

**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

**SECTION I:**

**13 - SG06 - H03**  
 FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Cohort 2 - Year 3 of 3) **12-SG04-H03**  
 DIVISION: Academic Standards  
 OFFICE: School Improvement

**SECTION II:**

COUNTY: 13  
 LEA/OTHER: 1210  
 SCHOOL: 095/150

COUNTY NAME: Essex

East Orange Board of Education

APPLICANT AGENCY

715 Park Avenue

AGENCY ADDRESS

East Orange New Jersey 07017

CITY	STATE	ZIP
( 973 ) 266-5760	(973) 678-4865	

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): **Tabina Lyte**

TELEPHONE NUMBER: 973) 414-8600 FAX#: (973) 395-3888 E-MAIL: t.lyte@eastorange.k12.nj.us

BUSINESS MANAGER: **Victor Demming** PHONE#: (973) 266-5700 E-MAIL v.demming@eastorange.k12.nj.us

DURATION OF PROJECT: FROM: **9/1/2013** TO: **8/31/2014**

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: **\$1,733,083.16**

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

TITLE

DATE

**Dr. Gloria C. Scott - Superintendent**

(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:  
 NEW JERSEY DEPARTMENT OF EDUCATION

APPLICATIONS MUST BE RECEIVED BY:

**APPLICATION CONTROL CENTER  
RIVER VIEW EXECUTIVE PLAZA  
BLDG. 100, ROUTE 29 – PO Box 500**

**TRENTON, NJ 08625-0500**

**4:00 P.M., ON**

**06/12/2013**

**Form L-1**

**BOARD RESOLUTION TO APPLY**

1	2	S	G	0	3	H	0	2
FY		NGO#				WKL		

The East Orange Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

**\$1,733,083.16**

starting on September 1, 2013, and

ending on August 31, 2014.

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

May 7, 2013

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Date 20\_\_

## Form L-2

# 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, to include timely submission of all associated reports, fiscal and otherwise.
- 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 System for Award Management (SAM), located at [www.sam.gov](http://www.sam.gov), prior to the submission of this application, and shall maintain a current SAM registration throughout the period of the award.

In addition to the general NJDOE-required assurances specified above, we certify that the applicant, in complying with required US Department of Education SIG-specific assurances, will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, 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;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and

(6) Report to the SEA the school-level data required under section III of the final requirements.

**East Orange School District**

\_\_\_\_\_  
LEA

\_\_\_\_\_  
Signature: *Chief School Administrator*

**June 11, 2013**

**Dr. Gloria C. Scott - Superintendent**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name and Title

## Form L-3

### Documentation of Federal Compliance (DUNS/SAM) 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	<i>East Orange School District</i>
Address	<i>715 Park Avenue – East Orange, NJ 07017</i>
DUNS number	<i>082997214</i>
Expiration Date of SAM registration	<i>04/25/2014</i>
Congressional District	<i>New Jersey</i>

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

City	East Orange
County	Essex

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

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*Signature of Chief School Administrator*

**Dr. Gloria C. Scott - Superintendent**

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*Name and Title*

**Form L-4**

**Date:** May 30, 2013

**Page 40 of 147**

**YEAR 3 PROJECT UPDATE**

**LEA :** East Orange School District

<b>Mission</b>	The East Orange Board of Education is dedicated to creating a learning environment and educational opportunities utilizing the Common Core State Standards and the New Jersey Core Curriculum Content Standards to ensure that our students become will be college and career ready.
<b>Vision</b>	The East Orange School District aspires to be the educational model of excellence for learning institutions in the State of New Jersey.
<b>Project Implementation Summary</b>	<p>Through the New Jersey Department of Education, the East Orange School District proposes to implement the Transformation Model at Cicely L. Tyson Community School of Performing and Fine Arts Middle/High School (Tier II) as outlined in the School Improvement Grant Requirements. Both schools are the neediest for funds and resources to increase student achievement, make adequate yearly progress and move from improvement status.</p> <p>The decision to implement the transformation model was determined after conducting a thorough needs assessment through an extension staff, parent and student survey. The purpose of this assessment was to identify the current needs within each school, prioritized needs.</p> <p>The projects in Years 1-3 will involve implementation of various school level initiatives, parental and community based activities, job-embedded professional development and an increase in learning time to address deficiencies as well evaluate teacher and school leader effectiveness. Other initiatives will include provisions for operational flexibility and sustained technical assistance and support provided by SINI Supervisors in Language Arts Literacy and Mathematics. These supervisors will assist in collecting student data, providing job-embedded</p>

professional develop and other crucial processes identified by district support and grant requirements. The major facets of the proposed transformational programs to facilitate effective instructional practices to successfully implement the transformation model;

- Reward school leaders, teachers and staff that proven to increase student achievement and high school graduation rates and remove those leaders, teachers and staff that fail to do so even after ample opportunities to improve practices;
- Development and implementation of a rigorous evaluation system for school leaders and principals that measures performance and student growth; and
- Continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.

The East Orange School district takes great pride in believing that all children can learn with no limitations. We are committed to creating a learning environment in which continuous improvement is embedded in our culture. These core values affords use the opportunity to provide all students a high quality education that meets their needs and aspirations while preparing them to become knowledgeable, competitive and productive 21<sup>st</sup> Century learners.

**Form L-5**

Date: May 30, 2013

Page 42 of 147

**SCHOOLS TO BE SERVED**

LEA: East Orange School District

**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 Priority school the LEA commits to renew. 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
1.	Cicely Tyson School of Performing Arts	13	1210	150	3404230		
2.							
3.							
4.							
5.							
6.							
7.							
8.							

**LEA UPDATE OF COMMITMENT AND CAPACITY**

**LEA:** East Orange School District

<p><b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.</p>			
<p><b>Activity #1 – Management of External Providers</b></p>			
<p><b>Evidence of Implementation Indicators</b></p>	<p><b>Year 2 Implementation Description</b></p>	<p><b>Year 3 Project Description</b></p>	<p><b>Year 3 Timeline</b></p>
<p>Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers</p>	<p>Central Office collaborated with the school to continue the process of writing Request for Proposals for any additional services where new vendors were needed to implement the programs outlined in the grant.</p>	<p>This collaboration will continue in the process of writing Request for Proposals for any additional services where new vendors are needed to implement the programs outlined in the grant.</p>	<p>September 2013-August 2014</p>
<p>Management of the contracts of external providers in a timely fashion</p>	<p>The LEA and school used the contract management system that was established in Year 1 implementation of the School Improvement Grant in an effort to expend funds properly.</p>	<p>The LEA and school will continue to use this contract management system for the year 3 implementation of the School Improvement Grants</p>	<p>September 2013-August 2014</p>
<p>The LEA plan to evaluate the quality of external providers</p>	<p>The LEA and School Administrators met with all providers monthly to ensure implementation of programs approved in the School Improvement Grant</p>	<p>The LEA and School Administrators will continue to meet with all providers monthly to ensure the effective implementation of the School Improvement Grant</p>	<p>September 2013-August 2014</p>

<b>Activity 1: Barriers of Year 2 Implementation</b>	NA
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

<b>Activity #2 – Alignment of Resources</b>			
<b>Evidence of Implementation Sample Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Align other resources with the interventions: The clear alignment of resources	The LEA and school examined formative and summative data to identify areas of skill deficiencies. Intervention programs which were established in year 1 such as Achieve 3000 Home Connection, System 44, and Scholastic Math Programs were implemented to improve student achievement.	The LEA and school will continue to use formative and summative data to identify skills for re-teaching. Intervention programs for math and English will be utilized to improve student achievement	September 2013- August 2014
Alignment with the NJCCCS	Curriculum guides aligned to the Common Core State Standards was used in the high school thus raising the level of rigor in classrooms. The guides were designed to ensure that students are college and career ready.	In Year 3, Common Core aligned curriculum guides on all levels (grades 6-12) will be utilized to ensure that all students meet and exceed the standards and are college and career ready	September 2013- August 2014
Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources	In year 2, the district supported the school to implement the SIG program budget.	The LEA and school will continue to collaborate to ensure that all project goals are met and all activities accomplished- in an effort to increase student achievement	September 2013- August 2014

<b>Activity 2: Barriers of Year 2 Implementation</b>	N/A
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively (Teacher & Principal Evaluation) Practices and policies that will enable the leadership of the school to implement the interventions	In year 2, the District implemented the new teacher evaluation system using the Danielson Framework for Teaching. All teachers in the District were trained and the observation/evaluation tool was created and was in use. Also in Year 2 the LEA established a new committee to research models to implement a new principal evaluation system. The selected model was the Multi-Dimensional Principal Performance Rubric.	In year 3, the district will continue to implement the teacher evaluation tool: Danielson Framework for Teaching, and all teachers will continue to receive training, as needed. The principal's evaluation tool: Multi-Dimensional Principal Performance Rubric will be implemented and the principal and all assistant principal will receive the required training.	September 2013- August 2014
District level staff assignments to implement that the interventions Involvement of LEA stakeholders in decision making	The SIG Supervisor continued to monitor the providers and the professional development for the staff. In addition, the SIG Supervisor worked with the Network Turnaround Officer to be a liaison between Central Office and the School.	In year 3, the SIG Coordinator will continue to monitor the providers and the professional development for the staff. In addition, the SIG Coordinator will work with Network Turnaround Officer to be a liaison between Central Office and the School	September 2013- August 2014
Process for making collaborative decisions	The LEA was represented at the School Leadership Team meetings to discuss the implementation of the SIG program and participates in decisions that affect the SIG program.	In Year 3, the LEA will continue its representation on the School Leadership Team to participate and to host Inter-district Committee meetings.	September 2013- August 2014
Involvement of other critical stakeholders, such as the other State and local leaders (e.g., business, community, civil rights, and education association)	The LEA and school maintained communication with the East Orange Education Association to implement	In year 3, the LEA commits to continued communication with the East Orange Education Association to implement SIG	September 2013- August 2014

leaders); parent, student, and community organizations ( <i>e.g.</i> , parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education	SIG initiatives. In addition, the LEA and school maintained relationships with current community organizations and worked diligently to recruit additional organizations.	initiatives. In addition the LEA and school will continue to maintain relationships with current community organizations and will work diligently to recruit additional organizations.	
LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools	The Business Administrator worked closely with the SIG Supervisor to ensure that funds are spent appropriately. In addition, the system of checks of balances through the requisition approval process makes certain that purchases are aligned with the grant application will remain in place	The SIG Coordinator will continue to work closely with the Business Administrator to ensure that funds are spent appropriately. In addition, the system of checks of balances through the requisition approval process makes certain that purchases are aligned with the grant application will remain in place	September 2013- August 2014

<b>Activity 3: Barriers of Year 2 Implementation</b>	NA
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
The Internal District Team supports to the school	The Internal District Team worked collaboratively with the Network Turnaround Officer to ensure proper implementation of activities outlined in the grant.	This collaborative relationship between the Internal District Team and the School Turnaround Coach will continue in year 3, to ensure proper implementation of activities outlined in the grant	September 2013-August 2014
LEA-level activities designed to support implementation of the selected models	The LEA worked with the School Administrator to provide instructional support. The Department of Curriculum Services, Office of Staff Development, and the Department of Secondary Education monitored instructional practices through site visits and by monitoring the implementation of district-adopted curriculum guides.	The LEA will continue to work with the School Administrator to provide instructional support. Moreover, the Department of Curriculum Services, Office of Staff Development, and the Department of Secondary Education will continue to monitor instructional practices through site visits and by monitoring the implementation of district-adopted curriculum guides.	September 2013-August 2014
Development and use of data systems	In Year 2, the Data Director system replaced Edusoft for creating and grading district assessments. The Focus System continued to be used to provide student achievement data on the state assessment.	In year 3, SAMS as well as the Focus System will continue to be used to provide student achievement data on the state assessment	September 2013-August 2014
The district’s system to conduct classroom walkthroughs	The LEA worked with school administrators to conduct focused walkthroughs.	In year 3, these focused walkthrough with the LEA and school n	September 2013-August 2014
The district oversight responsibilities and role of CSA	The Superintendent provided technical assistance to the SIG principal and Assistant Principals for proper implementation of SIG initiatives. The Superintendent also provide resources needed to ensure full implementation of SIG initiatives	The Superintendent will continue to provide technical assistance to the SIG principal and Assistant Principals for proper implementation of SIG initiatives. The Superintendent will also provide resources needed to ensure full	September 2013-August 2014

		implementation of SIG initiatives	
Support of the Teacher's Union	The LEA maintained the collaborative relationship with EOEa to ensure transparency when implementing SIG initiatives. Furthermore, the feedback from the EOEa officials was used to improve program implementation.	This collaboration between the LEA and the EOEa will continue in year 3 in an effort to ensure transparency when implementing SIG initiatives. Furthermore, any feedback received will be used to improve program implementation.	September 2013- August 2014
Support of School Board	The East Orange Board of Education approved the program outlined in the 2012-2013 SIG Application.	The East Orange Board of Education approved the program outlined in the 2013-2014 SIG Application.	May 2013- August 2014
Evaluation of Principal and level of implementation	The LEA researched and evaluated models for the new principal evaluation system. The District Leadership worked collaboratively with the East Orange Administrators Association to implement the new evaluation system. Once the model is chosen all administrators and evaluators of principals will be trained on the chosen evaluation model.	In year 3, the new principal evaluation systems: Multidimensional Principal Evaluation Rubric will be fully implemented and all administrators will receive the required training.	July 2013- August 2014

<b>Activity 4: Barriers of Year 2 Implementation:</b>	NA
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #5 - SIG Required LEA Commitment** - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Selection of staff	The LEA held staff meetings with School Administrators to identify staff members for assigned positions. Vacancies were posted and candidates were interviewed for selection for SIG school.	The LEA will continue to work with School Administrators to identify staff and assist for filling vacancies in the school.	April 2013-August 2014
Scheduling	The LEA and School Administrators worked collaboratively to develop a master schedule to reflect additional time on task and additional periods for intervention programs.	The LEA and School Administrators will continue to work collaboratively to ensure that he designed schedule reflects additional learning time and for intervention programs	March 2013-August 2014
Budgeting	The SIG Coordinator and School Administrators worked collaboratively to develop a budget to support activities identified in the SIG plan.	The SIG Coordinator and School Administrators continued to work collaboratively to develop a budget that supports all SIG identified activities in an effort to increase student achievement	April 2013-August 2014
Greater accountability for results	The Principal was held to a high level of responsibility for greater accountability results. The LEA provided support to the Principal to assist in accomplishing goals outlined in the grant.	The LEA will continue to hold the Principal responsible for accountability results. In Year 2, the LEA will work collaboratively with the Principal to meet identified goals.	July 2013- June 2014
Selection of professional development services and providers	The LEA followed the state bidding process and selected providers who met the criteria and had the lowest bid	The LEA will continue to use the state bidding process to select providers.	June 2013-August 2014
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	The LEA followed the state bidding process and selected providers who met the criteria and had the lowest bid.	The LEA will continue to use the state bidding process to select providers.	June 2013-August 2014

<b>Activity 5: Barriers of Year 2Implementation</b>	NA
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**LEA ACTIVITY PLAN**

LEA : East Orange School District

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity 1: Management of External Providers**

**SMART Goal:** By June 1, 2014, 65% of the instructional staff at Cicely L. Tyson School will implement instructional practices such as differentiated instruction, the integration of academics and the performing arts, the infusion of technology across the curriculum and inclusive strategies needed to enhance the learning experience of all learners. This goal will be measured through administrative walk-throughs and individual teacher observations.

**Measurable Effectiveness Data:**

1. After receiving the identified instructional practices student data reports for district benchmark exams and the state assessments will show 10% growth in language arts literacy and mathematics.
2. After receiving continuous professional development 65% of teachers will include the identified instructional practices.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Write specifications for services to implement the bidding process.	Principal, SIG Coordinator, and Purchasing Agent	Bidding committee, bidding forms	Bidding forms, agendas, sign-in sheets, and evaluation	X			
2	Form a committee to review bids and select provider	Principal, SIG Coordinator, and Purchasing Agent	Bidding committee, bidding forms	Bidding forms, agendas, sign-in sheets, and evaluation	X			
3	Conduct an initial meeting with selected providers to determine area of need and schedule for providing services.	Principal, Assistant Principals, SIG Coordinator	N/A	Agendas, sign-in sheets, and minutes	X			
4	Introduce staff to approved providers and services that will be provided.	School Principal	N/A	Agendas, sign-in sheets, and minutes	X			

5	Introduce selected vendors to parents and describe services that will be provided.	School Principal, SIG Coordinator, Community Outreach Coordinator	N/A	Agendas, sign-in sheets, and minutes	X			
6	Facilitate monthly meetings with external vendors to ensure that services are delivered.	Principal, Assistant Principals, SIG Coordinator	N/A	Agendas, sign-in sheets, and minutes	X	X	X	X
7	Monthly review of contracts to ensure that all services are rendered in a timely manner.	Principal, Assistant Principals, SIG Coordinator	N/A	Agendas, sign-in sheets, and minutes	X	X	X	X
8	Analyze student data to determine program effectiveness	Principal, Assistant Principals, SIG Coordinator, Instructional Coaches	N/A	Agendas, sign-in sheets, and minutes		X	X	X
9	Conduct mid-year program evaluation of services	Principal, Assistant Principals, SIG Coordinator, Instructional Coaches	N/A	Agendas, sign-in sheets, and minutes		X		
10	Conduct an end of the year program evaluation to determine program effectiveness.	Principal, Assistant Principals, SIG Coordinator, Instructional Coaches	N/A	Agendas, sign-in sheets, and minutes				X

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #2: Alignment of Resources</b>								
<b>SMART Goal:</b>		By June 2014, 70% of the Cicely Tyson School instructional staff will increase implementation of researched-based instructional practices such as: differentiated instruction, infusion of technology, and the inclusive strategies to meet individual needs of students as measured by individual teacher observations and teacher artifacts.						
<b>Measurable Effectiveness Data:</b>		<p>1. The administrative walk-through logs will demonstrate that 65% of the instructional staff is implementing research-based instructional practices with fidelity.</p> <p>2. Student work products such as literacy notebooks and mathematics binders as evidence of research-based practices.</p>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	LEA and school will examine summative & formative data to identify the areas of student skill deficiencies	School Administrators, SIG Coordinator, Secondary Supervisors, Director of Special Education, Instructional coaches, teachers	N/A	Data Director student data reports, agendas, sign-in sheets, minutes	X	X	X	X
2	Establishment of intervention programs such as Achieve 3000 Home Connection, math programs and SAT preparation	School Administrators, SIG Coordinator, Content Area Supervisors,	System 44 Achieve 3000 Home Connection Scholastic Math Program	Purchase orders, Student data reports from the programs	X	X	X	X
3	Development of curriculum guides that reflect the Common Core State Standards	Secondary Supervisors	N/A	Curriculum guides for English/ Language Arts, Math, Social Studies, and Science	X			
4	LEA and school will examine curriculum to determine if modification of the pacing guide is necessary	School Administrators, Secondary Supervisors, Instructional Coaches,	N/A	Agendas, sign-in sheets, and minutes		X		
5	Provide professional development to assist teachers with implementation of adopted curriculum guides	School Administrators, Supervisor of Staff Development, Secondary	N/A	Agendas, sign-in sheets, minutes	X		X	

		Supervisors, Director of Special Education, Instructional coaches						
6	District allocated funds to support extended learning component.	Assistant Superintendent, Business Administrator, Principal	N/A	Purchase orders	X		X	
7								
8								
9								
10								

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight. Include teacher and principal evaluation.</b>								
<b>SMART Goal:</b>			By September 2013, there will be a system to identify and reward 30% of school leaders, teachers, and other staff who have increased student achievement by 10% on district benchmark exams and state assessments. Additionally, there will be established criteria to identify and remove staff members who have not improved their professional practice after having been afforded many opportunities to improve.					
<b>Measurable Effectiveness Data:</b>			<ol style="list-style-type: none"> <li>10% increase in student achievement on district benchmark and state assessments</li> <li>10% increase in high school graduation rates</li> <li>Sustaining 100% effective school leaders, teachers and staff that increased student achievement.</li> </ol>					
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Implement the teacher evaluation system using the Danielson Framework for Teaching in all District schools.	Superintendent, Assistant Superintendent, District Supervisors, School Administrators	N/A	Completed teacher observations/evaluations	X	X	X	X
2	Use of Internet-Based Performance Management System	Superintendent, Assistant Superintendent, District Supervisors, School Administrators	N/A	Usage reports, data collected on teachers	X	X	X	X
3	All Administrators will complete the certification exam for the Danielson Framework for Teaching	Superintendent, Assistant Superintendent, District Supervisors, School Administrators	N/A	Certification results	X			
4	Monthly meetings of DEPAC Committee	Superintendent, Assistant Superintendent, Chairperson of DEPAC committee, EOEA President, EOEA representatives	N/A	Agenda, sign-in sheets, and minutes	X	X	X	X
5	Monthly Meetings of the Inter-District Committee	Superintendent, Assistant Superintendent, SIG Supervisor, Assistant	N/A	Agenda, sign-in sheets, and minutes	X	X	X	X

		Business Administrator, Principal, NTO						
6	Informational Sessions for Parents on SIG initiatives	School Administrators, SIG Coordinator, Community Outreach Coordinator	N/A	Agenda and sign-in sheets	X		X	
7	District Data Specialist will work with School Leadership Team to analyze student data to determine instructional changes	School Administrators, SIG Coordinator, District Data Specialist, School Data Coach	N/A	Agenda, sign-in sheets, and minutes	X	X	X	X
8	Adoption of a research based administrative evaluation framework and rubric that includes at least four differentiated levels of performance	Superintendent, Assistant Superintendent, District Supervisors, School Administrators		Agenda, sign-in sheets, and minutes	X	X	X	X
9	Thorough training of administrators and evaluators of administrators on the selected framework	Superintendent, Assistant Superintendent, School Administrators		Agenda, sign-in sheets, and minutes	X	X	X	X
10								

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal**

**SMART Goal:** By September 2013, 100% of teachers and administrators will participate in a new or revised rigorous, transparent, and equitable evaluation system. The improved evaluation process will encourage the continuous process of monitoring effective instructional practices. Consequently, the improved evaluation system student achievement levels will increase 10% on district benchmark exams and state assessments in the areas of language arts literacy and mathematics.

**Measurable Effectiveness Data:**

1. After professional development has been provided to administrators 100% of the district and school administrators will implement the improved evaluation system for teachers.
2. After the implementation of the evaluation system student achievement will increase 10% on district benchmarks exams and state assessments.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Examination of formative and summative assessment data to make instructional decisions	District Data Specialist, SIG Coordinator, School Administrators, Secondary Supervisors, School Data Coach	N/A	Student data reports, agendas, sign-in sheets, minutes	X	X	X	
2	Maintain communication with East Orange Education Association	Superintendent, Assistant Superintendent, School Administrators	N/A	Agendas, sign-in sheets, minutes	X	X	X	
3	Provide targeted professional development for school administrators on research-based instructional practices	Superintendent, Assistant Superintendent, SIG Coordinator, Office of Staff Development	N/A	Agendas, sign-in sheets, minutes	X	X	X	
4	Monthly meetings with Internal District team to ensure proper implementation of SIG program	Superintendent, Assistant Superintendent, SIG Coordinator, Business Administrator, Director of Human Resources School Administrators	N/A	Agendas, sign-in sheets, minutes	X	X	X	
5	Conduct monthly walkthroughs to improve teaching and learning	Assistant Superintendent, Secondary Supervisors, School Administrators	N/A	Teachscape reports, walkthrough forms	X	X	X	X
6	Identify 4 research based administrative	Superintendent, Assistant	N/A	Agenda, sign-in sheets, and	X			

	evaluation systems to present to District Administrators during scheduled Administrative meetings	Superintendent, East Orange Administrators Association, School Administrators		minutes				
7	Adoption of a research based administrative evaluation framework and rubric that includes at least four differentiated levels of performance	Superintendent, Assistant Superintendent		Agenda, sign-in sheets, and minutes		X		
8	Thorough training of administrators and evaluators of administrators on the selected framework	Superintendent, Assistant Superintendent, School Administrators		Agenda, sign-in sheets, and minutes		X	X	X
9								
10								

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #5 - SIG Required LEA Commitment</b> - The requirements call for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:								
<b>SMART Goal:</b>			In July 2010, the district replaced the principal to transform the low-performing school to increase student achievement by 10% each year					
<b>Measurable Effectiveness Data:</b>			1. Student achievement on State and other standardized assessments in math and language arts 2. Student achievement on formative and summative assessments					
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	LEA held staffing meetings with Building Administrators to identify staff members for assigned positions.	Director of Human Resources, School Administrators	N/A	Position Control Sheet	X			
2	Provide School Administrators with assistance needed to develop a schedule with bell-to-bell student engagement.	Assistant Superintendent, School Administrators	N/A	School Master Schedule				
3	School Administrators develop a budget to support activities identified in the SIG plan	School Administrators, SIG Coordinator, Assistant Business Administrator	N/A	Approved SIG budget	X			
4	Assist with the creation of proposals to identify providers for professional development	School Administrators, Purchasing Department	N/A	Request for Proposals	X			
5	Form a committee to review proposals for services	School Administrators, Purchasing Department	N/A	Agenda, sign-in sheet	X			
6	Collaborate with Business Administrator to ensure proper accounting of SIG funds	School Administrators, SIG Coordinator, Assistant Business Administrator	N/A	Agenda, sign-in sheet	X		X	
7	Provide School Administrators with procedures for replacing ineffective teachers.	Director of Human Resources, School Administrators	N/A	Transfer forms	X		X	
8	Provide School Administrators with potential candidates to fill vacancies.	Director of Human Resources, School Administrators	N/A	Interview documents, Rating sheets	X		X	
9	Meeting with Director of Human Resources to	Director of Human	N/A	Position Control Sheet				

	ensure the assignment of staff to SIG school.	Resources, School Administrators					
10	Collaborate with Office of Staff Development to identify teachers for targeted professional development.	Supervisor of Staff Development, SIG Coordinator, School Administrators	N/A	Agenda, sign-in sheet	X		X

# School Section

School Section
S-1: Cover Page and Statement of Assurances
S-2: Documentation of Federal Compliance (DUNS/SAM) Form
S-3: Year 3 Project Abstract
S-6: Stakeholder Participation
S-5: Project Update
S-6: Project Description
S-7: Annual Student Targets
SIG Project Activity Plan Template
S-9 Budget Amounts and Narrative
S-10: Budget Form A: Personal Services
S-11: Budget Form B: Personal Services – Employee Benefits
S-12: Budget Form C: Purchased Professional and Technical Services
S-13: Budget Form D: Supplies and Materials
S-14: Budget Form E: Equipment
S-15: Budget Form F: Other Costs
S-16: LEA Budget Detail Form
S-17: Year 3 Budget Summary

**Form S-1**

**NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE  
\*\*COHORT 2 SCHOOL APPLICATION\*\***

**SECTION I:**

NGO#: 12-SG04-H03 \_Title: School Improvement Grant

**SECTION II, PART A:**

	Internal use only	School Code	Type	Region	Sequence
School Name Cicely L Tyson Middle/High School		Anita Champagne		973-414-8600	
School Address 35 Winans Street		School Principal Name		Phone #	
School City, State, Zip East Orange, NJ 07017		Tabina Lyte- SIG Coordinator			
Grade Span of School Grades 6-12		School Program Director Name 973-414-8600			
		School Program Director Telephone 973-395-3888			
		School Program Director Fax/email			

Total amount of funds requested for school application: Year 3 **\$1,733,083.16**

Duration of the Year 3 project: 9/1/13 to 8/31/14

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

\_\_\_\_\_  
Certification of Chief School Administrator

\_\_\_\_\_  
Date

**SECTION II Part B**

The school application has been duly authorized by the governing body of the \_\_\_\_\_ school district (county code :13, District Code: 1210, School Code: 095/150).

\_\_\_\_\_  
Signature of Chief School Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Business Manager: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

**Form S-1**

**SCHOOL STATEMENT OF ASSURANCES**

**On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:**

- Each school’s principal and appropriate staff agrees to participate in the Leadership Academy.
- The district and the school(s) will partner with the NJDOE’s State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

**East Orange School District**

\_\_\_\_\_  
Applicant LEA

*Cicely L. Tyson Community School of  
Performing and Fine Arts*

\_\_\_\_\_  
Applicant School

\_\_\_\_\_  
Signature: *Chief School Administrator*

\_\_\_\_\_  
Signature: *Principal*

**June 11, 2013**

\_\_\_\_\_  
Date

## Form S-2

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

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

#### **Part I – Applicant Organization**

Organizational Name of Applicant	<i>East Orange School District</i>
Address	<i>715 Park Avenue - East Orange, NJ 07017</i>
DUNS number	<i>715 Park Avenue - East Orange, NJ 07017</i>
Expiration Date of SAM registration	<i>April 25, 2014</i>
Congressional District	<i>New Jersey</i>

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

City	East Orange
County	Essex

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

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*Signature of Chief School Administrator*

**Dr. Gloria C. Scott - Superintendent**

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*Name and Title*

**COHORT 2 - YEAR 3 PROJECT ABSTRACT**

**LEA :** East Orange School District

**Name of School:** Cicely L. Tyson High School

<p><b>Mission</b></p>	<p>The Cicely L. Tyson Community School of Performing and Fine Arts challenges students academically, socially, and emotionally through a course of study that includes an advanced (higher level) of training in a specific arts discipline within the context of a comprehensive college preparatory middle/high school. We are committed to:</p> <ul style="list-style-type: none"> <li>• Fostering relationships through partnerships with the Arts community, institutions of higher learning, and community based organizations.</li> <li>• Promoting a culture that respects and celebrates harmony in diversity.</li> <li>• Achieving academic excellence.</li> </ul>
<p><b>Vision</b></p>	<p>We envision Cicely L. Tyson Community School of Performing and Fine Arts as a center for academic excellence:</p> <ul style="list-style-type: none"> <li>• A center for educational advancement where every student is at the center of daily focus,</li> <li>• A place where those who attend are students in the truest sense of the word: those who pursue depths of understanding, and</li> <li>• A center where excelling is universal</li> </ul>
<p><b>Project Implementation Summary</b></p>	<p>Cicely L. Tyson Community School of Performing and Fine Arts intend to implement an inclusive program that provides opportunities for all students. By creating a data-driven culture, the administration and staff will continue to make informed decisions that will meet the needs of individual students through the differentiation of content, process and products.</p> <p>Our decision is to implement the Transformation Model as outlined in the grant will assist us at increasing student achievement, make AYP and move from improvement status.</p> <p>In an effort to improve student achievement, both the reflective and collegial models of professional development will help to improve the professional practices of teachers. Hunt, Wiseman and Touzel (2009) postulate that effective teachers use the ability to examine critically instructional practices and decisions to improve the quality of instruction provided to students.</p>

	<p>Finally, partnerships with community faith-based organizations will provide the students with enhanced learning designed to improve social skills and increase the motivation to participate in community service projects. The partnerships will improve relationships with key stakeholders by increasing “buy-in” among members of the community.</p>
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**STAKEHOLDER PARTICIPATION**

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application. Include all stakeholders currently required under state and federal statutory and regulatory requirements. \*Add rows as necessary

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
Sept.10, 2012	800-Seat Auditorium	Extended Day / SIG Implementation	100	X			
Jan. 31, 2013	Media Center	SIG Implementation	35	X			
Feb. 20, 2013	Media Center	SIG Implementation	35	X			
May 1, 2013	Supt. Conference Room	Budget, extended learning time, teacher evaluation, and incentives	5	X		X	
May 17, 2013	SIG Room-108	Budget Overview/ SIG Implementation	5	X		X	
May 29, 2013	Main Office Conference Room	SIG Implementation/ Renewal	10	X		X	
June 5, 2013	SIG Room-108	SIG Implementation/ Renewal	3	X		X	
June 7, 2013	SIG Room-108	SIG Implementation/ Renewal	5	X		X	
June 10, 2013	SIG Room-108	Extended Day	5	X		X	

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Describe how stakeholders are involved in model implementation on an on-going basis.	<p>Parents- Through the implementation of Parent Corner meetings, data was presented to parents/community about students’ levels of achievement on various forms of assessments including district benchmarks and state assessments (NJASK, HSPA and NJPASS) Moreover, these meetings provided the opportunity for parents to receive on-going curriculum based workshops to develop the skills and knowledge required to assist their students on meeting and exceeding Common Core State Standards.</p> <p>Students- Students were provided opportunities to give input on various aspects of SIG implementation, including the analysis and interpretation of their own achievement data as well as developing action plans based on skill deficiencies –in which interventions</p>
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were put in place. Also, SAT preparation was provided to students in grades 9-11, in an effort to gain a level of comfort with the test and learn test-taking strategies.

Staff- The Tyson staff was notified of SIG initiatives through monthly staff meetings, membership on the School Leadership Team, and through weekly team meetings. All staff members participated in the job-embedded PD provided through SIG

**PROJECT UPDATE**

**LEA:** East Orange School District

**Name of School:** Cicely L. Tyson School

Several intervention programs were established in the SIG School in Year 1 designed to increased student achievement and were continued in year 2. The System 44 reading program was placed into the self-contained special education classrooms to raise the scores of students with disabilities. The Achieve 3000 Home Connection is a literacy program designed to assist students who are reading two to three levels below their current grade. SIG funds were used to purchase web-enabled tablets that students use at home to access the literacy program, and to practice reading and responding to open-ended questions. The students were assessed using the Scholastic Math Inventory. The SMI provided teachers with the quartile level for every student in grades 6-8. Math intervention programs were also purchased and implemented this year, programs such as Fast Math, Fraction Nation, and Do the Math Now were used to build fluency in math. Finally, Princeton Review provided high school students with an intensive 6-week SAT preparatory program. Students received test-taking strategies for both the verbal and mathematic sections of the SAT as well as engaged in mock testing-- in an effort to develop the level of comfort with the test and learn test-taking strategies.

The SIG funds were also used to increase professional development for teachers in the areas of student engagement, inclusive strategies, and integration of technology. Our university partner, William Paterson University, provided four Professors in Residence--who supported and coached teachers in the areas of literacy across the curriculum, math, and special education. William Paterson University also facilitated workshops on topics such as research-based instructional strategies, classroom management, and teaching students with disabilities. Special attention was given to training teachers on integrating technology with instruction for all content areas.

The LEA and SIG School went full force with implementation of the new teacher evaluation system (Danielson Framework for Teaching). Teachers received continuous training at the school level and were observed periodically with the evaluation tool. These observations resulted in the creation 90-day plans to increase teacher performance in each of the evaluation components. Moreover, the district leadership committee worked collaboratively with the East Orange Administrators Association to research and select an evaluation tool to effectively evaluate all administrators. The selected evaluation instrument was the Multidimensional Principal Evaluation Rubric. The SIG School fully implemented the new principal evaluation instrument.

The LEA provided consistent support for the SIG School by assigning all district supervisors to Tyson one and a half (1.5) days a week to provide instructional support and to serve as members of the School Leadership Team. The Office of Staff Development provided professional development for all novice teachers and mentors to ensure that research-based practices were implemented in the classroom. The Office of Compliance and Testing continued to provide support to the principal and data coach to facilitate data-driven decisions in instruction and management of the school. The IT Department assisted the school with the inventory and the installation of all new hardware and software programs needed to implement SIG

initiatives. The Superintendent and the Assistant Superintendent provided technical assistance to the school in the areas of evaluating data, managing of SIG budget, and other operational functions.

Using the program evaluation model, the school and district administrators solicited feedback from the members of the School Leadership Team and teachers on the extended learning time, instructional routines, professional development, and community and family engagement. Teachers worked on the new schedule for 2012-2013 to allow for a period dedicated to remedial and enrichment programs. The school and district administrators met to discuss the instructional routines and support for the 2013-2014 school year. As a result, district supervisors will continue to serve as department chairs at the SIG School to provide instructional support for teachers to increase effectiveness. The Office of Staff Development will work closely with the university partner to ensure that training is differentiated based on individual teacher needs. In addition, district trainers are assigned to the school at least once a week to provide instructional support and coaching for teachers. The literacy and math coach will continue to lead team meetings, in class modeling, and training on the Common Core State Standards. Furthermore, to improve in the area of family and community engagement, a committee will be formed to plan and implement quality academic programs for parents. The SIG School’s community outreach coordinator will serve as a facilitator of the implementation of all related initiatives.

Finally, the SIG School continued the process of building a culture of data-driven decision-making. Student achievement data became the deciding factor when making instructional plans for students. Student were provided opportunities to give input on the on various aspects of SIG implementation including the analysis and interpretation of their own achievement data as well as developing action plans based on skill deficiencies –in which interventions were put in place. Also, SAT preparation was provided to students in grade 9-11, in an effort to gain a level of comfort with the test and learn test-taking strategies. Student achievement targets were created in the 2012-2013 SIG Application, below is an analysis of the most recent data for Tyson School:

#### High School Midterm Cycle Targets

Subject	Baseline	Actual
English 3	63%	69%
AP Calculus	50%	90%
English 2 (H)	69%	72%
Algebra 2	52%	67%
English 2	58%	62%
Algebra 1	54%	61%
English 1	72%	81%
Geometry	62%	60%

The actual % represents the average score increase in each of the high school subject areas which exceeds the 3% projected targets. English 1 increased 9%, English 2 increased 4%, English 2 (H) increased 3% and English 3 increased 6%.

\*Note: Middle school targets from previous years are based on cycle exams which were substituted this year for State Unit assessments based on Model Curriculum therefore establishing a new baseline for monitoring performance data.

### Middle School Unit Assessment Mastery

Subject	Pre-Test Unit 2 % at Mastery (Baseline)	Unit 2	Unit 2 SPED @ Mastery	Unit 3	Unit 3 SPED @ Mastery	Unit 4	Unit 4 SPED @ Mastery
8 <sup>th</sup> LAL	43%	40%	25%	24%	25%	76.25%	21.74%
7 <sup>th</sup> LAL	18%	47%	33%	36%	8%	44.07%	16.67%
6 <sup>th</sup> LAL	14%	13%	20%	32%	9%	41.67%	6.25%
6 <sup>th</sup> G Math	61%	38%	5%	50%	25%	61.67%	5.56%
7 <sup>th</sup> G Math	11%	12%	0%	28%	2%	33.33%	0%
8 <sup>th</sup> G Math	6%	14%	12%	14%	11%	46.43%	8.70%

The recommended baseline for middle school is the pre-unit 2 test with unit a 3% projected target increase. LAL 8 Unit 4 mastery increased 33%, LAL 6 increased 27%, Math 6 increased .67%, Math 7 increased 21% and Math 8 increased 32%.

### High School Unit Assessment Mastery in addition to Unit Cycle assessments

Subject	Pre-Test Unit 2 % at Mastery	Unit 2	Unit 2 SPED @ Mastery	Unit 3	Unit 3 SPED @ Mastery	Unit 4	Unit 4 SPED @ Mastery
12 <sup>th</sup> LAL	48%	36%	0%	19%	0%	45%	0%
11 <sup>th</sup> LAL	36%	11%	8%	12%	8%	60%	0%
10 <sup>th</sup> LAL	24%	47%	21%	26%	5%	50%	0%
9 <sup>th</sup> LAL	9%	15%	6%	89%	18.75%	58.06%	23%
Alg 1	0%	10%	0%	10%	0%	21.55%	0%
Alg 2	33%	43%	5%	60%	10%	36%	22.22%
Geometry	46%	35%	26%	37.21%	0%	58.57%	16.67%

### Findings

The School Administrators discovered that teachers needed more training on Response to Intervention and how to implement additional assistance to students within the class period. The SIG School continues to struggle with the achievement of students with disabilities who are taught in general education classrooms. Special education students who are in inclusive classrooms continue to score lower than general education students. In 2013-2014, additional support will be provided for teachers who work with students with disabilities in inclusive classrooms. By placing more emphasis on this subgroup the school can close the gap between general education and special education students.

### Strategy

Achievement buckets represent the number of students that performed at various levels on the cycle one exam and were given differentiated instruction during cycle two. The principal's focus was on A bucket students. "A" bucket were the students who achieved the lowest scores while "B" bucket were the students who achieved scores within the range of one standard deviation of the median score for the course and "C" bucket represents students who scored the highest on the test outside of the norm for a particular course.

Data coach conducted Scatter Plot and Data Analysis with teachers to chart the growth and achievement of students in the “A” achievement bucket comparing cycle 1 benchmark exam and the midterm exam.

Data Analysis involves teachers answering a series of questions such as what trends do you find in the data? To what would you attribute the results? What questions come to mind when you review the data? And, what recommendations would you make to improve the student performance?

Weekly Data Team Meetings – professional development provided by the Data Coach consist of as follows:

- Scatter plots – Measuring Achievement buckets
- Classroom Data Wall – Growth Factors
- Creating Data Action Plan – based on Driven with Data, A Practical Guide to Improve Instruction, by Paul Bambrick-Santoyo

**Instructional Changes that were implemented:**

Each grade level & content teacher will work to complete an Action Plan based on their student’s achievement Buckets. The Action Plan will identify and outline intervention skills and strategies that will be utilized to meet the needs of the students. The cycle 1 and midterm/cycle 2 assessment data will be used to drive instruction within the classroom incorporating various student centered activities such as: small group instruction, work stations, SMI math, do now’s, Achieve 3000 activities, as well as technology.

**Form S-6**

**Use only one model template for each school**

**Date:** May 30, 2013

**Page 74 of 147**

**TRANSFORMATION PROJECT DESCRIPTION**

**LEA:** East Orange School District

**Name of School:** Cicely L. Tyson School

<p><b>SIG Required Activity – 1</b>                  Replace the principal who led the school prior to commencement of the transformation model.</p>			
<p><b>Implementation Guidance</b>                  Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>			
<p><b>Evidence of Implementation Indicators</b></p>	<p><b>Year 2 Implementation Description</b></p>	<p><b>Year 3 Project Description</b></p>	<p><b>Year 3 Timeline</b></p>
<p>The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>Interim Principal was assigned due to approval of a medical leave for the current school leader.</p> <p>The LEA provided on-going support to the Principal assigned to the SIG school to ensure proper implementation of SIG program.</p> <p>The following principles served as the basis of the turnaround leader behaviors needed to improve instruction and promote necessary change:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Climate and Culture</li> <li>• Effective Instruction</li> <li>• Curriculum, Assessment and Intervention System</li> <li>• Use of Data to Drive Decisions</li> <li>• Effective Staffing Practices</li> <li>• Effective use of Time</li> <li>• Effective Family and Community Engagement</li> </ul>	<p>Vacancy for the position of principal will be created via retirement of the current school leader</p> <p>Position will be posted and advertised</p> <p>Both internal and external applications will be screened and qualified candidates will be selected for interview</p> <p>Interviews will be conducted via panel interviews</p> <p>Year 3 leadership will continue to implement the 8 turnaround Principles:</p> <p>➤ Leadership will continue to ensure that school level leadership has the ability to lead the turnaround effort.</p>	<p>September 2013 - August 2014</p>

		<ul style="list-style-type: none"> <li>➤ Climate and Culture will establish a school environment with a climate conducive to learning and a culture of high expectations.</li> <li>➤ Effective Instruction-ensuring that teachers utilize research-based effective instruction to meet the needs of all students.</li> <li>➤ Curriculum, Assessment and Intervention System-ensuring teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards that have been adopted.</li> <li>➤ Effective Staffing Practices-ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture.</li> <li>➤ Effective use of Time-redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning</li> <li>➤ Effective Family and Community Engagement - Increasing academically focused family and community engagement.</li> </ul>	
<p>The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<ul style="list-style-type: none"> <li>➤ Interim Principal was selected by the Superintendent from a selection of qualified candidates.</li> <li>➤ Successful candidate was appointed at the August meeting of the East Orange Board of Education.</li> <li>➤ Ms. Champagne, Interim Principal has</li> </ul>	<p>Finalists will be selected and presented to the Superintendent for final selection.</p> <p>Successful candidate will be appointed at the August, 2013 meeting of the East Orange Board of</p>	<p>September 2013 - August 2014</p>

	<p>demonstrated commitment to the students, staff and community at Cicely Tyson and exhibits the essential leadership qualities needed to promote school change. The LEA evaluated the principals' performance by using researched-based practices that include essential characteristics of highly qualified school leaders.</p>	<p>Education</p> <p>Year 3, The LEA will continue to evaluate the principal's performance by using researched-based practices that consist of essential characteristics of highly qualified school leaders.</p> <p>Year 3 leadership will continue to implement the 8 turnaround Principles:</p> <ul style="list-style-type: none"> <li>➤ Leadership will continue to ensure that school level leadership has the ability to lead the turnaround effort.</li> <li>➤ Climate and Culture will establish a school environment with a climate conducive to learning and a culture of high expectations.</li> <li>➤ Effective Instruction-ensuring that teachers utilize research-based effective instruction to meet the needs of all students.</li> <li>➤ Curriculum, Assessment and Intervention System-ensuring teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards that have been adopted.</li> <li>➤ Effective Staffing Practices-ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture.</li> <li>➤ Effective use of Time-redesigning time to better meet</li> </ul>	
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		<p>student needs and increase teacher collaboration focused on improving teaching and learning</p> <ul style="list-style-type: none"> <li>➤ Effective Family and Community Engagement - Increasing academically focused family and community engagement</li> </ul>	
The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continue to facilitate monthly Administrators' Academies to prepare all District Administrators for initiatives related to school reform practices.	The LEA will continue to facilitate monthly Administrators' Academies to prepare all District Administrators for initiatives related to school reform practices.	September 2013 - August 2014
The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	<p>The LEA will continue to implement on-going assessment of student performance to measure instructional capacity. Administrators share best practices to foster a collegial environment and encourage instructional change.</p> <p>The Interim Principal modified the school improvement plan in order to provide teachers with job embedded PD activities geared to content and needs of the school to improve instruction and performance.</p> <p>Instructional coaches support the principals goal to develop staff instructional capacity by providing in class support to teachers</p> <p>Content and vertical articulation meetings were scheduled for all instructional staff and focused on researched practices that work.</p> <p>Meetings were organized and monitored by the administration to ensure that information/techniques are implemented with fidelity in the classroom to improve instructional.</p>	<p>The LEA will continue to implement on-going assessment of student performance to measure instructional capacity.</p> <p>Administrators will continue to share best practices to foster a collegial environment and encourage instructional change.</p> <p>Instructional coaches will continue to support the principal's goal to develop staff instructional capacity by providing in class support to teachers.</p> <p>Leadership will continue to schedule content and vertical articulation meetings for all instructional staff and will focused on researched practices that work.</p> <p>Leadership will continue to develop staff instructional capacity by organizing and monitoring the</p>	September 2013 - August 2014

		implementation with fidelity in the classroom to improve instructional.	
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<b>Barriers of Year 2 Implementation</b>	The medical leave of absence of the principal created systematic issues that led to delays in services and overall grant implementation. The Interim Principal modified the school improvement plan in order to provide teachers with job embedded PD activities geared to specific academic and cultural needs of the school to improve instruction and performance.
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**Transformation SIG Required Activity – 2**

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

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.</p>	<p>In Year 2 the District began to implement the new teacher evaluation system using the Danielson Framework for Teaching. All teachers in the District have been trained and the observation/evaluation tool has been created and ready for use.</p> <p>Also in Year 2 the LEA established a new committee to research models to implement a new principal evaluation system.</p> <p>A District Administrative Evaluation Council was formed to ensure stakeholder engagement in the evaluation reform process.</p> <p>The Advisory Council identified four research based administrative evaluation systems and presented to the District Administrators during the period of November 2012 - January 2013.</p> <p>February 2013, a recommendation was made for the adoption of a research based administrative framework and rubric (Multidimensional).</p> <p>The training for the administrative Evaluation took place on March, 2013, April 2013, and May 2013.</p>	<p>In Year 3, the District will continue to implement the new principal evaluation system using the Multidimensional Rubric</p>	<p>In Year 2 the District began to implement the new teacher evaluation system using the Danielson Framework for Teaching. All teachers in the District have been trained and the observation/evaluation tool has been created and ready for use.</p> <p>Also in Year 2 the LEA established a new committee to research models to implement a new principal evaluation system.</p> <p>A District Administrative Evaluation Council was formed to ensure stakeholder engagement in the evaluation reform process.</p> <p>The Advisory Council identified four research based administrative</p>

			<p>evaluation systems and presented to the District Administrators during the period of November 2012 - January 2013.</p> <p>February 2013, a recommendation was made for the adoption of a research based administrative framework and rubric (Multidimensional).</p> <p>The training for the administrative Evaluation took place on March, 2013, April 2013, and May 2013.</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>The District used a web-based management system to capture data on the performance of teachers and administrators. The data from the management system was used to plan targeted professional development sessions to meet individual needs of teachers and evaluators.</p> <p>School administrators completed 3 district walkthroughs on each teacher between 9/12 – 12/23/2012 and 1/4/13 – 3/15/2013. Any teachers identified as unsatisfactory or basic was provided with support by the school language arts and/or math coach. Additionally, content area supervisors were asked to observe teachers to identify areas of weakness and provide content support to improve the identified areas.</p>	<p>The District will continue to use a web-based management system to capture data on the performance of teachers and administrators. The data from the management system will be used to plan targeted professional development sessions to meet individual needs of teachers and evaluators.</p> <p>Administrators: principals will be provided with on-going coaching sessions. During the training and coaching sessions, there will be exercises to ensure rating consistency and ongoing calibration.</p> <p>Teachers: Extensive support will be provided for the evaluators of teachers. The coaching support will continue individually and in group sessions on the school level.</p>	<p>September 2013 - August 2014</p>

		<p>School administrators will complete 3 district walkthroughs on each teacher. Any teachers identified as unsatisfactory or basic will be provided support by the school language arts and/or math coach. Additionally, content area supervisors will be asked to observe teachers to identify areas of weakness and provide content support to improve the identified areas.</p>	
<p>3. The SEA and LEA document and provide training regarding the evaluation process.</p>	<p>In Year 2, the District continued to provide training for all District Administrators, Union Leadership and staff on the new evaluation system for teachers. All administrators and teachers in the District received a copy of Charlotte Danielson's book <u>Enhancing Professional Practice</u> so additional sessions were provided to review the main concepts of the book.</p> <p>Full implementation of a web-based management system provided for all teachers in the District.</p> <p>District provided support for use of the web-based management for all Administrators.</p>	<p>In Year 3, to ensure that teachers are successful, professional development will be provided around each domain of the Frameworks for Teaching to ensure continued professional performance and growth. PD will be provided by school level leaders</p> <ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Classroom Environment</li> <li>3. Instruction</li> <li>4. Professional Responsibilities</li> </ol> <p>➤ Teachers who perform basic or unsatisfactory after their evaluation will be provided with a 90 day improvement plan and will receive additional one-on-one support from coaches and content supervisors. If no progress is documented, then staff will be recommended to HRS for dismissal or replacement.</p> <p>➤ Administrators will receive on-going professional development and coaching to enhance capacity as an instructional leader. PD and coaching will be provided by the district.</p>	<p>September 2013 - June 2014</p>

<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>Monthly DEPAC meetings were held that included leadership from the LEA, administrators, teachers, and teacher union leadership.</p>	<p>Monthly DEPAC meetings will continue and will include leadership from the LEA, administrators, teachers, and teacher union leadership. LEA will monitor the evaluation process, by using the web-based management system to compile/analyze data to inform PD decisions.</p>	<p>September 2013 - June 2014</p>
<p>5. The LEA monitors the evaluation process and reviews results.</p>	<p>Piloted the new evaluation system for Administrator in the SIG School  Evaluate the pilot via feedback from administrators, teachers and union leadership</p>	<p>The LEA will use the data reports of the web-based management system to monitor the evaluation process.</p>	<p>September 2013 - June 2014</p>

<p><b>Barriers of Year 2 Implementation</b></p>	<p>Due to state modifications and need for sufficient training, the administrative evaluation instrument was delayed and the district was given said approval for implementation in January 2013 (System wasn't fully aligned and operational).</p>
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**Transformation SIG Required Activity – 3**

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>Discussions were conducted between the District and the East Orange Employees Association (EOEA), in conjunction with the development of the new teacher evaluation instrument based on the Danielson model. It was decided that 50% of the evaluation will be based on objective measures of student achievement with the other 50% based on teacher practice and other measures, such as attainment of school wide goals. All teachers and evaluators were trained on both the model and the evaluation tool and all evaluators were encouraged to be certified in its administration.</p>	<p>Staff incentives will continue to be aligned to targeted benchmarks, unit assessments, attendance, and NJASK/HSPA. Leadership team will continue to survey staff for feedback and identify additional incentives. For example awarded teachers could receive gift cards for instructional materials, selected from a pool to attend conferences and exemplary school visitations.</p> <p>Students who have shown growth on unit assessments, benchmarks, honor roll, perfect attendance and/or citizenship will receive an incentive. For example awarded students could receive gift cards to purchase educational materials, field trips, certificates during awards assembly.</p> <p><b>Parents</b> -In an effort to increase parental/community involvement Cicely Tyson will provide incentives to parents. Parents who attend monthly Parent Corner Meetings, report card distribution /conferences, and academic based workshops will receive an incentive. The leadership team and CIO will collaboratively create a rubric. Incentives will include attendance on field trips, and theater tickets.</p>	<p>September 2013- June 2014</p>
<p>2. A performance-based incentive system is developed in partnership with teachers, teachers’ unions, and other relevant stakeholders.</p>	<p>On-going discussions are underway between District and the EOEA, in conjunction with the development of the new teacher evaluation instrument, to develop non-monetary performance-based incentives that will be used to reward</p>	<p>Various district stakeholders will continue to be involved in the development of non-monetary performance-based incentives that will be used to reward teachers both individually and by school for meeting established goals.</p>	<p>September 2013- June 2014</p>

	teachers both individually and by school for meeting established goals.	Students , parents and community will be informed of these procedures	
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Inherent in the proposed model of tenure-reform currently being considered at the state level is a change to the law which would revoke tenure for those teachers rated ineffective after two years. Although teachers who attain tenure prior to the passage of this new legislation would be grandfathered under the old system, a more streamlined process to revoke tenure would also be included in the new law. District policies will be adjusted accordingly.	Year 3, District polices that facilitates performance based-dismissals will be adjusted in accordance to the new state law.	September 2013- June 2014
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Currently salary guides are competitive and make East Orange a district of choice for great teachers; the relationships forged with the teacher education programs in local colleges and universities ensure that excellent candidates are steered to our District. Recruitment is continuous and targeted to specific content needs.	The salary guides will continue to be competitive and make East Orange a district of choice for great teachers; the relationships forged with the teacher education programs in local colleges and universities ensure that excellent candidates are steered to our District. Recruitment is continuous and targeted to specific content needs. Candice Wildy , the HRS Director has established hiring procedures focused on recruitment and hiring of high-quality teachers and will continue to implement with fidelity.	September 2013- June 2014
5. LEAs and schools provide targeted assistance to underperforming teachers.	A comprehensive staff development program was in place and focused on needs assessments, staff surveys, formal mentoring to all novice teachers during the first three years, content area meetings, grade-level meetings and professional learning communities. A quarterly catalog of course offerings was published and distributed to all teachers district-wide and an on-going partnership with Montclair State	A comprehensive staff development program will continue to be in place to focus on needs assessments, staff surveys, formal mentoring to all novice teachers during the first three years, content area meetings, grade-level meetings and professional learning communities. A quarterly catalog of course offerings is published and distributed to all teachers district-wide and an on-going partnership with Montclair State University provides	September 2013- June 2014

	<p>University provided additional opportunities for professional development. Administrators completed six walk through in each classroom, looking for indicators of classroom climate, teacher practice and student artifacts. Content supervisors were asked to observe struggling teachers and provided assistance via 90-day improvement plans.</p>	<p>additional opportunities for professional development. Administrators must continue to complete six walk through in each classroom, looking for indicators of classroom climate, teacher practice and student artifacts. Content supervisors are required to observe struggling teachers and provide assistance via 90-day improvement plans.</p>	
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<p><b>Barriers of Year 2 Implementation</b></p>	<p>The lack of baseline data, due to the implementation of the model curriculum, delayed the incentive program until the second cycle.</p>
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**Transformation SIG Required Activity – 4**

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

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>Based on student data, observations and walkthrough outcomes, professional development was differentiated according to the experience and expertise of teachers teaching general education, special education, related and performing arts. Professional development was provided in five half-day summer institutes in each content area to help teachers differentiate their instruction for students.</p> <p>Teachers used the data from Language Arts Literacy and Mathematics summative and formative assessments to plan lessons for small group and individualized instruction in addressing reading and writing across the content areas.</p> <p>Job-embedded professional development was provided weekly to teachers in scheduled team or content-area meetings during the school day by school administrators, school-based coaches in literacy and mathematics, as well as Artists in Residence who provided professional development and instruction in the classroom. In addition, outside providers delivered professional development to all content areas, emphasizing reading and writing across the content area.</p> <p>After analyzing the teacher professional development surveys which identified</p>	<p>Based on student data, observations and walkthrough outcomes, professional development will continue to be differentiated according to the experience and expertise of teachers teaching general education, special education, related and performing arts. Professional development will be provided in summer institutes in each content area to help teachers differentiate their instruction for students.</p> <p>Teachers will continue to use data from Language Arts Literacy and Mathematics summative and formative assessments to plan lessons for small group and individualized instruction in addressing reading and writing across the content areas.</p> <p>Job-embedded professional development will continue to be provided weekly to teachers in scheduled team or content-area meetings during the school day by school administrators, school-based coaches in literacy and mathematics, William Paterson University, as well as Artists in Residence who will provide professional development and instruction in the classroom. In addition, outside providers will deliver professional development to all content areas, emphasizing reading and writing across the content area, project based learning, co-teaching and modifications/accommodations.</p>	<p>August 2013</p>

	<p>individual levels of expertise, professional development for teachers was differentiated by placing teachers in pairs or small groups to collaborate in order to gain a deeper understanding of researched-based instructional practices, to learn how to analyze student summative, formative and contextual data, to develop instructional lessons, to use rubrics in evaluating student work, to provide meaningful feedback on student work and to manage time to provide corrective instruction and retesting when necessary.</p>	<p>After analyzing the teacher professional development surveys which will identify individual levels of expertise, professional development for teachers will be differentiated by placing teachers in pairs or small groups to collaborate in order to gain a deeper understanding of researched-based instructional practices, to learn how to analyze student summative, formative and contextual data, to develop instructional lessons, to use rubrics in evaluating student work, to provide meaningful feedback on student work and to manage time to provide corrective instruction and retesting when necessary.</p>	
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>The teachers were provided with professional development that equipped them with the competencies needed to apply evidence and standards-based practices effectively, the LEA and school provided professional development by district supervisors, trainers and coaches, but will also identified an outside provider to deliver and monitor the professional development given. After delivering the professional development in the area of arts integration, effective discipline practices, management and organization, motivating students, understanding the adolescent learner, inclusion, differentiated instruction, and/or meaningful student feedback, teachers received feedback of the practices being implemented.</p>	<p>Continue to provide teachers with professional development that equip them with the competencies needed to apply evidence and standards-based practices effectively, the LEA and school will provide professional development by District Supervisors, RAC Specialist, Coaches. an outside provider will be identified to deliver and monitor the professional development. After delivering professional development in the areas of arts integration, effective discipline practices, management and organization, motivating students, understanding the adolescent learner, inclusion, modifications, co-teaching , differentiated instruction, and/or meaningful student feedback, teachers will be monitored and receive feedback on the practices being implemented.</p>	<p>September 2013-June 2014</p>
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>The LEA and school defined high levels of implementation of practices by observing student engagement and student products. Students that are actively engaged in their work are discussing their learning with their peers, sharing their</p>	<p>The LEA and school will continue to define high levels of implementation of practices by observing student engagement and student products. Students that are actively engaged in their work are discussing their learning with their peers, sharing their products for peer</p>	<p>September 2013-June 2014</p>

	products for peer review, have an opportunity to seek assistance in revising and editing their products to improve the work quality and be able to reflect on their learning. Evidence will be demonstrated through student performance tasks, project-based activities, and student portfolios.	review, have an opportunity to seek assistance in revising and editing their products to improve the work quality and be able to reflect on their learning. Evidence will be demonstrated through student performance tasks, project-based activities, and student portfolios.	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	The professional learning communities enabled of teachers to collaborate so that continuity of learning will be achieved. This resulted in improved instructional practices that will increase student achievement.	The professional learning communities enable a group of teachers to collaborate so that continuity of learning will be achieved. This will result in improved instructional practices that will increase student achievement. Furthermore, collaborative planning of lessons will ensure continuity of learning for all students. Also, teachers will continue to collaborate and learn from each other through the implementation of lesson study.	September 2013-June 2014
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	The LEA used several evaluative strategies to determine if a provider will deliver professional development of high quality. First, the provider was interviewed to review proposal of the program and services being offered. Next, implementation and success data was analyzed in order to determine the effectiveness of the service. Monthly meetings with the University permitted the school administrators to articulate the professional development needs of the school.	The EOSD will continue to use several evaluative strategies to determine if a provider will deliver professional development of high quality. First the provider must be interviewed and have a proposal of the program and services being offered. Next, implementation and success data must be analyzed in order to determine the effectiveness of the service. A demonstration of the professional development being offered will allow the stakeholders to know that their needs will be met through the service of the provider. An implementation and monitoring plan must be outlined to ensure continual growth and support of teachers.	September 2013-June 2014

<b>Barriers of Year 2 Implementation</b>	Due to the medical leave of the current principal and the shift of the instructional focus of the acting principal, levels of expectations were changed that led to a more job-embedded approach to professional development.
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**Transformation SIG Permissible Activity:** A transformation model may also implement other strategies. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- b) Instituting a system for measuring changes in instructional practices resulting from professional development; or

Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Monthly review of instructional practices through scheduled observations and walkthroughs.	The Content Area Supervisors conducted scheduled observations of teachers in SIG school to view instructional practices. The scheduled walk-through provided data needed to measure change.	The Content Area Supervisors will continue to conduct scheduled observations of teachers in SIG school to view instructional practices. The scheduled walk-throughs will provide data needed to measure change over time	September 2013-June 2014
Review of evaluation forms from professional development sessions.	Consultants provided professional development, coaching, and in class support for teachers to improve instructional practices.	Consultants will continue to provide professional development, coaching, and in class support for teachers to improve instructional practices.	September 2013-June 2014
Use of data to drive decisions regarding teacher assignments and professional development.	Student data was used to determine targeted professional development for teachers and for revision of teaching assignments	Will continue to use student data to make informed decisions regarding targeted professional development for teachers and for revision of teaching assignments	September 2013-June 2014

<b>Barriers of Year 2 Implementation</b>	In the absence of the data coach, other building stakeholders were forced to assume additional responsibilities.
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**Transformation SIG Required Activity – 5**

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

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
1. The SEA and LEA secure funding for long-term program sustainability.	The District will apply for grant funding for year 3 under SIG and will look for additional grant opportunities within the local community for other non-monetary incentives, such as challenge grants, materials and equipment and gift cards redeemable for gifts and services at local establishments.	The District will continue to apply for grant funding and will look for additional grant opportunities within the local community for other non-monetary incentives, such as challenge grants, materials and equipment and gift cards redeemable for gifts and services at local establishments.	September 2013-August 2014
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	Utilized the District’s recruitment/retention plan that included strategies to cultivate and strengthen relations with the local colleges and universities with teacher education programs; home-grow our own by strengthening and increasing the ranks of student teachers serving in the District and fostering their development in a way that will position East Orange as the “District of Choice” for future employment opportunities; continue our efforts with market recruitment; continuing our own program of intensive staff development targeted at first, second and third year teachers; closely monitoring attrition through retirements and resignations to more accurately forecast staffing needs. Adopted, implemented and enforced the policy of “mutual consent” in the selection of staff hired or transferred.	Continue implementation of the District’s recruitment/retention plan that includes strategies to cultivate and strengthen relations with the local colleges and universities with teacher education programs; home-grow our own by strengthening and increasing the ranks of student teachers serving in the District and fostering their development in a way that will position East Orange as the “District of Choice” for future employment opportunities; continue our efforts with market recruitment; sponsoring our own “mini job fairs” targeting hard to fill positions; continuing our own program of intensive staff development targeted at first, second and third year teachers; closely monitoring attrition through retirements and resignations to more accurately forecast staffing needs. Adopt, implement and enforce the policy of “mutual consent” in the selection of staff hired or transferred.	On-going
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	Provided support and nurtured both novice and seasoned District administrators through constant monitoring and feedback via the monthly Administrators Academy and New Principals meetings. Conducted professional	Continue to support and nurture both novice and seasoned District administrators through constant monitoring and feedback via the monthly Administrators Academy and New Principals meetings. Continue to encourage	

	<p>learning communities through group activities such as book studies and by pairing novice administrators with seasoned veterans. Re-introduced a District “Emerging Administrators” program for all new and prospective school administrators. Encouraged seasoned “master” administrators to serve as models/trainers/mentors for the program.</p>	<p>the development of professional learning communities through group activities such as book studies and by pairing novice administrators with seasoned veterans. Use the observation process as a tool to assess needs for planning targeted staff development designed to foster leadership skills. Re-introduce a District “Emerging Administrators” program for all new and prospective school administrators. Engage seasoned “master” administrators to serve as models/trainers/mentors for the program.</p>	
<p>4. The LEA delegates leadership to principals, instructional program leaders, and administrators.</p>	<p>District supported and encouraged administrators via a targeted program of support activities including monthly Administrator Academy meeting; continue sponsorship of professional learning communities like our monthly meetings for new principals; scheduled site visits by central office administrators to provide constant support and coaching as a means of assisting with staff-related disciplinary and performance documentation; Delegate more responsibility to District administrators by assigning key components for the implementation of new programs and initiatives.</p>	<p>District will continue to support and encourage administrators via a targeted program of support activities including monthly Administrator Academy meeting; continue sponsorship of professional learning communities like our monthly meetings for new principals; schedule site visits by central office administrators to provide constant support and coaching as a means of assisting with staff-related disciplinary and performance documentation; Delegate more responsibility to District administrators by assigning key components for the implementation of new programs and initiatives.</p>	<p>September 2013 - August 2014</p>
<p>5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.</p>	<p>The LEA encouraged District administrators to attend NJDOE sponsored workshops focusing on school leadership and increasing student achievement. Through the monthly Administrators Academy the LEA encouraged the formation of professional learning communities as a means of fostering networking opportunities focused on the implementation and exchange of best practices in instructional programs and ongoing student progress.</p>	<p>Continue to support and encourage District administrators to attend NJDOE sponsored workshops focusing on school leadership and increasing student achievement. Continue the monthly Administrators Academy and encourage the formation of professional learning communities as a means of fostering networking opportunities focused on the implementation and exchange of best practices in instructional programs and ongoing student progress.</p>	<p>September 2013 - August 2014 On-going</p>
<p>6. The LEA includes non-monetary incentives for performance.</p>	<p>Discussions conducted between the District and the East Orange Administrators Association, in conjunction with the selection</p>	<p>the District and the East Orange Administrators Association, will continue to monitor the implementation of the new</p>	<p>September 2013 - August 2014 n-going</p>

	<p>and implementation of the new principal evaluation tool to include the establishment of goals, benchmarks and various non-monetary incentives for demonstrated effective leadership. Publicly recognized high achievement at Monthly Administrator Academy meetings and Board Meetings.</p>	<p>principal evaluation tool and to establish goals, benchmarks and various non-monetary incentives for demonstrated effective leadership. Publicly recognized high achievement at Monthly Administrator Academy meetings and Board Meetings.</p>	
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<p><b>Barriers of Year 2 Implementation</b></p>	
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**Transformation SIG Required Activity – 6**

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

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>Student achievement data was given to the SIG school by the LEA to identify students who were not proficient on the NJASK. The data was used to identify students who would to receive a Language Arts or Mathematics RTI program in the school. Students were monitored in the RTI program for evidence of achievement.</p>	<p>East Orange uses the FOCUS/SAMS management system that facilitates the collection and interpretation and use of data to inform instructional decisions.</p> <p>Data is given by the SEA to the LEA so that students who were not proficient on the NJASK will be identified to receive a Language Arts or Mathematics RTI program in the school (NJSMART). Students are monitored in the RTI program for evidence of achievement. Successful students are able to exit a RTI program after a semester of instruction and placed in an on-grade level program.</p>	<p>Sept. 2013 - -June 2014</p>
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>The LEA provided data from the NJASK during the summer so that the school identified students who scored below proficiency. The LEA provided data subgroup patterns, quarterly, mid-term and final assessments. The school provided formative assessment data by the means of performance tasks, Developmental Reading Assessments, Lexile scores, school-based and teacher-made assessments, student surveys, student interviews and classroom observations.</p>	<p>The SEA continues to provide data from the NJASK during the summer so that the school will know which students passed the state assessment. The LEA provides data subgroup patterns, quarterly, mid-term and final assessments. The school provides formative assessment data by the means of performance tasks, Developmental Reading Assessments, Lexile scores, school-based and teacher-made assessments, student surveys, student interviews and classroom observations.</p>	<p>August 2013</p>
<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>The LEA provided the curricula that are aligned with the NJ Model Curriculum and/or the Common Core State Standards. The LEA and school monitored the pacing and implementation of the curricula to make modifications where necessary to ensure that instruction prepared students for standards-based benchmarks.</p>	<p>The LEA and school will continue to monitor the fidelity of curriculum alignment with the NJ Model Curriculum and/or the Common Core State Standards. The LEA and school monitors the pacing and implementation of the curricula to make modifications where necessary to ensure that instruction will prepare students for standards-based benchmarks.</p>	<p>Sept. 2013 -June 2014</p>

<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>To ensure that staff collaboration around data interpretation occurs, the LEA assisted the school with the development of a master schedule that guarantees time daily for team or content area meetings so that teachers are available to meet to discuss the student progress in their professional learning community.</p>	<p>To ensure that staff collaboration around data interpretation occurs, the LEA assists the school with a schedule that guarantees time daily for team or content area meetings so that teachers are available to meet and discuss student progress in their professional learning community. After analyzing the grade-level standards, teachers need guidance in translating the data into useful information for modifying their instructional practices. Individual item analysis by skill is given to teachers to plan effective differentiation (small group, individual).</p>	<p>Sept. 2013 - June 2014</p>
<p>5. LEA and school demonstrate use of data (formative assessment) to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The analysis of data is a continuous process through the tool of the assessment notebook and SAMS for the LEA, principal and teacher. The LEA used aggregated data to make informed decisions to guide the school in meeting the physical, social and academic needs of students. The school administrator met with the school leadership team to review the data and make recommendations to the staff for improvement. The teachers met daily/weekly to discuss the recommendations and develop an action plan to deliver effective differentiated instruction to increase student achievement.</p>	<p>The analysis of data is a continuous process through the tool of the assessment notebook and SAMS for the LEA, principal and teacher. The LEA will continue to use aggregated data to make informed decisions to guide the school in meeting the physical, social and academic needs of students. The LEA will meet with the school administration monthly to discuss the progress and next steps in student achievement. Then the school administrator will meet with the school leadership team to review the data and make recommendations to the staff for improvement. The teachers will continue to meet daily/weekly to discuss recommendations and develop an action plan to deliver effective differentiated instruction to increase student achievement.</p>	<p>Sept. 2013-June 2014</p>

<p><b>Barriers of Year 2 Implementation</b></p>	
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**Transformation SIG Permissible Activity:** A transformation model may also implement other strategies.

An LEA may also implement comprehensive instructional reform strategies, such as--

- a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- b) Implementing a school-wide “response-to-intervention” model;
- c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- d) Using and integrating technology-based supports and interventions as part of the instructional program; and
- e) In secondary schools--
  - Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - Improving student transition from middle to high school through summer transition programs or freshman academies;
  - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
Ensure that students receive intervention and enrichment services that meet their individual needs.	The SIG school implemented intervention programs in the areas of language arts literacy and math. High School students participated in a SAT preparation course during the school year.	The SIG school will continue to implement intervention programs in the areas of language arts literacy and math. High School students will continue to participate in a SAT preparation and advance placement courses during the school.	September 2013- August 2014

<b>Barriers of Year 2 Implementation</b>	
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**Transformation SIG Required Activity – 7a**

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.</p>	<p>A series of meetings were held with the teachers’ union (EOEA) to (1) review and discuss the impact of extended learning time on student achievement and (2) delineate the time parameters contained in the existing contract.</p> <p>Reviewed the Memorandum of Agreement (MOA) that amends the teachers’ collective bargaining agreement that allows the union and the district to agree to expand learning time.</p>	<p>Continue to meet with the teachers’ union (EOEA) to (1) review and discuss the impact of extended learning time on student achievement and (2) delineate the time parameters contained in the existing contract.</p> <p>Review the Memorandum of Agreement (MOA) that amends the teachers’ collective bargaining agreement that allows the union and the district to agree to expand learning time.</p> <p>Ex: utilizing the current MOU with the teachers and administrator unions, the school day and year at Cicely Tyson will be extended by 300 hours..</p>	<p>September 2013-June 2014</p>
<p>2. The LEA identifies community needs and partnership opportunities.</p>	<p>School administrators, teachers and other staff identified outside organizations (governmental, art and cultural institutions, health and mental agencies, institutions of higher education and churches) to collaborate with to create a community-oriented school.</p> <p>Integrated in school and out-of-school time learning through intervention programs.</p>	<p>School administrators, teachers and other staff will continue partnership with outside organizations (governmental, art and cultural institutions, health and mental agencies, institutions of higher education and churches) to collaborate with to create a community-oriented school.</p> <p>Continue to integrate in school and out-of-school time learning through intervention programs.</p>	<p>September 2013-June 2014</p>
<p>3. The LEA allocates funding for extended-learning programs.</p>	<p>District’s 4-week NJASK After School program and NJASK Saturday program</p> <p>All students in the school participated in the extended day to (a) provide the students with more time in math, science and language arts literacy to support the acquisition of the Common Core Standards;</p>	<p>Continue to implement the district’s 4-week NJASK After School program and NJASK Saturday program</p> <p>All students in the school will continue to participate in an extended day to (a) provide the students with more time in math, science and language arts literacy to support the acquisition</p>	<p>September 2013-June 2014</p>

	<p>(b) integrate enrichment and applied learning opportunities into the school day; and (c) provide educators with time to work together to plan instruction, add core academic time that allows teachers to individualize support for students.</p> <p>The Instructional Leadership Team (SLT) and Data Coach analyzed student performance on the NJASK, unit tests and cycle tests in language arts literacy and mathematics</p> <p>The Achieve 3000 Home Connection was implemented in Year 2.</p> <p>School staff implemented the following enrichment models for all students:</p> <ol style="list-style-type: none"> <li>1. Extra curricula electives: typical designed to build new skills and expose students to new topics (e.g. digital photography, jazz, martial arts)</li> <li>2. Academic electives: Taught by subject teachers with curriculum aligned with state standards to reinforce learning (e.g. robotics, environmental science)</li> <li>3. Unified arts classes: Art, music, and drama.</li> </ol>	<p>of the Common Core Standards; (b) integrate enrichment and applied learning opportunities into the school day; and (c) provide educators with time to work together to plan instruction, add core academic time that allows teachers to individualize support for students.</p> <p>The School Leadership Team (SLT) and Data Coach will analyze student performance on the NJASK, unit tests and cycle tests in language arts literacy and mathematics</p> <p>The Achieve 3000 Home Connection will continue in Year 3.</p> <p>School staff will continue to implement the following enrichment models for all students:</p> <ol style="list-style-type: none"> <li>1. Extra curricula electives: typical designed to build new skills and expose students to new topics (e.g. digital photography, jazz, martial arts)</li> <li>2. Academic electives: Taught by subject teachers with curriculum aligned with state standards to reinforce learning (e.g. robotics, environmental science)</li> <li>3. Unified arts classes: Art, music, and drama.</li> </ol>	
<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>The district ensured that each community-oriented school program has (1) a strong academic program and that it complemented the district’s mission (2) asked each partner to designate an employee at each site to operate as a contact point with the school, (3) developed joint financing of the programs (4) obtained Board of Education approval of the partnership.</p>	<p>The district will continue to ensure that each community-oriented school program has (1) a strong academic program and that it complemented the district’s mission (2) asked each partner to designate an employee at each site to operate as a contact point with the school, (3) developed joint financing of the programs (4) obtained Board of Education approval of the partnership.</p>	<p>September 2013-June 2014</p>
<p>5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.</p>	<p>Supervisors of instruction worked with school staff to ensure that the program is aligned with the school curriculum and NJ</p>	<p>Supervisors of instruction will continue to work with school staff to ensure that the program is aligned with the school curriculum, standards</p>	<p>September 2013-June 2014</p>

	Model Curriculum. District supervisory staff conducted walkthroughs to observe program implementation.	and NJ Model Curriculum. District supervisory staff will conduct walkthroughs to observe program implementation.	
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	LEA and School discussed creation of tool to use in evaluating academic and community oriented programs. The SIP tool was used to determine the effectiveness and challenges of services and programs in the community-oriented programs.	LEA and School will continue to use the SIP tool to evaluate academic and community oriented programs. The SIP tool will continue to use data in determining the effectiveness and challenges of services and programs in the community-oriented programs.	September 2013-June 2014

<b>Barriers of Year 2 Implementation</b>	Limited staffing to effectively operate an extended day program.
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**Transformation SIG Required Activity – 7b**

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The Cicely L. Tyson Community School of Performing and Fine Arts is a community-based school whose specific purpose is to improve the quality of life in the City of East Orange. The school created and maintained effective programs and initiatives that support community growth and development. Tyson continue to address educational, cultural, and social needs by cultivating/sustaining partnerships and consistently implementing arts and community collaborations. The arts medium will continue to be used as a vehicle to bring about social improvements that complements and strengthen the East Orange, New Jersey Cultural Community.</p> <p>Conclusively, the mission promoted academic excellence by providing each student with the possible educational opportunities in a “state of the art” caring, cooperative and creative environment.</p> <p>With knowledge of the research that supports school-wide shared vision, the administrative team provided the opportunity for teachers to form subcommittees in an effort to determine the school priorities to use to develop both the school’s vision and mission statements. Each committee reported their findings to the larger group during a staff meeting to finalize the priority list. A team of writers drafted statements</p>	<p>The Cicely L. Tyson Community School of Performing and Fine Arts is a community-based school whose specific purpose is to improve the quality of life in the City of East Orange. The school will continue to create and/or maintain effective programs and initiatives that support community growth and development. Tyson continue to address educational, cultural, and social needs by cultivating/sustaining partnerships and consistently implementing arts and community collaborations. The arts medium will continue to be used as a vehicle to bring about social improvements that complements and strengthen the East Orange, New Jersey Cultural Community.</p> <p>In Year 2, the school administration and staff will work diligently to implement the mission and vision of the school through innovative programming and data-driven decision making.</p>	<p>August, 2013-June, 2014</p>

	for the staff to vote on. The statement with the largest amount of support will become the new vision and mission statements.		
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	<p>The School increased collaborative efforts to build capacity of community partnerships through the existing School Leadership Team, PTA and DPAC to ensure existence and growth of:</p> <ul style="list-style-type: none"> <li>• Strong communication with the school and community at large;</li> <li>• Development of strategies to access resources and strengthen partnerships in the school and community;</li> <li>• Knowledge and insights from community members to enhance learning;</li> <li>• Enhancement and/or creation partnerships for life-long learning; and assist students to explore and become contributors to their community.</li> </ul>	<p>The School will continue to increase collaborative efforts to build capacity of community partnerships through the existing School Leadership Team, PTA and DPAC to ensure existence and growth of:</p> <ul style="list-style-type: none"> <li>• Strong communication with the school and community at large;</li> <li>• Development of strategies to access resources and strengthen partnerships in the school and community;</li> <li>• Knowledge and insights from community members to enhance learning;</li> <li>• Enhancement and/or creation partnerships for life-long learning; and assist students to explore and become contributors to their community.</li> </ul>	August, 2013-June, 2014
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	The school administrator established a Parent Corner that met regularly to discuss SIG implementation, data, programs, curriculum, and student achievement data.	The district will continue to ensure parents serve as the common thread that is woven throughout a student's academic career. Together the parents, teachers, students and the community will create a synergy that raises academic achievement. The renewed School Leadership Team will continue to exist as a body that	August, 2013-June, 2014

		will be informed about the school's progress.	
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	<p>Through parent meetings/workshops, the school provided relevant information to parents to enhance their understanding of local and State academic content standards, student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children.</p> <p>Opportunities for parents to share questions and concerns were provided at parent meetings and workshops and on an individual basis through their child's teacher and school administrators.</p> <p>Parents were encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home</p>	<p>Through parent meetings/workshops, the school will continue to provide relevant information to parents to enhance their understanding of local and State's academic content standards, student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children.</p> <p>School will continue to provide opportunities for parents to share questions and concerns at parent meetings, workshops and on an individual basis through their child's teacher and school administrators.</p> <p>Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.</p>	August, 2013-June, 2014
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	<p>The district ensured that stakeholders were aware of school's progress by"</p> <ul style="list-style-type: none"> <li>Clearly communicating assessment goals and dates;</li> <li>Shared the results of assessment with parents;</li> <li>Used a variety of assessment data to</li> </ul>	<p>The district will continue to ensure that school leaders:</p> <ul style="list-style-type: none"> <li>Clearly communicate assessment goals and dates;</li> <li>Share the results of assessment with parents;</li> <li>Use a variety of assessment data</li> </ul>	August, 2013-June, 2014

	<p>establish future goals for both home and school.</p> <ul style="list-style-type: none"> <li>• Provide parents with the materials and education they need to assist their child; provided training for parents on the utilization of skills to improve academics.</li> <li>• Collaborated with all specialists who work with students, so all adults and parents work toward student success</li> </ul>	<p>to establish future goals for both home and school. Provide parents with the materials and education they need to assist their child;</p> <ul style="list-style-type: none"> <li>• Provide training for parents on the utilization of skills to improve academics</li> <li>• Collaborate with all specialists who work with students, so all adults and parents work toward student success.</li> </ul>	
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<b>Barriers of Year 2 Implementation</b>	Limited participation of parents despite the implementation of a Parent Corner and various incentives.
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**Transformation SIG Permissible Activity:** A transformation model may also implement other strategies.

An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

- a) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- b) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- c) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>Communications/Partnerships with Parents by:</p> <p>Relationships First, Education Second</p>	<p>Begin the school year with a "parent-only" meeting before the first day of school. Parents often come to the classroom with preconceived ideas and fears. This is an opportunity to interact with parents without child interruptions and develop the parent-teacher relationship. Parents are able to focus on message and interact with school staff and the other parents in the class. This meeting was an opportunity for staff to convey to the parents the expectations and tone for the year, relieve parent concerns, and establish a positive parent climate in your room. The underlying theme for this first meeting: that both educators and parents are the student's teachers.</p> <p>Invited resource staff, so parents can experience the teamwork that is needed for student success.</p> <p>.</p>	<p>Begin the school year with a "parent-only" meeting before the first day of school. Parents often come to the classroom with preconceived ideas and fears. This is an opportunity to interact with parents without child interruptions and develop the parent-teacher relationship. Parents are able to focus on message and interact with school staff and the other parents in the class. This meeting is an opportunity for staff to convey to the parents the expectations and tone for the year, relieve parent concerns, and establish a positive parent climate in your room. The underlying theme for this first meeting: that both educators and parents are the student's teachers.</p> <p>Invite resource staff, so parents can experience the teamwork that is needed for student success.</p> <p>Schedule "Parent-only" meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education.</p> <p>Provide weekly parent education tips on the school's website and through the school's "Home-to-School" written communication</p>	<p>August, 2013-June, 2014</p>

		which explain the concepts being taught and provide support materials that allow parents to help at home.	
Enhance Partnership between Teachers and Parents	<p>Worked with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room.</p> <p>Bridged the gap between home and school through thematic home projects.</p> <p>Provided parent homework and a method of weekly communication between parent and teacher.</p>	<p>Continue to work with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room.</p> <p>Bridge the gap between home and school through thematic home projects.</p> <p>Provide parent homework and a method of weekly communication between parent and teacher.</p> <p>Record the efforts of parent involvement on each child's report card, so parents can see the importance of their work and the value you place on it.</p>	August, 2013-June, 2014
Harness the Talents and Energies of Your Student's Parents	Consistently solicit parents to chair and plan family events and class fundraisers. Empower them to make this their child's best year of learning. Their involvement establishes "buy-in" and a sense of ownership in the classroom.	<p>Consistently solicit parents to chair and plan family events and class fundraisers. Empower them to make this their child's best year of learning. Their involvement establishes "buy-in" and a sense of ownership in the classroom.</p> <p>Set up school-wide parenting and teacher education classes.</p>	August, 2013-June, 2014
Encouragement vs. Praise	<p>Provided home regular communication to all parents that details specific examples of parent-initiated creative teaching strategies and methods. Followed up with phone calls of encouragement and support. This motivated involved parents to continue working with their children and encourages less involved parents to become active members of the education process.</p> <p>Celebrate -- provided regular events that showcase your students' learning and invite parents to participate.</p>	<p>Send home regular communication to all parents that details specific examples of parent-initiated creative teaching strategies and methods. Follow up with phone calls of encouragement and support. This motivates involved parents to continue working with their children and encourages less involved parents to become active members of the education process.</p> <p>Celebrate -- provide regular events that showcase your students' learning and invite parents to participate.</p>	August, 2013-June, 2014

		<p>Use each event as an opportunity for parent education and encouragement while developing a community.</p> <p>End the year with a celebration of both student and parent successes, and solicit the parents' commitment to continue supporting their children throughout their academic careers.</p>	
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<p><b>Barriers of Year 2 Implementation</b></p>	<p>Limited participation of parents, inadequate staffing to appropriately operate and extended day program, as well as a delay in the hiring of a new SIG coordinator to effectively engage in community outreach.</p>
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**Transformation SIG Required Activity - 8**

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

<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The district provided the school administrator with the baseline staffing data, utilizing a fair and equitable formula. The administrator is provided the flexibility to realign positions and/or present a rationale for additional staff members based on data, programs, and student needs.	The district will continue to provide the school administrator with the baseline staffing data, utilizing a fair and equitable formula. The administrator is provided the autonomy and flexibility to realign positions and/or present a rationale for additional staff members based on data, programs, and student needs.	September 2013- June 2014
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The district collaborated with external providers to provide techniques and strategies to train identified transformational leaders.	The district will continue to collaborate with external providers to provide techniques and strategies to train identified transformational leaders.	September 2013- June 2014
3. The LEA has established annual goals for student achievement.	The district, in collaboration with the BOE developed annual District goals for student achievement. The individual schools developed school wide goals, which included the District wide goals.	The district, in collaboration with the BOE will develop annual District goals for student achievement. The individual schools will develop school wide goals, which will include the District wide goals.	September 2013- June 2014
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The district provided training to District supervisors regarding the development of reliable and valid assessments.	The district will continue to provide training to District supervisors and school level leaders regarding the development of reliable and valid assessments.	September 2013- June 2014
5. The LEA and school share student progress data with parents and students.	Data was presented to parents during PTO meetings and through meetings with teachers.	Student data will be presented at PTO meetings and through individual meetings with teachers.	September 2013- June 2014

<b>Barriers of Year 2 Implementation</b>	Being unable to hire effective staff early in the school year.
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<b>Transformation SIG Permissible Activity:</b> A transformation model may also implement other strategies.			
The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--			
a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or			
b) Implementing a per-pupil school-based budget formula that is weighted.			
<b>Evidence of Implementation Indicators</b>	<b>Year 2 Implementation Description</b>	<b>Year 3 Project Description</b>	<b>Year 3 Timeline</b>
The LEA provides technical assistance to School Administrators to ensure implementation of SIG initiatives.	The LEA provided ongoing assistance to school administrators in the areas of budgeting, professional development, and the use of data to drive instruction. The District Leadership worked closely with the SIG Principal to provide additional resources when needed.	The LEA will continue to provide ongoing assistance to school administrators in the areas of budgeting, professional development, and the use of data to drive instruction. The District Leadership is committed to providing additional resources for the SIG school if needed.	September 2013-August 2014
The District Supervisors provide additional support in monitoring instructional practices.	The LEA required District Supervisors to commit additional time to monitoring instruction at the SIG School. District Supervisors met with teachers during team meetings to provide professional development and additional instructional support.	The LEA will continue to require District Supervisors to commit additional time to monitoring instruction at the SIG School. District Supervisors will continue to meet with teachers during team meetings to provide professional development and additional instructional support.	September 2013-August 2014
<b>Barriers of Year 2 Implementation</b>	N/A		

**Transformation SIG Required Activity – 9**

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

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

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>Staff at Tyson and the district central office established a process for collecting and analyzing data at key points during the school year.</p>	<p>Staff at Tyson and the district Central Office continues to use a structured system for collecting and analyzing data at key points during the school year. SAMS and focus systems are used.</p>	<p>September 2013- June 2014</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>The East Orange School District purchased a new student information system called Focus to replace our outdated student software. In addition, LEA updated our formative assessment program from Edusoft to Data Director. Data Director has all the key features of Edusoft with the addition of a data warehouse. Tyson Middle/High School has a Data Coach who is responsible for the collection of and reporting out of the nine SIG metrics as well as all formative and summative assessment data.</p>	<p>The East Orange School District will continue to use the anew student information system called Focus. In addition, continue to use the formative assessment program/Data Director. Data Director has all the key data features with the addition of a data warehouse. Tyson Middle/High School has a Data Coach who will continue to collect and report out on the nine SIG metrics as well as all formative and summative assessment data.</p>	<p>September 2013- June 2014</p>

<p><b>Barriers of Year 2 Implementation</b></p>	<p>Navigating the new SAMS Systems in a manner in which it would help improve instruction.</p>
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**ANNUAL STUDENT TARGETS**

LEA: East Orange School District

Name of School: Cicely L. Tyson Middle and High School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2011 Base line	2012 Target	2012 Out come	2013 Target	2014 Target		Other Measure	2011 Base line	2012 Target	2012 Out come	2013 Target
For Each Grade Span: _____	Other Measure											
Total Students		60.8	64.1		67.4	70.7		46.8	51.2		55.6	60
Students with Disabilities		26.6	32.7		38.8	44.9		20.4	27		33.6	40.2
Limited English Proficient Students												
White												
African-American		60.8	64.1		67.4	70.7		46.6	51.1		55.6	60.1
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged		56.2	59.9		63.6	67.3		43.5	48.2		52.9	57.6

<b>Analysis of Year 1 Outcomes</b>

**Form S-9**

Date: May 30, 2013

Page 111 of 147

**BUDGET AMOUNT AND NARRATIVE**

LEA: East Orange School District

Name of School: Cicely L. Tyson Middle and High School

**BUDGET NARRATIVE**

School Name:	Year 3		
	Approved in Original 2011-2012 Application	2013-2014 Requested	Estimated Amount To Be Carried Over from 2012-2013
LEA (5% administrative)		\$86,654.16	
School		\$1,646,429	
Final Budget Request		\$1,733,083.16	
<b>Year 3 Estimate</b>		\$1,733,083.16	

**BUDGET NARRATIVE**

Year 3 Budget Narrative including the estimated carryover

Personnel Services				
		Year 2	Year 3	Total request
<p>14 teachers will be paid for extra periods used to extended learning for students. Each teacher will be paid for the extra period and the extended day (1 hour and 20 minutes) at rate of \$77. This figure was determined by dividing the hourly rate by 1.33            14 teachers x \$57.89 per hour for 1 hr. 20 minutes x 180 days = 194,040</p>		\$194,040	\$194,040	\$388,080
<p>Forty (40) teachers will only be paid for an extended day at the contractual rate of \$33 for the extended period.            40 teachers x \$33 x 180 days = 237,600</p>		\$237,600	\$237,600	\$475,200
<p>Summer Institute for teachers to receive professional development for instructional practices such as increasing student engagement, differentiated instruction, and inclusive strategies for teaching students with disabilities.            75 x \$33 per hour x 15 hrs = \$37125</p>		\$99,000	\$37125	\$136,125
<p>Paraprofessional stipends            Two paraprofessionals to assist special education teachers of self-contained classrooms for receiving expanded learning time. The school day is from 8:00am - 4:00pm extending the day by 1 hour and 20 minutes            2 paraprofessionals x 20.27 per day = \$7,297</p>		\$7,297	\$7,297	\$14,594
<p>The Literacy, Math and Data Coaches will work an extended day at a rate of \$33 to provide professional development for teachers on research</p>		\$17,820	\$17,820	\$35,640

<p>based-instructional strategies and provide in-class coaching and modeling for teachers.</p> <p>3 instructional coaches x \$33 a day for 180 days = 17,820</p>				
<p>One middle school guidance counselor and One high school counselor will remain for extended time to provide group and/ or individual counseling for students for \$33 a day.</p> <p>2 guidance counselors x \$33</p>		\$0	\$11,880	\$11,880
<p>One member of the child study team will remain to work with students with disabilities to provide counseling services at \$33 a day.</p> <p>1 child study team member x \$33 a day x 180 days = 5940</p>		\$0	\$5,940	\$5,940
<p>One health and social coordinator or disciplinarian will remain for extended time to provide behavioral intervention services for students.</p> <p>1 social coordinator/ or disciplinarian x \$33 a day x 180 days = 5940</p>		\$0	\$5,940	\$5,940
<p>The SIG Coordinator implements the programs outlined in the grant. The Supervisor will monitor the progress of SIG activities, meets with the Network Turnaround Officer, and serve as the liaison between the school and Central Office Administration in relation to SIG activities. In addition, the SIG Supervisor supervises all professional development activities regarding activities associated with SIG.</p> <p>\$68,000,000 x 50% = \$34,000</p>		\$52,400	\$34,000	\$86,400

<p><b>Data Coach</b>  Provide information to staff school committee, parents, community with student achievement data oversee the administration all district and state assessments organize supplies and equipment to facilitate analysis of data attend all SIG workshops focusing on analysis of data and other responsibilities required for SIG.  75,000 x 50%</p>		\$37,500	\$37,500	\$75,000
<p>Five security monitors for monitoring the building during the extended school day. During the regular school day, seven security monitors are used to secure the building. During the extended day, five security guards are needed for the extended day because two guards have staggered shifts. Each security monitor is paid according to his or her overtime rate.  (REVISED)  For year 3, Security is requested to effectively address security related issues identified during the extended day periods (period 1 and 9).</p> <p>1 security monitors x 17.49 per hour for 1 hour per day X 180 days = 3148  1 security monitor x 18.30 per hour for 1 hour a day X 180 days= 3294  1 security monitor x 25.20 per hour for 1 hour per day X 180 days= 4536  1 security monitor x 19.69 per hour for 1 hour per day x 180 days = 3544  1 security monitor x 21.65 per hour for 1 hour per day x 180 days= 3897</p>		\$0	\$18,419	\$18,419

		\$18,000	\$18,000	\$36,000
Administrator stipends for additional responsibilities related to SIG 3 administrators x \$500 per month x 12 months				
<b>Totals</b>		<b>\$663,657</b>	<b>\$ 625,561</b>	<b>\$1,289,218</b>

<b>Personal Services - Employee Benefits</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Teacher stipends for extra periods needed for extended learning time		\$14,845	\$14,845	\$29,690
Teacher stipends for extended time beyond contractual time 475,2000 x 7.65% = 36,352		<b>\$18,176</b>	\$18,176	\$36,352
Teacher stipends for Summer Institute		\$7,574	\$2,840	\$10,414

99,000 x 7.65% = 7574 2013-2014 37125 x 7.65% = 2,840				
Paraprofessionals for extended learning time 7297 x 7.65 = 558		\$558	\$558	\$1,116
Coaches Stipends 17,820 x 7.65 = \$1,363		\$1,363	\$1,363	\$2,726
Support Staff 23,760 x 7.65 = \$ 1818		\$0	\$1818	\$1818
Security  18,419 x 7.65 = \$1409		\$0	\$1409	\$1409
Data Specialist 28,000 x 7.65% (FICA) =2,142 28,000 x 20% (TPAF) = 5,600 2013-2014 37500 X 7.65 (FICA)= \$2869 37500X 14.25% (TPAF)= \$5343.75		\$10,369	\$8212.75	\$18,575.75
SIG Supervisor 52,400 x 7.65% (FICA) = 4,009 52,400 x 20% (TPAF) = 10,480 2013-2014 34000 X 7.65 (FICA)= \$2601 37000X 14.5% (TPAF)= \$4845		\$14,489	\$7446	\$21,935
Administrator Stipends for additional responsibilities 3 administrators x \$500 per month x 12 months = 18,000		\$1,377	\$1,377	\$2,754
<b>Totals</b>		<b>\$68,751</b>	<b>\$58,044.81</b>	<b>\$126,795.81</b>

Purchased Professional and	Year 1	Year 2	Year 3	Total
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<b>Technical Services</b>				
<p>Grant funds will be used to obtain motivational speakers. Topics will include but not limited to goal setting, study skills, financial literacy, and self-esteem. \$500/ day x 10 days= 5,000</p>		\$5,000	\$5,000	\$10,000
<p>Consultant will train parents in an effort to create a comprehensive culture of college and career readiness. Will discuss issues such as preparing middle school students for college, choosing the right university, and increasing achievement in literacy and math. Each training sessions will include 20 to 30 parents at a cost of \$2000 a day for each consultant.  Consultants' cost will include supplies and materials. 2000/ day x 16 days = 32000</p>		\$32,000	\$32,000	\$64,000
<p>Consultant for Aspiring Leaders Academy to facilitate workshops to foster leadership skills in students. The consultant will host dual academies for middle school and high school students. The academies will occur during the school day to enhance the school's instructional program. An additional consultant will facilitate mind mapping and Socratic seminar workshops for the students to enhance the academic skills of students. The consultants will follow a schedule that will permit them to work with 160 students a day. \$2000/day x 12 days = 24,000</p>		\$24,000	\$0	\$24,000

<p>Consultant to work with math teachers on research-based instructional strategies to increase student achievement. \$400/day x 40 days = \$8,000</p>		\$8,000	\$0	\$8,000
<p>Professional development by consultants from the Danielson Group for continuing support for evaluators for observation calibration. After Years 1 &amp; 2 the administrators will have enough experience to continue implementation of the Danielson Framework for Teaching</p>		\$8,000	\$0	\$8,000
<p>Partnership with William Paterson University to provide professional development, coaching, and in-class support for teachers in the areas of literacy, special education, and the integration of the performing arts. Services include Professors in Residence from September to June for An additional Professor in Residence for Math for 1 day a week (6 hours/40 days) serving all instructional staff.</p>		\$49,780	\$0	\$49,780
<p>Consultant to provide professional development, coaching, and in-class support for teachers in the areas of the integration of the performing arts and academics.  The provider will also facilitate training sessions that include full-day workshops and leadership team meetings for Administrators.</p>		\$129,000	\$54,000	\$183,000

<p>Umbrella partnership to provide job-embedded professional developments to provide comprehensive, job-embedded leadership and instructional professional development, as well as instructional remediation programs in math and reading during the 2013-2014 school year-- that will support teachers in diversifying and strengthening instructional practice, as well as remediate struggling students, in an effort to increase overall student achievement.</p> <p>Areas of focus:</p> <ul style="list-style-type: none"> <li>✓ Common Core Implementation</li> <li>✓ Foundation instructional coaching</li> <li>✓ Leadership coaching for administrators</li> <li>✓ Literacy coaching for the implementation of a reading program</li> <li>✓ Math coaching for the implementation of a math program</li> </ul> <p>(REVISED)Please see attached document with breakdown of costs for the proposed RFP for umbrella partnership-</p>		\$0	\$295,000	\$295,000
<p>IT Technicians Two (2) technicians are needed to installs, troubleshoot, and maintains hardware and software. Trains users in applications on the network. \$21 per hour x 8 hours per day by 181 days= \$30,408 x 2</p>		\$50,000	\$60816	\$110816

Technicians = \$60816				
SMART training for student response system \$800 per session x 2 sessions = 1600		\$1,600	\$0	\$1,600
Scholastic System 44 7hr. Implementation training 2099/session x 1 day = 2899		\$2,899	\$0	\$2,899
Scholastic System 44 3 in-class support visits 2099 per session/ x 3 sessions		\$6,297	\$0	\$6,297
Do the Math Now Implementation training 2899/ session x 1 day = 2099		\$2,899	\$0	\$2,899
Do the Math Now In-class support session		\$2,099	\$0	\$2,099
Go Solve Word Problem 1 7hr implementation training 2899 per day x 1 day = 2899		\$2,899	\$0	\$2,899
Go Solve Word Problem In-class support sessions 2099/ session x 2 sessions = 4198		\$4,198	\$0	\$4,198
Scholastic Reading Inventory 2299/day x 1 day = 2299		\$2,299	\$0	\$2,299
Scholastic Math Inventory 2899/day x 1 day = 2899		\$2,899	\$0	\$2,899
SAT preparation 4,000 per 3 days		\$4,000	\$0	\$4,000
<b>Total</b>		<b>\$302,269</b>	<b>\$446,816</b>	<b>\$ 749,085</b>

<b>Supplies and Materials</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
SMART Response Systems for LAL & Foreign Languages PA 1,825 x 24 = 43800		\$31,650	\$0	\$31,650
Professional Books for Book Studies and Professional Learning Communities that focus on topics such as meaningful feedback, research-based instructional strategies, and motivating students \$22 per book x 160 = 3520		\$3,520	\$3,520	\$7,040

Additional classroom libraries in ELA and classrooms to increase reading across the curriculum 500 per library x 10 = 5,000 (2013-2014 school year)		\$20,000	\$5,000	\$25,000
Video libraries for ELA, science and social studies teachers to supplement current curriculum 500 per library x 10 = \$5,000 (2013-2014 school year)		\$25,000	\$5,000	\$30,000
<b>Totals</b>		<b>\$80,170</b>	<b>\$ 13,520</b>	<b>\$ 93,690</b>

<b>Equipment</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
77' Interactive Whiteboard systems needed to increase student engagement in language arts, foreign language and music 3,735 x 25= 93,375		\$93,375	\$0	\$93,375
<b>Computer Carts</b> Computer Carts needed for students to use technology based intervention programs in Literacy and mathematics. \$5,948 x 36 = \$214,128 2013-2014 \$2,500 x 2 =\$ 5,000		\$237,188	\$ 5,000	\$242,188

<b>Total</b>		<b>\$237,188</b>	<b>\$5,000</b>	<b>\$242,188</b>

<b>Other Purchased Services</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Totals</b>
(2) One-year warranty on SMART system 1 year x 2990=2990		\$5,980	\$5,980	\$11,960
System 44 a secondary reading program used to improve reading comprehension for students reading 3 or more years below grade level 1 package x 17,500 = 17,500		\$17,500	\$17,500	\$35,000
Cambridge will be purchased create a comprehensive culture college and career readiness for middle and high school students. 20 classes x 5250/class = 105,000		\$55,000	\$55,000	\$110,000
Scholastic Do the Math Now Small Group Intervention – 3 kits x 2095 = 6285		\$6,285	\$0	\$6,285
Fast Math and Fraction Nation Math 1 bundle x 14,900= 14,900		\$14,900	\$0	\$14,900
Go Solve Word Problems Unlimited Site License 1 x 7,800 per license= 7,800 20 x \$30 per school material = 600		\$8,400	\$0	\$8,400
Scholastic Math Inventory Site		\$2,950	\$2,950	\$5,900

License 1 x 2950 per site = 2950 <b>Scholastic Reading Inventory Site License</b>		\$2,950	\$2,950	\$5,900
Scholastic Math Inventory Expansion Pack 4 x 499 per 50 licenses = 998		\$1996	\$1996	\$3992
Transportation for students for extended day expenses added to normal bus route. 166.67 per day x 100 days for extended day = \$30,001		\$30,001	\$16,667	\$46,668
Transportation for field trips such as Liberty Science Center, NY Aquarium, theatre productions, and college tours. 600 per bus x 40 buses= 24,000		\$24,000	\$24,000	\$48,000
Achieve 3000 Home connection A supplemental program to the district's current Achieve 3000 program is a differentiated literacy curriculum that meets the needs of individual learners. 1 site x 150,000 which includes: <ul style="list-style-type: none"> <li>• student data setup/subscription</li> <li>• customized content</li> <li>• subscriptions to parents</li> <li>• professional development for parents</li> <li>• dedicated hotline for Cicely Tyson School</li> </ul> reporting and monitoring devices for teachers and administrators. (During the 2013-2014 school year, the e-Science component of Achieve 3000 Home Connection will be utilized)		\$150,000	\$10,610	\$160,610
Snacks for students during the		\$76,950		

extended day 90 students x \$4.75 x 180 days			\$42,750	\$119,700
2013-2014 90 students x \$4.75 x 100 days				
Teachscape XL Online Professional Learning Services 1 x 3500 per school= 3500		\$3,500	\$3,500	\$7,000
Teachscape Walkthrough Data collection Tool 1 x \$ 800 per school = 800		\$800	\$800	\$1,600
CWT/DCT Getting Started Workshop 1 Cohort x 4500 per school = 4500		\$4,500	\$4,500	\$9,000
Danielson Framework for Teaching Proficiency Test/ Training Licenses 6 administrators x 399 per person = 2394		\$2,394	\$2,394	\$4,788
Danielson Formal Evaluation System Annual User Licenses 94 users (administrators and teachers) x 45 = 4230		\$4,230	\$4,230	\$8,460
Teachscape Danielson Webinar 1 school x 1000		\$1,000	\$0	\$1,000
School subscription to Educational Impact to implement Danielson Framework for Teaching 1 x \$1250 per school = 1,250 Conferences		\$1,250	\$1,250	\$2,500
Lodging for Conference 26 staff members x \$206/ day x 3 days = \$16,068 Conferences		\$8,034	\$16,068	\$24,102
Meals for Conferences 26 staff members x \$77/ day x 3 days = \$6,006		\$3,003	\$6,006	\$9,009

Transportation to Conference 40 staff members x \$250 round trip = 10,000		\$5,000	\$10,000	\$15,000
Mileage for SIG Meetings 4 administrators x 60 miles x .31 per mile x 60 days = 4,464		\$4,464	\$0	\$4,464
Admission costs to take students to places such as the Liberty Science Center, NJ Aquarium, and theatrical productions for field experiences. 900 students x \$60 per admission fees = 27,000		\$27,000	\$27,000	\$54,000
Student incentive such as Breakfast or lunch with the Principals 225 students x \$20 per student = \$4,500  2013-2014 PBSIS Incentive program \$10,000		\$4,500	\$14,500	\$19,000
Scholastic book vouchers for increased achievement in language arts literacy and mathematics. 225 students x \$25 per voucher = 5625		\$5,625	\$0	\$5,625
Incentives for teachers in the form of mini-grants for professional development such as conduct action research projects, study groups, instructional supplies, and conference registrations as a reward for student achievement. The awards will be given quarterly to teachers who has have demonstrated proficiency in instructional practice and has shown growth in student achievement. The awards will be given to 60 teachers at \$500 each		\$30,000	\$30,000	\$60,000

Refreshments for parent/family community outreach events \$500/event x 4 events = 2,000		\$2,000	\$2,000	\$4,000
<b>Total</b>		<b>\$ 535,716</b>	<b>\$302,651</b>	<b>\$838,367</b>

**S-10**  
**BUDGET DETAIL FORM A**  
*Personal Services - Salaries*  
*Function & Object Codes 100-100 and 200-100*

**Date: May 30, 2013**  
**Page 126 of 147**

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME: Cicely L. Tyson School</b>	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION  For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total  For <b>part-time</b> positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
7a.15	100-100	14 teachers will be paid for extra periods used to extended learning for students. Each teacher will be paid for the extra period and the extended day (1 hour and 20 minutes) at rate of \$77. This figure was determined by dividing the hourly rate by 1.33	14 teachers x 57.89 per hour for 1hr 20 minutes = \$194,040	194,040
7a.15	100-100	Forty teachers will only be paid for an extended day at the contractual rate of \$33 for the extended period.	40 teachers x \$33.00 x 180 days = \$237,600	237,600
7a.15	100-100	Paraprofessional stipends Two paraprofessionals to assist special education teachers of self-contained classrooms for receiving expanded learning time. The school day is from 8:00am - 4:00pm extending the day by 1 hour and 20 minutes	2 paraprofessionals x 20.27 per day x 180 = \$7,297	7,297

4.18	200-100	Summer Institute for teachers to receive professional development for instructional practices such as increasing student engagement, differentiated instruction, and inclusive strategies for teaching students with disabilities.	$75 \times \$33 \text{ per hour} \times 15 \text{ hrs} = \$37125$	\$37125
7a.15	200-100	The Literacy and Math Coaches will work an extended day at a rate of \$33 to provide professional development for teachers on research based-instructional strategies and provide in-class coaching and modeling for teachers.	$3 \text{ instructional coaches} \times \$33 \text{ a day for } 180 \text{ days} = 17,820$	\$17,820
7a.15	200-100	One middle school guidance counselor and One high school counselor will remain for extended time to provide group and/ or individual counseling for students for \$33 a day.	$2 \text{ Guidance Counselors} \times \$33 \text{ a day} \times 180 \text{ days} = 11,880$	11,880
7a.15	200-100	One member of the child study team will remain to work with students with disabilities to provide counseling services at \$33 a day.	$1 \text{ child study team member} \times \$33 \text{ a day} \times 180 \text{ days} = 5,940$	5,940
7a.15	200-100	One health and social coordinator or disciplinarian will remain for extended time to provide behavioral intervention services for students.	$1 \text{ health and social coordinator or disciplinarian} \times \$33 \times 180 \text{ days}$	5,940
7a.10	200-100	The SIG Coordinator implements the programs outlined in the grant. The Supervisor will monitor the progress of SIG activities, meets with the Network Turnaround Officer, and serve as the liaison between the school and Central Office Administration in relation to SIG activities. In addition, the SIG Supervisor supervises all professional development activities regarding activities associated with SIG	$\$68,000,000 \times 50\% = \$34,000$	\$34,000

9.1	200-100	Data Coach Provide information to staff school committee, parents, community with student achievement data oversee the administration all district and state assessments organize supplies and equipment to facilitate analysis of data attend all SIG workshops focusing on analysis of data and other responsibilities required for SIG.	75,000 x 50%= \$37,500	\$37,500
7a.15	200-100	Five security monitors for monitoring the building during the extended school day. During the regular school day, seven security monitors are used to secure the building. During the extended day, five security guards are needed for the extended day because two guards have staggered shifts. Each security monitor is paid according to his or her overtime rate.	1 security monitors x 17.49 per hour for 1 hour per day X 180 days = 3148 1 security monitor x 18.30 per hour for 1 hour a day X 180 days= 3294 1 security monitor x 25.20 per hour for 1 hour per day X 180 days= 4536 1 security monitor x 19.69 per hour for 1 hour per day x 180 days = 3544 1 security monitor x 21.65 per hour for 1 hour per day x 180 days= 3897	\$18,419
7a.15	200-100	Administrator stipends for additional responsibilities related to SIG	3 administrators x \$500 per month x 12 months	18,000

**S-11**  
**BUDGET DETAIL FORM B**  
*Personal Services – Employee Benefits*  
*Function & Object Code 200-200*

**REVISED**  
**Date: July 22, 2013,**  
**Page 129 of 147**

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME: Cicely L. Tyson School</b>	

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

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 14.25%	PERS -----%	WRKR'S COMP -----%	UNEMPLY. -----%	DISABIL. -----%	HEALTH -----%	OTHER SPECIFY: -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teacher Stipends	\$194,040	14,845								100%	14,845
	237,600	18,176								100%	18,176
	\$37125	2,840.06								100%	2,840.06
2 Paraprofessionals	7,297	558								100%	558
Coaches Stipends	17,820	1,363								100%	1,363
Support Staff	23,760	1,818								100%	1,818
Security Guards	18,419	1,409								100%	1,409
Data Coach	37,500	2,869	5,343.75 (Revised)							100%	8,212.75 (Revised)
SIG Supervisor	34,000	2,601	4,845 (Revised)							100%	7,446 (Revised)
Administrator Stipends	18,000	1,377								100%	1,377

**S-12**  
**BUDGET DETAIL FORM C**  
*Purchased Professional and Technical Services*  
*Function & Object Codes 100-300 and 200-300*

<b>REVISED</b> <b>Date: July 22, 2013</b> <b>Page 130 of 147</b>
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<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME: Cicely L. Tyson School</b>	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
6.9	100-300	Grant funds will be used to obtain motivational speakers. Topics will include but not limited to goal setting, study skills, financial literacy, and self-esteem.  Motivational Speakers: 1 day = 2 hours (REVISED)	\$500/day	10 days	5,000
7b.3	100-300	Consultants train parents in an effort to create a comprehensive culture of college and career readiness. Consultants will discuss issues such as preparing middle school students for college, choosing the right university, and increasing achievement in literacy and math. Each training sessions will include 20 to 30 parents at a cost of \$2000 a day for each consultant. Consultants cost will include supplies and materials.  1 day = 5 hours (REVISED)	\$2000/day	16 days	32,000

4.7	200-300	<p>Umbrella partnership to provide job-embedded professional developments to provide comprehensive, job-embedded leadership and instructional professional development, as well as instructional remediation programs in math and reading during the 2013-2014 school year-- that will support teachers in diversifying and strengthening instructional practice, as well as remediate struggling students, in an effort to increase overall student achievement.</p> <p>Areas of focus:</p> <ul style="list-style-type: none"> <li>✓ Common Core Implementation</li> <li>✓ Foundation instructional coaching</li> <li>✓ Leadership coaching for administrators</li> <li>✓ Literacy coaching for the implementation of a reading program</li> <li>✓ Math coaching for the implementation of a math program</li> </ul> <p>(REVISED) Please see attached document with breakdown of costs for the proposed RFP for umbrella partnership-</p>			\$295,000
4.15	200-300	<p>Consultant to provide professional development, coaching, and in-class support for teachers in the areas of the integration of the performing arts and academics.</p> <p>The provider will also facilitate training sessions that include full-day workshops and leadership team meetings for Administrators.</p> <p>(REVISED)</p> <p>Training Sessions:  1 full day = 6 hrs @ \$3,333  Half day= 3 hrs @ \$1,667</p> <p>Coaching Sessions  1 job-embedded coaching session (1 class period) @ \$375</p> <p>Leadership Meetings  Half day= 4 hrs @ \$4,500</p>	<p>(3) Full-day training sessions \$10,000</p> <p>(3) Half –day training sessions \$5,000</p> <p>80 Coaching sessions \$30,000</p> <p>(2) Half-day Leadership meetings- to service a professional staff of 87 \$9,000</p>		\$54,000

5.7	200-300	IT Technicians Consultants (REVISED) Two (2) technicians are needed to installs, troubleshoot, and maintains hardware and software. Trains users in applications on the network. \$21 per hour x 8 hours per day by 181 days= \$30,408 x 2 Technicians = \$60816			\$60,816
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**S-13**  
**BUDGET DETAIL FORM D**  
*Supplies and Materials*  
*Function & Object Codes 100-600 and 200-600*

**REVISED**  
**Date: August 20, 2013**  
**Page 132 of 147**

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME: Cicely L. Tyson School**

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
9.12	100-600	<b>MacBook Pros(REVISED)</b> 150 MacBook Pros are needed for the purpose of online and technology-based instructional programs. \$1262 x 150 = \$ 189,300	\$1262	40	\$50,480
6.8	200-600	Professional Books for Book Studies and Professional Learning Communities		160	3,520

		that focus on topics such as meaningful feedback, research-based instructional strategies, and motivating students			
4.16	200-600	Video libraries for ELA , science, and social studies teachers to supplement current curriculum	500	10	5,000
4.16	200-600	Additional classroom libraries ELA and Social Studies classrooms to increase reading across the curriculum	500	10	5,000

**S-14**  
**BUDGET DETAIL FORM E**

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

<p><b>REVISED</b> Date: August 20, 2013 Page 134 of 147</p>
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<b>NGO TITLE: School Improvement Grant</b>
<b>SCHOOL NAME: Cicely L. Tyson School</b>

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
7a.11	400-731	<b>Computer Carts</b> Computer Carts needed for students to use technology based intervention programs in Literacy and mathematics. 2013-2014 \$2,500 x 2 = \$ 5,000(REVISED)	\$2,500	2	\$ 5,000

**S-15**  
**BUDGET DETAIL FORM F**

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

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME: Cicely L. Tyson School</b>	

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

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7a.4	100-500	System 44 a secondary reading program used to improve reading comprehension for students reading 3 or more years below grade level 1 package x 17,500 = 17,500	17,500
7a.7	100-500	The Cambridge Program will be purchased create a comprehensive culture college and career readiness for middle and high school students. 20 classes x 5250 per class	55,000
7a.4	200-400 (REVISED)	Scholastic Math Inventory Site License 1 x 2950 per site = 2950	2,950
7a.4	200-400 (REVISED)	Scholastic Reading Site License 1 x 2950 per site = 2950	2,950

7a.1.9	100-500	<p><b>Achieve 3000 Home connection</b></p> <p>A supplemental program to the district's current Achieve 3000 program is a differentiated literacy curriculum that meets the needs of individual learners.</p> <p>1 site x 150,000 which includes:</p> <ul style="list-style-type: none"> <li>• student data setup/subscription</li> <li>• customized content</li> <li>• subscriptions to parents</li> <li>• professional development for parents</li> <li>• dedicated hotline for Cicely Tyson School</li> <li>• reporting and monitoring devices for teachers and administrators.</li> </ul> <p>During the 2013-2014, the eScience component of Achieve3000 Home Connection will be utilized only</p>	10,610
7a.12	100-800	<p>Admission costs to take students to places such as the Liberty Science Center, NJ Aquarium, and theatrical productions for field experiences.</p> <p>900 students x \$60 per admission fees = 27,000</p>	27,000
7a.14	100-800	<p>Student incentive such as Breakfast or lunch with the Principals</p> <p>225 students x \$15 per student (costs for hot lunch and breakfast during honor roll banquets)</p> <p>\$13,500(REVISED)</p> <p>Student Certificates</p> <p>\$1,000(NEW)</p>	\$14,500
7a.13	200-400	<p>One-year warranty on SMART system</p> <p>2 year x 2990=2990</p>	5,980
7a.4	200-400 (REVISED)	<p>Scholastic Math Inventory Expansion Pack</p> <p>Scholastic Reading Expansion Pack</p> <p>4 x 499 per 50 licenses = 998</p>	\$1,996
7a.12	200-500	<p>Transportation for students for extended day expenses added to normal bus route.</p> <p>166.67 per day x 100 days for extended day</p>	\$16,667
7a.12	200-500	<p>Transportation for field trips such as Liberty Science Center, NY Aquarium, theatre productions, and college tours.</p> <p>600 per bus x 40 buses= 24,000</p>	24,000
7a.12	200-500	<p>Snacks for students during the extended day</p> <p>855 students x \$0.50 x 100 days (REVISED)</p>	42,750
3.4	200-500	<p>Teachscape XL Online Professional Learning Services</p> <p>1 x 3500 per school= 3500</p>	3500

3.4	200-500	Teachscape Walkthrough Data Collection Tool 1 x \$ 800 per school = 800	800
3.4	200-500	CWT/DCT Getting Started Workshop 1 Cohort x 4500 per school = 4500	4,500
2.9	200-500	Danielson Framework for Teaching Proficiency Test/ Training Licenses 6 administrators x 399 per person = 2394	2,394
2.9	200-500	Danielson Formal Evaluation System Annual User Licenses 94 users (administrators and teachers) x 45 = 4230	4,230
2.9	200-500	School subscription to Educational Impact to implement Danielson Framework for Teaching 1 x \$1250 per school = \$1,250 (REVISED)	1,250
4.17	200-580	Lodging for Conferences to improve instructional strategies 26 staff members x \$206/ day x 3 days = 16,068(REVISED)	16,068
4.17	200-580	Meals for Conferences 26 staff members x \$77/ day x 3 days = 6,006(REVISED)	6,006
4.17	200-580	Transportation (train tickets) to conferences 40 staff members x \$250 round trip = 10,000(REVISED)	10,000
5.6	200-800	Incentives for teachers in the form of mini-grants for professional development such as conduct action research projects, study groups, instructional supplies, and conference registrations as a reward for student achievement. The awards will be given quarterly to teachers who has have demonstrated proficiency in instructional practice and has shown growth in student achievement. The awards will be given to 60 teachers at \$500 each	30,000
7b.6	200-500 (REVISED)	Refreshments for parent/family community outreach events \$500/event x 4 events = 2,000	2,000

**S-16**  
**LEA BUDGET DETAIL FORM**

<b>Date: May 30, 2013</b> <b>Page 138 of 147</b>
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*Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Services, Travel, Supplies, Other Objects, Equipment*

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

<b>NGO TITLE: School Improvement Grant (Cohort 3, Year 1) cohort 2 year 3</b>	
<b>LEA NAME: East Orange School District</b>	<b>SCHOOL NAME Cicely L. Tyson School</b>

<b>NOTES:</b> Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the <i>Discretionary Grant Application</i> for instructions. Complete all columns. Use multiple lines for a single entry if necessary.
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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7a.10	200-100	The SIG Coordinator implements the programs outlined in the grant. The Supervisor will monitor the progress of SIG activities, meets with the Network Turnaround Officer, and serve as the liaison between the school and Central Office Administration in relation to SIG activities. In addition, the SIG Supervisor supervises all professional development activities regarding activities associated with SIG \$68,000,000 x 50% = \$34,000	\$34,000
9.1	200-100	Data Coach Provide information to staff school committee, parents, community with student achievement data oversee the administration all district and state assessments organize supplies and equipment to facilitate analysis of data attend all SIG workshops focusing on analysis of data and other responsibilities required for SIG. 75,000 x 50%= \$37,500	\$37,500

**Form S - 17**  
**NJ DEPARTMENT OF EDUCATION**  
**APPLICATION FOR FUNDS - BUDGET SUMMARY (REVISED- August 20, 2013)**

LEA Name: East Orange School District

School Name: Cicely L. Tyson Middle and High School

County/LEA/School Code: 13 / 1210 / 150

NGO Title: School Improvement Grant (Cohort 1 – Year 3)

NGO#: **12 - SG04 - H03**

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG LEA COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
<b>INSTRUCTION</b>						
Personal Services - Salaries	100-100			438,937		438,937
Purchased Professional & Technical Services	100-300			332,000		332,000
Other Purchased Services	100-500			89,010		89,010
Supplies and Materials	100-600			50,480 (REVISED)		50,480 (REVISED)
Other Objects	100-800			41,500		41,500
<b>SUBTOTAL - INSTRUCTION</b>				951,927 (REVISED)		951,927 (REVISED)
<b>SUPPORT SERVICES</b>						
Personal Services - Salaries	200-100			186,624		186,624
Personal Services – Employee Benefits	200-200			(REVISED) 58,044.81		(REVISED) 58,044.81
Purchased Professional & Technical Services	200-300			114,816		114,816
Subgrant Cost Summary	200-320			(REVISED) 359,484.81		(REVISED) 359,484.81
Purchased Property Services	200-400			5,980		5,980
Other Purchased Services	200-500			102,087		102,087
Travel	200-580			32,074		32,074
Supplies and Materials	200-600			13,520		13,520
Other Objects	200-800			32,000		32,000
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>				(REVISED) 545,145.81		(REVISED) 545,145.81
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731			5,000 (REVISED)		5,000 (REVISED)
Noninstructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>				5,000 (REVISED)		5,000 (REVISED)
<b>TOTAL COST</b>				(REVISED) 1,502,072.8		(REVISED) 1,502,072.8

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Business Administrator

\_\_\_\_\_  
Date