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.

Jersey City Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Ezra L. Nolan Middle School MS 40
Applicant School

Signature: Principal

April 1, 2014
Date

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Date: April 1, 2014 **Page ____ of**

PROJECT ABSTRACT

LEA : Jersey City Board of Education

Name of School: Ezra L. Nolan Middle School

Mission	The mission of the Ezra L Nolan STEM Academy is to foster each student's innate curiosity and joy of discovery. We will prepare students to be academically successful, socially aware, scientifically literate, and to be respectful, responsible citizens in the global community. We will achieve this by combining student-centered, collaborative and problem-based learning with active parental and community involvement.
Vision	Ezra L. Nolan Stem Academy graduates will be prepared academically and socially to successfully transition into high school, possessing the fundamental skills in science, technology, mathematics and engineering that would enable them to be independent thinkers, collaborative learners and productive citizens living in an ever-expanding technological world.

Project Implementation Summary	In 2013, the LEA conducted a comprehensive needs assessment of Ezra L. Nolan Middle School to identify root causes for its continuing failure to achieve Annual Yearly Progress benchmarks. The analysis clearly indicated a complete restructuring was needed, thus the LEA decided to transform the school into the new, Ezra L. Nolan STEM Academy. To effect the required changes, over the next three years, all the School Improvement Grant (SIG) required and permissible activities will be implemented. Proven, research-based strategies that will implemented and sustained beyond the three year grant period. The change plan aligns all reform strategies and project activities with identified school needs and the goals. Measurable indicators of school climate and culture improvement and student academic achievement. A summary of the major project activities follows: The Ezra L. Nolan STEM Academy theme is consistent with the school's new vision and core academic mission, to impart to all its students the pre-requisite skills they will need to be successful and productive citizens in the 21st century. Students will actively and consistently apply scientific principles, acquire mathematical skills and logic, master the underlying methods utilized in engineering to solve problems, and use technology to increase their productive and abilities to manage a multitude of tasks. Students will be urged to be problem solvers, to think critically and creatively in order to accelerate their learning. 1.) Defining the curriculum as, "all of the things students do in the course of their school day", the Academy principal will assume the leadership to expand the STEM principles and practices into the entire learning environment. Classrooms will have areas dedicated to STEM activities. Outdoor areas will be set aside for experimentation and observations to take place. And, students and teachers will explore the built and natural environments beyond their school building. In addition, the principal will implement reform strategies by: 1) implementing an effective school leadership design; 2.) enhancing the professional capacity of the teaching staff to support and sustain changes and improvements through their own leadership development; 3.) distributing leadership, and greater accountability for student success; 4.) utilizing the STEM theme to re-energize the teaching staff and greater school community. 2.) The STEM Improvement Framework will require a more rigorous, ongoing evaluation system to be employed that is directly linked to student achievement outcomes to improve instruction and student performance. 3.) Ezra L. Nolan STEM Academy, in collaboration with the LEA, will continue to implement strategies to retain and recruit staff with the required expertise in the STEM subjects, and will implement a performance-based incentive and rewards program for staff possessing the skills necessary to meet the needs of the students in this transformation model.

	4.) Ezra L. Nolan STEM Academy, in collaboration with the LEA, will continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff to ensure that they are equipped to facilitate effective teaching and learning. The focus of the professional development will be to enable STEM teachers to deliver STEM curricula that include the following elements: standards based instruction, inquiry and performance based teaching and learning, effective use of technology in classroom, and formative and summative assessments utilizing both task and non-task specific rubrics. 5.) The principal will report to the District Division Turnaround Director, who will directly manage the project at the district level, and monitor and facilitate and the implementation of the Transformation model at the school level. 6.) The opportunity for extended learning time for all students at the Ezra L. Nolan STEM Academy will increase by 700 hours per year by combining the resources of the 21st Century Program and this School Improvement Grant. These 700 hours of extended learning time will include after school, hours in the summer and individual tutoring from 7 am to 8 am each day. The Academy will develop partnerships within the community by establishing the Ezra L. Nolan STEM Academy Community Advisory Council and forge partnerships with organizations to enhance its implementation of its STEM model including science museums and environmental centers. The school will implement a STEM Model which will enable students to be: problem solvers, innovators, self-reliant, logical thinkers, and technology literate. It will also employ "Response to Intervention (RTI)" a system designed to methodically assess annual goals for student learning and effective practices. RTI provides a range of structures, supports and interventions designed to enable students to meet their individual needs and raise their levels of performance. 7.) Ezra L. Nolan STEM Academy's new vision and mission embody high expectations for all students that will require rigorous academic standards and specific benchmarks to be applied to measure student achievement. It will require teachers to establish and work in collaborative teams using student assessment data to redesign instructional programs and curricula, and to refine their teaching skills and practices. Extended learning time, and additional student supportive services and community involvement will promote the possibilities of all students to realize the Academy's vision. 8.) The principal demonstrates the requisite competencies (knowledge, skills, behaviors and practices) to assume the responsibility of managing the school after given greater flexibility by the LEA. The Principal will have the autonomy to create an effective schedule necessary for implementing the proposed improvements. The Principal will have the authority to hire teachers and new teachers will have the right to accept or refuse the position. The Principal will work collaboratively with the teaching staff to foster their leadership skills and promote their opportunities to take on greater

	responsibility for implementation and ownership of this initiative. 9.) The school will implement strategies and programs to provide coordinated social-emotional and community-oriented services for students through a partnership with Big Brothers Big Sisters Organization mentoring program. Parents as Partners will energize our students' parents to take a more active role in supporting the social emotional well-being of their children by providing them with parenting skills. Saint Peter's University interns will serve as role models and peer tutors after school and during the summer on the University campus.

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Date: April 1, 2014 **Page ____ of ____**

REPORTING METRICS

LEA : Jersey City Board of Education

Name of School: Ezra L. Nolan Middle School

<table>
<tr><th></th><th>2012-2013 Data</th></tr>
<tr><td>School Data</td><td></td></tr>
<tr><td>Which intervention the school used (i.e., turnaround, restart, closure, or transformation)</td><td>TRANSFORMATION</td></tr>
<tr><td>Number of minutes within the school year</td><td>69,540 Minutes</td></tr>
<tr><td>Student Outcome/Academic Outcome Data</td><td></td></tr>
<tr><td>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</td><td><u>Grade 6:</u>
Language Arts: 80% Partially Proficient, 19% Proficient & 1% Advanced Proficient
<table>
<tr><th>Demographic Group</th><th>Partially Proficient</th><th>Proficient</th><th>Advanced Proficient</th></tr>
<tr><td>Total Students</td><td>80.9%</td><td>19.1%</td><td>0%</td></tr>
<tr><td>General Education</td><td>77.4%</td><td>22.6%</td><td>0%</td></tr>
<tr><td>Special Education</td><td>94.4%</td><td>5.6%</td><td>0%</td></tr>
<tr><td>Limited English Proficient</td><td>88.9%</td><td>11.1%</td><td>0%</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Ethnicity</td><td></td><td></td><td></td></tr>
<tr><td>White</td><td>100%</td><td>0.0%</td><td>0%</td></tr>
<tr><td>Black or African American</td><td>84.3%</td><td>15.7%</td><td>0%</td></tr>
<tr><td>Asian</td><td>33.3%</td><td>66.7%</td><td>0%</td></tr>
<tr><td>Pacific Islander</td><td>0%</td><td>100.0%</td><td>0%</td></tr>
<tr><td>Hispanic or Latino</td><td>83%</td><td>17.0%</td><td>0%</td></tr>
<tr><td>Amer. Indian/AK Native</td><td>0%</td><td>100.0%</td><td>0%</td></tr>
<tr><td>Other</td><td>50%</td><td>50.0%</td><td>0%</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Economic Status</td><td></td><td></td><td></td></tr>
<tr><td>Econ. Disadvantaged</td><td>80.2%</td><td>19.8%</td><td>0%</td></tr>
</table></td></tr>
</table>

	2012-2013 Data

Non-Econ. Disadvantaged	84.2%	15.8%	0%

Mathematics: 60% Partially Proficient, 39% Proficient & 1% Advanced Proficient

Demographic Group	Partially Proficient	Proficient	Advanced Proficient
Total Students	24.5%	55.1%	20.4%
General Education	22.7%	56.8%	20.5%
Special Education	40%	40%	20%
Limited English Proficient	0%	0%	0%
Ethnicity			
White	0%	0%	100%
Black or African American	32.3%	54.8%	12.9%
Asian	0%	0%	100%
Pacific Islander	0%	0%	0%
Hispanic or Latino	0%	76.9%	23.1%
Amer. Indian/AK Native	0%	0%	0%
Other	100%	0%	0%
Economic Status			
Econ. Disadvantaged	21.4%	64.3%	14.3%
Non-Econ. Disadvantaged	42.9%	0%	57.1%

Grade 7:

Language Arts: 73% Partially Proficient, 27% Proficient & 0% Advanced Proficient

Demographic Group	Partially Proficient	Proficient	Advanced Proficient
Total Students	72.9%	27.1%	0%
General Education	70%	30%	0%
Special Education	87.5%	12.5%	0%
Limited English Proficient	50%	50%	0%
Ethnicity			
White	100%	0%	0%
Black or African American	77.3%	22.7%	0%
Asian	50%	50%	0%
Pacific Islander			

	2012-2013 Data		
Hispanic or Latino	50%	50%	0%
Amer. Indian/AK Native			
Other	100%	0%	0%
Economic Status			
Econ. Disadvantaged	72.5%	27.5%	0%
Non-Econ. Disadvantaged	75%	25.0%	0%

Mathematics: 78% Partially Proficient, 18% Proficient & 4% Advanced Proficient

Demographic Group	Partially Proficient	Proficient	Advanced Proficient
Total Students	61.5%	35.4%	3.1%
General Education	57.5%	40%	2.5%
Special Education	81.2%	12.5%	6.3%
Limited English Proficient	50%	25%	25%
Ethnicity			
White	100%	0%	0%
Black or African American	68%	30.7%	1.3%
Asian	0%	100%	0%
Pacific Islander	0%	0%	0%
Hispanic or Latino	20.6%	64.3%	7.1%
Amer. Indian/AK Native	0%	0%	0%
Other	100%	0%	0%
Economic Status			
Econ. Disadvantaged	58.8%	37.5%	3.8%
Non-Econ. Disadvantaged	75%	25%	0%

Grade 8:

Language Arts: 60% Partially Proficient, 40% Proficient & 0% Advanced Proficient

Demographic Group	Partially Proficient	Proficient	Advanced Proficient
Total Students	39%	59.8%	1.2%
General Education	26.6%	71.9%	1.6%
Special Education	83.3%	16.7%	0.0%
Limited English Proficient	0%	0%	0%

	2012-2013 Data

Ethnicity			
White	0%	0%	0%
Black or African American	42.3%	57.7%	0%
Asian	0%	0%	0.0%
Pacific Islander	0%	0%	0%
Hispanic or Latino	18.2%	72.7%	9.1%
Amer. Indian/AK Native	0%	0%	0%
Other	0%	0%	0%
Economic Status			
Econ. Disadvantaged	45.5%	53%	1.5%
Non-Econ. Disadvantaged	12.5%	87.5%	0%

Mathematics: 78% Partially Proficient, 20% Proficient & 2% Advanced Proficient

Demographic Group	**Partially Proficient**	**Proficient**	**Advanced Proficient**
Total Students	68.3%	25.6%	6.1%
General Education	60.9%	31.3%	7.8%
Special Education	94%	5.6%	0%
Limited English Proficient	0%	0%	0%
Ethnicity			
White			
Black or African American	73.2%	22.5%	4.2%
Asian	0%	0%	0%
Pacific Islander	0%	0%	0%
Hispanic or Latino	36.4%	45.5%	18.2%
Amer. Indian/AK Native	0%	0%	0%
Other	0%	0%	0%
Economic Status			
Econ. Disadvantaged	69.7%	27.3%	3%
Non-Econ. Disadvantaged	62.5%	18.8%	18.8%

Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup

Demographic Group	**Language Arts**	**Math**
Total Students	98.2%	99.7%
General Education		
Special Education	99%	100.0%
Limited English Proficient		

	2012-2013 Data		
	Ethnicity		
	White		
	Black or African American	98.9%	99.5%
	Asian		
	Pacific Islander		
	Hispanic or Latino	100.0%	100.0%
	Amer. Indian/AK Native		
	Other		
	Economic Status		
	Econ. Disadvantaged	99.6%	100.0%
	Non-Econ. Disadvantaged		

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

Grade 6:

Demographic Group	Scale Score LA	Scale Score Math
Total Students	196.5	218
General Education	196.6	218.1
Special Education	195.6	216.8
Limited English Proficient	0	0
Ethnicity		
White	215	275
Black or African American	194.8	209.4
Asian	211	261
Pacific Islander	0	0
Hispanic or Latino	199.5	233.5
Amer. Indian/AK Native	0	0
Other	182.5	179
Economic Status		
Econ. Disadvantaged	195.2	216
Non-Econ. Disadvantaged	204.7	230

Grade 7:

Demographic Group	Scale Score LA	Scale Score Math
Total Students	184.3	192
General Education	188.8	196.4
Special Education	161.7	169.9

	2012-2013 Data

Limited English Proficient	190.8	201
Ethnicity		
White	197	169
Black or African American	181.5	180.5
Asian	189	203
Pacific Islander	0	0
Hispanic or Latino	199.5	210.2
Amer. Indian/AK Native	0	0
Other	169	176.3
Economic Status		
Econ. Disadvantaged	183.8	192.7
Non-Econ. Disadvantaged	186.4	188.6

Grade 8:

Demographic Group	Scale Score LA	Scale Score Math
Total Students	201.2	183.9
General Education	208.3	192
Special Education	175.8	155.1
Limited English Proficient	0	0
Ethnicity		
White	0	0
Black or African American	199.2	181.5
Asian	0	0
Pacific Islander	0	0
Hispanic or Latino	213.8	199.4
Amer. Indian/AK Native	0	0
Other	0	0
Economic Status		
Econ. Disadvantaged	198.9	181.6
Non-Econ. Disadvantaged	210.6	193.7

Percentage of limited English proficient students who attain English language	N/A

	2012-2013 Data
proficiency	
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	91.3%
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	152 suspensions
Truants	54 students
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Domain 2 The Classroom Environment: 25.85% Scored a 2; 69.39% scored a 3 Domain 3 Instruction: 8.63% scored a 1; 27.34% scored a 2; 64.03% scored a 3 1= Ineffective 2= Partially Effective 3= Effective
Teacher attendance rate	91.6%

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STATEMENT OF NEED

LEA : **Jersey City Board of Education**

Name of School: Ezra L. Nolan 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	DORA (Diagnostic Online Reading Assessment), DORA Comprehension Edge, DORA Reading Edge, Quarterly Assessments, NJASK	(1) 6th grade- 16.8% Proficient LAL; 7th grade- 24.3% Proficient LAL; 8th grade- 41.7% Proficient LAL The school average in Reading on the NJASK was 5.2 points below the Just Proficient Mean (JPM). In the sub-skill Working with Text, the school average was 2 points below the JPM and in the sub-skill Analyzing Text, the school average was 3.2 points below the Just Proficient Mean. (2) **Root Cause**: Teachers do not have a deep understanding of planning, preparation and implementation of the Language Arts Curriculum. Planning for differentiated instruction does not address multi-leveled activities that would assist in the improvement of students' skills.
Academic Achievement – Writing	Bi-weekly Common Assessments (Open-ended Responses), Quarterly Assessments, NJASK	(1) The school average in Writing on NJASK was 1.6 points below the Just Proficient Mean (JPM). The average student writing score on Quarterly Assessments was a 3. (2) **Root Cause**: Teachers do not have a deep understanding of planning, preparation and implementation of the Language Arts Curriculum. Planning for differentiated instruction does not address multi-leveled activities that would assist in the improvement of students' skills.
Academic Achievement –	Quarterly Assessments, NJASK	(1) 6th grade-37.5% Proficient Math, 7th grade 20.6% Proficient Math, 8th grade- 22.5% Proficient Math The school average on NJASK Math was 2.3 points below the JPM in

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Math		the sub-skill of Problem Solving and 1.4 below the JPM in the sub-skill of Geometry and Measurement. (2) **Root Cause**- Teachers do not have a deep understanding of planning, preparation and implementation of the Language Arts Curriculum. Planning for differentiated instruction does not address multi-leveled activities that would assist in the improvement of students' skills they are deficient in, while covering the current grade level curriculum.
Subgroup: Homeless	There are no Homeless students in attendance	N/A
Subgroup: Students with Disabilities	Quarterly Assessments, NJASK, lesson plans on differentiated instruction	(1) Students with Disabilities NJASK results: Math 19.37% proficient and LAL 11.6% proficient (2) **Root cause:** 24% of the total population is students with disabilities. The accommodations and modifications to instruction are not implemented. Therefore, differentiated learning activities and/or personalized instruction are not adequately adapted for students with disabilities.
Subgroup: English Language Learners	There are no English Language Learners in attendance	N/A
Subgroup: Economically Disadvantaged	NJASK Free and Reduced Lunch Applications	(1) NJASK results: LAL 33.4% Econ/Dis. and Math 43.03% Econ/Dis. (2) **Root Cause**: 79.5% of students are economically disadvantaged without adequate resources and opportunities for engaging in enriching educational experiences.
Parent Involvement	Attendance from: Open House, Report Card Day/Nights, Family Fun Nights, Parent Workshop Series	(1) 40% of parents completed the RAC Survey and there is a 3-5% parent participation rate in Family Nights and school activities. (2) **Root Cause**: Many parents are not engaged with the school in ways that will impact on student achievement and their children's abilities to engage in positive social interactions. Many parents do not have the knowledge base to assist their children at home; therefore students fail to develop effective study strategies and self-regulatory learning skills.
Professional	Teacher Surveys, PD Feedback Forms,	(1) Walkthrough Data indicates: Teachers are struggling to design more

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Development	Walkthrough Data, Teacher Evaluations	rigorous tasks that challenge students' cognitively. There was no evidence that data are being used to differentiate/drive instruction. Teacher's questions were in the low level of Bloom's Taxonomy. (2) **Root Cause**: Based on teacher evaluations and observations, teachers are not effectively implementing the knowledge and skills offered to them in their professional development activities.
Extended Learning Opportunities	Additional Instructional Time- Extended Day Academic Enrichment, Academic Saturday Program, PSAT program, SES Afterschool Program, Study Island	(1) Out of 100 students enrolled in the Extended Day program the attendance rate was 62. 19%. The Supplemental Education Services (SES) Tutoring Program student attendance was 84% and the overall attendance for the five Academic Saturday Sessions was 85%. (2) **Root Cause:** The extended learning time was optional throughout the school year and students elected not to attend.
School Culture	Great Student Rubric Results, Suspension Rate, Referral Rate, RAC Surveys (Staff, Parent, Student), Teacher Attendance, Student Attendance	(1) 152 Suspensions included students who were suspended more than once leading to the loss of instructional time or more than 300 days (2 days on average x 152 students). On the Great Student Rubric Behavioral Incentive Program, 49% of students qualified for the March 2014 incentive, receiving 11 or more total points. RAC Survey Completion Results (Parents- 40%, Students- 98%, Teachers- 100%) (2) **Root Cause:** Due to suspensions, students have lost instructional time. Instructional time is lost because teachers lack effective classroom management skills.
Leadership	Teacher Evaluations	(1)To date, all teachers have been evaluated at least twice. 25.85% of teachers were determined to be partially effective in Classroom Environment; 8.63% of teachers were determined to be ineffective in Instruction and 27.34% of teachers were determined to be partially effective in Instruction. **(2)Root Cause:** Mandated remedial actions to improve teacher performance have not been implemented or completed with fidelity. The structure of the lesson plans are adequate, however, the implementation of instruction lacks rigor and opportunities for students to intellectually engage in the learning.
Highly Qualified Staff	College transcripts, degrees attained, Praxis scores	(1) 99% of instructional staff members are determined Highly Qualified based on the New Jersey State Requirements. (2) **Root Cause:** The criteria used to determine whether a teacher is

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		highly qualified do not correlate with their ability to teach.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	Instructional staff in the school completed a district wide needs assessment survey. Once the survey was completed, the building administrator received a breakdown by percentage of areas where staff felt additional professional development (PD) was needed. This information was then disseminated to the PD committee in order to plan for future professional development sessions. Survey results and feedback from staff are used to inform decisions regarding PD. Professional development is planned in collaboration with consultants, ensuring that emphasis is placed on the areas of greatest need, as determined from data analysis and information from all stakeholders. Our needs assessment yielded data that indicated we need to transform the school model to enhance instruction utilize programs and practices that engage students intellectually.
2.	Describe methods used to collect and compile data for student subgroups.	The Data Committee met with staff members in professional development sessions and morning meetings leading to the analysis of student achievement and state assessment results. Teachers reviewed students' NJASK scores from the past three years, noting trends and changes-increases and decreases-and each student's performance by subgroups and individual cluster scores. Data was collected and analyzed from DORA and district assessments on a quarterly basis and results were shared with staff at morning meetings, faculty meetings, and grade level meetings. Content area Quarterly Assessments are used to identify and support all subgroups. NJASK data was compiled and compared by: subject, class, grade, and subgroups over a three year period.
3.	Explain how the data from the collection methods are valid and reliable.	The Jersey City Public Schools use a web-based data analysis system called Achievement Series to collect and analyze assessment scores on district created Quarterly Assessments. Quarterly Assessments are created through the formation of content specialized committees, comprised of content area supervisors and teachers. Aligned to the Common Core State Standards and the skills and standards assessed on the NJASK, Quarterly Assessments serve as a predictor to how students will perform on the NJASK and are given at the completion of each individual marking period. Scan forms are created for each specific assessment and teachers print out answer forms for student responses. Once students have completed the

		assessments, the answer forms are scanned for data analysis.
4.	What did the data analysis reveal regarding classroom instruction?	After the presentation by the principal and observation of classrooms by the walkthrough team, the following strengths and challenges were identified. Strengths: Objectives were posted in all classrooms, all classrooms had lesson plans and almost all students were able to articulate where they go for help. Challenges: Teachers are struggling to design more rigorous tasks that challenge students' cognitively, there was no evidence that data are being used to differentiate/drive instruction and teacher questions were in the low level of Bloom's Taxonomy.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Teacher's Professional Improvement Plan's (PIP) and the Principal's Growth Plan (PGP) are not aligned or based on student and teacher performance. There is little evidence that a process is in place to match teacher strengths to student needs. PD topics are not linked to data from teacher observations.
6.	How are educationally at-risk students identified in a timely manner?	Educationally at risk students are identified immediately by content teachers, support teachers and/or guidance counselors. Students failing to make adequate progress in any academic area (based on quizzes, test scores, quarterly assessments, homework, class work and overall participation) are referred with all applicable documentation to the Intervention and Referral Service Committee. The I&RS Committee immediately implements strategies to support the struggling student. Strategies/Interventions coincide specifically with the Response to Intervention (RTI) Tier Model. Monitoring of the student takes place on a weekly basis to ensure students are making adequate progress.
7.	How are educationally at-risk students provided with effective assistance?	Educationally at-risk students are referred to the Intervention & Referral Committee in a timely manner and assigned a case manager to oversee the specifics of each student's intervention plan. An intervention plan is created based on the Response to Intervention Model (RTI). Specifics of an intervention plan include: Intervention, Duration of Intervention, Person/s Responsible, Data and Outcomes. Tier 1 Interventions include: differentiated instruction in the general education setting, Tier 2 & 3 interventions include: DORA: Reading Edge, DORA: Comprehension Edge, Learning Alley, Achieve 3000 and Moving with Math. Time and duration of intervention is based on need of individual student. At the end of the duration specified in the plan the I&RS Committee will meet to discuss the student's progress. If adequate progress is not made the student will be referred to the next tier of the RTI Model and modifications to the intervention plan will be made.
8.	How does the needs assessment address migrant student(s) needs?	N/A
9.	How does the needs assessment address homeless student(s) needs?	N/A

10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Staff members review and analyze the data from district assessments during content area meetings. In addition, teachers display "Data Walls" in classrooms for students to examine their own data and set learning goals. Teachers utilize the Item Analysis report to review and re-teach standards during whole group and/or small group instruction. During morning meetings, teachers identify trends and patterns in order to re-teach and re-test targeted skills.
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?	Analysis of the needs assessment resulted in the gathering, organization and evaluation of performance trends over a three year period. Priority concerns were identified in areas in which the school did not meet expectations. Root Causes for each priority performance concern reflected in analysis in multiple types of data.
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	The Language Arts Department utilized data from the DORA (Diagnostic On-line Reading Assessment) by analyzing Student Summary, Teacher, Parent and Classroom Profile Reports to interpret the following school-wide data: • 78% of students scored Low in Vocabulary. • 9% of students scored Low in Decoding and Comprehension and Vocabulary. • 9% of students scored Med-High in Decoding and Vocabulary, but Low in Comprehension. The Language Arts and Mathematics Departments have utilized data from Achievement Series by analyzing Item Analysis reports to interpret school data. Based on the data analysis from the Quarterly Assessments, the primary root cause for lower subgroup performance (African American and Special Education Students) was the inadequate answering of Open-Ended Response Questions and Extended-Constructed Response Questions. In Mathematics, 76% of the students averaged a 0 or 1 on Extended-Constructed Response Questions in respect to the Quarterly Assessments. In Language Arts, 54% of the students averaged a 0 or 7 on Extended-Constructed Response Questions in respect to the Quarterly Assessments.
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 selection of the Transformation Model was based on the school's goals and objectives developed in accordance with the primary needs of the school. The Needs Assessment clearly indicated a critical need for school-wide improvement and taking more extreme measures in order to completely transform the school into a highly effective learning community that has the capacity to improve academic achievement. The Needs Assessment indicated that a significant number of students are not making progress through the grades and are overage when they enter high school. Implementation of the Transformation Model over a three-year period will provide the opportunity for the LEA and school to take the full

		range of actions required to achieve the needed school transformation and improvement, and resultant gains in student academic achievement, eighth grade graduation, and readiness for high school. Consideration was also given to the unique needs of the adolescents and the middle school configuration and environment. The major project components and related strategies are interrelated and independent and systematically support and reinforce each other in their design and implementation of the STEM model.
15	What is the process for removal of staff members deemed to be ineffective?	The LEA has established practices and protocols in place for removing teachers deemed ineffective.
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	N/A

Form S-7

Use only one model template for each school

Date: **April 1, 2014**

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TRANSFORMATION PROJECT DESCRIPTION

LEA : **Jersey City Public Schools**

Name of School: Ezra L. Nolan MS 40 – STEM Academy

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 school principal will assume the role of leadership to expand self-awareness of STEM principles and practices, having model classrooms in concentrated areas in STEM instruction. In addition, the principal will implement reform strategies to build 1) school leadership 2.) instructional capacity to support and sustain changes and improvements through leadership development 3.) distributed leadership, and greater accountability for student success 4.) cultural transformation, all within the STEM Improvement Framework.	August 2013

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	Research practices for Transformational Leaders were used in the selection process for the position. Position was posted, interviews were held and the LEA selected an experienced assistant principal recognized for her capacity to develop strong connections to parents and the community, as well as external partnerships. Additionally, the principal possessed the skills necessary to share problem-solving and decision making.	May 2012-August 2013
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA encourages and recognizes leaders among the staff in the school for the purpose of increasing leadership density. Also, the LEA selects a new cohort of potential leaders from across the district to participate in a leadership development training each year.	September 2014–to June 2015
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.	Submit Board resolution to assure the principal extensive operational flexibility. The principal has the autonomy to develop staff – teacher leaders (STEM Design Team) from among staff to increase the capacity of the leaders to guide and implement the teaching and learning agenda. The STEM Design Team monitors the school-wide implementation of the STEM curriculum that details for teachers the STEM principles and practices relevant to other disciplines. A Data Committee, School Leadership Committee and I&RS Committee is currently established at the school. In addition, the principal has established weekly focused walkthroughs and timely feedback to staff regarding data results. The Principal attended the Leadership Convocation and workshop sessions in the beginning of the year outlining district expectations. In addition, the LEA provided training to principals on trends resulting from district Walkthroughs with the understanding of turn-keying this information to instructional staff members.	September 2014-June 2015

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 LEA uses adapted Danielson model - ***The Teaching Framework: Support, Observation, and Evaluation of Instructional Staff***. The LEA and school will continue to use *Teachscape,* the web-based tool to capture teacher observation data. The core of the STEM Improvement Framework resides in the school's staff identification of a hub of STEM expertise. The staff, through the implementation of a more rigorous evaluation system linked to student achievement outcomes, will improve instruction and student performance.	September 2014-June 2015
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 Danielson Framework for Teaching and Strong Model for Principals and Assistant Principals have completed their first year of implementation. Data from teacher observations will be utilized to determine the areas of weakness for planning professional development and teacher support, with the emphasis on STEM. The LEA and school will continue to use *Teachscape,* the web-based tool to capture teacher observation data. The teacher evaluation process includes individual Student Growth Objectives and other measures of student achievement. This information is analyzed on a regular basis to determine teacher needs.	September 2014-June 2015
3. The SEA and LEA document and provide training regarding the evaluation process.	All teachers receive training as they enter the district. With the implementation of the Danielson Framework, teachers are required to participate in 15 hours of training for newly hired teacher, training will be provided prior to the beginning of the school year , and repeated throughout the year to ensure that all staff are familiarized with the tool. The district team will work with the school administration team to ensure calibration of evaluation results. Newly-hired principals, assistant/vice principals,	August 2014 Sept 2014 June 2015

	and supervisors will receive 15 hours of job-embedded training on the Danielson Framework for teachers and will also receive training on the *Stronge Leader Effectiveness Performance Evaluation.*	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The LEA established a District Evaluation Advisory Committee (DEAC), which meets monthly, to advise the district on the implementation of AchieveNJ, New Jersey's Educator Evaluation. NJDOE Region Three RAC staff meets three times annually with the administrative team to assess the quality and usefulness of the evaluation process using a rubric developed by AchieveNJ.	January 2014
5. The LEA monitors the evaluation process and reviews results.	The quality and usefulness of the process is evaluated annually and customized to meet district expectations. Through Teachscape, the district is able to review the quality of the evaluation tool and its use in the schools. Formal walkthroughs are conducted by the Superintendent of Schools and the Chief Academic Officer. Discussions with principals occur to ensure that evidence supports the critical attributes from specific domains in teacher evaluations. The purpose of these visits is to make recommendations and improve teaching and learning in the classrooms.	September 2014 -June 2015

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 LEA will implement strategies that are designed to recruit staff with expertise in the STEM model and implement a performance based incentives and rewards program to place and retain staff with the skills necessary to meet the needs of the students in this transformation model. A policy has been put in place regarding the mini-grant process available to teachers who have met high performance for student achievement. The process includes notification to all stakeholders and a rubric for determination of the amount of the award. The incentive could be used for innovative classroom activities and services that are not only project based, but will enable students to problem solve and think critically.	September – November 2014
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	In collaboration with the teachers' union representatives in the school and at the district level and plan to provide incentives, rewards, and diversified opportunities for teachers to serve as instructional leaders will be developed. Incentives could include: Pursuing National Board Certification, attending leadership training conferences/workshops, and mini-grants for teachers to design and implement innovative projects for their students.	September 2014-June 2015

3. The SEA and LEA develop policies that facilitate performance-based dismissals.	Framework for Teaching includes fully developed procedures for performance-based dismissals. Performance based staff evaluations are used for removal of staff, whom after ample opportunities have been provided to improve their performance and impact on student academic achievement within the timeline set forth by the NJDOE.	On-going through the 2014-2015 school year
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	The school is seeking applicants who are technologically skilled and have a strong knowledge base in Science, Math, Engineering and/or Technology. The screening process to hire new staff will include an interview for all applicants, as well as a "professional portfolio" presentation and Performance Task. Performance Tasks may include an oral, written, academic, and technological component to be prepared in advance of the interview and presented to the committee. Applicants will also be asked to conduct a demonstration lesson to a class of students/committee as deemed appropriate to the selection process.	May 2014-September 2014
5. LEAs and schools provide targeted assistance to underperforming teachers.	Implementation of Administrative and Strategic Support Team (SST) supervisory staff will continue to engage in intensive classroom observations and supervision, including walk-throughs and pre/post-conference. A system of support by the SST Supervisors is in place; meetings held with supervisors and district director to review targeted supports. Feedback from evaluations will provide teachers with goals and specific areas of improvement for their Professional Improvement Plan. In addition, the collaboration of developing the PIP with administrators and supervisors will forge a common language to describe best instructional practices.	September 2014-June 2015

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 continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff to ensure that they are equipped to facilitate effective teaching and learning through the interdisciplinary approach that STEM is based on. The focus of the professional development for STEM teachers will be implementing a STEM curriculum that includes the following elements: standards based instruction, inquiry and performance based teaching and learning, effective use of technology in classrooms, and formative and summative assessments with both task and non-task specific rubrics. All professional development will be on-going, high-quality, job-embedded with daily data collection and spot checks for implementation by the Strategic Support Team (SST) and external providers. *Universal Design for Learning* will be the framework used by teachers to differentiate instruction based upon individual student need. It will also will provide teachers with recommendations for scaffolding unit Student Learning Objectives (SLOs) to meet the needs of Students' with disabilities (SWD)s, ELLs and low-achieving students, as well as assist in developing quality UDL-aligned end-of-unit assessments.	August 2014 June 2015
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	All professional development will be aligned to the CCSS using research-based instructional practices. The focus of the professional development for the STEM Model will be around monitoring various aspects of a successful implementation, including the following elements: Data Driven Culture, Monitoring classroom implementation; Focus Walks (developing feedback and using information to monitor implementation. External providers will be used to help support the teachers in implementing the STEM Improvement Framework. The school will be seeking proposals from qualified vendors to provide STEM laboratory workshops and hands-on experiences for students that are aligned with the scope and	August 2014 - June 2015

	sequence of the STEM model and professional development for teachers.	
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	The school defines high level of implementation of practices by analyzing data at weekly meetings. Teachers measure student achievement, district/school Walkthroughs, and teacher observations as well as perceptual, contextual and demographic data. To monitor changes in teacher practice and student outcomes, the Data Committee will review results that will be turn-keyed to instructional staff members.	On-going September 2014-June 2015
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	Teachers will be organized into PLCs based on content area and grade levels focusing on school-based instructional and curricular support for teachers and leaders, particularly in relation to the integration of a STEM curriculum. Teachers will meet daily with a focused agenda on content, intervention, and data. Teachers will engage in conversations about integrating the curriculum to support STEM implementation and begin analyzing and developing interdisciplinary units of study.	On-going September 2014-June 2015
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 has a rigorous system for evaluating PD providers which have been identified through the RFQ process. The school monitors the performance of the external providers through logs and attendance sheets, surveys of teachers, and monitoring of implementation of PD through Walkthroughs and Teacher Observations. Data is collected regarding the specific PD to determine the impact on student achievement and effectiveness of implementation. All proposals must detail how professional development training will be assessed and what benchmarks will be used to determine the success of the training.	On-going September 2014-June 2015

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
Grant the principal authorization for operational flexibility and school autonomy.	Policies and procedures will provide the Principal with extensive operational flexibility (i.e. staffing, resource allocations, budget, purchases, time), as authorized by the Superintendent and Board of Education under the Supervision of the Division Director. A Board Resolution will be introduced outlining the flexibility and autonomy provisions for the Principal.	August-September 2014
Hire and assign an Executive Coach to the Principal.	An Executive Coach will be hired and assigned to the principal for continuous support and professional development. The LEA will contact state and national associations to find a person who has experience as a transformational leader.	September 2014
Develop and implement a Teacher Leadership Model	The LEA and the school will collaborate in the design and implementation of the STEM Design Team Training Program. Teachers seeking to join the STEM Design team will complete an application and be interviewed by the principal and Executive Coach. All teachers will be welcome to apply. After being selected to serve on the STEM Design team they will participate in on-going professional development designed to prepare them to take on instructional leader roles.	July-August 2014
Provide on-going training to teacher leaders.	The STEM Design Team members will be groomed to serve as: instructional leaders; pedagogical experts; and advocates for school reform, continuous improvement, effective teaching. Training will focus on the seven Teacher Leadership Model Standards and how they can be utilized to inform the development of curriculum and	On-going 2014-2015

	professional learning opportunities to support teacher leaders' professional growth. The school will contract with a service provider to conduct the training.	

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 principal will report to the District Division Turnaround Director, who will directly manage the project at the district level, and provide support, as well as monitor the implementation of the Transformation model. The LEA has developed and implemented a clearly articulated plan to sustain reform beyond the funding period, including integration of policies, procedures and structures into the existing district system and alignment of SIG resources with district resources and other funding sources (i.e. Title 1) to support and sustain interventions. The LEA will review the components of the SIG program twice annually to ensure that the strategies will be sustained after the third year of the grant.	September 2014 June 2015
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	Classroom mini-grant process will be available to teachers who have met high performance for student achievement. The process includes notification to all stakeholders and a rubric for determination of the amount of the award. The incentive could be used for innovative classroom activities and services. An extensive recruitment process will include a nationwide search for quality candidates who possess expertise in STEM areas. Inquires will be made to universities to set up a College Fair for perspective candidates and vacancies will be advertised.	June – September 2014
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 LEA created the District Turnaround Team with the Division Director who reports directly to the Superintendent who will directly manage the project at the district level, directly supervise the school Principal, supports and monitors implementation of the Transformation Model and reform strategies at the school	June – August 2014

	level. Structure includes the SST Supervisors and content specialists who are assigned to the school.	
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	The LEA and the Jersey City BOE will grant operational flexibility and autonomy to the school to address policies and procedures that present barriers to reform.	On-going September 2014- June 2015
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	The LEA will provide leadership PD opportunities to help develop the leadership and instructional skills that are needed in the school. The Regional Academic Center (RAC) will provide a mentor for the principal and they will collaboratively review all aspects of the available student and staff performance data for making sound, informed decisions.	September 2014
6. The LEA includes non-monetary incentives for performance.	In consultation with key stakeholders including the teachers union, the LEA and school will develop and implement policies to identify and reward school leaders, teachers and other staff who have met high performance standards and the benchmarks based on project goals, objectives, especially increasing student academic achievement. These outstanding professional will receive recognition at district sponsored ceremonies. Distinguished teachers will also be granted greater input into the design of their teaching schedules and administrative responsibilities.	September 2014- November 2014

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 SEA has an effective student database in operation, NJSMART which the LEA has direct access to. The LEA uses a web-based data analysis system called Achievement Series to collect and analyze assessment scores on district created Quarterly Assessments. Quarterly Assessments are created through the formation of content specialized committees, comprised of content area supervisors and teachers. Quarterly Assessments are given at the completion of each individual marking answer forms for student responses. Once students have completed the assessments, the answer forms are scanned for data analysis and planning for re-teaching/re-assessing. In the data analysis reports, teachers and administrators are able to compare individual class and grade level performance to the district. Also, teachers and administrators have the ability to compile a data analysis reports that analyze the data by content standards and strand. SGO's have been implemented to place individual accountability on teachers in all grades and subject areas.	September 2014 –June 2015
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	All data are disaggregated according to sub-groups. Teachers receive Student Growth Percentiles (SGP) and results from their Student Growth Objectives (SGOs). Data is analyzed on a weekly basis.	September 2014 –June 2015

3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The LEA intends to utilize the assessment platform available from the NJDOE, so there is alignment to the standards and the new PARCC Assessments. Currently, the benchmarks are developed by a committee of teachers, who align the standards to the district curriculum.	September 2014 –June 2015
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The school's Data Team meets bi-weekly to collaborate on data interpretation and analysis. Teachers meet prior to the school day. The members of the team turnkey at content and grade level meetings and in their PLCs.	September 2014 –June 2015
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.	The LEA and school are progressing in using data for improvement. School Data Teams formed and meet on regular basis; training has begun and data are being used to plan improvement models. The teach/re-teach/re-assess model is used on a quarterly basis after item analysis of each SLO and skill. Small group instruction is used for re-teaching and students are re-assessed accordingly. Re-tested assessment scores are incorporated into the final results.	September 2014 –June 2015

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

LEA and school develop and implement a key strategy for improving student academic achievement and graduation rates.	The school will develop and implement a "Response to Intervention (RTI)" model for three different purposes: (1). Screening to determine if a student is making expected progress both academically and behaviorally; (2) diagnosis to determine what the students can and cannot do: and (3) progress monitoring to determine the intervention is producing the desired effects.	September 2014
Establish the Professional Learning Communities (PLC) team as the "Problem-Solving Team."	Teachers will meet weekly in professional learning communities. They will employ Action Research methodologies to determine research questions based on the needs of the students focusing on barriers that are preventing students from achieving. PLC's will analyze multiple student data sources, curriculum implementation, and student progress. Using results from data analysis they will design effective intervention strategies. Instructional staff will routinely monitor student performance and change and adjustment RTI Interventions as required. The teachers' primary task is facilitation of instructional practices that incorporate STEM principles and practices.	September 2014-June 2015
The LEA and SEA provide supports for at risk students.	The LEA will support the school's implementation of the STEM Model which will enable students to: be: problem solvers, innovators, self-reliant, logical thinkers, and technology literate. The Response to Intervention (RTI) System designed to: systematically assess annual goals for student learning and effective practices; provide a range of supports and interventions for students at risk to enable them to meet their individual needs and raise their levels of performance. The instructional model will provide teachers with the all the tools necessary to personalize learning for each student: curriculum assessment, professional development, technology and on-going support.	September 2014 –June 2015
LEA and school support using and integrating technology-based supports and interventions as part of the instructional program	The school with the support of the LEA will implement a comprehensive instructional mathematics core program based on the "School of One" design that gives teachers all the tools needed to personalize learning for each student: curriculum, assessment, professional development, technology, space redesign, and ongoing support. The program will allow students to learn and practice discrete but related academic skills through a variety of live, collaborative, and online approaches. The learning environment will be redesigned based on the principles of *Universal Design for Learning*. The LEA will assume the responsibility for renovating existing place to accommodate the special requirements for implementing the "School of One" program.	September 2014-June 2015
LEA and school promotes the transformation of teaching and learning to meet the end goal of college and career ready students.	The STEM Improvement Framework infuses STEM across the entire curriculum. Rigorous scientific concepts and engineering principles are coupled with real-world lessons as students apply technology and mathematics in contexts that help them make connections between school, their local communities, work, and the global community. Utilizing Problem Based Learning (PBL), students will engage in inquiry and collaboration to create	September 2014- June 2015

	solutions to authentic problems as they prepare for 21st Century careers.	
LEA and school provides opportunity for students to participate in STEM and other learning experiences at Ezra L. Nolan School Middle School.	Learning time for all students at Ezra L. Nolan STEM Academy will increase by 700 hours per year by combining the resources of the 21st Century Program and this School Improvement Grant. These 700 hours of extended learning time will include after school and summer classes for all students who are eligible to attend. In addition, individual tutoring will be offered from 7 am to 8 am each day. This will include instruction in core academic subjects and enrichment activities and professional development that will engage all students in STEM activities. The school will provide opportunities for students to participate in a summer "Jumpstart" program for incoming 6th graders and Extended Learning STEM model throughout the year.	August 2014- September On-going
LEA and school supports the expansion and integration of technology for instruction.	The Ezra L Nolan STEM Academy will employ a repertoire of current and cutting-edge technologies, software, hardware and internet-based capabilities that will be seamlessly integrated in learning experiences in the school, classrooms, and students' homes (e.g. SMART boards, Kindles, Skyping, iPad, Tablets, assistive technology devices including text to speech and speech to text).	September 2014 – On-going

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 LEA recognizes the research that concludes that effective increased learning time programs must offer a minimum of 300 hours per year. The school will provide 700 hours per year of additional learning time for academic instruction, academic enrichment, advanced classes, community service opportunities, support services to all student; and additional professional development time for teachers.	September 2014-on-going
2. The LEA identifies community needs and partnership opportunities.	The LEA will forge partnerships with parent organizations and community-based organizations, state and local agencies, and others to support safe school environments that meet students' social, emotional and health needs, and support student learning are being developed.	September 2014-on-going
3. The LEA allocates funding for extended-learning programs.	The LEA is presently contributing resources to the school's 21st CCLC program for extended learning including the services of school and curriculum supervisors, administrative and support services, instruction and non-instructional staff, instructional materials, facilities, and technologies.	September 2014-on-going
4. The LEA supports school leadership in developing and sustaining community partnerships.	The LEA is facilitating relationships between the school and non-profit organizations, colleges and universities, as well as businesses to help support student academic achievement and graduation rates.	September 2014-on-going
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	All teachers and instructional support staff involved in the extended day program will receive additional PD provided by the Saint Peter's University After School and Expanded Learning Education Specialist to ensure they are effectively implementing new curricular elements in alignment to the state standards.	September 2014-on-going
6. The LEA has a system of assessing the progress of the extended-learning program and using data to	The LEA has longitudinal data to use to assess the impact of the extended day on student achievement. Walkthroughs conducted by LEA supervisors will reveal instructional practices and the effectiveness of the instruction being carried out. The	September 2014-on-going

guide instructional changes.	school has a system in place to access the progress and effectiveness of the extended learning program using data from school-based assessments, student interviews and its own Walkthroughs.	

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.	The LEA will work collaboratively with the school to design, implement, and model a rigorous STEM curriculum that serves as the school's official blueprint for the integration of STEM principles and practices in all disciplines. The other services include: social services for families in need, referral to health clinics, vision and hearing screening, eyeglasses and dental assistance. In addition students participate in extra-curricular activities field trips, sports, clubs, and academic enrichment activities through its 21 Century Community Learning Center.	October 2014- on-going
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 LEA forge partnerships with non-profit agencies and institutions of higher education. The school partners with Saint Peter's University who provides university interns to the 21st CCLC program and provides. In addition, a partnership will be established with Big Brothers/Big Sisters for student mentoring. Students with the greatest risks of failure and those who need to gain the positive effects derived from a bonding relationship with a responsible adult will be given first consideration for mentoring. Big Brothers/Big Sisters will work closely with families to foster strong family relationships and connections to the community and resources needed for their children and the entire family to flourish.	September 2014- on-going

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 ensure students, parents, and community stakeholders play a significant role in the STEM improvement framework. An advisory group will be established representing all stakeholders to oversee the implementation of STEM and ensure connections are fostered between the local community and the global community. Advisory Board Members will include two parents from each of the grades (6, 7 and 8), an Ezra Nolan school administrator and two teachers, a school district Turnaround Director, the Saint Peter's After School and Expanded Learning Director, Big Brothers/Big Sisters, and the president and vice president of the Student Council.	September 2014-on-going
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The Big Brothers/Big Sisters organization will provide PD to staff members on how to work effectively with partnering organizations.	September 2014 – June 2014
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	The STEM Design Team monitors the school-wide implementation of the STEM curriculum that details for teachers the STEM principles and practices relevant to other disciplines. The LEA and school leaders will monitor program implementation and will provide the school community periodic updates in a newsletter and progress reports. A satisfaction survey will be administered twice annually to gain insight from parents and staff on their perceptions of the school's performance and suggestions for improvement, which will be disseminated to parents the community.	October 2014 - February 2015

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
LEA and school provide appropriate social – emotional and community oriented services and supports for students.	A "Family Friendly Walk Through" will be conducted with groups of 6 to 10 parents at a time. Three areas will be evaluated during the walkthrough: Welcoming Environment; Policies & Practices to Engage Parents; and Home-School Communication utilizing a pre-prescribed rubric Using the results from the completed rubrics, the school will then develop and implement a Family-Community Engagement Plan.	September 2014, November 2014 & March 2015
LEA and SEA provides structures, policies and professional development to broaden and sustain representation and engagement of parents and community partners.	A PD Program on all aspects of behavior and academic development will be implemented on a bimonthly basis for parents. Provide professional development to parents on the STEM curriculum. The school will provide clear indicators of student progress for parents and community members to view the schools progress regularly. The school will implement a program to have events that center around the adults in their students' lives. The school will search for alumni to further assist in the mentoring.	September 2014- on-going
LEA and SEA internships and other experiential learning activities, advisory periods, support services and professional development.	To help build relationships with students, faculty and other staff the school will participate in the Big Brothers/Big Sisters mentoring program. Increased learning time schedules will allow for additional support services to be offered at the school by the Health Department and local hospitals. The school will develop a partnership with an outside provider to help teachers implement strategies in team building.	October 2014- on-going
LEA and SEA implement approaches to improve school climate and discipline.	The school will design and implement a comprehensive and multi-tiered system of content, tools, and data collection processes to support and sustain a PBIS implementation with fidelity, accountability and data. It is expected that as students and parents increase their engagement with the school, school climate will improve and discipline problems will diminish	September 2014- on-going

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's human resource (HR) offices plays a crucial role in the success of school improvement efforts by assessing the staffing needs of all of the schools and following through with the recruiting qualified teachers and leadership candidates. HR works closely with principals to find teachers who meet their school's particular needs, and it supports the ongoing teacher performance evaluation process. HR conducts annual job fairs and widely advertises vacancies for all positions.	August 2014- on-going
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA has established a partnership with the Saint Peter's University Center for After School and Expanded Learning for technical assistance in the implementation of increase learning time. The STEM Improvement Framework will incorporate a variety of research-based improvement methodologies, including: Formal Professional Development; Technical Assistance in Classroom Coaching; and Modeling Professional Learning Communities. Many organizations and individual providers have been identified that can provide assistance in these areas.	September 2014- on-going
3. The LEA has established annual goals for student achievement.	Annual goals are established collaboratively with the state Regional Achievement Centers (RAC).	September 2014- on-going
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	RAC reviews, quarter assessment data, and state data will be reviewed to provide evidence on student learning. Effective practices will be observed through district walkthroughs and summative reports through Teachscape. Diagnostic assessments will also be reviewed to provide data on the progress of students.	September 2014- on-going
5. The LEA and school share student progress data with parents and students.	The school has monthly meetings and parents have access to the on line grade book and report card technologies allowing parents and students to view progress in each academic class. Teachers make periodic phone calls, or send notes to each parent to say something positive and constructive regarding each student. Each student will	September 2014- on-going

	have an individual Student Learning Plan (SLP) which will be designed to reflect the outcomes of assessments. A parent report will be generated for each student based on each SLP. The school will initiate parent days/nights, where students will have the opportunity to showcase and present their projects (web-based design, robotics, engineer and science projects) to their parents, peers and community members.	

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 uses a web-based data analysis system called Achievement Series to collect and analyze assessment scores on district created Quarterly Assessments. Quarterly Assessments are created through the formation of content specialized committees, comprised of content area supervisors and teachers. The district is in the process of acquiring SchoolNet IIS, an instructional educational improvement software to capture data. These data are available to the SEA at all times.	September 2014-on-going
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The data from Achievement Series is available and reviewed by the Regional Achievement Center Representatives, Division Director, Supervisors, Principal and School Leadership Team during each cycle review. The cycle review is done six times during the school year. QSR review is done annually with a mid-year check. The QSR is completed by the school, RAC Specialists, the district and SLC. In addition, with the implementation of SchoolNet IIS, will address data driven decision making that will impact student performance.	September 2014-on-going

Form S-10

Date: April 1, 2014 **Page ____ of ____**

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Jersey City **Name of School:** Ezra L. Nolan Middle School

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA	1,904,668	2,000,000	2,000,000	5,904,668
Total Budget	1,904,668	2,000,000	2,000,000	5,904,668

Budget Narrative
Year 3 Budget Narrative

The proposed budget provides total budget amounts for salaries, fringe benefits , supplies, purchased professional/ educational services, equipment and other travel and services detailed below.

Amount 100-100

Description: Funding allocation for the 100-100 account is inclusive of the following salaries: Teacher, Teacher Assistant, Para-professionals and support staff for the extended learning time, stipends for teacher leaders and training, stipend for " Wake up STEM Morning Tutoring" and Jump Start in August. Stipends for peer coaching and professional development committees for staff members. Also included is the cost for teachers to plan and participate in Family Nights. Ten nights are planned for the year, which include, but not limited to Language Arts, Math, Science, Social Studies, welcome back to school night and family fun night.

Justification: To effectively implement the goals and activities outlined in the School Improvement Grant at the Ezra L. Nolan STEM Academy, salary/stipend funding has been allocated to complete the required extended learning time component of 300 hours for students. This is directly linked to Smart Goal 7A in which student achievement will increase by 5% on benchmark assessments in Language Arts and Math. One forty

five minute period has been added to the school day. This will sustain and strengthen school leadership, improve student achievement and provide peer support to our new teachers. Stipend funding has been allocated to stem design teacher leaders, teacher leader training and peer mentors to continue to implement, facilitate, and support the school wide performance strategies. As outlined in Smart Goal 1,4, and 7 to achieve the expectation of consistent and effective instruction, funding has been allocated to provide teachers with ongoing job embedded professional development that is aligned with the schools comprehensive instructional program as outlined in Smart Goal 4.

TOTAL AMOUNT ALLOCATED: $290,550.00

Account 200-200
Description Benefits
Total Amount Allocated:

Account 200-100
Description: Funding allocation for the 200-100 account is inclusive of the following stipends for teacher leaders, support staff for extended learning. Stipends for administrators/supervisors/support staff for extended learning time, family nights Jump Start for teachers in August, Family Nights and professional development opportunities.

J**ustification**: To effectively implement the goals and activities outlined in the School Improvement Grant at the Ezra L. Nolan STEM Academy salary/stipend funding has been allocated for benefits FICA and TPAF residents to support and sustain changes and improvements through leadership development and shared authority as outlined in Smart Goal 1. To continue to support teachers and students effectively, stipends have been allocated for SST Supervisors and building level administrators to participate in high quality job embedded professional development that is aligned with the schools comprehensive instructional program to successfully implement school reform as outlined in Smart Goal 4.

TOTAL AMOUNT ALLOCATED: $35,653.00

Account 100-300
Description: Funding Allocation for this account includes contracting with a service provider for student licenses to implement the STEM digital curriculum as well as the TEACH to One Math individualized student learning plan.

Justification: As a theme center for the STEM model, it is imperative that the Ezra Nolan STEM Academy prepares students to be academically successful , socially aware, scientifically literate and to respectful, responsible citizens in the global community. Students will transition into high school possessing the fundamental skills in science, technology, mathematics and engineering that will enable them to be independent thinkers, collaborative learners and productive citizens living in an ever expanding technological world.

TOTAL AMOUNT ALLOCATED: **$58,500.00**

Account 200-300
Description: Contract with various service providers for professional development to support and sustain SIG purchased materials.

Justification: Contracting with support and professional development providers is essential for providing teachers to facilitate effective teaching and learning to successfully implement student reform strategies as outlined in Smart Goals 1, 4 and 8.

TOTAL AMOUNT ALLOCATED: $674,300.00

Account 100-600
Description: All materials purchased in this account are supplemental to our students learning and success. Items included in this account are desktop computers, laptop computers, , ink, printers tablet based curriculum, supplemental software and internet based services to seamlessly integrate mathematics learning experiences in the school classrooms and to provide student resources at home to utilize the Teach to One Math curriculum.

Justification: In an effort to support individualized instruction to support the individual academic needs of our students establishing a STEM resources center that is equipped with materials and supplies necessary to engage in project based learning. Funding has also be allocated to enhance the mathematics and literacy curriculum as a themed academy model for the STEM initiative it is imperative to provide our students with the necessary apparatus. Outdoor areas will be set aside for experimentation and observations to take place. Students and teachers will explore the built and natural environments beyond their school building. Smart Goal 6.

TOTAL AMOUNT ALLOCATED: **$343,600.00**

Account 200-600
Description: Funding for materials purchased in this account include Laptops for teachers, materials and workshops for the Parent resource center, and the purchase of professional book for the staff members.

Justification: The purchase of laptops and other materials will allow the staff to create interactive lessons that support the STEM imitative. Committed to improving teacher practice, the school will offer professional book clubs for teachers to enhance teachers professional growth.

TOTAL AMOUNT ALLOCATED: **$54,000.00**

Account 400-731
Description: Funding has been allocated for technology items and instruments in excess of $2000.00 such as copy machine, Laptop carts

Justification: The purchase of lap top carts will support the Teach to One math curriculum by infusing technology into instruction and developing individualized learning plans for each student. In addition a color copier is needed to students to duplicate work designed and created for their showcase portfolio.

TOTAL AMOUNT ALLOCATED: $ 112,000.00

Account 100-500

Description: Funding has been allocated for supplemental learning (iLit and Achieve 300) licenses for at risk students.
Justification: To meet the needs of our students a variety of materials and supports will be purchased to increase student achievement that will address the social and emotional needs of our students. A program designed to engage students in structured activities during lunch has been included for peer mentorship and self esteem building.

TOTAL AMOUNT ALLOCATED: **$121,465.00**

Account 100-800
Description: Funding has been allocated for the admission fees and gift cards for student incentives.
Justification: A budget for admission fees will enable students to attend live performance that match what they are studying.
Incentive gift cards will be purchased to motivate and reward students for obtaining specific achievement levels as outlined in SMART GOAL

TOTAL AMOUNT ALOCATED: $20,000.00

Account 200-800
Descsription: Funding has been allocated for staff mini-grants
Justification: In an effort to retain quality staff members, mini-grant funding (based on student achievement) will be available for professional growth and expanding classroom resources as well as perfect attendance incentives.

TOTAL AMOUNT ALLOCATED: $10,000.00

Account 200-580
Description: Funding has been allocated to provide transportation and travel reimbursement for various SIG related activities.
Justification: To attend the various planned activities, bus transportation and travel reimbursement will be provided for students and chaperones as outlined in Smart goal 7a and 7b.

Total Amount Allocated: $6,600

Form S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

REVISED 6/26/2014
Date: April 1, 2014
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L. Nolan 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
Goal 7a Objective 10	100-100	Stipends for all teachers to work extended day/year classes (Monday – Friday)	1 Extended Day Teacher@ 40.00 (as per contractual agreement) per hour X 175 days 23 Teachers	$161,000
Goal 7a Objective 10	100-100	Stipends for all teacher assistants to work extended day/year classes (Monday – Friday)	1 Extended Day Teacher Assistant@ 40.00 (as per contractual agreement) per hour X 175 days 2 Teacher Assistants	$14,000
Goal 7a Objective 10	100-100	Stipends for all teacher aides to work extended day/year classes (Monday – Friday)	1 Extended Day Teacher Aides@ 15.00 (as per contractual agreement) per hour X 175 days 2 Teacher Aides	$5,250
Goal 7a Objective 5	100-100	Stipends for teachers to work Summer Jumpstart – August 2014 Grade 6 – 2 days Grade 7 – 2 days Grade 8 – 2 days	1 Summer Jumpstart Teacher @ 40.00 X 4 hours = $160.00 per day Up to 4 teachers per day = 640 x 6 days = $3,840	$3,840
Goal 7a Objective 7 Revised	100-100	Stipends for teachers to work morning instructional club “Wake Up Stem” 7am-8am	1 Teacher @ 40.00 X 1 hour X 150 days = $6,000 2 Teachers X $6,000	$12,000

Goal 7b Objective 1 Revised	100-100	Stipends for instructional staff members to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	1 Teacher @ 40.00 X (1 hour planning/preparation + 1.5 hours presentation) = $100.00 10 Nights X 5 teachers	$5,000
Goal 7b Objective 1	100-100	Stipends for teacher aide to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	1 Teacher Aide @ 15.00 X (1 hour planning/preparation + 1.5 hours presentation) = $37.50 10 Nights X 2 Aides	$750
Goal 7b Objective 3	100-100	Stipends for instructional staff members to participate in Parent Workshops September 2014-June 2015, up to 2.5 hours per night	1 Teacher @ 40.00 X (1 hour planning/preparation + 1.5 hours presentation) = $100.00 5 Nights X 5 teachers = $2,500	$2,500
Goal 7a Objective 10 Revised	100-100	Stipend for support staff/clerk to work one hour per day for extended day (Monday-Friday)	1 Support Staff/Clerk for Extended Day @ $15.00 X 1 hour X 175 days	$2,625
Goal 1 Objective 5	200-100	Instructional Staff Stipends for STEM Design Team 5 teachers	1 teacher leader stipend @ 42.00 per hour X 100 hours = $4,200 5 teacher leaders = $21,000	$21,000
Goal 1 Objective 6 Revised	200-100	Instructional Staff Stipends for 2 Teachers to attend SIG Leadership Academy (Summer 2014)	2 teachers @ 40.00 per hour X 7 hours X 4 days = $2,240.00 $1,120.00 X 2 teachers = $2,240	$2,240
Goal 1 Objective 7 Revised	200-100	Administrative Stipends for 3 Administrators to attend SIG Leadership Academy (Summer 2014)	3 administrators X 4 days X 1/209th of salary	$6,500
Goal 1 Objective 8	200-100	Stipends for Instructional Staff Members for mentoring and peer coaching of new and veteran staff for continuous enhancement of professional competencies	1 Teacher Mentor X $500 Stipend/ per year = $500 4 Teacher Mentors X $500 stipend per year = $2,000	$2,000

Goal 4 Objective 10	200-100	Stipends for Instructional Staff Members to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development for the implementation of the STEM Model.	1 Teacher @ 40.00 per hour X 30 hours = $1,200 30 Teachers X $1,200 = $36,000	$36,000
Goal 7a Objective 5	200-100	Stipends for support teachers to work Summer Jumpstart – August 2014 Grade 6 – 2 days Grade 7 – 2 days Grade 8 – 2 days	1 Summer Jumpstart Support Teacher @ 40.00 X 5 hours = $200.00 per day Up to 3 teachers per day	$3,600
Goal 7b Objective 2	200-100	Stipends for administrative staff members to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	1 Administrator @ 60.00 X 3 hours = $180.00 10 Nights X up 4 Administrators	$7,200
Goal 7b Objective 3	200-100	Stipends for support staff members to participate in Parent Workshops September 2014-June 2015, up to 2.5 hours per night	1 Support Teacher @ 40.00 X (1 hour planning/preparation + 1.5 hours presentation) = $100.00 5 Nights X 2 Support teachers	$1,000
Goal 1 Objective 5	200-100	Instructional Support Staff Stipends for STEM Design Team 4 teachers	1 support teacher leader stipend @ 42.00 per hour X 100 hours = $4,200 4 teacher leaders = $16,800	$16,800
Goal 4 Objective 11	200-100	Stipends for Support Staff to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development.	1 Support Staff @ 40.00 per hour X 30 hours = $1,200 10 Support Staff X $1,200 =$12,000	$12,000

Goal 4 Objective 12	200-100	Stipends for Administrators/Supervisors to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development.	1 Administrators @ 60.00 per hour X 30 hours = $1,800 5 Administrators X $1,800 = $9,000	$9,000
Goal 7a Objective 11	200-100	Stipends for Support teachers to work extended day/year classes (Monday – Friday)	1 Extended Day Support Teacher@ 40.00 (as per contractual agreement) per hour X 175 days@1 hour 11 Support Teachers	$77,000
Goal 7a Objective 7 Revised	200-100	Stipends for support teachers to work morning instructional club "Wake Up Stem" 7am-8am	1 Support Teacher @ 40.00 X 1 hour X 150 days = $6,000 1 Teachers X $6,000	$6,000
Goal 7b Objective 2	200-100	Stipends for instructional support staff members to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	1 Support Teacher @ 40.00 X (1 hour planning/preparation + 1.5 hours presentation) = $100.00 10 Nights X 4 teachers	$4,000

Form S-12

BUDGET DETAIL FORM B

Personal Services – Employee Benefits

Function & Object Code 200-200

REVISED 6/26/2014
Date: April 1, 2014
Page _____ of _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L. Nolan 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 12.35%	PERS ----------%	WRKR'S COMP ---------- %	UNEMPLY. ---------- %	DISABIL. ---------- %	HEALTH 23%	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Stipends for all teachers to work extended day/year classes (Monday – Friday)	$161,000	$12,317									$12,317
Stipends for all teacher assistants to work extended day/year classes (Monday – Friday)	$14,000	$1,071									$1,071
Stipends for all teacher aides to work extended day/year classes (Monday – Friday)	$5,250	$402									$402

Stipends for teachers to work Summer Jumpstart – August 2014 Grade 6 – 2 days Grade 7 – 2 days Grade 8 – 2 days	$3,840	$294									$294
Stipends for teachers to work morning instructional club "Wake Up Stem" 7am-8am	$12,000	$918									$918
Stipends for instructional staff members to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	$5,000	$383									$383
Stipends for teacher aide to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	$750	$57									$57

Stipends for instructional staff members to participate in Parent Workshops September 2014-June 2015, up to 2.5 hours per night	$2,500	$191									$191
Stipend for support staff/clerk extended day up to 1 hour per day 175 days	$2,625	$201									$201
Instructional Staff Stipends for STEM Design Team 5 teachers	$21,000	$1607									$1,067
Instructional Staff Stipends for 2 Teachers to attend SIG Leadership Academy (Summer 2014)	$2,240	$171									$171
Administrative Stipends for 3 Administrators 1/209th to attend SIG Leadership Academy	$6,500	$497									$497

Stipends for Instructional Staff Members for mentoring and peer coaching of new and veteran staff for continuous enhancement of professional competencies	$2,000	$153									$153
Stipends for Instructional Staff Members to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development.	$36,000	$2,754									$2,754
Stipends for support teachers to work Summer Jumpstart – August 2014 Grade 6 – 2 days Grade 7 – 2 days Grade 8 – 2 days	$3,600	$275									$275

Stipends for administrative staff members to participate in Family Nights – (10 Nights) from September 2014-June 2015, up to 2.5 hours per night	$7,200	$551									$551
Stipends for support staff members to participate in Parent Workshops September 2014-June 2015, up to 2.5 hours per night	$1,000	$77									$77
Instructional Support Staff Stipends for STEM Design Team 4 teachers	$16,800	$1285									$1,285
Stipends for Support Staff to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development.	$12,000	$918									$918

Stipends for Administrators/Supervisors to participate in Professional Development committees/opportunities such as data, instructional strategies, PLC's, exemplar development.	$9,000	$689									$689
Stipends for Support teachers to work extended day/year classes (Monday – Friday)	$77,000	$5,891									$5,891
Stipends for support teacher to work morning instructional club "Wake Up Stem" 7am-8am	$6,000	$459									$459
Stipends for instructional support staff members to participate in Family Nights – (10 Nights) from September 2014- June 2015, up to 2.5 hours per night	$4,000	$306									$306

Form S-13

BUDGET DETAIL FORM C

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

REVISED 6/26/2014
Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L. Nolan 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
Goal 7b Objective 5	100-300	Contract with service provider to provide team building for students. (ienvision)	$1,000 flat rate	5	$5,000
Goal 7a Objective 6	100-300	Contract with provider to provide team and character building to students during Jumpstart (August 2014).	$1,500	3 days	$4,500
Goal 7b Objective 11 Revised	100-300	Contract with service provider to establish a mentoring program with Big Brothers/Big Sisters to serve as student mentors for 20 students.	$1200 per student	4 x a month	$24,000
Goal 8 Objective 7 Revised	100-300	Contract with service provider to provide enrichment based, remediation and character building opportunities during lunch time.	$1,250 per week	20 days	$25,000
Goal 7b Objective 6	200-300	Contract with service provider to provide team building for teachers. (ienvision)	$1,000 flat rate	5	$5,000
Goal 4 Objective 3 Revised	200-300	Contract with service provider to integrate the STEM Model through comprehensive professional development for all staff that supports project interventions and strategies using data to improve instruction and assessment practices.	$2,000 per day	30 days	$60,000
Goal 4 Objective 5 Revised	200-300	Contract with service provider to train administrators and instructional staff in team building, goal setting, collaboration and facilitation skills. During job embedded district professional days (September/October 2014)	$2,000 per day	2 days	$4,000

Goal 4 Objective 7 Revised	200-300	Partnership with Liberty Science Center to provide enrichment activities at the LSC for each grade level @ 1 day/week during a marking period	Flat fee	1 year	$108,334
Goal 4 Objective 8	200-300	Partnership with local universities to seek (2) teaching residencies who will provide instruction to students in the areas of engineering and robotics.	$60.00 per hour	435 hours x 2	$52,200
Goal 6 Objective 5	200-300	Contract with Teach to One for training and support for staff on implementation of Teach to One.	$175,000	1 year	$175,000
Goal 8 Objective 9 Revised	200-300	Training for teachers for the implementation of iLit (3 days) (August 2015)	$1,700	3 days	$5,100

Form S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

REVISED 6/26/2014
Date: _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L. Nolan 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)
Goal 6 Objective 6 Revised	100-600	300 **Tablet/Hardware** for **Student** use for Teach to One Math Curriculum	$583	300 computers	$174,900
Goal 6 Objective 9	100-600	3 - 50 inch **Televisions** to support the Teach to One Math Program)	$1,000	3	$3,000
Goal 6 Objective 12	100-600	Purchase STEM classroom libraries (12 classrooms)	$500	12 classrooms	$6,000
Goal 6 Objective 13 Revised	100-600	i**Mac Computer Lab** 27 inch 2.9 GHz quad-core intel i5 turbo boost up to 3.6GHz 8gb 1600mhz dbr3 sdram 2x4gb 1tb serial ata drive 7200rpm	$1,900	25	$47,500
Goal 6 Objective 13	100-600	Color Printers MFC – J6920 DW to support the iMac computer lab.	$500	5	$2,500
Goal 6 Objective 13	100-600	Ink Supply for the Color Printers to support the iMac computer lab.	$250	40	$10,000
Goal 6 Objective 12	100-600	Printers MFC – J6920 DW 4 in 1 color To utilize for the printers to enhance project classroom based activities for STEM.	$300	10	$3,000
Goal 6 Objective 12	100-600	Color Ink LC 105 To utilize for the printers to enhance project based activities for STEM.	$55	100	$5,500

Goal 6 Objective 12	100-600	Black Ink LC 103 To utilize for the printers to enhance project based activities for STEM.	$46	100	$4,600
Goal 8 Objective 6	100-600	**Flash drives** for student use to utilize for project based activities $20 x 300.	$20	300	$6,000
Goal 8 Objective 6	100-600	Supplies and materials (such as presentation boards/cases) 300 students x $100	$100	300	30,000
Goal 7a Objective 8 Revised	100-600	Provide incentives for students attending the Jumpstart Program (gift card, book bag, t-shirt) $25 x 175 students	$25	175	$4,375
Goal 7a Objective 9 Revised	100-600	Provide supplies for 7 classrooms at $250 per classroom for the Jumpstart Program	$1,750		$1,750
Goal 6 Objective 7 Revised	200-600	30 Apple ipads for teachers to support implementation of STEM Curriculum.	$500	30	$15,000
Goal 6 Objective 9	200-600	10 **HP Elite Book** for **Teacher** use for Teach to One Math Curriculum	$1,400	10 computers	$14,000
Goal 7b Objective 9	200-600	Set up and design **Parent Resource Center** to support STEM initiative **Supplies & Materials**	$2,500		$2,500

Form S-15

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

REVISED 6/26/2014
Date: _____
Page _____ of _____

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L. Nolan 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)
Goal 6 Objective 2	400-731	Equipment and material kits for Robotics. Robotic et. all materials kit	$2,500	12	$30,000
Goal 6 Objective 3	400-731	Equipment and material kits for Engineering. Engineering et. all materials kit	$2,500	12	$30,000
Goal 6 Objective 8	400-731	**Smart boards** with installation to promote the educational objectives/differentiated instruction of the STEM curriculum.	$4,500	6 Smart boards	$27,000

REVISED 6/26/2014
Date: _____
Page _____ of _____

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: Ezra L. Nolan 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
Goal 8 Objective 8	100-500	Comprehensive core intervention curriculum program for struggling readers performing two or more grade levels below target. 60 student licenses Year 1 (September 2014)	$37,965
Goal 6 Objective 4 Revised	100-500	Purchase **licenses** for Math Curriculum – **Teach to One** $225/License X 300 Licenses	$67,500
Goal 1 Objective 15	100-800	Provide incentives for students to improve student achievement through increased attendance, improved classroom performance, leadership development and student motivation. (gift cards, books etc)	$5,000
Goal 8 Objective 10 Revised	200-300	Student license fees and professional development for teachers to implement Achieve 3000 in Social Studies and Science for academic interventions (September 2014) $16,075 per site	$16,075
Goal 5 Objective 10 Revised	200-580	Busing for Liberty Science Center 30 busses X $300	$9,000
Goal 3 Objective 3 Revised	200-800	To advance the quality of teaching and learning, National Board Certification will be available for qualified teachers to apply to be candidates. 2 teachers x $3000	$6,000
Goal 3 Objective 6	200-800	To retain staff by awarding funds for professional growth and instructional enhance based on student achievement. (10 teachers x $1,000) Mini-grants	$10,000

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

LEA Name: Jersey City Board of Education **REVISED 6/26/2014**

School Name: Ezra L. Nolan Middle School County/LEA/School Code: 17 / 2390 / 02836

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: 14 SG07 H03

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			206,965		206,965
Purchased Professional & Technical Services	100-300			58,500		58,500
Other Purchased Services	100-500			105,465		105,465
Supplies and Materials	100-600			299,125		299,125
Other Objects	100-800			5,000		5,000
SUBTOTAL - INSTRUCTION				675,055		675,055
SUPPORT SERVICES						
Personal Services - Salaries	200-100			204,340		204,340
Personal Services – Employee Benefits	200-200			30,927		30,927
Purchased Professional & Technical Services	200-300			425,709		425,709
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			9,000		9,000
Travel	200-580					
Supplies and Materials	200-600			31,500		31,500
Other Objects	200-800			16,000		16,000
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				717,476		717,476
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			87,000		87,000
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				87,000		87,000
TOTAL COST				1,479,531		1,479,531