Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

11 SG03 H02
FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 3) (Year 1 of 3)
DIVISION: Academics
OFFICE: School Improvement

SECTION II:

COUNTY: 13
LEA/OTHER: 2330
SCHOOL: 135

COUNTY NAME: Essex
Irvington Public Schools
APPLICANT AGENCY

1 University Place, 4th Floor
AGENCY ADDRESS

Irvington	NJ	07111
CITY	STATE	ZIP

(973) 399-6800 x1673	(973) 373-0924
AGENCY TELEPHONE NUMBER	AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Eileen P. Walton

TELEPHONE NUMBER: (973) 399-6800 Ext. 1673 FAX#: (973) 373-0924 E-MAIL ewalton@irvington.k12.nj.us

BUSINESS MANAGER: Reginald Lamptey PHONE#: (973) 399-6800 Ext. 2120 E-MAIL rlamptey@irvington.k12.nj.us

DURATION OF PROJECT: FROM: **7/1/2014** TO: **8/31/2017**

Note: pre-implementation period is from 5/1/14 to 6/30/14

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: $ 5,779,771.00

APPLICATION CERTIFICATION:

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

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

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR	Superintendent of Schools TITLE	04/01/2014 DATE

Dr. Neely Hackett
(Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.7 for itemized list).**

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 – PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:

4:00 P.M., ON 04/01/2014

Form L-2

BOARD RESOLUTION TO APPLY

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

The Irvington Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

$ 5,779,771.00,

starting on May 1, 2014, and

ending on August 31, 2017.

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

March 19, 2014

Reggie Lampkin
Secretary of the Board

March 31, 2014
Date

IRVINGTON PUBLIC SCHOOLS
Office of the Assistant Superintendent

Reggie Lamptey, CPA
Assistant Superintendent for Business/
Board Secretary

One University Place Irvington, New Jersey 07111
(973) 399-6800 x 2120 (973) 371-6542 fax

MARCH 19, 2014

EXTRACT from the minutes of a Regular Meeting of The Board of Education of the Township of Irvington in the County of Essex, New Jersey held at the Mt. Vernon School, 54 MT. Vernon Avenue, Irvington New Jersey 07111 on March 19, 2014:

CURRICULUM

19. SCHOOL IMPROVEMENT GRANT COHORT 3 APPLICATION - OFFICE OF CURRICULUM AND INSTRUCTION

RESOLVED, that the Board of Education accepted the recommendation of the Superintendent of Schools and approves the intent of the University Middle School to apply for the School Improvement Grant – Cohort 3 for the 2014-2015 school year. Funds from this grant will be used to improve student academic achievement. The application deadline is April 1, 2014. The amount of award is not to exceed $2,000,000.00 per year for a three year period or not to exceed a total of $6,000,000.00 for the total grant period. The first phase of the award starting from May 1, 2014 and ending on August 31, 2015 will not exceed $2,000,000.00.

ACTION
Motion By: Norma Carty, Seconded By: Romaine Greer
Roll Call: Unanimously approved on a roll call vote

I certify that this is a true and accurate copy of an approval by the Irvington Township Board of Education at its Public Meeting of March 19, 2014 and reflected in said minutes.

As Certified by:

Reggie Lamptey, CPA
Assistant Superintendent for Business/Board Secretary
RL/mh

Form L-3

STATEMENT OF ASSURANCES

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

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.

- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).

- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.

- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application, to include timely submission of all associated reports, fiscal and otherwise.

- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.

- Is in compliance, for all grant awards in excess of $100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.

- As well as its principals and subgrantees, for all grant awards in excess of $25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.

- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).

- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:

  (A) Title VI of the Civil Rights Act of 1964 (P.L 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;

  (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;

  (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;

  (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;

(E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.

- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).

- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

- Has a current and complete registration in the System for Award Management (SAM), located at www.sam.gov, prior to the submission of this application, and shall maintain a current SAM registration throughout the period of the award.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school, that the LEA commits to serve consistent with the final requirements;

- Establish annual goals, approved by the SEA, for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in order to monitor each Priority school that it serves with school improvement funds

- If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

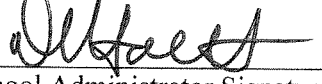
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

- Report to the SEA the school-level data required under section III of the final requirements; and

- Ensure that each Priority school that the LEA commits to serve receives all of the State and local funds it would have received in absence of the school improvement funds and that the resources will be aligned with the interventions.

Dr. Neely Hackett
Chief School Administrator Name



Chief School Administrator Signature

April 1, 2014
Date

Form L-4

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	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

Form L-5

Date: 04/01/2014

PROJECT ABSTRACT

LEA : Irvington Public Schools

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 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 Teachers have not had adequate sustained job-embedded professional development Most teachers do not incorporate the use of differentiated instruction 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 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 facilitated 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.

Form L-6

Date: 4/1/14

SCHOOLS TO BE SERVED

LEA : Irvington Public Schools

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

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

	PRIORITY SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	INTERVENTION			
						Turnaround	Restart	Closure	Transformation
1.	University Middle School	13	2330	135	02120				X
2.									
3.									
4.									

Form L-7(a)

Date: 04/01/2014

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
				Yes	**No**	**Yes**	**No**
3/6/2014	UMS	Needs Assessment	3	√		√	
3/7/2014	UMS	Needs Assessment	4	√		√	
3/10-3/14/2014	Office of Gov. Programs	Needs Assessment	1		√		√
3/17/2014	UMS	Plan Development	4	√		√	
3/18/2014	UMS	Plan Development	60	√			√
3/19/2014	UMS	Plan Development	3	√		√	
3/20/2014	UMS	Plan Development	3	√		√	
3/21/2014	UMS	Plan Development	5	√		√	
03/24-03/28/2014	UMS	Plan Development	6	√		√	

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

Stakeholder Informational Methods & Events	• Stakeholders will be informed regarding the SIG grant application at Superintendent's forums, faculty meetings, the district website, public access Channel 36, and School Messenger automated phone system, Board meetings
Describe how stakeholders are involved in model implementation on an on-going basis.	• Stakeholders will participate in monthly reporting of progress in specific project areas; gather and analyze data relative to effectiveness of interventions; monitor expenditures; maintain relationships with community providers; ensure ethical procurement and accounting practices; maintain an equipment inventory and ensure the appropriate use of resources; recruit and evaluate personnel; and amend initiatives to maximize transformation of the school in priority areas.
Identify the district team by name (The Chief School Administrator or designee, special	Team: Dr. Neely Hackett, Superintendent of Schools

education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/STC to discuss the following: • **Student achievement** • **Walkthrough trends** • **Attendance of students and staff** • **Discipline data** • **SIG component implementation**	Dr. Angelica Allen, Assistant Superintendent for Curriculum and Instruction Ms. Cheryl Chester, University Middle School Principal Ms. Eileen Walton, Supervisor of Government Programs Ms. Patricia Dowd, Director of Special Education Ms. Khaalia Taylor, Mathematics Specialist, Mr. Reginald Robertson, Data Specialist English Language Arts Specialist

Form L-7(b)

Date: 04/01/2014

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	**Stakeholder Group**	**Participated in Needs Assessment**	**Participated in SIG Application Development**	**Signature***
Dr. Neely Hackett	Superintendent of Schools	Yes	Yes	
Dr. Angelica Allen	Assistant Superintendent for Curriculum and Instruction	Yes	Yes	
Reginald Lamptey	Assistant Superintendent for Business/Board Secretary	No	Yes	
Eileen Walton	Supervisor of Government Programs	Yes	Yes	
Cheryl A. Chester	Building Principal	Yes	Yes	
Chinaire Simons	Assistant Principal	Yes	Yes	
Reginald Robertson	Data Specialist	Yes	Yes	
Edwin Edwards	Assistant Principal	Yes	Yes	

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Copy form as needed.

IRVINGTON PUBLIC SCHOOLS
University Middle School

Cheryl A. Chester, Principal

255 Myrtle Avenue
Irvington, NJ 07111
(973) 399-6879
(973) 351-1025-FAX

Edwin Edwards
Acting Assistant Principal
(973) 399-6879 ext. 1603

Chinaire Simons
Assistant Principal
(973) 399-6879 ext. 1602

Faculty Agenda

Date: March 18, 2014
Time: 3:00pm – 4:00pm

Location: UMS Cafeteria
Facilitator: Ms. Chester, Principal

I. Walkthrough Analysis Review

II. Application for School Improvement Cohort III Grant- Ms. Walton, Supervisor of Government Programs

III. Quality School Review

IV. Questions and Concerns

IRVINGTON PUBLIC SCHOOLS
University Middle School

Cheryl A. Chester, Principal

255 Myrtle Avenue
Irvington, NJ 07111
(973) 399-6879
(973) 351-1025-FAX

Edwin Edwards
Acting Assistant Principal
(973) 399-6879 ext. 1603

Chinaire Simons
Assistant Principal
(973) 399-6879 ext. 1602

MARCH 18, 2014
FACULTY MEETING
SIGN-IN SHEET

Staff Name (Last, First)	Signature
Administration	
Chester, Cheryl	
Simons, Chinaire	
Edwards, Edwin	
Teachers	
Abraham, Barbara	
Alceus, Marie	
Andrews, Jr. James	
Audige, Gerald	
Batchelder, Guy	
Biggs-White, Jennifer	
Borgella, Elie	
Boussougou(Jean-Louis), Vanessa	
Clarke-Ross, Suzette	
Clemente, Jessica	
Cordero, Gloria	
D'Angelo, August	
D'Argenio, Michael	
Daley, Adeena	
DeLaCruz, Emilyn	
Diaz, Anna	
DiGore, Ann	
Djondo, Comlavi	
Dorcely, Nesley	
Dove, Marcia	
Edmund, Jr. Ferdinand	
Ervin, Deborah	
Felder, Craig	
Finnegan, Michael	
French, Rashawnah	
Furr, Gwendolyn	

IRVINGTON PUBLIC SCHOOLS
University Middle School

Cheryl A. Chester, Principal

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Edwin Edwards
Acting Assistant Principal
(973) 399-6879 ext. 1603

Chinaire Simons
Assistant Principal
(973) 399-6879 ext. 1602

Gandhi-Prem, Sudha	
Garnett, Nicholas	
George, Yardley	
Glanzberg, Susan	
Grassie, David	
Greene, Natasha	
Grzywinski, Joanne	
Hantman, Lisa	
Hofler-Mattaur, Erika	
Idigo, Chukugozie Jeffrey	
Johnson, Maria	
Joseph, Patrick	
Labbe-Louis, Sheila	
Leone, Michael	
Lopez, Sandra	
Martin, Sheronda	
McLean, Davinia	
Moore, Lisa	
Nelson, Clavel	
Nelson, Valerie	
Oguama, Lydia	
Olumbe, Corey	
Pardo, Diana	
Pinckney, David	
Robertson, Reginald	
Safi, Judy	
Saidu, Sharafdeen	
Schatzow, Perry	
Shackleford, Helena	
Shakleford, Francine	
Taylor, Khaalia	
Thomas, Eric	
Thornton, Arrie	
Townes-King, Tameirah	
Weiss, Jenna	

IRVINGTON PUBLIC SCHOOLS
University Middle School

Cheryl A. Chester, Principal

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Chinaire Simons
Assistant Principal
(973) 399-6879 ext. 1602

White, Joanne	Joanne White
Whyte, Venice	
Young, Scherazade	[signature]
Zelin, Sidney	[signature]

Date: 04/01/2014

Form L-8

LEA COMMITMENT AND CAPACITY

LEA : Irvington Public Schools

See details for each item in the NGO. Describe the following:

A	The LEA's SIG design and implementation interventions	The LEA/SIG is designed to transform University Middle School through promoting effective leadership, job embedded professional development, acquisition and retention of highly-qualified staff, increased parental and community involvement, strengthening academic programs, and improving school climate.
B	The LEA's process to analyze the needs of each school and determine the selected intervention	The LEA identified the needs of University Middle School through an analysis of multiple measures, including but not limited to: state assessments, district assessments, surveys (parent and staff), QSR analysis, RAC walkthrough summaries, staff evaluations, supervisor input, and principal monthly reports.
C	The LEA's recent history in improving schools	The LEA has implemented curriculum enhancing initiatives as a means to improve academic achievement. One of these programs is the Read 180 program which was implemented to improve ELA. Read 180 is a comprehensive system of curriculum, assessment, and professional development proven to raise reading achievement for struggling readers in grades 3-12. Designed for any student reading two or more years below grade level, Read 180 leverages adaptive technology to individualize instruction for students and provides powerful data for differentiation for teachers. The district has also initiated the PSI (Progressive Science Initiative). PSI utilizes the full potential of SMART technology. SMART boards, responders, and applications such as the Interactive Notebook. Ongoing formative assessments, web-based curricular materials for students and teachers, and interactive, dynamic presentations that are adaptable for all students make the program effective, efficient, and fun.

		The district has also implemented the Progressive Math Initiative (PMI). PMI is a New Jersey Center for Teaching and Learning program that is being used in grades 6-12 to improve math performance. The program was developed by teachers with units of instruction that supports high levels of student achievement. This program also includes built-in formative assessments and the goal of the program is to focus on student mastery of concepts through a formative assessment/reteaching continuum.
D	The LEA's process to recruit, screen and select external providers to ensure their quality.	The LEA will utilize, principal, directors, supervisors, district strategic walkthrough recommendations, references, support of program effectiveness data, site visits, observe and evaluate in district presentations.
E	The LEA's plan for alignment of other resources and supports	The LEA will continue to support the curricula initiatives of Read 180, PMI and PSI through alignment of district resources and implementation support.
F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	The LEA is prepared to review all policies and practices and revise as necessary with input from all stakeholders groups.
G	The LEA's plan to sustain the reforms after the funding period ends	The LEA will evaluate data relative to the effectiveness of the implementation strategy and modify budgets to support and sustain intervention strategies proven to result in the most significant improvement.
H	The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results	The LEA is committed to providing support to the principal charged with transforming University Middle School by supporting selection of staff, budgeting, scheduling, selection of professional development providers, and requiring greater accountability for results.
I	The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by July 1, 2012. Indicate the number of years in the school of the current principal.	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 benchmark.
J	The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive	The district has a supervisor dedicated solely to managing grants. The supervisor is a part of a collaborative team of district administrators, comprised of content area supervisors, who targets needs of our lowest performing subgroups such as the English Language Learners and Special Needs populations. The supervisor of grants also works

	roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.	closely with the Superintendent of Business/Board Secretary to ensure alignment of programmatic and budgetary elements of the transformation initiatives.

Form L-9

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

LEA CAPACITY TO SERVE AND SUPPORT SELECTED PRIORITY SCHOOLS
This form should ONLY be completed those districts that are applying for more than one (1) Priority School

LEA : Irvington Public Schools

NOT APPLICABLE

Form L-10

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

MONITORING AND ACCOUNTABILITY PLAN

A monitoring and accountability plan must describe the activities to be undertaken by the district for each school to be served.

Name of School: University Middle School

The district will require monthly meetings with all stakeholders at the district and school level to review growth data related to the intervention strategies identified. Student achievement will be monitored by analyzing data from formative assessments and reviewed quarterly utilizing scores from district cycle assessments, report cards, interim reports, teacher anecdotal reports, and Intervention and Referral Services student data.

School climate change will be evaluated through an analysis of pupil attendance reports, staff attendance reports, suspension reports, Harassment, Intimidation, and Bullying reports, and student and staff surveys.

Parental involvement will be monitored and analyzed through PTA signature sheets, and attendance taken at school sponsored programs and events. In addition, data from parent surveys will be analyzed.

Teacher effectiveness will be monitored through an analysis of focused walkthrough data and review of informal and formal teacher evaluations. Teacher attendance at targeted professional development will also be monitored.

Fiscal expenditures relative to transformational initiatives will be Board approved and covered by contracts with Board approved providers. Additionally, all budgetary expenditures will be approved as per district procedures and protocols. Quarterly expenditure reports and incremental programmatic progress reports will be completed, Board approved, and submitted in accordance with grant requirements.