

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

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

**SECTION I:**

11 SG03 H02  
 FY NGO# WKL

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

**SECTION II:**

COUNTY:    
 LEA/OTHER:      
 SCHOOL:

COUNTY NAME: Hudson  
Jersey City Public Schools

APPLICANT AGENCY  
346 Claremont Avenue

AGENCY ADDRESS  
Jersey City

New Jersey 07305

CITY STATE ZIP  
( 201 ) 915-6020 ( 201 ) 915-6787

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Dr. Magda Savino, Director

TELEPHONE NUMBER: (201)915-6203 FAX#: (201) 915-9676 E-MAIL msavino@jcboe.org

BUSINESS MANAGER: Luiggi Campana PHONE#: (201) 915-6275 E-MAIL lcampana@jcboe.org

DURATION OF PROJECT: FROM: 7/1/2014 TO: 8/31/2015  
**Note: pre-implementation period is from 5/1/14 to 6/30/14**

**TOTAL 3-YEAR** AMOUNT OF FUNDS REQUESTED: \$ 6,000,000.00

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

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

  
 SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent of Schools  
 TITLE

3/31/14  
 DATE

(Please print or type name)

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

**SECTION III:**

SEND OR DELIVER APPLICATIONS TO:  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**APPLICATION CONTROL CENTER**  
**RIVER VIEW EXECUTIVE PLAZA**  
**BLDG. 100, ROUTE 29 – PO Box 500**  
**TRENTON, NJ 08625-0500**

APPLICATIONS MUST BE RECEIVED BY:  
**4:00 P.M., ON 04/01/2014**

**Form L-2**

*BOARD RESOLUTION TO APPLY*

1	4
---	---

  
FY

S	G	0	7
---	---	---	---

  
NGO#

H	0	3
---	---	---

  
WKL

The \_\_\_\_\_ Jersey City \_\_\_\_\_ Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

---

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

\$ 5,904,668.00

starting on May 1, 2014, and

ending on August 31, 2015.

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

March 20, 2014

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

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

## Form L-3

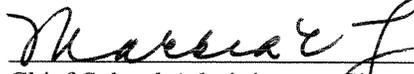
### STATEMENT OF ASSURANCES

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

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

- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
  - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
  - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
  - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
  - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
  - Has a current and complete registration in the System for Award Management (SAM), located at [www.sam.gov](http://www.sam.gov), prior to the submission of this application, and shall maintain a current SAM registration throughout the period of the award.
  - Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school, that the LEA commits to serve consistent with the final requirements;
  - Establish annual goals, approved by the SEA, for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in order to monitor each Priority school that it serves with school improvement funds
  - If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
  - Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
  - Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
  - Report to the SEA the school-level data required under section III of the final requirements; and
  - Ensure that each Priority school that the LEA commits to serve receives all of the State and local funds it would have received in absence of the school improvement funds and that the resources will be aligned with the interventions.

Dr. Marcia Lyles  
 Chief School Administrator Name

  
 Chief School Administrator Signature

3/31 2014  
 Date

Form L-4

Documentation of Federal Compliance (DUNS/SAM) Form

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

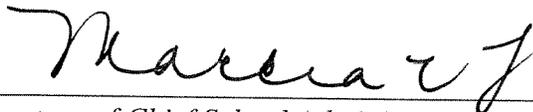
**Part I – Applicant Organization**

Organizational Name of Applicant Jersey City Board of Education  
Address including zip + 4 code 346 Claremont Avenue, Jersey City, NJ 07305  
DUNS number 077542942  
Expiration Date of SAM registration February 24, 2015  
Congressional District 8, 9, 10

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

City Jersey City  
County Hudson

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



Signature of Chief School Administrator

Dr. Marcia Lyles, Superintendent of Schools  
*Name and Title*

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

**Form L-5**

Date: April 1, 2014

Page 8 of 100

**PROJECT ABSTRACT**

LEA : Jersey City Public Schools

<p><b>Mission</b></p>	<p><i>The Jersey City Public Schools is committed to excellence and equity through closing performance gaps, promoting innovation and engaging parents as crucial partners in our work. We are dedicated to preparing students to be engaged and empowered citizens and to thrive in the 21<sup>st</sup> century through research-based, rigorous programs that promote critical thinking.</i></p>
<p><b>Vision</b></p>	<p><i>The Jersey City Public Schools is a tapestry of nations that creates a platform for unique and innovative learning, where every student regardless ethnic, social or economic background will achieve the highest level of academic excellence through the richness of diversity, high expectations for all students, a rigorous academic curriculum, personalized learning, parent and community partnerships, and utilizing 21<sup>st</sup> century learning tools - all essential to transforming lives.</i></p>
<p><b>Project Implementation Summary</b></p>	<p>The LEA selected the Transformation Model for implementation at Academy of the Arts at Henry Snyder High School and the Ezra L. Nolan MS#40 STEM Academy based on a comprehensive needs assessment and identification of root causes for their continuing failure to improve school effectiveness, student achievement, school climate, and graduation rates at the high school and progression through the grades at the middle school, which clearly indicated a critical need to take more extreme measures for school-wide reform. Implementation of the project over a three-year period will provide the opportunity to take the full range of actions required to achieve the needed school transformation and student achievement outcomes. The LEA will provide greater school-level autonomy with more flexibility for the principals of the schools in the selection of staff, budgeting, scheduling, and in the selection of professional development providers. The LEA will remove any barriers that will prevent the full implementation of the reform. The project will include all SIG required and permissible activities and a range of research-based reform strategies that will support effective implementation, embedding, and sustainability during and following the three-year grant period. All reform strategies and project activities will be aligned to identified school needs and the</p>

	goals and success indicators for improvement of the school, student academic achievement, graduation rates and progression through the grades
--	---

**Form L-6**

**Date:** April 1, 2014

**Page** 10 **of** 100

**SCHOOLS TO BE SERVED**

LEA : Jersey City Board of Education

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

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

	PRIORITY SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	INTERVENTION		
						Turnaround	Restart	Closure Transformation
1.	Ezra L. Nolan M. S. 40	17	2390	02836	3407830			<u>X</u>
2.	Academy of the Arts at Henry Snyder High School	17	2390	02772	3407830			X
3.								
4.								

## Form L-7(a)

Date: April 1, 2014

Page 11 of 100

### STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
			80 parents, 105 staff	Yes	No	Yes	No
10/13/13	MS#40	Needs Assessment Plan Development					

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

<p>Stakeholder Informational Methods &amp; Events</p>	<p>Caucus meeting, parent meetings, staff meetings</p>
<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>School Leadership Committee</p>
<p>Identify the district team by name (The Chief School Administrator or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/STC to discuss the following:</p> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Walkthrough trends</li> <li>• Attendance of students and staff</li> <li>• Discipline data</li> <li>• SIG component implementation</li> </ul>	<p>Dr. Marcia Lyles, Chief School Administrator                      Mr. Jason Bing, Chief Academic Officer                      Mr. Aldo Sanchez-Abreu, Associate Superintendent Curriculum and Instruction                      Ms. Ellen Ruane, Associate Superintendent Secondary Division                      Dr. Magda Savino, Director Enterprise Division                      Dr. Gerry Crisonino, Director Special Education</p>

Date: April 1, 2014

Form L-7(b)

Page \_\_\_\_\_ of \_\_\_\_\_

**STAKEHOLDER PARTICIPATION**

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

**Stakeholder Committee Form**

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
3/6/14	Central Office	Model chosen for SIG Application	4	<i>[Signature]</i>
3/10/14	Central Office	Discussion of Model with District and School Teams	8	<i>[Signature]</i>
3/11/14	Central Office	Research/presentation on the STEM Model	10	<i>[Signature]</i>
3/12/14	Central Office	Meeting with Division Director - Overview - Findings from STEM Presentation	7	<i>[Signature]</i>
3/13/14	Central Office	Needs Assessment and project Abstract	7	<i>[Signature]</i>
3/14/14	Central Office	Begin working on SIG Cohort 3 Application	6	<i>[Signature]</i>







Faculty Meeting

Sign In Sheet

Wednesday, March 26, 2014

Name	Name
1 Lynn Chelchovan	31 Lawrence Mook
2 Rebecca Berger	32 Eileen Ambrose
3 David Fott	33 Anne Duff
4 William Agnew	34 Jim Peterson
5 W. J. Smith	35 Anne Rose
6 F. McLean	36 Jan Farnell
7 Candice Barlow	37 Lee Bann
8 Cassie Rodriguez	38 Jeffrey
9 K. Morris	39 Robert Deane
10 [Signature]	40 [Signature]
11 [Signature]	
12 [Signature]	
13 [Signature]	
14 [Signature]	
15 [Signature]	
16 [Signature]	
17 [Signature]	
18 [Signature]	
19 [Signature]	
20 [Signature]	
21 [Signature]	
22 [Signature]	
23 [Signature]	
24 [Signature]	
25 [Signature]	
26 [Signature]	
27 [Signature]	
28 [Signature]	
29 [Signature]	
30 [Signature]	

**Ezra L. Nolan Middle School  
Meeting With The Principal**

**Friday, March 28<sup>th</sup> 2014**

**School Improvement Grant (SIG)**

Parent	Student	Grade	Parent Email	Parent Phone No.
1. Marcus	Sarah	6		(201) 275-9320
2. Marilyn Smuler	Dashon Smuler	8		800 204-9016
3. Corey Hickey	Dashaun Smuler	8		201 251 4122
4. Janna	Diamond Willett	U		201 435 5035
5. Rose Marie	Melvin Trany	8	rosa.jmarwa@gmail.com	201-993-3745
6.	Benedictus King	7		
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

**Form L-8**

Date: April 1, 2014

Page 19 of 100

**LEA COMMITMENT AND CAPACITY**

LEA : Jersey City Public Schools

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

A	The LEA's SIG design and implementation interventions	The LEA selected the Transformation Model for implementation at Academy of the Arts at Henry Snyder High School and the Ezra L. Nolan MS#40 STEM Academy based on a comprehensive needs assessment and identification of root causes for its continuing failure to improve school effectiveness, student achievement, school climate, graduation rates and progression through the grades, which clearly indicated a critical need to take more extreme measures for school-wide reform.
B	The LEA's process to analyze the needs of each school and determine the selected intervention	The LEA conducted comprehensive district and school needs assessments and analyzed data in terms of the schools' current status as Priority Schools, the State goals for systemic improvement of education in New Jersey as measured by district/school/student performance on NJDOE state assessments (NJASK and HSPA), and state standards for monitoring of local school districts (NJQSAC) as well as priority areas of needs and concomitant recommendations for the district/schools in Title I School Improvement Plans (SIP), Quality School Review (QSR), and professional development plans.
C	The LEA's recent history in improving schools	The LEA strategically planned for the improvement of schools. In 2010, Snyder High School (an historically low performing school) and the Fred Martin PS#41 were recipients of Cohort 1 SIG grant awards and in 2011, Lincoln High School was a recipient of a Cohort 2 SIG grant award. These SIG grants awards focused on improving the critical elements that have the most direct impact on student learning (curriculum, instruction and assessment, student support services, family and community engagement).

<p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>The LEA carefully assesses the capacity, expertise, experience, and track record of potential external providers before engaging in a contractual relationship. In addition, the LEA uses the recommended best practices in contracting with service providers. The LEA solicits a pool of contractors that is as expansive as possible, drafts statements of work in clear and unambiguous terms, and judges the submitted proposals on the basis of predetermined, merit-based evaluative criteria made known to the vendors before the proposals are submitted. 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.</p>
<p>The LEA's plan for alignment of other resources and supports</p>	<p>The LEA will focus and explicitly align SIG funds on the implementation of project strategies and activities specified in the Project Activity Plan and Project Budget. The LEA will also align federal, state and local resources that are available and required to support project implementation. District personnel will also be assigned to support implementation of project activities as appropriate to their roles and responsibilities.</p>
<p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>	<p>The LEA will provide support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often impede their ability to function effectively as transformational leaders, instructional leaders, community leaders, and strategic managers. The LEA will adopt and modify policies that not only support the schools and their leaders and instructional staff with the authority and operational flexibility they need, but also ensure their accountability for results as measured by standards-based indicators of student academic achievement.</p>
<p>The LEA's plan to sustain the reforms after the funding period ends</p>	<p>The LEA is committed to building the institutional and leadership capacities needed to sustain reforms and continuous improvement at</p>

		<p>district and school levels by providing training, technical assistance and support for all school personnel in research-based systemic reform strategies, data-driven decision-making, distributed leadership, teacher leadership, and organizational development that focus on cultural transformation through creation of professional learning communities.</p>
H	<p>The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results</p>	<p>The LEA will continue to support the school principal by allowing them to select outside providers for professional developers that directly impact the improvement of the teaching practices in the building based on need. The principal will interview and select staff members with the skills necessary to meet the needs of the students in a transformation school, including performance-based incentives and rewards (mini-grants, tuition reimbursement, conference registration, etc.). 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.</p>
I	<p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by July 1, 2012. Indicate the number of years in the school of the current principal.</p>	<p>The LEA researched practices for Transformational Leaders which were used in the selection process for the position of principal. The positions were posted, interviews were held and the LEA selected an experienced assistant principal possessing the capacity to develop strong connections to parents and the community, as well as external partnerships for MS#40, and an experienced principal from out of district for Snyder High School. In addition, both administrators show proficiency for collaborative and distributive leadership, shared problem-solving and decision-making and flexible scheduling.</p>
J	<p>The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.</p>	<p>The LEA is committed to improving conditions for the school administrators to effectively focus on their primary role as instructional leaders. The LEA will develop and implement strategies to streamline and realign its organizational structures, policies and procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. The LEA will realign governance and authority structures as needed by redefining roles, functions,</p>

responsibilities, and relationships to focus on supporting the teaching and learning process; develop and implement organizational models that will effectively shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; develop policies, procedures, and structures to ensure an effective process for collaborative decision making at district and school levels.

## Form L-9

Date: April 1, 2014

Page 23 of 100

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

LEA : Jersey City Public Schools

The LEA will provide full support for successful implementation of the Transformation Model and all reform strategies, and achievement of project goals and success indicators. To ensure the necessary resources for successful initiation, implementation, integration, monitoring and evaluation, and sustainability of the Transformation Model and all intervention strategies in the schools, and to meet SIG targets, the LEA will implement the following: (1) direct allocations of SIG funds to support only project activities; and (2) align, reallocate, and coordinate allocation and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align funds from federal and State sources with SIG activities.

The LEA will support, reinforce, and expand its collaborative efforts through the structures, policies, procedures and practices to be initiated in Year 1. Roles, responsibilities, and accountabilities to encourage and participate in collaborative problem solving and decision-making with key stakeholders will be reinforced. District and school structures and processes will communicate regularly with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process.

The LEA has established Strategic Support Teams (SST) that work collaboratively with the Regional Achievement Center (RAC) to support district and school level structures for the focus and priority schools. The SSTs will monitor policies and procedures to ensure stakeholder involvement, coordination of project implementation at district and school levels, and coherent and efficient management of the project at all levels. Establishment of the new administrative and governance structure will provide exclusive and direct support to the school for grant oversight and administration, project implementation, budget disbursement to schools, budget reporting and monitoring, and performance measure tracking by the District Division Director/Associate Superintendent and Strategic Support Teams (SST). These processes will facilitate a streamlined reporting structure where the District Division Director/Associate Superintendent report to the Superintendent and the Chief Academic Officer, and the Principals and Strategic Support Teams (SST) report to the District Division Director/Associate Superintendent.

The LEA will continue to provide district funds for the school-based budget in addition to the allocated funds from Title I. These funds will enable the school to continue to support the initiatives begun under the School Improvement Grant.

The District Division Director/Associate Superintendent will report directly to the Superintendent, and serve as the Project Directors (PD) responsible for: (1) providing leadership, direction, coordination, oversight, technical assistance for the project, and district-level grant and project management; (2) supervision and evaluation of the members of the Strategic Support Teams (SST) who will be directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at the district and school levels; (4) serving as liaison to the NJDOE related to grant and project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines. As part of the project monitoring and evaluation system, data will be formally and informally collected and analyzed on a regular basis by the District Division Director/Associate Superintendent and the SST Teams to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed. The District Division Director/Associate Superintendent will have full authority over the Ezra L. Nolan MS#40 and the Academy of the Arts at Henry Snyder High School and responsibility for district oversight and management of the School Improvement Grant (SIG) Cohort 3.

## MONITORING AND ACCOUNTABILITY PLAN

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

**Name of School:** Ezra L. Nolan MS#40 & the Academy of the Arts at Henry Snyder High School

The District Director/Associate Superintendent and SST teams have direct responsibility and accountability for overseeing and supporting the implementation, coordination, and management of the SIG project. Time commitments and responsibilities of the District Director/Associate Superintendent and SST teams related to project management, monitoring and evaluation activities are appropriate for effectively implementing the Project Monitoring and Accountability Plan within specified timelines as described below:

- SIG Project Director – 20% Time Commitment: the District Director will serve as the SIG Project Director (PD) and will be employed full-time by the LEA reporting directly to the Superintendent. The PD will have an approximate 20% time commitment for project management and be responsible for : (1) providing leadership, direction, coordination, oversight, and technical assistance for all components of the project and project management; (2) supervision of members of the SST teams, who in turn are directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and State Turnaround Coach (STC) assigned by the NJDOE to the schools related to project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines.
- School Support Team (SST) (Curriculum and Instruction/Professional Development, Mathematics and Students with Disabilities – 10% Time Commitment each: the SST teams are full-time employees of the LEA and report to the Project Director. The SST teams will have an approximate 20% time commitments for project management. Major project management responsibilities for each team member focus on specific project components and activities to which they are assigned, and include: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with district and school staff; (2) conducting ongoing project monitoring and evaluation activities at the district and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to product management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.
- Principals/School Project Managers - 20% Time Commitment: the principals are full-time employees who will serve as the School Project Managers and report to the Project Director. Each principal will have an approximate 20% time commitment for project management and will be responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with the School Leadership Team; (2) on-site management, coordination, monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at the district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines.
- SST Mathematics Supervisor – 30% Time Commitment – the SST supervisor for mathematics is a full-time employee of the LEA who reports to the PD and will have an approximate 30% time commitment for project management. Major project management responsibilities include: (1) collaboratively assisting, planning,

coordinating and overseeing all data collection for project monitoring and evaluation activities; (2) conducting project monitoring and evaluation activities at district and school levels as required; (3) assisting with technical and support to school staff as needed for monitoring and evaluation activities related to use of data and assessment systems, data collection and analysis, and project evaluation activities and reporting; (4) providing assistance with training for district and school staff on use of data, evaluation, and reporting as needed; (5) assisting in the preparation of monitoring and evaluation reports as required.

- Teacher Leaders – 10% Time Commitment – the teacher leaders are full-time employees of the LEA and report to the principals. Teacher leaders will have an approximate 10% time commitment for project management. Major project management responsibilities for each will focus on specific project components and activities to which they are assigned and include: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with district and school staff; (2) conducting ongoing project monitoring and evaluation activities at the school level within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation at the school level; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines. On-going training will be provided to teacher leaders (STEM Design Team) to effectively serve as instructional leaders, pedagogical experts, and advocates for school reform and continuous improvement, effective teaching and student achievement. Training will focus on the seven Teacher Leadership Model Standards and how they can be utilized to inform the development of curriculum and professional learning opportunities to support teacher leaders' professional growth. The LEA will contract with a service provider to conduct the training.
- Budget Office Administrator – 25% Time Commitment – the budget office administrator is a full-time employee of the LEA's Business Office who works closely with the SIG PD for the project and will have an approximate 25% time commitment for project management. Major project management responsibilities include: (1) collaboratively planning, coordinating and overseeing all fiscal and budgetary requirements of the project; (2) monitoring project expenditures; (3) providing technical assistance to district and school staff as needed related to budget development, expenditures, and reporting; (4) providing training for district and school staff as needed; (5) preparing monitoring and fiscal reports as required.

The Internal District Team will work collaboratively and in consultation with the State Turnaround Coach (STC) and the Regional Achievement Center (RAC) who will be appointed by the NJDOE to facilitate project activities and serve as an evaluator who will monitor the school's adherence to the school's project intervention plan, track performance, metrics and academic achievement, and assist the NJDOE in decisions regarding annual renewal of the SIG project. The Internal District Team envisions an open and collaborative relationship with the STC and RAC in which information and data will be routinely shared to support each others' efforts in successfully implementing, monitoring, and evaluating the project. The Internal District Team will meet monthly with the NJDOE, the STC and/or the RAC to discuss the following: (1) student achievement; (2) Walkthrough trends; (3) attendance of staff and students; (4) discipline data; and (5) SIG component implementation.

Project monitoring and evaluation will focus on the extent to which the project effectively implements each project component, interventions and strategies; and achieved its goals, objectives and success indicators during and at the end of each year, and at the end of the three-year project period.

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

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

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

Summative Evaluation will occur at the end of each project year to determine annual progress toward achievement of project goals, objectives and success indicators. To this end, the summative evaluation will be guided by evaluation questions designed to provide evidence of: (1) project impact as measured by attainment of its goals, objectives and success indicators; (2) effectiveness of project strategies and program models in addressing the identified needs; and (3) procedural knowledge related to effective strategies and program models that may be suitable for replication in other LEA schools. These evaluation questions ask, to what extent and in what ways are project strategies and interventions improving: school leadership; school culture, climate, and learning environment; instructional staff performance (including evaluations), curriculum implementation, and instructional and assessment practices; curriculum implementation and instructional and assessment practices; student support services; student behaviors and motivation to learn (reduced absenteeism and tardiness, disciplinary referrals and suspensions, acts of violence and vandalism); student academic achievement; graduation rates; family and community engagement in supporting student academic achievement and graduation. The Ezra L. Nolan M.S. #40 has monthly meetings and parents have access to the online grade book and report card technologies allowing parents and students to view progress in each academic class. Teachers will make periodic phone calls to each parent to say something positive and constructive regarding each student. The school will initiate parent days/nights, in which students will have the opportunity to showcase and present student created projects (web-based designs, robotics, engineer and science projects).

Data Collection Methods will be formal and informal, qualitative and quantitative, and include: (1) demographic data to provide tracking information related to student demographics and mobility (race/ethnicity/gender); (2) student assessment data such as pre/post assessments, performance-based assessments for grade levels and subject areas from multiple assessors, results of state assessments, indicators of progress toward academic achievement targets and improved student behaviors (reduced absenteeism and tardiness, disciplinary referrals and suspensions, acts of violence and vandalism), and increased graduation rates; (3) instructional staff assessment data such as pre/post self-assessments, quarterly instructional audits, indicators of progress toward professional growth targets, and formal and informal observations and performance evaluation reports; (4) administrative staff assessment data such as pre/post self-assessments, quarterly school and instructional audits, school culture and climate surveys, indicators of progress toward professional growth targets, and formal and informal observations and performance evaluation reports; (5) family/community assessment data such as family friendly walkthroughs, parent surveys to develop and implement a family/community engagement plan, and establish a parent resource and family friendly parking; and (6) project evaluation and impact data at the end of Years 1 and 2 of the project and the end of the three-year project period to include participants' evaluation of project components and programs related to quality of project management and the project's impact of improving school leadership practices, staff performance, curriculum, instructional and assessment practices, district/school Walkthroughs conducted by district staff, student support services, family/community engagement, student academic achievement, graduation rates, progression through the grades at the middle school, and participants' recommendations for improvement.

Monitoring and Evaluation Instruments will include, but not be limited to: school, curriculum and instructional Walkthrough checklists; online participant surveys and project evaluation questionnaires; staff observation and performance evaluation reports; and interview protocols. The project's data management, assessment and evaluation systems will facilitate collection and analysis of quantitative and qualitative data for formative and summative evaluation that is aligned with project goals, objectives, success indicators and benchmarks. The focus of the professional development for the STEM Design Team will be on monitoring various aspects of successful implementation, including the following elements: Data Driven Culture; Monitoring classroom

implementation; Focus Walks (developing feedback rubric and using the information to monitor implementation) A schedule will be designed by the school, which designates time set aside for teachers to participate in professional development activities.

Monitoring and Evaluation – Baseline data was collected for some success indicators where data was available (i.e., student assessment data), and progress benchmarks were established. As appropriate for each project component, baseline data (i.e., school culture/climate data) will be collected at the beginning of the project to establish or modify progress benchmarks for each objective and success indicator in order to measure progress at quarterly monitoring checkpoints as measured against baseline data and at the end of each project year. Within the framework of the Project Monitoring and Accountability Plan and Project Plan, the Project Director and SST team will: (1) internally monitor and document the implementation and status of activities and progress toward quarterly benchmarks, objectives and success indicators through ongoing collection and analysis of data from multiple sources; (2) conduct regular meetings (minimum at quarterly checkpoints) to review data and verify progress in implementing programs and strategies and achieving objectives and intended outcomes; (3) modify the Project Activity Plan and strategies/activities as needed; (4) prepare quarterly interim written progress reports for the Superintendent and others as required related to project implementation at the district and school levels, and progress toward project objectives and success indicators; (5) ongoing and quarterly monitoring of project implementation and analysis of data will provide continuing feedback by the Internal District Team which will be shared with district and school staff and others as appropriate; (6) regular meetings will be held to analyze interim progress reports and findings, and to modify project activities as needed; (7) internal and external summative evaluation reports, prepared at the end of each project year will be available to relevant parties as required and will include accountability information regarding the project's success in attaining its goals, objectives and success indicators, evaluation of the effectiveness and impact of project strategies, and relevant recommendations. An external evaluation of the project will be conducted at the end of each funded year by the NJDOE).