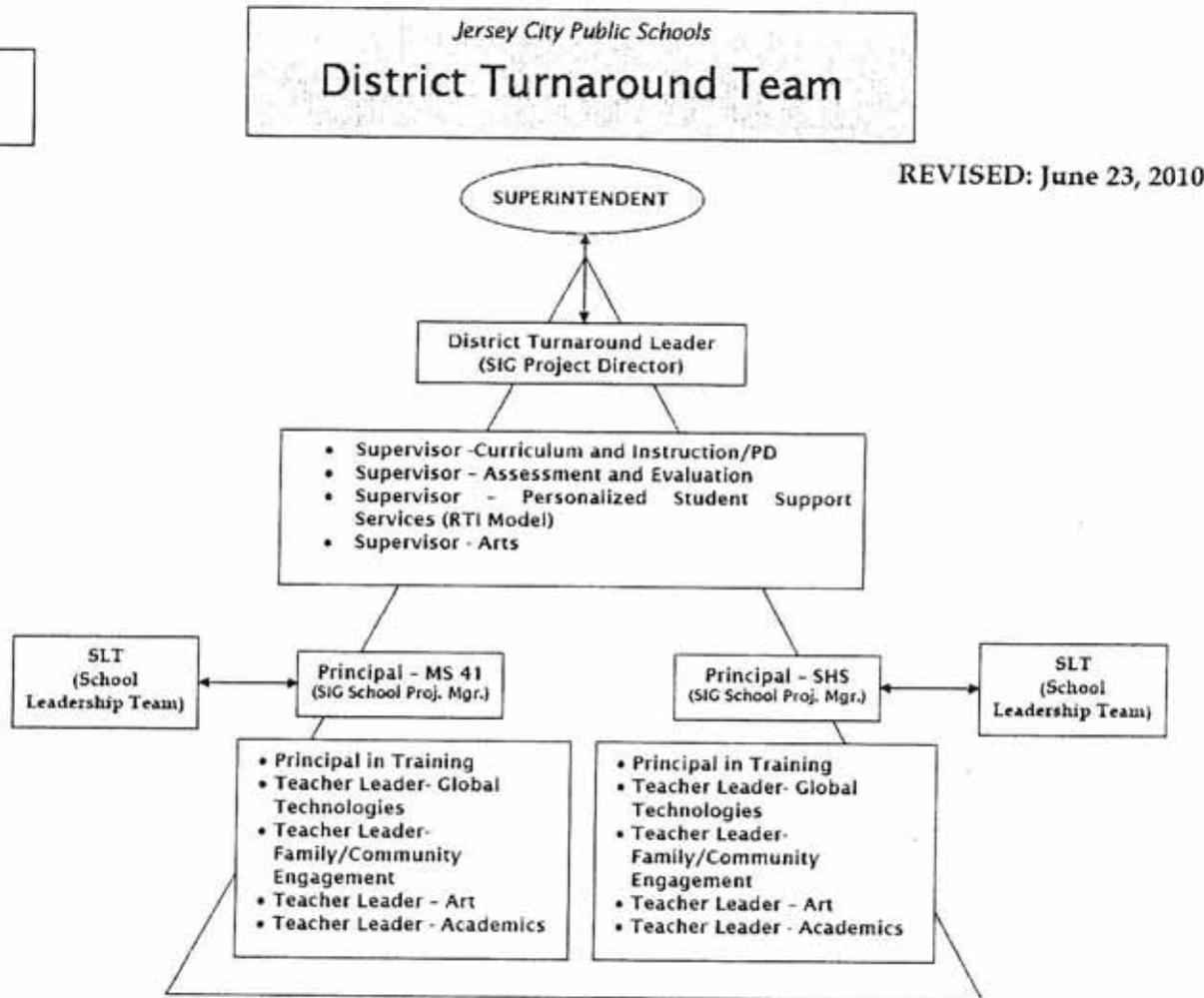
LEA : Jersey City Public Schools

The LEA will establish a Community Arts Advisory Council (CAAC) as part of the project administrative and governance structure for both schools, which will consist of parents, community members, and district/school liaisons. The community representation will consist of select groups of artists and arts professionals and entrepreneurs (i.e. museum curators, cultural affairs administrators, gallery owner, arts professors). The SCAA will act as a liaison between the school and the Arts community to establish connections with arts organizations to foster personalized community-based apprenticeships/mentorships for students. The SCAA will also play a role in fundraising to support school programs and events. The District Turnaround Leader will be the district liaison to the SCAA Council, and the Principal will serve as school liaison.

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FIGURE 2



LEA COMMITMENT AND CAPACITY

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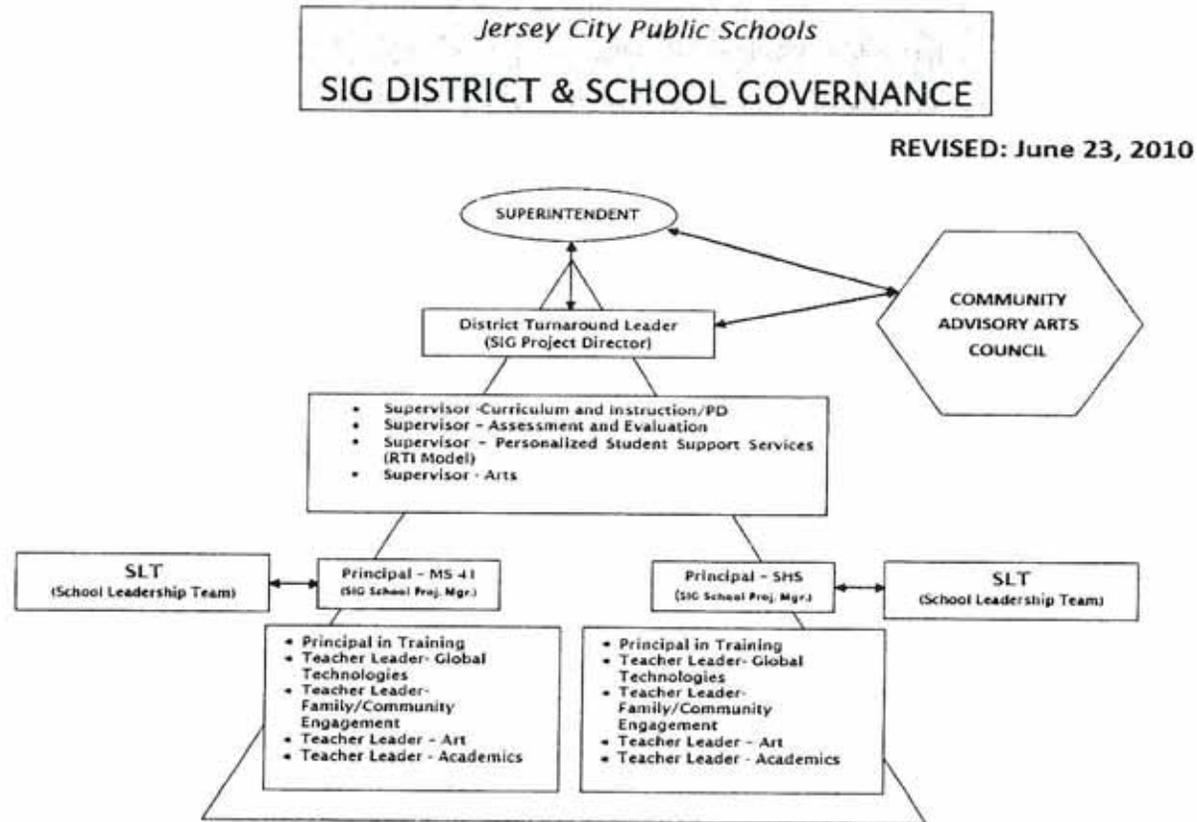


FIGURE 3

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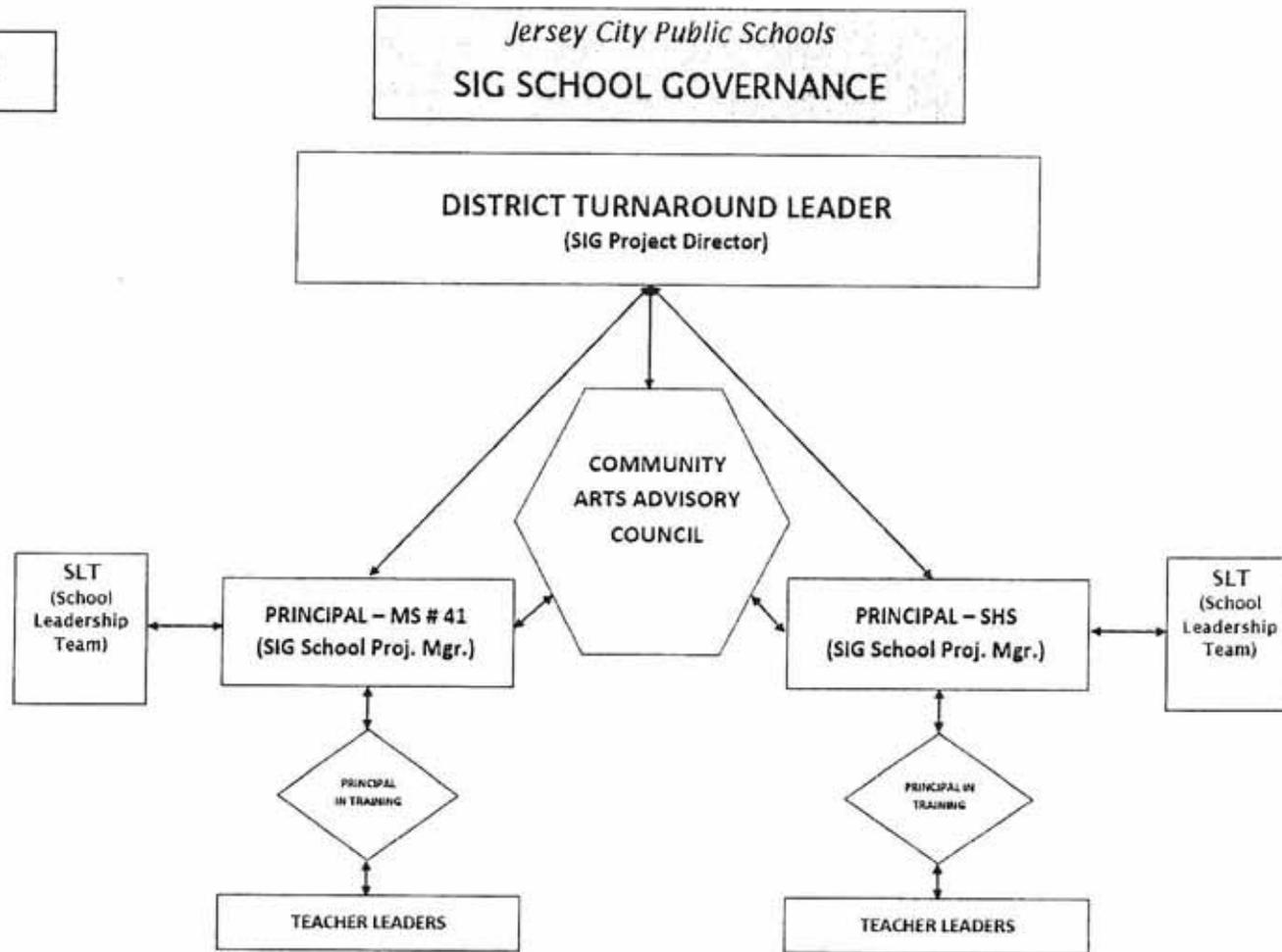
C. School Leadership and Governance Structure

The LEA will establish a **school leadership and governance structure** (See Figure 4) that includes the School Leadership Team and representatives of the staff, parents and community. The School Leadership Team (SLT) will collaborate with the CAAC on matters related to the Arts programs.

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FIGURE 4



LEA COMMITMENT AND CAPACITY

LEA : Jersey City Public Schools**MAJOR PROJECT COMPONENTS**

The major **Project Components** and related strategies are interrelated and interdependent, and systemically support and reinforce each other in their design and implementation. **The major Project Components include:** (1) LEA Support for School-Wide Reform; (2) School Restructuring and Educational Redesign; (3) Implementing Data-Driven, Research-Based Academic Instructional Program; (4) School Cultural Transformation; (5) Personalized Student Learning and Support; and (6) Family/Community Engagement to Support Student Learning.

COMPONENT #1 focuses on the LEA's commitment to provide full support for successful implementation of the Turnaround Model and all intervention strategies, and achievement of project goals and objectives. LEA support will be provided primarily by: (1) intensive and focused use of grant funds to provide the necessary resources to successfully initiate, implement, integrate, monitor and evaluate the Turnaround Model and all intervention strategies in the school; (2) a commitment of LEA financial resources and in-kind support and services (i.e. district personnel, facilities, and technologies); and (3) establishment of a **district-level administrative and governance structure** dedicated solely to the oversight, management, support, monitoring and evaluation of the project and successful implementation of the Turnaround Model and all intervention strategies.

COMPONENT #2, "School Restructuring and Educational Redesign", focuses on interrelated and interdependent school restructuring and educational redesign strategies that will support implementation of the range of turnaround interventions, and the improvement of instructional programs and supports for student learning, and increasing student academic achievement and graduation rates. **Component 2A, "Restructuring**

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School Leadership and Governance” focuses on removal and replacement of the principal and reducing other administrative positions and replacing them with “teacher leader” positions in a distributed leadership model. **Component 2B, “Removing and Replacing Instructional Staff”**, focuses on the process of terminating all instructional staff and re-hiring up to 50%. **Component 2C, “Establish a City-Wide Schools of Choice with a Concentration in the Arts”**, transforms a “neighborhood school” into a “city-wide school of choice” (grades 6-8) with a concentration in the “Arts” that supports a rigorous academic curriculum and a seamless academic/arts curriculum design articulated across grades 6-12 with a district high school of choice for the “Arts”. **Component 2D, “Implement a Small Learning Communities Model”** restructures existing grades and departments into Small Learning Communities that support interdisciplinary team teaching and support, and personalized learning.

COMPONENT #3 focuses on improving staff performance and the school’s instructional capacity to deliver a rigorous, data-driven, research-based academic instructional program that is aligned with State standards and articulated across grade levels. To this end, the school will develop and implement the policies, systems and programs, and incentives to ensure that all school leaders and instructional staff have the necessary knowledge and skills to routinely use data to develop, monitor and evaluate the results of intervention strategies, the academic instructional program and student support services, as measured by evidence of school improvement and increased student academic achievement.

Component 3A, “Support High Standards for Performance and Results”, focuses on standards-driven professional development and **staff evaluation** as key strategies in supporting high standards for performance, results, and continuous improvement of staff performance. **Component 3B, “Improving the Academic Instructional Program”**, focuses on implementing a rigorous, data-driven, research-based curriculum and instructional program that is vertically aligned across grade levels, and aligned with State academic standards. Emphasis is also placed on routinely monitoring implementation of the approved curriculum by all instructional staff to ensure that it is being consistently delivered across all

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classrooms, and all students have access to the common academic core with sufficient differentiation to address individual learning needs. **Component 3C, “Data-Driven Instruction and Assessment”**, focuses on the school implementing policies, practices, systems and structures to support the routine use of student assessment data to differentiate instruction to meet individual student learning needs, recommend special interventions, improving the instructional program, and monitoring/evaluating performance of instructional staff. **Component 3D, “Implementing the NJDOE Curriculum and Assessment Spine”**, focuses on the school’s integration of the NJDOE *“Curriculum and Assessment Spine”* as a resource for instructional staff to improve instructional and assessment practices.

COMPONENT #4 focuses on **“School Cultural Transformation”** and places emphasis on the role and responsibilities of school leadership in effectively implementing interventions and strategies designed to: (1) transform the school’s culture and climate; and (2) continually use data to assess, understand and continuously improve the school’s culture and climate to create a learning environment that holds high expectations for all staff and students, meets the academic and developmental needs of diverse populations, and results in high academic achievement for all students. **Component 4A, “Supporting Transformational and Instructional Leadership”**, focuses on providing support to school leaders through continuing research-based, standards-driven professional development. **Component 4B, “Implement a Professional Learning Community (PLC) Model”**, focuses on developing and implementing a research-based PLC Model as a key strategy to transform the school’s culture and climate. **Component 4C, “Implement Distributed Leadership Strategies and a Teacher Leadership Model”**, focuses on implementation of *distributed leadership strategies* that focus on *teacher leadership development*.

COMPONENT #5 focuses on the school developing and implementing strategies for **“Personalized Student Learning and Support”** that *“puts students at the center of their learning”* to address individual needs and maximize academic achievement for each student. **Component 5A,**

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“Implement a Personalized Learning Instructional Model for All Students”, focuses on the school developing and implementing strategies, policies and practices that require and support personalized learning for each student. **Component 5B**, **“Implement a Response to Intervention (RTI) Model for All Students”**, focuses on the school developing and implementing RTI as a key strategy for improving student academic achievement and graduation rates. **Component 5C**, **“Implement Personalized Student Support Services and Advisory Programs”**, focuses on restructuring, redesigning, and re-aligning the roles and responsibilities of support services staff (i.e. guidance counselors, Child Study Teams, Crisis Intervention Counselors, Substance Awareness Counselors) to serve as members of Small Learning Community Teams and Advisors.

COMPONENT #6, **“Family/Community Engagement to Support Student Learning”**, focuses on the supporting “Community Leadership” to develop and implement strategies for improving the involvement of families, community members, and community organizations in the school-wide reform process and supporting improvement of instructional programs and student support services to increase student academic achievement and graduation rates. “Community Leadership” is manifested by the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; and by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources to support the educational process.

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PEER REVIEW

LEA: Jersey City Public Schools

At the State level, the process for peer review occurs in two stages. The first part of the peer review occurs prior to the district's submission of its SIG application packet. The NJDOE is using the services of Mike Miles, a successful superintendent, as the peer reviewer of each LEA application. The NJDOE peer review period is from April 9 through April 15, 2010. This peer review will consist of written feedback to the district that will incorporate the feedback into its submitted SIG application. Stage 2 will occur after the award notification and during the pre-award period. This stage will be more intensive and involve direct contact between the LEA superintendent and the peer reviewer.

The district did send completed sections of the preliminary grant application to the NJDOE peer reviewer on April 15th, 2010. Positive written feedback was received highlighting numerous areas of strength in the submitted draft application with nominal suggestions for consideration. The recommendations are being included into the district's final grant application. Below are direct comments from the Peer Reviewer.

Comments from Peer Reviewer

Commitment and Capacity:

Even before the introduction of the School Improvement Grant, the District has worked hard to reform its schools. Dr. Epps and his team are focused on improving the quality of instruction and developing the instructional leadership to turnaround schools.

The District has designed an administrative and governance structure to oversee project implementation. A District Turnaround Team will provide the resources and support to work with the two schools. This team will be headed by the District Turnaround Leader and will be the "lead entity" in driving school improvement. This makes the team more than a monitoring agent and, if done correctly, the team will improve the chances of success for each of the schools.

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PEER REVIEW

LEA: Jersey City Public Schools*Further:*

- *The District has identified its major needs and challenges and seems prepared to address them with the SIG.*
- *The District has adopted a rigorous blueprint for hiring external providers.*
- *Jersey City Public Schools is committed to providing the financial resources, support, and services to ensure success of the implementation of the Turnaround Model.*
- *It is making a commitment to streamline policies and procedure and to reduce bureaucratic procedures and inefficiencies.*
- *Jersey City Public Schools is committed to building the infrastructure and the leadership capacity needed to sustain reform after the grant period has ended.*

General observations related to school applications:

A lot of work went into the two applications. Both applications were well written and comprehensive. The authors took time to incorporate input and align the various sections. The Schools are applauded for focusing on the quality of instruction. It is significant that the two schools included aspects of the Transformation Model in their turnaround-model application. Most notably, the plans include revising the teacher evaluation system. The spirit of this model is to significantly change how teacher effectiveness is measured and how evaluations are differentiated to make decisions that will ultimately impact student achievement. For Jersey City, changing the evaluation system and raising the level of accountability for student achievement results may be the biggest difference between the SIG and past reform efforts.

Both plans also include some actions to improve how the system is monitored for continuous improvement. Good benchmarks and indicators of success will help monitor progress.

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PEER REVIEW

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Reading the peer review reports, you will note that the biggest concern is the number of initiatives being implemented in the course of the first year and second year. The considerable number may overwhelm the staff or lead to a diffusion of effort. This is the story of past reforms and grants in the struggling districts.

Suggestions from Peer Reviewer:

- *This is a good plan, if not a little ambitious. However, consider spreading out the initiatives over three years. Do not do all of the planning for all of the considerable number of reform elements in the first year. Prioritize the need and do the top four big initiatives the first year. Add only one or two the next year. Otherwise there is the danger of implementing a plan with a lot of breadth, but not a lot of depth – the story of reforms in struggling districts over the last several decades.*

Upon receiving the comments from the Peer Reviewer, the district reviewed the plans for year 1 and re-prioritized several elements into year 2 and year 3 so that the plan could be more effectively implemented.

At the district level, peer review occurred during the period of April 15-27, 2010. The district's peer review was multifaceted and involved the process of subjecting the proposed SIG application to the scrutiny of others in and out of the district who are experts in the field. The district's peer review involved a team of educational experts who are qualified and able to perform an impartial review. The peer reviewers included:

- a professional grant writer possessing extensive expertise in school reform at the national, state, district and school levels and broad knowledge and experience in transforming low-performing districts and schools

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PEER REVIEW

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- key district administrators possessing wide-ranging experience and expertise in:
 - educational leadership models
 - middle schools
 - high schools
 - curriculum, instruction, assessment
 - professional development and collaborative professional learning
 - special populations – students with disabilities, ELLs, gifted and talented
 - creating and implementing effective instructional programs
 - personalized student learning and student support services
 - engaging parents and community members
- key district administrators who have experience and expertise in developing successful, dynamic and engaging visual and performing arts programs for students at the middle and high school levels
- district elementary and middle school principals of successful schools and/or schools not in NCLB “needs improvement” status

The peer reviewers:

- analyzed the content of both the LEA application and the 2 school applications according to the review criterion outlined in the “LEA Application Scoring Guide Rubric”
- checked applications for completeness in alignment with NJDOE’s “Notice of Grant Opportunity: School Improvement Grant for Tier 1 and Tier 2 Schools”

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PEER REVIEW

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- reviewed applications for the overall impact as related to the design and development of a focused, systematic action plan to turnaround the district's two struggling schools, focusing on improving the quality of instruction and raising student achievement

The district peer review ensured that every key action of the LEA and school applications is aligned with State and district goals and objectives. Feedback from the district peer reviewers will be incorporated into the district's final SIG application submitted to the NJDOE on/before April 29, 2010.

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LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

LEA: Jersey City Public Schools

The Jersey City Public Schools is submitting a School Improvement Grant Application packet that is for both schools eligible for SIG funding:

Fred W. Martin Middle School #41 (Tier 1)

Henry Snyder High School (Tier 2)

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WAIVER REQUEST

LEA: Jersey City Public Schools

School Name	Waiver 1 Extending the period of availability (This waiver automatically applies to all SIG grantees)	Waiver 2 "Starting over" in the school improvement timeline for turnaround or restart model only	Waiver 3 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
Fred W. Martin School #41	X	X	
Henry Snyder High School	X	X	X? Snyder is presently "Title I Targeted Assistance"

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MONITORING AND ACCOUNTABILITY PLAN

The LEA has developed a *Project Monitoring and Accountability Plan* to provide effective and efficient management, operations and processes for implementing, monitoring and formatively and summatively evaluating the SIG project. The *Project Monitoring and Accountability Plan* is designed to ensure efficient, effective and timely: (1) development, implementation, management, coordination, monitoring, and evaluation of project strategies and activities; (2) monitoring of progress toward achievement of project goals, objectives, success indicators, and quarterly and annual benchmarks using multiple qualitative and quantitative measures; (3) feedback for continuous improvement of project implementation, management, strategies and activities; (4) fiscal and budgetary oversight of project funds and resources; (5) completion and submission of required state and LEA project reports; and (6) comprehensive summative evaluation at the end of the three-year project period to determine the overall success and impact of the project, as measured by progress toward, or achievement of, project goals and objectives, and success indicators.

PROJECT GOALS, OBJECTIVES AND INDICATORS

The *Project Monitoring and Accountability Plan* will focus on monitoring and evaluating progress toward, or achievement of, the specific project goals, objectives, success indicators, and quarterly and annual benchmarks specified in the section on *Project Goals, Objectives and Indicators* (See Section S-8).

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PROJECT MONITORING AND ACCOUNTABILITY RESPONSIBILITIES

The SIG Project Director/District Turnaround Leader and District Turnaround Team (See Figure 2 – LEA Application) will be responsible for implementation of the *Project Monitoring and Accountability Plan*. The District Turnaround Leader and District Turnaround Team have direct responsibility and accountability for overseeing and supporting the implementation, coordination, and management of the SIG project. Time commitments and responsibilities of the District Turnaround Team related specifically to project management, monitoring and evaluation activities are appropriate for effectively implementing the Project Monitoring and Accountability Plan within specified timelines, as described below.

SIG Project Director (District Turnaround Leader – 20% Time Commitment): The District Turnaround Leader will serve as the SIG Project Director (PD), and will be employed full-time by the LEA reporting directly to the Superintendent. The PD will have an approximate 20% time commitment for project management and be responsible for: (1) providing leadership, direction, coordination, oversight, and technical assistance for all components of the project and project management; (2) supervision of members of the District Turnaround Team, who in turn are directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and Network Turnaround Officer (NTO) related to

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project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines.

Principal/School Project Manager (20% Time Commitment): The Principal is a full-time employee who will serve as the *School Project Manager* and report to the PD. The Principal will have an approximate 20% time commitment for project management and be responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with the School Leadership Team; (2) on-site management, coordination, monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines.

Turnaround Team SIG Supervisors (Curriculum and Instruction/Professional Development, Arts, Personalized Student Support Services – 10% Time Commitment each): The Turnaround Team SIG Supervisors are full-time employees of the LEA and report to the PD. The Turnaround Team Supervisors will have an approximate 20% time commitment for project management. Major project management responsibilities for each supervisor focus on specific project components and activities to which they are assigned, and include: (1) collaborating

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on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with district and school staff; (2) conducting ongoing project monitoring and evaluation activities at district and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.

SIG Supervisor for Assessment and Evaluation (30% Time Commitment): The *Supervisor for Assessment and Evaluation* is a full-time employee of the LEA who reports to the PD and will have an approximate 30% Time Commitment for project management. Major project management responsibilities include: (1) collaboratively planning, coordinating and overseeing all data collection for project monitoring and evaluation activities; (2) conducting project monitoring and evaluation activities at district and school levels as required; (3) providing technical assistance and support to school staff as needed for monitoring and evaluation activities related to use of data and assessment systems, data collection and analysis, and project evaluation activities and reporting; (4) providing training for district and school staff on use of data, evaluation, and reporting as needed; (5) preparing monitoring and evaluation reports as required.

Principal-in-Training and Teacher Leaders (10% Time Commitment): The *Principal-in-Training and Teacher Leaders* are full-time employees of the LEA and report to the Principal. The Principal-in-Training and Teacher Leaders will have an approximate 10% time commitment for project management. Major project management responsibilities for each will focus on specific project components and activities

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to which they are assigned, and include: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with district and school staff; (2) conducting ongoing project monitoring and evaluation activities at the school level within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation at the school level; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.

Budget Office Administrator (25% Time Commitment): The ***Budget Office Administrator*** is a full-time employee of the LEA's Business Office who works closely with the SIG PD for the project and will have an approximate 25% time commitment for project management. Major project management responsibilities include: (1) collaboratively planning, coordinating and overseeing all fiscal and budgetary requirements of the project; (2) monitoring project expenditures; (3) providing technical assistance to district and school staff as needed related to budget development, expenditures, and reporting; (4) providing training for district and school staff as needed; (5) preparing monitoring and fiscal reports as required.

The Project Management Team will work collaboratively and in consultation with the **Network Turnaround Officer (NTO)** who will be appointed by the NJDOE to facilitate project activities and serve as an evaluator who will monitor the school's adherence to the school's project intervention plan, track performance metrics and academic achievement, and assist the NJDOE in decisions regarding annual renewal of the SIG

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project. The Project Management Team envisions an open and collaborative relationship with the NTO in which information and data will be routinely shared to support each others' efforts in successfully implementing, monitoring, and evaluating the project.

PROJECT MONITORING AND EVALUATION PLAN

Project monitoring and evaluation will focus on the extent to which the project effectively implement each project component, interventions and strategies; and achieved its goals, objectives and success indicators during and at the end of each year, and at the end of the three-year project period (See *Goals, Objectives and Indicators, Section S-8*).

Project monitoring and evaluation will use qualitative and quantitative methods and data, which include objective and measureable *success indicators* (intended outcomes) that are explicitly linked to project goals and objectives. The monitoring and evaluation design will determine the amount of progress made each year in closing the gap between the identified needs and intended project outcomes. *Progress will be measured against baseline data* collected at the beginning of the project for each objective *compared to quarterly and annual benchmarks for success indicators*, as indicated by internal formative and summative evaluations and external evaluations.

The project will utilize the **monitoring and evaluation schedule and procedures** described below, which are designed to: (1) ensure organized and timely collection of student assessment and evaluation data, and documentation for evaluation and reporting purposes; and (2) facilitate the analysis and use of documentation and data for purposes of modifying project components, strategies and interventions, and the Project Activity Plan, as needed.

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A. **Formative Evaluation** will focus on effective and timely development and implementation of project components, strategies and interventions, and activities consistent with the Project Activity Plan, and will provide performance feedback for periodic assessment of progress toward project benchmarks and success indicators. Internal formative evaluation will involve ongoing collection of data collected informally (i.e. observation, anecdotal data) and formally (i.e. student assessment data, instructional staff member evaluation data, project audit reports) from multiple sources to continually inform the Project Director and District Turnaround Team regarding needed adjustments to project plans and activities. Additionally, quarterly benchmarks will be established to formatively evaluate incremental progress toward success indicators by analyzing multiple sources of data.

B. **Summative Evaluation** will occur at the end of each project year to determine annual progress toward achievement of project goals, objectives and success indicators. To this end, summative evaluation will be guided by evaluation questions designed to provide evidence of: (1) project impact as measured by attainment of its goals, objectives and success indicators; (2) effectiveness of project strategies and program models in addressing the identified needs; and (3) procedural knowledge related to effective strategies and program models that may be suitable for replication in other LEA schools. These evaluation questions ask, **To what extent and in what ways are project strategies and interventions improving:**

1. School leadership?
2. School culture, climate, and learning environment?
3. Instructional staff performance (including evaluations), curriculum implementation, and instructional and assessment practices?
4. Curriculum implementation and instructional and assessment practices?

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5. Student support services?
6. Student behaviors and motivation to learn (e.g. reduced absenteeism and tardiness, disciplinary referrals and suspensions, acts of violence and vandalism)?
7. Student academic achievement?
8. Graduation rates?
9. Family and community engagement in supporting student academic achievement and graduation?

C. **Data Collection Methods** will be formal and informal, qualitative and quantitative, and include:

- **Demographic Data** to provide tracking information related to student demographics and mobility (race/ethnicity/gender);
- **Student Assessment Data**, such as pre/post assessments, performance-based assessments for grade levels and subject areas from multiple assessors, results of State assessments, indicators of progress toward academic achievement targets and improved student behaviors (i.e. absenteeism, tardiness, disciplinary suspensions, acts of violence and vandalism), and increased graduation rates;
- **Instructional Staff Assessment Data**, such as include pre/post self-assessments, quarterly instructional audits, indicators of progress toward professional growth targets, and formal and informal observations and performance evaluation reports;

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- **Administrative Staff Assessment Data**, such as pre/post self-assessments, quarterly school and instructional audits, school culture and climate surveys, indicators of progress toward professional growth targets, and formal and informal observations and performance evaluation reports;
- **Family/Community Assessment Data**, such as observation and anecdotal data, surveys, family/community evaluations of project components and programs, individual and group interviews, and family/community recommendations for improvement;
- **Project Evaluation and Impact Data** at the end Years 1 and 2 of the project and the end of the three-year project period will include participants' evaluation of project components and programs related to quality of project management and the project's impact on improving school leadership practices, staff performance, curriculum, instructional and assessment practices, student support services, family and community engagement, student academic achievement, graduation rates, and participants' recommendations for improvement.

D. Monitoring and Evaluation Instruments will include, but not be limited to: school, curriculum and instructional audit checklists; online participant surveys and project evaluation questionnaires; staff observation and performance evaluation reports; and interview protocols. The project's data management, assessment and evaluation systems will facilitate collection and analysis of quantitative and qualitative data for formative and summative evaluation that is aligned with project goals, objectives, success indicators and benchmarks.

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Monitoring and Evaluation Schedule

1. **Establish a Baseline and Progress Benchmarks**

(a) Baseline data was collected for some success indicators where data was available (i.e. student assessment data), and progress benchmarks were established. (**April 2010**)

(b) As appropriate for each project component, baseline data (i.e. school culture/climate data) will be collected at the beginning of the project to establish or modify progress benchmarks for each objective and success indicator in order to measure progress at quarterly monitoring checkpoints as measured against baseline data and at the end of each project year. (**September 2010**)

2. **Project Monitoring and Progress Reporting** Within the framework of the Project Monitoring and Accountability Plan and Project

Activity

Plan, the Project Director and District Turnaround Team will:

(a) Internally monitor and document the implementation and status of activities and progress toward quarterly benchmarks, objectives and success indicators through ongoing collection and analysis of data from multiple sources (**September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013;**);

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- (b) Conduct regular meetings (minimum at quarterly checkpoints) to review data and verify progress in implementing programs and strategies and achieving objectives and intended outcomes (**September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013**);
- (c) Modify the Project Activity Plan and strategies/activities as needed (**September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013**);
- (d) Prepare quarterly interim written progress reports for the Superintendent and others as required related to project implementation at district and school levels, and progress toward project objectives and success indicators (**September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013**);

3. Analyzing and Reporting Results

- (a) Ongoing and quarterly monitoring of project implementation and analysis of data will provide continuing feedback to/by the District Turnaround Team, which will be shared with district and school staff and others as appropriate. (**September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013**);

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- (b) Regular meetings (minimum quarterly) will be held to analyze interim progress reports and findings, and to modify project activities as needed. **(September and December 2010, February and May 2011; September and December 2011, February and May 2012; September and December 2012, February and May 2013)**;
- (c) Internal and external summative evaluation reports, prepared at the end of each project year will be available to relevant parties as required. Summative evaluation reports will include accountability information regarding the project's success in attaining its goals, objectives and success indicators, evaluation of the effectiveness and impact of project strategies, and relevant recommendations. **(August 2011; August 2012; August 2013)**

4. External Evaluation

An *external evaluation* of the project will also be conducted at the end of each funded year.

- (a) The NJDOE will conduct an external evaluation at the end of Year 1. The project also plans to conduct an external evaluation at the end of Years 2 and 3 by an external consultant(s).
- (b) The external evaluator hired for the project will conduct an **annual evaluation** at the end of Year 2 of the project to determine continuing progress toward full project implementation and success indicators and benchmarks **(August 2012)**.
- (c) At the end of Year 3, the external evaluator will conduct a **comprehensive summative evaluation and Impact Study to determine the overall success and impact of the project and specific project components and strategies** on improving school leadership practices, staff performance, curriculum, instructional and assessment practices, student support services, family and community engagement, student academic achievement, and graduation rates. Summative evaluation reports

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will include accountability information regarding the project's success in attaining its goals, objectives and success indicators, evaluation of the effectiveness and impact of project strategies for possible replication in other LEA schools, and relevant recommendations. **(August 2013)**

The external evaluator hired for the project will have significant experience and accomplishments in educational leadership and school-wide reform in high-need districts, program development, instructional and assessment practices, and comprehensive evaluation methods and reporting.

