Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: 11 - SG03 - H02 Title: School Improvement Grant

SECTION II, PART A:

School Name
University Middle School
School Address
255 Myrtle Avenue
School City, State, Zip
Irvington, NJ 07111
Grade Span of School

6-8

Internal use only	School Code	Type	Region	Sequence

Andrea Tucker — (973) 399-6879 Ext. 1601
School Principal Name — Phone #

Eileen P. Walton
School Program Director Name

(973) 399-6800 Ext. 1673
School Program Director Telephone

ewalton@irvington.k12.nj.us
School Program Director Fax/email

Total amount of funds requested for school application: Year 1 $ 999,285.47 Year 2 $ 999,986.00 Year 3 $ 999,991.00

Duration of the Year 1 project: 7/1/14 to 8/31/15

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.

_____ 04/01/2014
Certification of Chief School Administrator — Date

SECTION II PART B

The school application has been duly authorized by the governing body of the Irvington Public School school district (county code 1 3, District Code 2 3 3 0, School Code 135).

_____ Superintendent of Schools _____
Signature of Chief School Administrator — Title — Date

Business Manager: Reginald Lamptey Phone: (973) 399-6800 Ext. 2120 Fax: (973) 416-2090

Form S-2

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.
- A State Turnaround Coach is assigned to each school.
- 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.

Irvington Public Schools
Applicant LEA

_____
Signature: *Chief School Administrator*

University Middle School
Applicant School

04/01/2014
Date

Form S-3

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	Irvington Board of Education
Address (including zip + 4 code)	07111 – 2627
DUNS number	96212035
Expiration Date of SAM registration	9/2/2014
Congressional District	10th

Part II – Primary Place of Performance under this award

City	Irvington
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 and shall maintain a current registration throughout the grant period.

_____

Signature of Chief School Administrator

Dr. Neely Hackett, Superintendent of Schools

Name and Title

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PROJECT ABSTRACT

LEA : Irvington Public Schools

Name of School: University Middle School

Mission	University Middle School envisions a community of learners dedicated to academic excellence through a combination of critical thinking and life skills, which define the education of the whole child, wherein the major focus of the school is to improve academic achievement for all students. Our core beliefs are that each student is entitled to a quality education that the entire community of invested stakeholders value, support, and enlarge by collaborating with one another. Teacher quality is vital to engaging students in relevant, authentic tasks and improving student achievement. University Middle School believes that each student possesses the ability to achieve his or her potential in any learning environment when adults provide the most appropriate supports for success. The educational environment must be safe, respectful, and guided by skilled administrators who focus on advancing teacher effectiveness and student achievement.
Vision	University Middle School seeks to realize the status of an exemplary school where all stakeholders are committed to the goals established to transform the school into an environment that promotes the highest level of academic achievement and personal growth for all students.
Project Implementation Summary	**School Profile:** University Middle School is one of two middle schools in Irvington, New Jersey as of the date of this application it enrolls students in grades six through eight; 230 sixth graders, 214 seventh graders, and 223 eighth graders. The school is governed by one principal and two assistant principals who oversee a total of 667 students and 74 teachers. **Needs Analysis**: University Middle School's needs analysis which includes a set of comprehensive data from on-going state conducted Regional Achievement Center quarterly site visits ; district administrative walkthroughs; District Cycle Benchmark and State Unit and NJASK Assessments; Read 180 Lexile; and 2011-12 QSR analysis all indicate that the students at University Middle School have demonstrated low academic achievement in ELA and Math that is below state proficiency benchmarks. As a result, University Middle School has been designated as a Priority School.

	These reports identified a number of root causes for low achievement across ELA and Math, but the common factors were: • Instructional practices are too teacher-centered • Effective instructional strategies that address the needs of all students are not consistently implemented • Most teachers do not incorporate the use of higher-order questioning skills • Most teachers do not incorporate the use of differentiated instruction • Teachers have not had adequate sustained job-embedded professional development In year 1, the administration and staff at University Middle School will maintain a focus on the following key areas of academic and school life: **Leadership:** During the first year of implementing the Transformational Model, University Middle School will school begin with the vision casting of effective leadership. Effective leaders inspire students, teachers, staff, and the community to embrace and promote the school's vision and the intermediate objectives and goals that must be met to realize the vision. Goals relative to educational priorities must be clearly articulated and clarified when necessary. The building leadership must insure on-going, job-embedded professional development based on an effective evaluation process and facilitate collaborative decision-making as well as foster positive relationships among all stakeholders. Finally, the effective leader must develop protocols that comply with the requirements of federal, state, and local legislation. **School Staffing and Professional Development:** During the first year of implementation of the Transformational Model, the school principal will rely heavily on the recruitment and retention of highly qualified and committed teachers. The standard of highly qualified teachers is not limited to certification. Therefore, in order to effectively transform a school, staff must demonstrate commitment to the school's vision, have high expectations for student success, demonstrate awareness of students' needs through ongoing data analysis and the tailoring of instruction based on those needs. Teachers can also effect the transformation of a school through community involvement and modeling the values of lifelong learning and personal growth through participation in ongoing professional development and collaboration with peers. **Academic Environment:** During the first year of implementation of the Transformational Model, the administrators and staff at University Middle School will promote the operation of an environment where students develop and exhibit skills which will result in measurable academic and personal growth that will translate into higher rates of high school graduation and post- secondary preparation and success. The school will set challenging goals for all students. Students will

	also avail themselves of educational and co-curricular activities that enhance personal and academic development. Through participation and the pursuit of excellence in academics and co-curricular activities, students will gain skills necessary to transition to the rigors of secondary education and post graduation pursuits. Another critical element to enhancing the academic environment is the selection, alignment, revision, monitoring, and implementation of curriculum and instruction. University Middle School will utilize a curriculum that allows students to meet core requirements and minimum levels of proficiency relative to state standards and requirements, and includes stimulating electives which promote an extension of intellectual interests and ignite a passion for creativity. The curriculum goals will be clearly stated and curricular elements will be presented in a logical progression relative to a scope and sequence which is clearly defined. The curriculum will be challenging, allow for differentiation, promote critical thinking and creativity, and be articulated both horizontally and vertically. **Community and Parent Involvement:** University Middle School administrators and staff recognizes that community and parent partnership is also crucial to the transformation of our school. We will provide programs that promote parental involvement through collaborative monitoring of academic performance and support of excellence and lifelong learning. University Middle School will partner with the community by providing opportunities to attend and support programs and initiatives, engage in business partnerships that provide resources and experiences to identify a direct linkage between school and the workplace. Community involvement will also be facilitate by establishing effective collaboration with institutions of higher learning. **School Climate:** A final crucial element that is necessary toward the realization of school transformation is establishing a positive school climate. A positive school climate is characterized by collaboration among stakeholders, shared expectations, ethical behavior, respect for the self-worth and diversity of others, trust, and safety. Students will contribute positively to the school environment through conducting themselves in a safe and orderly fashion and demonstrate respect for themselves as well as the rights and diversity of fellow students, staff, and their community. Students will take pride and responsibility for their own learning and make ethical decisions regarding their personal behavior and school attendance.

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REPORTING METRICS

LEA : Irvington Public Schools

Name of School: University Middle School

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	University Middle School intends to implement the Transformation Model as an educational reform intervention strategy with the use of School Improvement Cohort 3 funds.
Number of minutes within the school year	University Middle School has 68,400 minutes within the school year. There are 6 hours and 20 minutes in the school day for 180 days each year. There are 60,300 instructional minutes each school day for 180 days each year. This is the equivalent of 5 hours and 35 minutes of instruction each school day.
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	Analysis of NJASK 6 results for the 2012-13 school year indicates that 1% of all sixth graders tested schoolwide scored Advanced Proficient in Language Arts, 29% of all sixth graders scored Proficient, and 70% scored Partially Proficient. NJASK 6 results disaggregated by subgroups for the same population

	indicated Advanced Proficiency levels of 1% for Black students, 0% for Hispanic students, 0% for students with disabilities and 0% for economically disadvantaged students. State assessment data indicates that 29% of Black students scored Proficient, 29% of Hispanic students scored Proficient, 12% of students with disabilities scored Proficient, and 29% of economically disadvantaged students scored Proficient. Partially Proficient students were represented by 70% black, 71% Hispanic, 88% students with disabilities and 71% economically disadvantaged. Language Arts scores on the NJASK 7 for the 2012-2013 school year indicated 3% Advanced Proficient, 18% Proficient, and 81% Partially Proficient Schoolwide. An analysis of Language Arts performance for 7th grade students disaggregated by subgroup indicates Advanced Proficient status for 1% of Black students, 6% of Hispanic students, 0% of students with disabilities, and 1% of economically disadvantaged students. Students in the Proficient category were represented by 17% Black, 17% Hispanic, 17% students with disabilities, and 16% economically disadvantaged. Partially Proficient were distributed as follows: 82% Black, 78% Hispanic, 83% students with disabilities, and 83% economically disadvantaged.

	Language Arts scores on the NJASK 8 for the 2012-2013 school year indicated 1% Advanced Proficient, 43% Proficient, and 56% Partially Proficient schoolwide. Disaggregated Language Arts scores on the NJASK 8 indicate Advanced Proficient scores for 1% of Black students, 0% of Hispanic students, 2% of students with disabilities, and 1% of economically disadvantaged students. Students in the Proficient range were distributed as follows: 43% Black, 43% Hispanic, 9% students with disabilities, and 44% economically disadvantaged. Partially Proficient scores were represented by 55% Black students, 57% Hispanic students, 89% students with disabilities and 56% economically disadvantaged students. An analysis of NJASK 6 scores for Mathematics, showed a 6% Advanced Proficient score, 46% Proficient score, and a 48% Partially Proficient score for all students schoolwide. Mathematics scores disaggregated by subgroup were distributed as follows: Advanced Proficient – 6% Black, 5% Hispanics, 0% students with disabilities, and 6% economically disadvantaged. Proficient scores were distributed as 47% Black, 38% Hispanic, 17% students with disabilities, and 50% economically

	disadvantaged. Students in the Partially Proficient range were 47% Black, 57% Hispanic, 83% students with disabilities, and 44% economically disadvantaged. Distribution of Mathematics scores on the NJASK 7 were 5% Advanced Proficient, 28% Proficient, and 68% Partially Proficient for all students schoolwide. Scores disaggregated by subgroup were 6% Advanced Proficient for Black students, 0% Advanced Proficient for Hispanic students, 0% Advanced Proficient for both students with disabilities and LEP students, and 4% Advanced Proficient for economically disadvantaged students. Students scoring in the Proficient range were 27% Black, 39% Hispanic, 17% students with disabilities, 15% LEP, and 28% economically disadvantaged. Partially Proficient scores were distributed as 68% Black, 61% Hispanic, 83% students with disabilities, 85% LEP, and 68% economically disadvantaged. Mathematics scores on the NJASK 8 were represented as 5% Advanced Proficient, 19% Proficient, and 77% Partially Proficient schoolwide. Advanced Proficient scores were distributed as 4% for Black students, 8% for Hispanic students, and 5% for economically disadvantaged students. Proficient scores were represented by 20% Black students, 8% Hispanic

	students, and 21% economically disadvantaged students. Partially Proficient students were represented by 76% Black students, 85% Hispanic students, and 75% economically disadvantaged students.
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Of the total students who participated in the 2012-13 NJASK assessment in math and language arts in the 6-8 grade span for University Middle School , were 13% for students with disabilities, 77.6% for economically disadvantaged students, and 6.3% Limited English Proficient students.
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	The average scale scores on the NJASK 6 for Language Arts indicates 100 for the 0^{th} quartile, 173 for the 25^{th} quartile, 187 for the 50^{th} quartile, 200 for the 75^{th} quartile, and 233 for the 99^{th} quartile. The average scale scores on the NJASK 7 for Language Arts indicates 110 for the 0^{th} quartile, 163 for the 25^{th} quartile, 181 for the 50^{th} quartile, 195 for the 7^{th} quartile, and 251 for the 99^{th} quartile. The average scale scores of the NJASK 8 for Language Arts

	indicates 139 for the 0th percentile, 186 for the 25th percentile, 196 for the 50th percentile, 209 for the 75th percentile, and 246 for the 99th percentile. The average scale scores for Math on the NJASK 6 are 115 for the 0th percentile, 175 for the 25th percentile, 200 for the 50th percentile, 216 for the 75th percentile, and 258 for the 99th percentile. The average scale scores for Math on the NJASK 7 are 106 for the 0th percentile, 160 for the 25th percentile, 178 for the 50th percentile, 207 for the 75th percentile, and 264 for the 99th percentile. The average scale scores for Math on the NJASK 8 are 104 for the 0th percentile, 150 for the 25th percentile, 170 for the 50th percentile, 195 for the 75th percentile, and 266 for the 99th percentile.
Percentage of limited English proficient students who attain English language proficiency	English language proficiency levels are not disaggregated for limited English proficient student subgroups in grades 6-8, as the subgroup count is not high enough under NCLB suppression rules.
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	92%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	The total rate of student discipline incidents for the

	2012-2013 school year as represented by the student suspension rate is 16%. There was also 1 reported student expulsion.
Truants	There were no reported truants for the 2012-2013 school year.
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	An analysis of teacher performance is reported for the first cycle of the current school year rather than for the 2012-13 school year due to the fact that the district has instituted a new evaluation system in the current school year. As per an analysis of teacher performance for the first cycle utilizing the Danielson Framework for Teacher Evaluation, 5% of teachers were rated in the Unsatisfactory range, 19% of teachers were rated in the Developing range, 73% of the teachers were rated in the Achieving range, and 3% of the teachers were rated in the Distinguished range.
Teacher attendance rate	The teacher attendance rate is 94%.

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STATEMENT OF NEED

LEA : Irvington Public Schools

Name of School: University Middle School

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled "QSR Summary".

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)	Unit Assessment Data, Cycle Tests Grade Distributions, Report Card Data, On Course Lesson Plans, Evaluation	**Results and Outcomes** An analysis of 2013 NJASK scores school-wide indicates that 69% of students school-wide are below proficiency levels in Language Arts. Students have not met student growth indicators over 2012 results. Unit 2 assessment results on district unit tests for Language Arts indicate a 50% proficiency rate for all students in grade 6, 55% proficiency rate for all students in grade 7, and a 65% proficiency rate for all students in grade 8. Special education students and limited English students score significantly lower than general education counterparts at all grade levels. 34% special education and 29% limited English students scored proficient on Unit 2 assessments, 27% special education and 17% limited English students scored proficient on Unit 2 assessments, and 60% of special education and 0% limited English students scored proficient on Unit two assessments. 94% of all sixth grade students, 100% of all seventh grade students, and 97% of all eighth grade students are enrolled in the Read 180 prescriptive reading improvement program to address deficiencies in

		Language Arts. **Root Cause** Data reviewed from March 2014 RAC Walkthrough Summary indicates all teachers are not prepared to implement a full range of Response to Intervention literacy strategies. Further, professional development has not been focused or job-embedded.. 43% classrooms showed evidence of use of data to drive instruction, 31% of classrooms showed evidence of active student engagement, 43% showed evidence of differentiation of instruction, and 13% showed evidence of consistent demonstrations of learning.42%classrooms showed evidence of students able to articulate a connection of learning activities to classroom lessons. All classrooms have shown a increase in non-English speaking students throughout the school.
Academic Achievement – Writing		
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind		**Results and Outcomes** A school-wide analysis of 2013 NJASK scores indicates that 65% of students school-wide are below proficiency levels in Mathematics. Students have met growth indicators over 2012 results. Unit 2 assessment results on district unit tests for Mathematics indicate a 13.3% proficiency rate for all students in grade 6, 14.4% proficiency rate for all students in grade 7, and a 29% proficiency rate for all students in grade 8. Students with disabilities have scored 27.6% proficient on grade 6 unit assessments; students with disabilities have scored 5.3% proficient on grade 7 unit assessments, and students with disabilities have scored 7.7% proficient on grade 8 unit assessments. An analysis of Unit 2 mathematics assessments for Limited English students have shown proficiency levels of 0% in grade 6, 8% in grade 7, and 9% in grade 8. **Root Cause** Data reviewed from March 2014 RAC Walkthrough Summary indicate all teachers are not prepared to implement a full range of Response to Intervention math strategies. Further, professional

		development has not been focused or job-embedded. 43% classrooms showed evidence of use of data to drive instruction, 31% of classrooms showed evidence of active student engagement, 43% showed evidence of differentiation of instruction, and 13% showed evidence of consistent demonstrations of learning.42%classrooms showed evidence of students able to articulate a connection of learning activities to classroom lessons. All classrooms have shown an increase in non-English speaking students throughout the school.
Subgroup: Homeless		A review of homeless data for students in University Middle School indicates that there are only 3 students designated as homeless. This statistic is representative of .05% of the total population. This number is statistically insignificant, and therefore, has not been disaggregated as a separate subgroup relative to assessing unique needs.
Subgroup: Students with Disabilities		Schoolwide, students with disabilities have demonstrated a 13.1% proficiency rate on NJASK scores in the area of Language Arts and 12.1% in Mathematics.Unit 2 assessments in Language Arts literacy have indicated a 34% proficiency rate in grade 6 ,a 27% proficiency rate in grade 7, and 60% in grade 8. Unit 2 assessments in Mathematics have indicated a 27.6% proficiency rate in grade 6, a 5.3% proficiency rate in grade 7, and a 7.7% proficiency rate in grade 8. **Root Cause:** Data reviewed from March 2014 RAC walkthroughs and a QSR summary data from the previous year, indicates that many teachers do not plan for or implement research-based multiple response strategies to engage all students. Classroom observations indicate that 43% of teachers employ differentiation of instruction and 31%

		engage students in learning. There is also evidence that the schedule does not provide adequate time for teachers of students with disabilities to participate in collaborative planning with general education counterparts. There is also little evidence of school level planning to engage and assist parents of students with disabilities in understanding the instructional program to help their children achieve.
Subgroup: English Language Learners		School-wide NJASK data for English Language Learners has not been disaggregated due to the fact that the population of the subgroup is not high enough under the NCLB suppression rules. Unit 2 assessments in Language Arts Literacy have indicated a 29% proficiency rate in grade 6,a 17%proficiency rate in grade 7, and a 0% proficiency rate in grade 8. **Root Cause**: Data reviewed from March 2014 RAC walkthroughs and QSR summary data from the previous school year indicate that teachers do not plan for of implement research-based multiple response strategies to engage all students. Classroom observations indicate that 43% of teachers employ differentiation of instruction and 31% actively engage students in learning. There is also evidence that the schedule does not provide adequate time for teachers of English Language Learners to participate in collaborative planning with general education counterparts. There is also little evidence of school level planning to engage and assist parents of English Language Learners in understanding the instructional program to help their children achieve. Finally, there is little evidence of school-wide planning to assist students in assimilating to the learning environment. There has been an increase in the number of ELL students who are overage and undereducated registering in the school. ELL students currently comprise 10% of the total population.
Subgroup:		**Results and Outcomes**

Economically Disadvantaged		An analysis of 2013 NJASK scores school-wide indicates 70.2% of economically disadvantaged students are below proficiency levels in Language Arts and 61.9% of economically disadvantaged students are below proficiency levels in Mathematics. 15.6% proficiency rate for students in grade Unit 2 assessments results for Mathematics indicates a 15.6% proficiency rate for students in grade 6, a 17.3% proficiency rate for students in grade 7, and a 32.1% proficiency rate for students in grade 8. Unit 2 assessments results for Language Arts indicates a 51% proficiency rate for students in grade 6, a 54% proficiency rate for students in grade 7, and 64% proficiency rate for students in grade 8. **Root Cause** Data reviewed from March 2014 RAC Walkthrough summary indicates all teachers are not prepared to implement a full range of Response to Intervention Math and Literacy strategies. Further professional development has not focused on best practices of instruction. 43% of classrooms showed evidence of use of data to drive instruction, 31% classrooms showed evidence of active student engagement, 43% showed evidence of differentiation of instruction, and 13% showed evidence consistent demonstrations of learning. 42% of classrooms showed evidence of students able to articulate a connection of learning activities to classroom lessons. Currently 503 out of 667 students are economically disadvantaged. This represents approximately 75% of the total population. .
Parent Involvement	2013 Fall RAC Parent Survey; QSR Data; Activity Attendance Sheets; School Website; School Messenger	**Results and Outcomes** The number of parents attending PTA meetings has increased by 40%. However the rate of parent participation represents less 10% when compared with the total student population. The percentage of parents attending Back to School Night has risen over the past two years from 15% to over 75% and there has been a greater than 15% increase in parent participation in academic conferences. The school has designated parent coordinator and has planned a

		number of parent activities and workshops. To date, data has not been complied or disaggregated relative to participation rates or evaluation of activities. The school website posts pertinent information regarding academic and co-curricular activities for parent information. However, there is no data relative to the number of parents who use the site to keep abreast of student activities. The electronic School Messenger System is utilized regularly to disseminate important information to the homes of all pupils. 100% parents participated in a school climate survey. 18 parents like the school their child attends 88.9% of parents like the school their child attends 76% of parents believe that other parents like the school 88.9% of parents say that their child looks forward to going to school 86.7% of parents believe their child tries hard in school 94.1% of parents believe that parental input is important to school and administrators 94.4% of parents believe that parents and teachers work as a team to educate their child 77.8% of parents believe that the school makes an effort to keep them informed about what's going on in school 94.4% of parents believe there is an adult at the school that students feel they can talk to when they have a problem 88.2% believe that their child's school is a safe place 55.5% believe that students show respect for each other 58.8% parents believe that their child receives additional academic services if he or she is struggling academically. 51.1% parents are aware that there is an anonymous hotline for reporting dangerous or unsafe behavior 83.4% believe that if their child reports unsafe or dangerous behavior, the problem will be taken care of as soon as possible 94.4% parents respect the school's teachers 88.9% parents respect the school's principal

		70.6% parents believe the school performs well academically 77.8% believe that school succeeds at preparing children for college and careers 63.4% believe that their child's teacher helps them to help their child learn at home 100% make sure their child completes homework 100% parents talk to their child about learning/school outside school 88.9% parents state that they attend school meetings 93% of parents indicate that they are primarily made aware of school programs and activities via phone calls **Root Cause** Although data represents a positive view of the school relative to all measures, less than 3% of the parents responded to the survey. This statistic alone indicates the need for increased parental involvement.
Professional Development	March 2014 RAC Walkthrough Summary, QSR summary reports	**Results and Outcomes** Classroom walkthroughs indicate that 43% of classrooms provide differentiated instruction, 43% use basic data to inform instruction, 13% provide demonstrations of learning, 43% teachers assist students to assess their own learning, 31% promote active students engagement, and 42% of students are able to make a connection between classroom activities and learning outcomes. **Root Cause** Professional development focuses on research-based multiple response strategies and student directed instruction is not ongoing or job-embedded. There is limited opportunity for job-embedded development during the school day. Professional development must also be driven by needs assessment as obtained by professional evaluations and focused walkthroughs. A method for ensuring that professional development is job-embedded and ongoing is necessary.

Extended Learning Opportunities	Student Sign-ins and attendance for extended learning opportunities	**Results and Outcomes** 69 students have participated in the after school tutorial program to promote proficiency in Language Arts and Math, thus far during this school year. This represents less than 10% of the overall student population. **Root Cause** The value and relevance of extended learning opportunities need to be communicated to parents and offered to students as part of the school day. Methodologies and learning activities employed in extended learning opportunities need to be relevant, activity-based, and connected to student interests.
School Culture	School Report Card; Staff Surveys; Attendance Data; Suspension Reports; Parent Surveys; QSR Reports	**Results and Outcomes** The length of the school day is 6 hours and 20 minutes. There is a total of 5 hours and 35 minutes of instructional time. There is a faculty to student ratio of 11 to 1. The student suspension rate is 16.6% and there was 1 expulsion. The student attendance rate is 93%. Relative to overall attitudes toward the use and attitudes toward the building and scheduling 58.1% of staff and 47.6% students expressed positive attitudes. Relative to the emotional environment of the school 53.9% of staff and 51.9% of students agree that the environment is physically, socially, and emotional conducive to feelings of safety and well-being. The academic climate was found to be supportive of student development and the overall level instructional quality for staff was rated at 54.1% and for students at 58.8%. Measurements regarding open and honest interpersonal communication are found to produce healthy, positive outcomes for 57.1% of staff and 44.5% of students perceptions regarding community engagement indicate that 51.6% of staff and 62.2% of students perceive that parents and community members are incorporated into both the social and the academic life of the school. This includes an assessment of the degree of home support for learning and general parental satisfaction with the school.

		Survey results regarding perceptions of overall morale in the school and community indicate that 48.7% of staff and 52% of students perceive that they view the school community as a place of pride and feel connected to the central character of the school. This domain also assess the school leaderships ability to support and rally the school community to healthy and positive outcomes. The staff attendance rate of 94.4% is slightly lower than the state average . **Root Cause** Although there is evidence of improvement in the overall culture and climate of the building this year due to a decrease in the number of discipline referrals over the past two years, there is still a need to address the behaviors of at-risk students. Climate and cultural improvement have been realized through the introduction of PBSIS, student behavior needs to be addressed proactively. There is a lack of counseling for students who require clinical support and interventions to improve academic difficulties and consistent attendance.
Leadership	March 2014 RAC Walkthrough Summary; QSR Review from prior years; Staff Surveys	**Results and Outcomes** Review of the master schedule indicates that common planning time is allotted for staff. Administrative walkthroughs are conducted regularly and feedback is provided to teachers. The school's vision and areas of focus for engaged student instruction have been clearly articulated and reinforced. Building leadership regularly monitors the posting of three-part objectives, active engagement, the use of technology, posting authentic students work, connection to learning higher order thinking skills, and the use of differentiated instruction. Although administrative walkthroughs are conducted regularly, only 43%of classrooms differentiate instruction,78% incorporate technology,43% utilize frequent assessment throughout the lesson, 13% conduct demonstrations of learningin the lesson,63% of students respond actively throughout the lesson,13%utilize appropriate closure techniques, and 30% use transition time effectively.

		Root Cause School leadership needs additional time to provide job-embedded professional development, demonstrations of learning, and frequent monitoring of instructional expectations through daily walkthroughs.
Highly Qualified Staff	District Human Resources Hiring Protocols, School Staff Rosters	**Results and Outcomes** The district has developed and strictly adheres to hiring practices that ensure that all staff are highly qualified .A diverse team of district and school level stakeholders utilize interview techniques and develop questions that are aligned to district expectations ,job descriptions, and state certification requirements. Demonstration lessons are required, a comprehensive background check is conducted, and all credentials and references are verified. . The district actively recruits highly qualified staff members. All fulltime staff and substitutes are 100% highly qualified. University Middle School has 73 certified staff members of which. 68% have Bachelor's degrees ,28% have Master's degrees ,and 4% of the staff have a PhD/EdD degree. At this time no teacher in the school has attained National Board Certification. **Root Cause** The district provides professional development during three half day in-service days per year to support district initiatives and additional in-service sessions to support district initiatives. District professional development does not occur during the summer ,and the professional development plan does not account for consecutive professional development days.
Other:		N/A

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	District and school wide stakeholders reviewed various documents such as NJASK test data, district cycle test data, QSR Summary reports, RAC walkthrough report, parent surveys, student surveys ,and School Report Card data .
2.	Describe methods used to collect and compile data for student subgroups.	The District Director of Assessment disaggregates all state test scores and disseminates data to building Principals who, in turn ,analyze said data with their Data Team and School Leadership Committee. In addition, all cycle test scores are analyzed by the Content Area Supervisors. This data is discussed with instructional staff at faculty meetings and common planning meetings. Additional data was compiled from RAC walkthroughs and QSR summary reports.
3.	Explain how the data from the collection methods are valid and reliable.	Data collection methods are valid because they are disaggregated by subgroup and multi – criteria in nature .The data is reliable due to the inter subjective verifiability of multiple sources.
4.	What did the data analysis reveal regarding classroom instruction?	Data analysis revealed the need for greater differentiation of instruction, active student engagement, higher level thinking increased frequency of use of technology integration, and more demonstrations of learning. Data must also be reviewed, shared, and used consistently to drive instruction.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Professional development schedules have not been prioritized, and there is limited evidence that professional development aligns teacher strengths and needs top student needs .Data is not collected relative effectiveness of Professional development as it is compared to increased student achievement.
6.	How are educationally at-risk students identified in a timely manner?	At risk students are identified in a timely manner via the following: • Analysis of test scores from the previous year identifies students for appropriate scheduling • Analysis of report cards identifies students for appropriate scheduling The I&RS team also helps to identify potentially at-risk students
7.	How are educationally at-risk students provided with effective assistance?	At risk students are provided with effective assistance via the following: Pre/Post testing identifies students throughout the school year for immediate remediation Cycle test are another diagnostic tool for early intervention/remediation of at risk students I&RS interventions

		Communication with students and parents via the Department of Guidance and Counseling
8.	How does the needs assessment address migrant student(s) needs?	N/A
9.	How does the needs assessment address homeless student(s) needs?	At this time University Middle School has only three homeless students. When the school is notified of a potential homeless student, the school social worker verifies the status , and refers parents to the appropriate local agencies based on need.
10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers, via faculty meetings ,were engaged in developing multi-dimensional assessments such as open-ended questions, and authentic assessments. These assessments development meetings were a result of the needs assessment completed by the School Data Team.
11	Describe the transition plan for preschool to kindergarten, if applicable.	N/A
12	Describe the process used to select the priority problems and root causes for this plan?	Data analysis and a review of standardized test scores, district cycle tests, and multiple measures were used to determine the priority problems.
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	There was no statistically relevant difference noted between the performance of subgroups and the overall performance of students in the general population.
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	The Transformation Model was selected based on the fact that a new Principal was recently appointed . RAC data has also revealed a trend toward transformation.
15	What is the process for removal of staff members deemed to be ineffective?	The district has instituted a systematic plan of corrective action prior to the removal of staff members deemed ineffective.
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	There are currently no incentives in place relative to promoting this iniative.

Form S-7

Use only one model template for each school

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TRANSFORMATION PROJECT DESCRIPTION

LEA Irvington Public Schools **Name of School** University Middle School

Transformation SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.		
Implementation Guidance 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.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The LEA will formally evaluate the Principal and other district leaders utilizing the rubrics and standards articulated in the Marzano evaluation instrument. Formative evaluations will be conducted twice a year and a summative evaluation will be completed at the end of each year. District leaders will be informally reviewed via scheduled and unscheduled walkthroughs as well as through a review of monthly reports. .	July 2014-August 2017

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA has appointed a new principal charged with transformational leadership as of August 2013. This principal was selected based on her knowledge of middle school program design and scheduling that targets interventions for students who are performing below grade level benchmarks. .	July2014- August 2017
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA has established an Aspiring Administrator's Academy to develop potential turnaround leaders from within the district. The LEA will also develop partnerships with local colleges and universities to provide a pipeline for potential leaders and to support administrative internships.	July 2014- August 2017
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	Shared leadership and building capacity for increased student learning could be established through utilization of assistant principals, master teachers or subject area specialists, modeling of best practices in lesson design by content area supervisors, and through assigning mentors to new teachers from within the building staff.	July 2014- August 2017

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.

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Priority School to implement that model beginning in the 2014-2015 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	The SEA/LEA will continue to utilize transparent systems, procedures, and protocols for evaluating staff utilizing the Charlotte Danielson's " A Framework for Teaching" which places emphasis on Four Domains and Accompanying Components related to Planning and Preparation; Classroom Environment; Professional Responsibilities; and Instruction. Evaluations will incorporate information regarding staff attendance, progress toward student growth objectives, and results from student achievement tests. All announced evaluations will require a collaborative preconference during which specific information regarding classroom profiles, routines, and procedures are discussed. A post-observation conference is also conducted to discuss findings Teachers are given the opportunity to provide feedback to observations in accordance with pre-ordained timelines. .	July 2014-August 2017

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.	The LEA evaluates teacher and administrator skills and knowledge utilizing a variety of valid and reliable multiple measures. Teachers are evaluated formally utilizing the Danielson Framework for Teacher Evaluation and pre and post observation conferences. Teachers are evaluated informally, informal classroom observations, and administrative walkthroughs. Teachers are also evaluated informally through a review of assessment results from district and state assessments. Administrators are formally evaluated utilizing the Marzano model for professional administrator evaluation and informally through administrative walkthroughs conducted by Central Office staff, staff surveys, monthly principal reports, and the content of strategic planning meetings.	July 2014-August 2017
3. The SEA and LEA document and provide training regarding the evaluation process.	The district will provide continuous training to ensure the utilization of evaluation tools with fidelity as a means to provide meaningful and constructive feedback on instructional practices. Ongoing professional development will allow administrators to conduct productive pre and post observation conferences, effective observations, and monitor the use of student data to drive instruction. Continuous training on the evaluation process will assist administrators to identify criteria for focused professional development based directly on areas of strength and areas in need of development observed in classroom instruction.	July 2014-August 2017
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The SEA and LEA will assess the quality and usefulness of the evaluation process through periodic review, monitoring, evaluation, and revision as necessary as evidenced by observation and review of completed evaluations.	July 2014-August 2017
5. The LEA monitors the evaluationprocess and reviews results.	The LEA will create a schedule for the monitoring, evaluation, review and revision of the evaluation process and results through a comprehensive analysis of completed evaluations, surveys, and identifying a direct correlation between staff evaluations and student growth indicators.	July 2014-August 2017

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.		
Implementation Guidance The LEA may develop a performance-based incentive system.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The SEA and LEA will develop a fair, valid, transparent, and measurable method for determining standards of excellence relative to teacher performance against a rubric and a system of rewards and incentives for meeting and exceeding standards of excellence as measured by increased student achievement.	July 2014-August 2017
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	The district will enter into discussions with the teachers union to provide performance -based incentives for teachers. Teachers who participate in extended school day activities beyond their contractual assignments will be compensated at a rate of $37 an hour or as per collective bargaining agreement. The district will provide additional incentives for teachers who meet student achievement performance goals as set by the district.	July 2014-August 2017
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The SEA and LEA will move to develop policies that facilitate performance –based dismissals that will include providing greater flexibility and support for leaders in transformation schools, an expedited process for performance –based measures to sanction low-performing staff, and prioritize the recruitment, hiring, and placement of high-performing staff in priority schools.	July 2014-August 2017
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	Establish aggressive recruitment goals in terms of securing high quality teachers in low performing school will be explored This. may include a signing bonus or higher starting salaries to attract the most highly qualified teachers . The district will support hiring procedures through job fairs, aggressive recruitment, utilizing linkages with local colleges and universities, and instituting a rigorous and comprehensive interview process.	July 2014-August 2017
5. LEAs and schools provide targeted assistance to underperforming teachers.	LEAs will utilize a peer mentor approach to assist underperforming teachers. Peers will take the form of content area supervisors, building administrators, master teachers, outside consultants, using a solution focused professional development model.	July 2014-August 2017

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.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
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.	The LEA will ensure that the transformation school provides the staff with opportunities for differentiated PD opportunities that will include: • Summer Institutes aimed at providing training in best practices for instruction and evaluation of student work • Department meetings twice a month with content area supervisors which allow for content specific training and vertical and horizontal articulation • Scheduling that will facilitate collaboration via grade level and content level common planning that does not interfere with instruction • Provide professional development days that are built into the school calendar. (Topics such as high order thinking, use of white boards and responders, cooperative learning, effective questioning) • Provide targeted professional development in researched based pedagogical strategies such as teaching in the block, the effective use of data to drive instruction, differentiation of instruction, infusion of technology, higher order questioning, and classroom management. • Literacy: Chromebooks in Social Studies	July 2014-August 2017

	• Kagan Engagement • In order to increase student learning, provide professional development during PLC/common planning meetings on how to use multiple instructional strategies, multiple response strategies, cooperative learning structures, and re-teach/re-test strategies; use participant surveys to identify those teachers who want and need additional supports. Principal will establish guidelines and expectations for how these strategies will be implemented. (Process will be revisited minimally on a quarterly basis) • To ensure teachers meet the individual needs of their students during instruction, provide professional development during PLC/Common planning meetings on how to use frequent checks for understanding throughout each lesson to gauge student learning and to inform, monitor and adjust instruction. Principal will establish guidelines and expectations for how these strategies will be implemented.	
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	The LEA and school will ensure that teachers are equipped with research-based practices and the support necessary to implement and monitor the implementation of said practices through targeted, sustained, and job-embedded professional development.	July 2014-August 2017
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	The LEA will monitor and evaluate the levels of implementation of instructional practices targeted for professional development through effective classroom observation, analysis of walkthroughs, analysis of student work, peer review, and teacher feedback from pre and post evaluation conferences regarding the linkages between professional development objectives and improvement of instructional practices. Prepare and submit purchase orders for research based math intervention program (Math 180) and supplies for Extended Day and Saturday Programs. By June 2015, 90% of Literacy based teachers (ELA, Social Studies, Science, and	July 2014-August 2017

	Special Subjects) will prepare & utilize rigorous first instruction aligned to the CCCS and implement a system of intervention that is focused on accelerating the instruction and learning of students who score 70% or lower on district and state benchmarks, through the use of afterschool tutorials and Saturday Academy cross-curriculum & technology.	
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	The LEA and the transformational school will promote and support a culture of continuous learning through scheduling common planning, providing differentiated and job-embedded professional development either through the use of district level experts or outside providers, collaboration with leaders in model school districts, school visitations, and peer mentors. The LEA and transformational school will provide opportunities for parents and students to experience extended learning activities. The transformational school will partner with external service providers and community resources as well as district staff to provide Graduate Educational Diploma classes and opportunities for educational enrichment and self- improvement for parents of students in the school. A survey of parents will provided additional data to deter mine need or desire.	July 2014-August 2017
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 will select and contract with professional development providers who employ presenters appropriately credentialed in a research-based strategy or pedagogical constructs that have a proven history to result in change as evidenced by data analysis and a list of districts who experienced a positive change in educational practices and student achievement results relative to the implementation of best practices.	July 2014-August 2017

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.
Implementation Guidance
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

c) 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.

Evidence of Implementation Indicators	Implementation Description	Timeline
The LEA will develop and implement a system for measuring changes in instructional practices as a result of targeted professional development	The school will monitor and evaluate the implementation levels of practices based on a range of measures including: • Effective Classroom Observation • Analysis of Student Work • Peer Assessment and Review • Walkthroughs The level of implementation will be measured against a range of consistent standards including: • The Framework for Teaching • Implementation of the Common Core • Ongoing Data Analysis	July 2014-August 2017
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.	The LEA has developed transfer criteria which include the fact that transformation schools are not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	July 2014-August 2017

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.		
Implementation Guidance Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA and LEA secure funding for long-term program sustainability.	The LEA will modify the current school budgetary arrangements to ensure that the school has maximum authority to prioritize funds to maintain any agreed upon rewards and incentives, including all performance based incentives.	July 2014-August 2017
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The LEA has reviewed and revised its policies to ensure that recommendations have been implemented to enable the school to effectively implement reform measures to utilize a hiring committee to participate in a rigorous application and screening process where all committee members provide equitable feedback on initial interviews and demonstration lessons evaluated by a district rubric. Hiring practices require a thorough review of all references, credentials, and contact with prior employers. A criminal background check is also required. Aggressive hiring practices will include active recruitment from local universities and colleges and providing professional development to all new hires. The district will also work with universities and colleges to recruit and train student teachers and aspiring administrators for potential hire.	July 2014-August 2017
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The district will continue to conduct an Aspiring Administrators' Program to ensure high quality leadership and uniform administrative practices.	July 2014-August 2017
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA will actively encourage and support the principal in developing a collaborative School Leadership Team with shared responsibility for developing and guiding the school's academic protocols and targets for student performance. LEA will support the hiring of two building substitutes to provide consistency of instruction in the case of long	July 2014-August 2017

	term teacher absence.	
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	In addition to providing district based professional development, the LEA will also engage external providers, to provide job-embedded and evidence based professional development to support decision making and effective leadership. The LEA will ensure that the transformation school has access to high-quality coaching and mentorship that will support transformation initiatives.	July 2014-August 2017
6. The LEA includes non-monetary incentives for performance.	The LEA will identify a range of non-monetary incentives for exemplary performance. Performance criteria will be transparent and tied to a rubric. Incentives may include public recognition, the provision of district resources to supplement attendance at professional development workshops or conferences, the awarding of an additional personal day, an extra allocation of funds to purchase classroom supplies, or a stipend to be used toward continuing education in an area directly related to job enhancement. The district will consult with the teacher's union to negotiate the range and form of performance incentives where applicable.	July 2014-August 2017

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.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Priority Schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The school currently uses Power School as a student information and data collection platform. The school will expand the use of Power School to maximize its use to collect and analyze student data. The LEA is working to implement the EdConnect system to collect and analyze student data. Student information relative to tracking academic progress will also be reviewed and analyzed via NJSMART. Student achievement data is also tracked through the EdConnect data collection system and data generated by Scholastic SRI reports measuring student progress in the Read 180 program. The school is proposing the hire of a fulltime Data Specialist to analyze and report on student achievement data as a means to guide instructional practices and evaluate the effectiveness of initiatives implemented to increase academic gains for students. The school is proposing the purchase of the Math 180 program as a means to collect and track student data relative to progress in mathematics in the extended day program. The school is proposing the purchase of the Readorium programs as a means to provide data driven ELA instruction in the extended day program. Principal will consistently monitor for progress and ensure ongoing training in the effective	July 2014-August 2017

	use of multiple instructional strategies, multiple response strategies, cooperative learning structures, re-teach/re-test strategies, checks for understanding, differentiated instruction, and the standard data analysis protocol to ensure that teachers are using data effectively to make decisions related to instruction and assessment, through monthly data PLC meetings, student achievement data and action planning.	
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	The LEA will support the expansion of system-wide processes utilizing Power School, School Net, SAMS, Level Data, NJSMART, and data collected through the Scholastic SRI system to facilitate school access to timely data including disaggregated statewide assessment scores, school performance, and classroom level data. Qualitative data obtained from classroom walkthroughs along with an analysis of authentic student work will be utilized by teachers in common planning and by the Data Analysis Team to plan for student achievement. The hire of a fulltime Data Specialist will also facilitate staff access to timely data.	July 2014-August 2017
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The LEA and school will ensure that the school aligns instruction with standards and benchmarks by revising curriculum to align with the common core and infusing technology, career related activities, extended day experiences, field experiences, and co-curricular activities. Formative and summative assessments that are created by district content area supervisors will inform progress toward mastery of content standards on a quarterly basis. Teachers and school leaders will collect classroom level data(e.g., random samples of submitted lesson plans and teacher-created assessments) to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum. (Ongoing monthly basis)	July 2014-August 2017
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The school will provide for daily common planning and dedicated bi-weekly staff meetings that will allow for the analysis of data. A minimum of three district In-Service days will be built into the district calendar during which staff will receive professional development in data-driven instruction and be given the opportunity to have collaborative conversations around the interpretation of data. Develop, distribute, and review (during scheduled PLC/Common planning meetings) an assessment calendar and written plan that articulates activities, roles, and responsibilities of	July 2014-August 2017

	the Data Team and clearly outlines teachers' responsibilities for collecting, analyzing, and using multiple-measures of data. The data team will collect multiple measures of data and place in the learning management system To encourage students' use of their own data, provide professional development during PLC/common planning meetings to demonstrate how to teach students to examine their own data to develop goals and plan for improving their own academic performance. Principal will establish guidelines and expectations for how these strategies will be implemented. Using data from the 1st cycle of assessments, teachers will receive training on a standard data analysis protocol that will be used to identify(individually and as teams) strengths, weaknesses, and recommendations for improving instruction, identifying those students in need of enrichment or remediation, and to further refine course outcome goals. (Process will be revisited at a minimum of each quarter)	
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	Teachers will utilize data from formative assessments, unit assessments, cycle tests, report cards, interim progress reports, state assessments, classroom projects, portfolios, journals, and informal student responses to monitor and evaluate student achievement and plan for instruction and remediation. In order to improve student achievement, provide professional development during PLC/Common planning meetings on how to use multiple measures of data, including the use of diagnostic formative and summative assessment data, to differentiate instruction. Principal will establish guidelines and expectations for how these strategies will be implemented.	July 2014-August 2017

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

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.

Evidence of Implementation Indicators	Implementation Description	Timeline
The SEA will implement a research-based technology dependent curriculum to promote the acceleration of basic mathematics skills	University Middle School will purchase the Math 180 mathematics RTI curriculum to promote the acceleration of basic mathematics skills for underachieving students in the area of math proficiency at all grade levels.. The master schedule will accommodate the implementation of Math 180 instruction in the extended day program. Initial training and sustained, job-embedded professional development will be provided for all teachers identified as Math 180 instructors in the extended day program.	July 2014- August 2017

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		
Implementation Guidance "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	The first step in expanding learning time is to review the existing school schedule,customs and practices to ensure that maximum benefit is gained from the total available time by: • Improving time management,increase the portion of time spent on academic subjects. • Determining how to restructure the school day so that the students who need the most support receive it. • Implementing professional development to aid teachers in using extra school time effectively, including teaching in a block. • Lengthening the time students spend in core academic classes. • Offering after school or supplementary education services for students. • Recruiting and selecting teachers for supplementary after school and Saturday intervention programs. • Offering out of school activities such as field trips to expand learning experiences outside of the classroom • Keeping the school open beyond the school day to provide the opportunity for families and staff to use the facilities as a center for community activity. The building of a new Fitness Center will allow time for increased parental involvement and the ability for students to improve their physical health, which in turn will improve academic achievement as a result of a healthy mind and	July 2014- August 2017

	body.	
2. The LEA identifies community needs and partnership opportunities.	During the implementation of the SIG project, the school will develop community partnerships and linkages to provide extended learning experiences outside of the classroom. The school will expand existing relationships with local colleges and community mental health care providers to expand student opportunities for learning and support services.	July 2014- August 2017
3. The LEA allocates funding for extended-learning programs.	The LEA will allocate funds to pay salaries as necessary to support staff such as custodians and security for extended day programs.	July 2014- August 2017
4. The LEA supports school leadership in developing and sustaining community partnerships.	The LEA will support the school leadership in developing and sustaining community partnerships by passing the necessary Board resolutions and developing the Memorandums of Understanding required to execute the identified community partnerships.	July 2014- August 2017
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	The LEA will ensure that there will be dedicated time allocated to teachers to collaborate on planning various strategies, student services, and professional development. The LEA will ensure that teachers create vertical alignment between student outcomes and next steps. The LEA will also ensure that Language Arts skills are incorporated across curriculum and that the master schedule supports common planning time.	July 2014- August 2017
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	The LEA will support the hire of a dedicated Data Analyst who will develop a process for monitoring and evaluating the progress and impact of all extended learning activities on student achievement targets .The Data Analyst will lead the data team to track trends in data involving specific initiatives as they are related to their impact on student growth indicators.	July 2014- August 2017

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.		
Implementation Guidance In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	Students will be exposed to a rigorous curriculum that is aligned with the Common Core and New Jersey standards. Teachers will work closely with administrators and content area supervisors to create rigorous lesson plans and cycle assessments that will lead to proficiency in targeted areas. Common planning will ensure articulation among content area teachers which will include teachers of students with disabilities and teachers of English Language Learners. Teachers will utilize data obtained through an analysis of authentic student work, portfolios, formative classroom assessment ,and district cycle benchmark assessments created in collaboration with district content area supervisors. An analysis of the aforementioned data will allow for planning of differentiated instruction through individual, small group, or whole class instruction that will result in student gains at grade-level and developmentally appropriate proficiency levels. The school will create a comprehensive social services program that will provide social and emotional support through the implementation of a program developed in collaboration with the Careplus service provider. The school will employ a fulltime clinician to provide behavioral supports to identified students and their families and make referrals to	July 2014- August 2017

	community resources as necessary.	
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).	The school will support and expand existing sustainable relationships with community partnerships which will provide expanded educational experiences for students that will result in the establishment of connections between learning and preparedness for career, workplace and college readiness. The principal will use school culture/climate data to monitor implementation of an action plan intended to develop a safe, orderly and equitable learning environment. School Principal, Assistant Principals and Dean of Discipline will conduct 4 focused walkthroughs of school building and classrooms to assess the level of implementation of PBSIS reward and accountability system and provide immediate feedback to school community and individual teachers as appropriate.	July 2014-August 2017
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 will expand its School Leadership Committee to perform initial needs assessments, participate in the implementation, monitoring, evaluation, and adjustment of school improvement initiatives. The School Leadership Committee will include building administrators, teacher representation from each grade level, teachers of students who are English Language Learners, teachers of students with disabilities ,a guidance counselor, a school social worker, the school Data Analyst ,the school nurse, student representation from each grade level, the Parent Coordinator, a minimum of two parents, and representatives from community partnerships or stakeholders.	July 2014-August 2017
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The school will provide professional development as necessary to assist faculty and staff to implement initiatives identified for school improvement.	July 2014-August 2017
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	The LEA will periodically report to, and solicit input from the School Leadership Committee, the staff, parents, and community stakeholders through the community access station Channel 36, the School Messenger	July 2014-August 2017

	System, the school website, Superintendent's Forums, Board of Education meetings, parent surveys, staff surveys, student surveys, PTA meetings, and newsletters.	

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

a) 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;
b) 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;
c) 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
d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Implementation Description	Timeline
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.	University Middle School will implement a daily extended day period. The extended day period will serve as an opportunity for students to cultivate developmentally appropriate academic skills in the context of positive relationships with teachers and peers. The structure of the extended day period will be a sequential and coherent program aimed at helping students to gain basic skills, positive study habits, problem-solving strategies, conflict resolution skills ,and college and career awareness. Teaching staff and guidance counselors will serve as advisors as an extension to instructional assignments and will be compensated at the rate of $37.00 per hour or as per collective bargaining agreement.	July 2014- August 2017
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps eliminate bullying and student harassment.	The school will hire a fulltime clinician through a partnership developed with the Careplus service provider. The clinician will work with administration and staff to address the needs of students who are identified as in need of social and emotional services. Services will be provided either in an individual or group setting. Referrals will be made to community agencies or service providers as needed. The school will also hire two fulltime Deans of Students to develop and monitor individual improvement plans for students who are chronically absent, exhibiting academic difficulties or perpetual behavioral infractions. The Deans will work as part of a collaborative team with teachers, guidance counselors, administrators,	July 2014- August 2017

	social workers, and the I&RS team to improve school climate and discipline. The school will also hire a full time School Suspension Teacher/ Behavior Modification Room Teacher who will monitor students referred for behavioral infractions as an alternative to out of school suspension. Students referred to this room will be offered instructional support to complete classroom assignments and receive instruction in social skills, behavior modification strategies, and self-regulation. After surveying stakeholders (staff, students, parents, community members) about their knowledge and perception of the current school vision, the principal (with stakeholder input) may use this data to revise the vision statement so that its understood and supported by the entire school community.	

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).		
Implementation Guidance - N/A		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
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 LEA will support the Transformation principal by allowing flexibility in the process of making staffing decisions, scheduling and budgetary allocations that will result in positive outcomes relative to gains identified by initiatives proposed in the Transformational School Improvement Plan.	July 2014-August 2017
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA will cultivate a pipeline of school transformation leaders by providing an Academy for Aspiring Administrator within the district. The Academy will be aimed at providing professional development in best administrative practices and protocols that are aligned to district policies and procedures as well state and federal guidelines. The LEA will also work to formulate and maintain linkages with local colleges and universities to recruit and mentor aspiring administrators from the top students enrolled in graduate programs that lead to administrative certification or licensure.	July 2014-August 2017
3. The LEA has established annual goals for student achievement.	The LEA conducts an ongoing analysis of state and local assessments that are disaggregated by grade level and subgroup. From these results the LEA further reviews student achievement data by trends in individual and cluster skills. District , school, subgroup, and grade level goals are identified and shared with administrators ,teaching staff, Board members, and community stakeholders.	July 2014-August 2017
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	University Middle School utilizes a wide variety of multiple measures to obtain diagnostic data that will set goals for student learning and effective instructional practice. These measures include student portfolios, interim progress reports, grade distribution reports, cycle exams, midterms, teacher made tests, final examination	July 2014-August 2017

	quality of instruction as monitored through formal and informal evaluations, walkthrough reviews, common planning sessions, Data Analysis meetings, and NJASK scores.	
5. The LEA and school share student progress data with parents and students.	Parents and students are made aware of student progress data via the school and district website, interim progress reports, report cards, parent conferences, Superintendent Forums, and Power School reports.	July 2014-August 2017

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance 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		
Evidence of Implementation Indicators	**Implementation Description**	**Timeline**
School Based Budget	The LEA will work with University Middle School to tailor budgetary allocations to meet the needs of all students and the lowest performing subgroups to support initiatives that will result in meeting student performance targets.	July 2014- August 2017

Transformation SIG Required Activity – 9

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

Implementation Guidance

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	Implementation Description	Timeline
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.	The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school will produce quarterly reports on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development. The school will also report on the results of NJASK scores given in August and the results of cycle exams as well as midterm and final exams.	July 2014- August 2017
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school will have data systems in place which will allow for the collection and transfer of data and production of reports on all nine leading indicators. The Data Analyst will be responsible to compile and analyze the data in preparation for quarterly meetings of the Data Team who will make decisions regarding the success of intervention initiatives. Based on the data, the School Leadership Committee may make decisions to adjust or redirect transformation programs or initiatives.	July 2014- August 2017

Form S-8

Date: 04/01/2014

ANNUAL STUDENT TARGETS

LEA : Irvington Public Schools **Name of School:** University Middle School

	LANGUAGE ARTS					MATH				
NJASK	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target	Name of Measurement	2013 Baseline	2014 Target	2015 Target	2016 Target
Total Students	592	29.3	47.0	52.9	58.8	583	32.3	49.4	55.1	60.8
Students with Disabilities	112	10.7	33.2	40.7	48.2	110	12.7	34.6	41.9	49.2
Limited English Proficient Students	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-
African-American	552	29.5	47.2	53.1	59.0	543	32.2	49.3	55.0	60.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
American Indian/Native American	-	-	-	-	-	-	-	-	-	-
Hispanic	37	27.0	45.3	51.4	57.5	37	29.7	47.4	53.3	59.2
Others	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	421	31.4	48.5	54.2	59.9	416	32.4	49.2	54.8	60.4

Form S-9

Date: 04/01/2014

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:
The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.
The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: 04/01/2014 **Page** 1 **of** 1

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Irvington Public Schools **Name of School:** University Middle School

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA	0	0	0	0
Total Budget	$999,809.00	$999,986.00	$999,991.00	$2,999,786.00

Budget Narrative

The School Improvement Grant funds will be used to implement initiatives that will raise the level of academic achievement and transform the school climate and culture at University Middle School into an exemplary school. Funds will be expended to support effective leadership, provide job-embedded professional development, ensure data driven instruction, increase parental and community engagement, extend student learning experiences, and ensure the recruitment, hiring, and retention of highly qualified staff.

Form S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle 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	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
7a.1, 8.2	100-100	Stipends for Extended Day Program	$37.00/per hour X 180 hours X 73 teachers	$486,180.00
	100-100		**Total**	**$486,180.00**

Form S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle 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	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
5.10 ,6.5	200-100	Dean of Students – Grade 6 & 8	$70,000.00 x 100%	$70,000.00
4.4, 4.11, 7b	200-100	Stipends for staff to conduct Saturday Parent Academies	18 sessions X 4 hours per session X 6 teachers X $37.00/per hour	$15,984.00
	200-100	Staff stipends for PD and Collaboration outside the contractual day	5.5 hours X $37.00 X 73 teachers	$14,856.00
	200-100		**Total**	**$100,840.00**

Form S-12

BUDGET DETAIL FORM B

Personal Services – Employee Benefits
Function & Object Code 200-200

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle 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.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 9.55%	PERS 0%	WRKR'S COMP 0%	UNEMPLY. 0%	DISABIL. 0 %	HEALTH 65% of premium ($25,000)	OTHER SPECIFY: 0%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Extended Day	$486,180.00	$37,192.77								7.65%	$37,193.00
Dean of Students – Grade 6 & 8	$70,000.00	$5,355.00	$6,685.00					$16,250.00		40.41%	$28,290.00
Parent Academy Stipends	$15,984.00	$1,222.78								7.65%	$1,223.00
Staff stipends for PD and Collaboration	$14,856.00	$1,136.48								7.65%	$1,136.00
Total	**200-200**										**$67,842.00**

Form S-13

BUDGET DETAIL FORM C

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

NGO TITLE: School Improvement Grant	
SCHOOL NAME: University Middle 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	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
5.9, 7b.1	200-300	Provider to offer social-emotional and counseling supports to students.	$85,000.00	1 year	$ 85,000.00
3.5, 4.13 ,6.4	200-300	Professional Development: Offer PD based on information identified in needs assessment	$2,000.00 per/session	34.5days	$ 69,000.00
6.1 ,6.3	200-300	Professional Development for Supplemental Math Program $2,899 – Follow-up PD $2,250 – Supplemental Program On-line Hosting Service	$5,149.00	1 year	$ 5,149.00
	200-300	**TOTAL**			**$ 159,149.00**

Form S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant	
SCHOOL NAME: University Middle 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)
6.1	100-600	Material for Math 180 Consumable mSpace books for students (150 units at $268.06) software and assessment license,	$268.06	150	$40,209.00
8.3; 8.5	100-600	Common Core/PARCC aligned consumable workbooks for ELA and Mathematics: Instructional supplies to support the extended learning program. (750 ELA + 750 Math= 1500)	$12.00	1500	$18,000.00
	100-600	Text Dependent Materials for Social Studies and Science for extended learning program	$4.54	600	$2,724.00
7.b 8, 8.5	100-600	Technology: Graphing Calculators – Color Screen	$125.00	50	$6,250.00
7.b 8, 8.5		Technology: Smart Documents Projectors to support student engagement in all subjects	$900.00	20	$18,000.00
	100-600	**TOTAL**			**$85,183.00**
4.4, 4.10	200-600	Parent Academy Supplies (GED books $18 X 250=$4500)	$18.00	250	$4,500.00
	200-600	Parent Academy Supplies: Paper supplies for pamphlets, information, advertising	$20.50	500	$10,250.00

	200-600	Math 180 Teacher materials and manuals (10 teachers x $200)	$200.00	10	$2,000.00
C	**200-600**	**TOTAL**			**$16,750.00**

Form S-16

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

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle 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	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
6.5, 7a.1	200-500	Transportation cost for Expeditionary Program / Field trips to provide extended learning experiences ($638.00 per bus X 12 buses): One day trips to Washington, DC, Philadelphia for historic tours. Local environmental centers (Science focus)	$7,656.00
	200-500	**TOTAL**	**$7,656.00**
	100-500	Math 180 software and assessment license ($268.06 x 150 users)	$40,209.00
	100-500	**TOTAL**	**$40,209.00**
6.5, 7a.1	100-800	Admission cost for Expeditionary Program / Field trips to provide extended learning experiences ($10 per student X 600 students) One day trips to Washington, DC, Philadelphia for historic tours. Local environment centers (Science focus)	$6,000.00
	100-800	**TOTAL**	**$6,000.00**
3.3, 5.6	200-800	Staff incentives for teachers who demonstrate a 10% gain in academic achievement for students in subject areas ($300 per teacher X 50 teachers X 2 times per year). (Classroom supplies, bookstore incentives)	$30,000.00
	200-800	**TOTAL**	**$30,000.00**

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Irvington Public Schools

School Name: University Middle School County/LEA/School Code: 13 / 2330 / 135

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: 11 SG03 HO2

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			486,180.00		486,180.00
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500			40,209.00		40,209.00
Supplies and Materials	100-600			85,183.00		85,183.00
Other Objects	100-800			6,000.00		6,000.00
SUBTOTAL - INSTRUCTION				617,572.00		617,572.00
SUPPORT SERVICES						
Personal Services - Salaries	200-100			100,840.00		100,840.00
Personal Services – Employee Benefits	200-200			67,842.00		67,842.00
Purchased Professional & Technical Services	200-300			159,149.00		159,149.00
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			7,656.00		7,656.00
Travel	200-580					
Supplies and Materials	200-600			16,750.00		16,750.00
Other Objects	200-800			30,000.00		30,000.00
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				382,237.00		382,237.00
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST				999,809.00		999,809.00

Business Administrator/Chief Fiscal Officer Date

RETURN TO INSTRUCTIONS

Regional
ACHIEVEMENT CENTERS

School:	2	**University Middle School**
Region:		3
County:		Essex
District:		Irvington Township
CDS:		132330135
RAC Classification:		Priority School
Principal:	3	**Cheryl A. Chester**

School Goals - University Middle School

RETURN TO INSTRUCTIONS

Our school will be held accountable for achieving the following goals:

Frequency of review	Metric	Goal
Every 6-8 weeks	Implementation progress & quality	• **At least 80%** of SIG - School Improvement Plan actions are accomplished for each 6-8 week period
	Attendance	• **At least 92%** school-wide attendance for students and teachers • **Less than 5%** of targeted subgroup students are chronically absent (>10% of schools days missed)
	Discipline	• Fewer **than 5%** of students are suspended
	End-of-Unit Assessment Proficiency	• **At least 95%** participation of students on the end-of-unit assessment • **At least 70%** of students demonstrate proficiency on each Subject Learning Objective on standards-aligned end-of-unit assessments
2 times during school year	Survey / focus group responses	• **95%** of teachers and students participate in the survey • **25%** of parents participate in the survey • **At least 80%** of survey responders state that the school "meets expectations"
Annually	NJASK & HSPA proficiency	4 • **XX percent of students proficient in ELA**[1] 4 • **XX percent of students proficient in Math**[1]
	NJASK growth	• **At least 35** on median School-wide Student Growth Percentile (SGP) for 2 out of the next 3 years
	High school graduation rate	• **At least 75%** graduation rate for each cohort year

Click on link provided - 2013 School Profiles and Progress Targets. When prompted enter User ID: PT@2013 and Password: NJPTS@13

1 – Progress targets are calculated by taking a 25% decrease over 3 years (or 8.3% decrease per year) in number of students not proficient on 2011 state assessments.

Quality School Review Details

5

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

Based on QSR review, enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1		A respctful enviornment is evolving in the school, fostering a climate for learning. The assigning of classrooms for grade level proximity promotes increased peer interaction, instructional support and growth-eliminating teacher isolation. The scheduling of teacher's common planning periods to allow for immediate teacher availablility is a strength.	Focus on evidence based teaching and learning must become a major focus. Administrative walkthroughs reveal challenges and a need for improvement in the following instructional skills and stategies: higher order thinkingskills, formative assessments, authentic work on display, providing constructive feedback to students, and purposeful reasons for learning in both reading and math. There is limited evidence of implementation follow up for professional development.
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			
	1.7			
	1.8			
	1.9			
	1.10			
2- School Climate & Culture	2.1		The school building is safe and clean; with limited facility issues. Procedures are in place to monitor and support a safe and orderly environment. The quality of instruction varies from classroom to classroom. There are some attempts to address academic interventions and supports. The importance of high expectations is communicated. Student work varies in its rigor and consistency with the CCSS. Students and adults receive intermitent feedback to ensure improvement occurs.	There needs to be a stated clear and consistent behavior system of rewards and consequences. Teachers must implement the behavior policies consistently. We are currently in planning stages of PBSIS implementation. Teachers need to differentiate instruction to meet the needs of all learners. High quality of instruction must become the norm and be monitored through daily observations and walkthroughs with targeted feedback. Student work must be intellectually and cognitively challenging, and students and adults must receive meaningful feedback and interventions for continuous improvement. Also, the commitment to high expectations needs to be communicated frequently to families about the students' academic, social-emotional, and behavioral progress.
	2.2			
	2.3			
3 - Effective Instruction	3.1		The "taught" curriculum matches the CCSS. The majority of the teachers post 3-part learning objectives. Teachers have been trained to use specific instructional and response strategies to engage the students. There are new initiative programs in place that include embedded interventions for students who do not master student learning objectives. Teachers implement relevant lessons that are aligned to the CCSS. 90% of the students are engaged and on-task. Data is being used in various PLCs. School rules and routines are enforced with consistent responses to and consequences for misbehavior.	Some teachers post student learning objectives that are not clear and measureable. Some students can't articulate what the learning objective is, know why it matters to their learning and growth. Teachers must implement daily the instructional and response strategies to actively engage students in the learning on an ongoing basis. Teachers must consistently use student learning data to inform their selection of instructional and response strategies. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practices. Teachers must consistently use checks for understanding (CFU) to know where students are in terms of mastering the learning and be able to articulate a rationale for selecting instructional strategies that tie to addressing student learning needs. Adminstrators must consistently monitor the use of CFU as an instructional strategy and consistently provide input to foster teachers' effective use. Lessons
	3.2			
	3.3			
	3.4			
	3.5			
	3.6			
4 - Curriculum, Assessment and Intervention System	4.1		The curriculum has grade-by-grade and content articulation of student-learning objectives linked to the CCSS. The instructional sequence is calendared across all grade levels, and each teacher is aware of and has easy access to the student-learning objectives and sequence map of the curriculum for ELA and Math. All staff is observed at least briefly on a weekly basis by members of the school leadership to ensure instructional alignment with the CCSS across classrooms. Teachers are consistently implementing district provided formative assessments in ELA and Math across all grade-levels linked to the CCSS aligned curriculum, and a formative assessment schedule is aligned to the curriculum pacing guide and is in use in ELA and Math. Formative assessment data is collected across grade-levels. Diagnostic data are used to identify students two or more years behind in ELA. There is a plan in place for research-based interventions in ELA only.	The curriculum needs grade-by-grade and content horizontal and vertical articulation of student-learning objectives linked to the CCSS. Members of the school leadership need to also ensure instructional horizontal alignment with the CCSS across all content areas. Teachers need to use data management and analytical tools to gain greater insight into how students are performing and how to design ongoing instruction. All teachers need to have access to and use engaging instructional materials and resources aligned to the CCSS. The principal must ensure that teachers are using appropriate 21st century resources, materials, and equipment aligned to the school improvement plan. All ELA and Math students two or more years behind need to be identified and placed in research-based intervention programs taught by effective teachers. Both diagnostic and intervention data should be regularly analyzed to ensure rapid regrouping into or out of intervention
	4.2			
	4.3			
	4.4			
	4.5			

Quality School Review Details

5

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

Based on QSR review, enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1		Processes are in place to identify staffing needs. Recruitment efforts are implemented using traditional methods and procedures. The school leadership has a systematic and frequent approach to engaging in school-wide observations and provides feedback. Professional development is provided to all teachers. All new teachers are inducted into a mentor program and provided a mentor. Staff evaluated below effective are identified and supports are provided through an improvement plan and teachers are supported by supervisors, administrators and colleagues.	Classrooms must be staffed with full-time, certified and effective teachers. UMS must select a leadership team to participate in and inform staff selection. They must participate in the demonstration lessons and formal interviews.
	5.2			
	5.3			
	5.4			
	5.5			
6 - Enabling the Effective Use of Data	6.1		Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Climate and culture surveys are given to students, families, and teachers, and the results are analyzed and reported. ELA and Math data management systems are in place and actively used to collect and analyze student data. Data review and analysis are used during ELA and Math teachers' collaborative time. Teachers have regularly scheduled collaborative time and focus on analyzing formative assessment data.	UMS needs to identify programs and implement strategies that will get 25% or more of the parents to participate in the climate and culture survey to better understand the needs and concerns of the community. We also need to get community leaders and school system managers into an active partnership for better communication and decision-making process. The awareness and use of data management needs to be applied across the school and provide all teachers and other leaders with data and analysis to improve decision making. Leadership teams need to have dedicated monthly meetings to analyze how well students are progressing and the progress of the School Improvement Plan to drive continuous improvement. As a result of analysis of multiple sources of data, professional development needs to be differentiated and targeted to the specific needs of teachers.
	6.2			
	6.3			
7- Effective Use of Time	7.1		The master schedule is complete and all students are enrolled in level appropriate classes. The schedule aims to protect academic learning time with limited interruptions. Transition times are orderly and efficient. Teachers have time scheduled for grade/content meetings, and the master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	The master schedule must ensure content areas have sufficient time allocated at a time when learning is best for students, and students must be enrolled in level appropriate classes on the first day of school, with few changes required. Student needs should dictate the master schedule, and instructional time for interventions needs to account for research-based practices. Teacher planning time must also allow for vertical staff collaboration, and the topics for teacher collaboration time need to be clearly outlined and aligned to the goals of the School Improvement Plan.
	7.2			
	7.3			
8- Family & Community Engagement	8.1		Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports, report cards, and newsletters. The individual staff members reach out to parents and guardians to engage them in the academic progress of their child. There is a structured PTA and a calendar to inform parents of the meetings.	Attendance of the parents at PTA meetings have been exceptionally low. There are some organizations and programs in the community, but there is no formal partnership.
	8.2			

Description of Highest Priority Issues

RETURN TO INSTRUCTIONS

6

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

(Rows will automatically be added when data is entered at the bottom of the chart)

Highest Priority Issue	Evidence / Support and Data Sources	Root Cause	Sub-groups / populations affected
Whole group is the primary means of instruction and lessons are generally teacher-directed and are not meeting the needs of students who are two or more years below grade level in ELA and Math.	QSR Results, Administrative Walkthroughs, Unit Assessment Data	Teachers lack job-embedded professional development in content knowledge and pedagogy.	
Educators, students, and parents in our school lack the capacity to effectively perform as a data-responsive learning community.	QSR Results, Unit Assessment Data, NJ ASK Scores	In the past, UMS did not have the proper philosophy or professional development to be able to utilize assessment data to drive instruction.	
Instructional practices lack the rigor that is needed to improve test scores, meet the needs of all students, and impact student achievement.	QSR Results, Administrative Walkthroughs, Unit Assessment Data	Teachers did not have ongoing, job-embedded professional development and feedback ondelivering rigorous instructional practices. Teachers need to improve their knowledge base necessary to incorporate best practices into more rigorous lessons.	
The school needs to develop a school-wide framework that supports a safe, orderly and equitable learning enviroment to promote the academic and personal growth of students and staff.	Attendance/Suspension Data, Behavior Referrals, Assessment Data, Climate/Culture Survey Data, QSR Results	There are no school-wide clear expectations and consequences as it relates to students' behavior.	
Developing an aligned intervention plan designed to meet the needs of students who are two or more years behind in ELA and Math, and enrich students who are at and/or above grade level	Attendance/Suspension Data, Behavior Referrals, Assessment Data, Climate/Culture Survey Data, QSR Results	The current school day does not allow enough time for students who are two or more years behind to develop the skills necessary to reach grade level benchmarks.	

Description of Highest Priority Issues

6

RETURN TO INSTRUCTIONS

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

(Rows will automatically be added when data is entered at the bottom of the chart)

Highest Priority Issue	Evidence / Support and Data Sources	Root Cause	Sub-groups / populations affected
The need to increase academically focused family's attendance at school events and community engagement	QSR, Surveys, Attendance Sheets	Parents do not attend the activities and/or meetings.	

Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model. During the 2013-2014 school year the LEA identified the transformational principal based on her history of the qualities and effectiveness in the implementation of programs and iniatives which resulted in the increase of student		
SMART goal	**During the 2014-15 school year, the LEA will provide flexibility and support to the principal to ensure a 10% increase in academic achievement in ELA and Math, parental involvement, professional development and school climate.**	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**To inspire students, teacher, staff and community to embrace and promote the school's vision and the intermediate objectives and goals that must be met to realize the vision.**	**Primary Turnaround Principle addressed**	1
Measurable Effectiveness Data	##########	**Secondary Turnaround Principle addressed**	1
Owner of strategy	**Principal and Building Administrators**	**Other Turnaround Principle addressed**	2
Target population	**Building Administration, Teachers and Students**	**Other Turnaround Principle addressed**	3

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

MUST USE DROP-DOWN ARROWS FOR THE FUNDING SECTION. DO NOT CUT & PASTE!

Objective/ step number	Strategy Objectives / Action Steps (no more than 15 steps)	Deadline	Owner	Funding amount required
1	Principal will attend the Transformation Leadership Academy	8/31/2014	Principal	$5,000.00
2	Principal will meet with building administrators to turnkey training and analyze prior year's professional development surveys, staff evaluations, and walkthrough data to identify the strengths and weakness of staff	8/31/2014	Principal, Asst. Principals	
3	Principal will plan and create a schedule for meeting with the Tranformational Coach assigned by the NJDOE	8/31/2014	Principal, Asst. Principals, SLC and Data Team Members	
4	Principal will meet with the School Leadership Committee and Data Team to analyze student performance, school climate, and professional development data, and plan for job-embedded professional development, academic priorities and school climate improvement activities	8/31/2014	Principal, Asst. Principals, SLC and Data Team Members	$37,840.00
5	Principal will present a proposal of building professional development needs to Superintendent and Assistant Superintendent for approval	9/30/2014	Principal	
6	Principal and School Leadership team will begin to research and identify professional development consultants who are credentialed in research-based strategies and pedegogical constructs that have a proven history to result in change.	9/30/2014	Principal, Asst. Principals, SLC and Data Team Members	
7	Principal will seek appropriate board approval and secure contracts and create a professional development schedule for the 2014-2015 school year	9/30/2014	Principal	
8	Principal will post, interview and hire personel for all vacancies	8/31/2014	Principal	
9	Principal review and revise the building schedule to ensure instructional time is maximimized and teachers are properly assigned, along with the Student and Faculty Handbooks	8/31/2014	Principal	
10	Principal will meet with building administrators, climate specialist, deans of students, and SLC team to create a plan of activities for improving and promoting a positive climate of the school	9/15/2014	Principal, Asst. Principals, SLC and Data Team Members	
11	Principal will ensure all instructional supplies and materials are in place and disseminated to staff prior to opening day	8/31/2014	Principal, Asst. Principal	
12	Principal will conduct a Sixth Grade Orientation for incoming sixth graders and their parents to provide for smooth transition.	8/31/2014	Principal, Asst. Principal and Staff	
13	Principal will conduct a Meet the Principal social for parents and community members	8/31/2014	Principal, Asst. Principals, SLC and Data Team Members	
14	Principal will plan for Opening Day Faculty and Students	8/31/2014	Principal, Asst. Principal	
15	Principal will monitor the progress of all programs and initiatives by conducting regular data analysis, walkthroughs, evaluations, surveys, student growth indicators and periodically adjust as needed	6/30/2015	Principal, Asst. Principals, SLC and Data Team Members	

Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 2 Transformation	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.		
SMART goal	School staff will receive job-embedded professional development on the Danielson Framework for Teaching Model which will allow for the delivery of high quality instruction, effective planning and preparation, a positive classroom environment, and a clear understanding of Professional Responsibilities as measured by the district approved rubric and evaluation tool.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**The delivery and instructional practices lack the rigor that is needed to improve test scores, meet the needs of all students, and impact student achievement.**	**Primary Turnaround Principle addressed**	4
Measurable Effectiveness Data	**Walkthroughs, unannounced and announced evaluations, coaching logs, pre/post observation conferences, common planning minutes and sign-in sheets, mid-year review of SGOs**	**Secondary Turnaround Principle addressed**	3
Owner of strategy	**Principals, Supervisors, District Administrators, Assistant Principals**	**Other Turnaround Principle addressed**	1
Target population	**All Staff**	**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Principal will ensure all staff members are trained on Opening Day	9/3/14	Principal, Asst. Principals		
2	Principal will work in collaboration with Human Resources to create an evaluation matrix, prioritizing new teachers and teachers identified as in need of improvement	9/15/14	Principal, HR Manager		
3	Principal will create a focused walkthrough schedule with assistant principals and district supervisors	9/15/14	Principal, Asst. Principals, District Supervisors		
4	Staff will analyze students'data to identify the needs of students within their class	6/30/15	Teachers		
5	Staff will create SGOs for the 2014-2015 school year	10/16/14	Teachers, Specialist, Supervisors		
6	Staff will create SMART goals for their common planning teams that will result in the delivery of more effective instructional practices that are aligned to students' needs	6/30/15	Teachers, Specialists		
7	The Literacy and Math Specialists will provide in-class coaching and support to teachers relative to all domains noted in the Danielson Framework Model	6/30/15	Math and Literacy Specialists		
8	Staff members will train students to analyze their data to self monitor mastery of learning objectives	6/30/15	Teachers		
9	Principal will review all evaluations and walkthroughs with assistant principals and supervisors quarterly to identify staff in need of corrective action and targeted professional development	6/30/15	Principal, Asst. Principals, District Supervisors		
10	Administrators will create Corrective Action Plans for all staff members identified through the Danielson Framework as unsatisfactory	6/30/15	Principal, Asst. Principals, District Supervisors		
11	Building administrators will identify and remove staff members who have not improved their professional practice after having been afforded an ample opportunity to do so.	6/30/15	Principal		
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 3 Transformation	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.		
SMART goal	During the 2014-2015 school year University Middle School will implement a school wide reward system that would recognize all staff who, in implentating this model, demonstrate increased students achievement relative to 10% increase in all content areas as measured by Unit Assessments, Cycle Assessment, PARRC, Mid-Term and Final Exams, SGOs Target	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**The school needs to develop a school-wide framework that supports a safe, orderly and equitable learning enviroment to promote the academic and personal growth of students and staff.**	**Primary Turnaround Principle addressed**	5
Measurable Effectiveness Data	**Unit Assessments, Cycle Assessment, PARRC, Mid-Term and Final Exams, SGOs Target**	**Secondary Turnaround Principle addressed**	4
Owner of strategy	**All Stakeholders**	**Other Turnaround Principle addressed**	2
Target population	**All Stakeholders**	**Other Turnaround Principle addressed**	2

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Building administrators will ensure the creation of a rubric to evaluate teachers' performance for excellence	9/15/14	Building administrators, LEA, Human Resources Manager, Teachers, IAA, IEA		
2	Building administrators will introduce and implement the guidelines of the rubric	9/30/14	Building administrators, Asst. Principalsi administratorss		
3	Building administrators and SLC will identify and purchase staff incentives; Teacher Appreciation and Teacher o the Month	6/30/15	Building administrators, Asst. Principalsi administratorss, SLC	$5,000.00	
4	Administrators will create Corrective Action Plans for all staff members identified through the Danielson Framework as unsatisfactory	6/30/15	Building administrators, Supervisors, and Directors		
5	Building administrators will identify and remove staff members who have not improve their professional practice after having been afforded an ample opportunity to do so.	6/30/15	Building administrators, Human Resources Manager, Superintendent		
6	Building administrators will form a partnership with local colleges and universities to recruit highly qualified staff	6/30/15	Building administrators		
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 4 Transformation	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.		
SMART goal	During the 2014-2015 school year, 100% teachers will be provided job-embedded training that is aligned with the school's comprehensive instructional program to ensure successful implementation of all reform strategies as measured by walkthroughs, instructional rounds, evaluations, and noted in lesson plans.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable		**Primary Turnaround Principle addressed**	
Measurable Effectiveness Data	**Walkthroughs, evaluations, instructional rounds wall walk, coaching notes, peer-review notes, common planning notes and sign-in sheets**	**Secondary Turnaround Principle addressed**	5
Owner of strategy	**LEA and Building Staff**	**Other Turnaround Principle addressed**	1
Target population	**All staff**	**Other Turnaround Principle addressed**	2

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed	Column1
1	Building administrators will identify and assemble members for the School Professional Development Committee	9/30/14	Building administrators, Asst. Principalsi administratorss	$1,593.00		
2	Building administrators and assistant building administratorss will review the evaluation, walkthrough, and RAC recommendations from previous year to identify trends and staff needs	6/30/15	Building administrators, Supervisors			
3	Building administrators will plan for a summer institute for staff to attend by recruiting presenters to deliver training in the targeted areas identified	7/1/14	Building administrators, Supervisors	$10,000.00		
4	Invitations will be mailed out to staff to voluntarily participate in the Summer Institute	7/15/14	Building administrators, Specialists, administrators, PD Committee	$28,678.00		
5	Building administrators will train a select group of staff on Instructional Rounds	10/15/14	Teachers, Specialists, PD Committee			
6	Members of the Instructional Rounds committee will turnkey the process of instructional rounds to staff and begin implementation	10/31/14	Teachers, Specialists, PD Committee			
7	Teachers will participate in daily collaboration and professional development during common planning	6/30/15	Teachers, Supervisors			
8	Teachers will participate in bi-weekly meetings with content area supervisors	6/30/15	Teachers, Supervisors			
9	Specialists will provide on-going coaching and professional development during common planning	6/30/15	Specialist, Teachers			
10	Building administrators will participate in school visitations to collaborate with leaders in model school districts	6/30/15	Building administrators	$500.00		
11	Building administrators will partner with local agencies to provide GED classes for parents enrolled in our GED Academy	6/30/15	Building administrators, Supervisors,	$48,422.00		
12	Building administrators will monitor the effectiveness of all professional development sessions by maintaining sign-in sheets, surveys, and conducting follow-up walkthroughs	6/30/15	Building administrators, Specialists	$2,000.00		
13	Building administrators will secure partnerships with research-based organizations to provide teachers with the necessary pedagogical training needed by ensuring that all contracts, board approval, and professional development schedules are in-place	10/15/14	Building administrators,	$40,000.00		
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 5 Transformation	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.		
SMART goal	During the 2014-2015 school year, University Middle School will create a hiring committee representative of all stakeholders to ensure a rigorous applications and screening process, where all committee members provide equitable feedback on initial interviews and lesson demonstrations as measured by a well defined rubric	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**To ensure the hiring and retention of highly qualify staff**	**Primary Turnaround Principle addressed**	5
Measurable Effectiveness Data	**100% of highly qualified staff**	**Secondary Turnaround Principle addressed**	5
Owner of strategy	**Building administrators**	**Other Turnaround Principle addressed**	1
Target population	**Qualified staff**	**Other Turnaround Principle addressed**	5

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Building administrators will post all vacancies	6/30/15	Building administrators, HR Manager		
2	Building administrators will assemble a hiring committee of diverse stake holders	7/1/14	Principal and building administrators		
3	Hiring committee will receive training on how to recruit and screen candidates and conduct effective interviews	7/15/14	Human Resources Manager		
4	Hiring Committee will contact local colleges and university to recruit candidates	6/30/15	Building administrators, HR Manager, Committee members		
5	Conduct interviews for all vacancies and make recommendations to Human Resources	6/30/15	Building administrators, HR Manager		
6	Building administrators will collaborate with the Human Resources Manager to identify mentors for new hires	8/31/14	Building administrators, HR Manager		
7	Building administrators will conduct interviews for 2 building substitue teachers to cover classes in the case where a teacher will be out for more than one day/long-term absence to ensure consistency.	8/31/14	Building administrators, HR Manager, Committee members	$24,221.00	
8	Building administrators will collaborate with the Human Resources Manager to create a training schedule for new hires	8/31/14	Building administrator and Human Resources Manager		
9	Principal will hire Careplus Clinician to provide services for at risk students and their families	8/31/14	Building Principal, and Human Resources Manager	$114,270.00	
10	Principal will hire two (2) Deans of students to develop and monitor individual improvement plan for students who are chronically absent, exhibiting academic difficulty or peptual behavioral infractions	9/1/14	Principal , and Human Resources Manager	$193,980.00	
11	Principal will hire a fulltime Data Analyst, who will compile data to monitor and inform instructional programs and inititatives	9/1/14	Principal , and Human Resources Manager	$102,850.00	
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 6 Transformation	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.		
SMART goal	job-embedded training to increase the delivery of best instructional practices, use of at least 3 multiple instructional and response strategies during daily lesson presentations, and use of data to drive all decisions for improving student achievement as measured by lesson plans that reflect reteaching/ assessing/differentation, aligned common planning agenda and	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Delivery and instructional practices lack the rigor that is needed to improve test scores, meet the needs of all students, and impact student achievement.**	**Primary Turnaround Principle addressed**	3
Measurable Effectiveness Data	**Surveys, Evaluations, Walkthroughs, Common Planning Minutes and Agendas, Instructional Rounds, Sign-in sheets**	**Secondary Turnaround Principle addressed**	3
Owner of strategy	**All stakeholders**	**Other Turnaround Principle addressed**	1
Target population	**Teachers**	**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Analyze student, evaluation, and walkthrough data to identify the needs of the building	6/30/15	Building administrators, SLC, Data Committee		
2	Contract Kagan to provide training to staff on Cooperative Learning	7/15/14	Building administrators, Supervisors, Teachers	$150,631.00	
3	Contract Scholastic for Math 180 Implementation to service students who are 2 or more years behind in Math	7/30/14	Building administrators, Supervisors, Teachers	$320,253.00	
4	Professional Development Committee will seek out other consultants and district staff to conduct training on differentiation instruction, multiple instructional and response strategies, data analysis, and the infusion of technology	6/30/15	Building administrators, PD Committee	$40,000.00	
5	Incorporate an Expeditionary Program for students to expand their learning outside of the classroom	6/30/15	Building administrators, Supervisors, Teachers	$50,000.00	
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Project Activity Plan - Transformation

RETURN TO INSTRUCTIONS

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must **(a) establish schedules and strategies that provide increased learning time for all students.**		
SMART goal	During the 2014-2015 school year, 100% of students will be enrolled in advisory periods and an additional instructional period in the areas of ELA or Math thus extending the instructional hours of the school day to increase students' academic achievement as measured by PARCC, Unit and Cycle Assessments, Mid-term and Final exams.	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Developing an aligned intervention plan designed to meet the needs of students who are two or more years behind in ELA and Math and sustain students who are at and/or above grade level**	**Primary Turnaround Principle addressed**	
Measurable Effectiveness Data	**Unit and Cycle Assessments, PARCC, Mid-term and Final Exams**	**Secondary Turnaround Principle addressed**	
Owner of strategy	**All Stakeholders**	**Other Turnaround Principle addressed**	
Target population	**Students**	**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Building administrators will revise the schedule to reflect extended instructional hours	7/15/14	Principal, Assistant Principal		
2	Proposed schedule will be presented to the superintendent for approval	7/31/14	Principal		
3	Schedule will be presented to the board for approval	8/2/14	Principal		
4	Teachers will receive notification of the schedule	8/15/14	Principal		
5	Projection of number of staff hires	1/31/15	Principal, Assistant Principals		
6	Materials/Resources	1/31/15	Principal, Assistant Principals		
7	Extended Day Training	1/31/15	Principal, Assistant Principals		
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Project Activity Plan - Transformation

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7

SIG Required Activity - 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA must **(b) provide ongoing mechanisms for family and community engagement.**		
SMART goal	During the 2014-2015 school year, University Middle School will strive to gain a 10% improvement in the area of increase academically focused family and community engagement as measured by attendance to PTA meetings, parent-teacher conferences, SLC membership/meetings.	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**The need to improve academically focused family and community engagement**	**Primary Turnaround Principle addressed**	
Measurable Effectiveness Data	**Surveys, attendance sheets**	**Secondary Turnaround Principle addressed**	
Owner of strategy	**All stakeholders**	**Other Turnaround Principle addressed**	
Target population	**Parents and Commmunity Members**	**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Hold a Meet and Greet session with Principal	8/30/14	Principal, Asst. Principal, Teachers, Parent Coordinator		
2	Conduct a survey to identify parental needs and opinions	9/15/14	Principal, Parent Coordinator		
3	Solicit parents to become members of the SLC, Data and Hiring Committees	10/15/14	Principal. Asst. Principals, Teacher, Parent Coordinator		
4	Initiate a GED program for parent and community members	10/31/14	Principal, Parent Coordinator		
5	PTA	6/30/15	Principal, Asst. Principal, Parent Coordinator		
6	Family Activities Night	6/30/15	Principal, Asst. Principal, Parent Coordinator, Teachers		
7	Family Field Trips	6/30/15	Principal, Asst. Principal, Parent Coordinator, Teachers		
8	Math and Science Night	6/30/15	Principal, Asst. Principal, Parent Coordinator, Teachers		
9	Newsletters, Flyers, School Messenger	6/30/15	Principal, Parent Coordinator Coordinator		
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 8 Transformation	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).		
SMART goal	**During the 2014-2015 school year the LEA will work with the administrators of University Middle School to ensure 100% staffing with highly qualified teachers in all subject areas.**	**Specific (and Strategic) - Who ? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**University Middle need to develop a school wide frame work that supports an aligned intervention plan designed to meet the needs of students who are two (2) or more years behind in ELA and math, and enrich students who are at or above grade level.**	**Primary Turnaround Principle addressed**	**1**
Measurable Effectiveness Data	**Staffing rosters and student achievement data.**	**Secondary Turnaround Principle addressed**	**5**
Owner of strategy	**District and building administrators**	**Other Turnaround Principle addressed**	**4**
Target population	**All staff**	**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
2- School Climate & Culture
3- Effective Instruction
4- Curriculum, Assessment and Intervention System
5- Effective Staffing Practices
6- Enabling the Effective Use of Data
7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Active recruitment of highly qualified staff	9/2/2014	Principal , Human Resources Manager		
2	Principal will create a schedule with extended learning time and accomodations for ELA and math	12/15/2014	Principal and Building administrators	$523,373.00	
3	Focused walthroughs to monitor and adjust instruction	9/2/2014	Principal, Building administrators and Supervisors		
4	Utilization of Danielson Frame work for teacher evaluation to monitor and adjust effective teaching strategies	6/30/2015	Principal, Human resources Manager and Supervisors		
5	Superintendent of Finance/Board Secretary will work with building administrators to provide funding sources to support school improvement	6/30/2015	Prinicpal, building administrators and Superintende of Finance/Board Secretary		
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Project Activity Plan - Transformation

ENTER ALL INFORMATION FOR EACH STRATEGY. DO NOT COMBINE OBJECTIVES/ACTION STEPS IN ONE LINE. LIST EACH SEPARATELY

7

SIG Required Activity - 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
SMART goal	Through the provision of job-embedded training, 100% teachers and administrators will be provided training in the use of multiple forms of data to drive all decisions for increasing instruction, and ensurance of compliance to all required leading indicators for the SIG funds by utilizing numerous sources of data collection systems	**Specific (and Strategic) - Who ? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	
Highest Priority Issue Being Addressed, if applicable	**Educators, students, and parents in our school lack the capacity to effectively perform as a data-reactive learning community.**	**Primary Turnaround Principle addressed**	6
Measurable Effectiveness Data	**SAMS, PowerSchool, School Net, QSR**	**Secondary Turnaround Principle addressed**	6
Owner of strategy	**All Stakeholders**	**Other Turnaround Principle addressed**	6
Target population		**Other Turnaround Principle addressed**	

Turnaround Principles
1- School Leadership
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7- Effective Use of Time
8- Family & Community Engagement

DO NOT CUT & PASTE!

Objective/ step number	Action Steps (no more than 15 steps)	Deadline	Person Responsible	Resources	Date Completed
1	Building administrators and Data Team will review all of the 2012-2013 school year data such as NJASK, Algebra Exit Exams, and the 2013-2014 Unit Assessments to identify areas of weakness, students who are partially proficient and trends	6/30/15	Principal, building administartors , Data Team, and teachers		
2	Data Team information will be shared with all staff, students and parents.	6/30/15	Principal, building administartors and Data Team		
3	Building administrators and the Data Team will create a survey for all teachers and administrators to gain a better understanding of the needed training required by staff members	6/30/15	Principal, building administartors and Data Specialist and Data Team		
4	Building administrators and Data Team will review the data and create a schedule for training based on the rating of most to least needed	6/30/15	Principal, building administartors and Data Team		
5	Training will be provided to teachers during common planning, and Tuesday meetings	6/30/15	Principal, building administartors , Supervisors and Data Team		
6	Building administrators will provide teachers with a common planning focus calendar that will require teachers to analyze data on a weekly; a calendar will also be created for all committees	9/15/14	Principal, building administrators and supervisors		
7	Building administrators will provide teachers with a data collection and analysis calendar	9/15/14	Principal and building administrator		
8	Quarterly data report will be submitted to Building administrators from all committees	6/30/15	Data Tea, teachers and committees, and supervisors		
9	Building administrators will present Quarterly data report at the PTA meetings	6/30/15	Administrators and SLC		
10	Building administrators will provide an end of year data report to the Superintendent	6/30/15	Principal and building administrators		
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