

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

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

11 SG03 H02
FY NGO# WKL

SECTION II:

COUNTY NAME: Mercer
Trenton Public Schools

District

COUNTY:
LEA/OTHER:
SCHOOL:

APPLICANT AGENCY
108 N. Clinton Avenue

AGENCY ADDRESS
Trenton

New Jersey

08609

CITY

STATE

ZIP

(609) 656-4900 ext. 5494

(609) 989-2682

AGENCY TELEPHONE NUMBER

AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Fran Atchison

TELEPHONE NUMBER: (609) 656-4949 FAX#: (609) 695-2302 E-MAIL: fatchison@trenton.k12.nj.us

BUSINESS MANAGER: Jayne Howard PHONE#: (609) 656-5464 E-MAIL: jhoward@trenton.k12.nj.us

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: \$ 11,779,334

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
TITLE

3/31/2014
DATE

Francisco Durán
(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

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WKL

The Trenton Public Schools 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,

\$ 11,192,013.00,

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 24, 2014

Tracie S. Hill

Secretary of the Board

Date

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Form L-3

STATEMENT OF ASSURANCES

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

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

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

Francisco Durán
Chief School Administrator Name


Chief School Administrator Signature

March 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.

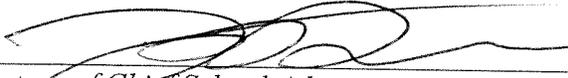
Part I – Applicant Organization

Organizational Name of Applicant Board of Education of the City of Trenton
Address including zip + 4 code 108 N. Clinton Avenue Trenton, NJ 08609
DUNS number 069891984
Expiration Date of SAM registration 7/15/14
Congressional District 4th and 12th

Part II – Primary Place of Performance under this award

City Trenton, New Jersey
County Mercer

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



Signature of Chief School Administrator

Francisco Durán, Superintendent

Name and Title

Form L-5

Date: April 1, 2014

Page 1 of 1

PROJECT ABSTRACT

LEA : Trenton Public Schools

<p>Mission</p>	<p>It is the mission of the Trenton Public Schools that all students graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career.</p>
<p>Vision</p>	<p>Successful implementation of the Transformation Model at two district Middle Schools will improve student outcomes across a range of performance indicators, creating successive cohorts of students leaving eighth grade prepared for academic success in high school.</p>
<p>Project Implementation Summary</p>	<p>Hedgepeth-Williams and Rivera Middle Schools will use research-based strategies and best practices in adolescent development to create and support extended learning environments that raise the level of academic achievement. The extended school year and school day will also afford teachers and administrators additional opportunities to improve their craft through sustained, job-embedded professional development.</p> <p>The SIG project design for each school emphasizes capacity building for staffs so that practices and strategies learned are sustained after the three-year grant period. Community based organizations, higher education institutions, and educational organizations will be key collaborative partners in reaching program success. Each school has thoughtfully considered its data and envisioned new schools:</p> <ul style="list-style-type: none"> • Hedgepeth-Williams Middle School has built a program plan that supports the theme, "A Private School in a Public Setting". The key organizing approach is to scaffold experiences for students through student engagement activities atypical of their traditional experiences, while providing tiered interventions to support academics. • The transformation theme for Rivera Middle School is educating and supporting the WHOLE CHILD, academically, socially and emotionally as we prepare them for success in the 21st century. <p>The district will provide maximum flexibility and operational support to the schools as they make their three-year transformative journey.</p>

Form L-6

Date: April 1, 2014

Page 1 of 1

SCHOOLS TO BE SERVED

LEA : Trenton Public Schools

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

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

	PRIORITY SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	INTERVENTION		
						Turnaround	Restart	Closure Transformation
1.	Hedgepeth- Williams Middle School	21	5210	301	NA*			X
2.	Rivera Middle School	21	5210	240	NA*			X
3.								
4.								

* Hedgepeth-Williams and Rivera Middle Schools are new schools beginning in the 2013-2014 school year. As such neither have NCES ID #'s.

Form L-7(a)

Date: April 1, 2014

Page 1 of 1

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	
2/21/2014	Central Office- Professional Development Interventionists	What Works in Trenton in Professional Development	5	Yes	Yes	
3/4/2014	Superintendent's Office	SIG Purpose, Model Selection, Timeline for Plan Development	14	Yes	Yes	
3/5/2014	Curriculum Office	Needs Assessment in ELA and Math	4	Yes	Yes	
3/6/2014	Rivera Middle School - Joint SLT Meeting of Hedgepeth-Williams and Rivera Middle Schools	SIG Plan Development	20	Yes	Yes	
3/11/2014	Hedgepeth-Williams Middle School	SIG Plan Development	10	Yes	Yes	
3/18/2014	Central Office - Special Education Working Group 1	Addressing Needs of Students with Disabilities	7	Yes	Yes	
3/19/2014	Central Office - Special Education Working Group 2	Addressing Needs of Students with Disabilities	5	Yes	Yes	
3/19/2014	Districtwide Stakeholders Meeting	SIG Plan Development	16	Yes	Yes	

3/20/2014	Central Office Hedgepeth-Williams Middle School SLT Writing Team	Plan Development	7	Yes	Yes	
3/20/2014	Central Office Rivera Middle School SLT Writing Team	Plan Development	3	Yes	Yes	
3/25/2014	Central Office Rivera Middle School SLT Writing Team	Plan Development	3	Yes	Yes	
3/25/2014	Central Office Hedgepeth-Williams Middle School SLT Writing Team	Plan Development	7	Yes	Yes	
3/31/2014	Central Office Hedgepeth-Williams Middle School SLT Writing Team	Plan Development	5	Yes	Yes	

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

Stakeholder Informational Methods & Events	<p>The district conducted multiple Stakeholder meetings at the district and school levels. District meetings included: the Superintendent and Leadership Team; Chief Academic Officer and Supervisors in ELA, Math, Special Education, Bilingual Education; Staff responsible for supporting Districtwide Professional Development; and Building Principals and School Leadership Teams, including parents. These meetings were facilitated by the Office of Grants and Funded Programs which was tasked with supporting the schools in grants development. Community stakeholders were informed about SIG through a meeting advertised via the district's website and a major stakeholder group: Trenton Prevention Policy Board. In addition, a broader community announcement regarding SIG was made through a local radio station, WIMG 1300 FM, wherein the principals of the two schools and the Grants & Funded Programs Manager presented information</p>
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	<p>on the SIG opportunity and the schools' plans. Finally, each school also conducted stakeholder meetings at their school site, to include all faculty and staff and community stakeholder groups..</p>
<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>The building principals and School Leadership Teams will bear primary responsibility for the implementation of the SIG grant. Quarterly reporting on program plan implementation will be accomplished through the grant-funded position of SIG Program Manager They will be supported by the cognizant district offices, such as the Office of Grants & Funded Program.</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"> • Student achievement • Walkthrough trends • Attendance of students and staff • Discipline data • SIG component implementation 	<p>Francisco Durán, Superintendent, Chief School Administrator Lucy Feria, Chief Academic Officer & Assistant Superintendent for Curriculum, Instruction, Assessment and Professional Development Principal, Rivera Middle School Principal, Hedgepeth-Williams Middle School Assistant Superintendent for School Support (new District position) Assistant Superintendent for Special Education Program Manager, Grants (new District position) State Turnaround Coach (viewed as both critical friend as well as SEA liaison)</p>

Form L-7(b)

Date: April 1, 2014

Page 1 of 1

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*
Francisco Duran	Administrator	X		Sign-in Sheets: Attachment L-1
Lucy Feria	Administrator	X		Sign-in Sheets: Attachment L-1
Dr. Shelley Jallow	Administrator	X		Sign-in Sheets: Attachment L-1
Kathleen Smallwood Johnson	Administrator	X		Sign-in Sheets: Attachment L-1
Dr. Patricia Mazzuca	Administrator	X		Sign-in Sheets: Attachment L-1
Dr. Wesley Boykin	Administrator	X		Sign-in Sheets: Attachment L-1
Bernadette Trapp	Principal	X	X	Sign-in Sheets: Attachment L-1
Dr. Bernard James	Principal	X	X	Sign-in Sheets: Attachment L-1
Gloria Tunstall	Principal and Union Representative	X		Sign-in Sheets: Attachment L-1
Suzanne Martin	Teacher	X		Sign-in Sheets: Attachment L-1

Nicole Carmichael	Teacher	X			Sign-in Sheets: Attachment L-1
Kathryn Graf	Teacher	X			Sign-in Sheets: Attachment L-1
Maritza Abreu	Teacher	X			Sign-in Sheets: Attachment L-1
Dr. Wesley Boykin	Technology Representative	X			Sign-in Sheets: Attachment L-1
Edward Ward	Technology Representative	X			Sign-in Sheets: Attachment L-1
Benjamin Ons	Administrator	X		X	Sign-in Sheets: Attachment L-1
Elizabeth Miller	Teacher - SLT	X		X	Sign-in Sheets: Attachment L-1
Phyllis Plasky	Supervisor	X			Sign-in Sheets: Attachment L-1
Jacqueline Evans-Turner	Supervisor	X			Sign-in Sheets: Attachment L-1
Carol Florence	Parent	X			Sign-in Sheets: Attachment L-1
Regina Thompson Jenkins	Para Professional-SLT	X		X	Sign-in Sheets: Attachment L-1
Derek A. Taylor	Teacher	X			Sign-in Sheets: Attachment L-1
Armond Harris	Teacher	X			Sign-in Sheets: Attachment L-1
Thomas Harrington	Teacher	X			Sign-in Sheets: Attachment L-1
Pamela Goff	Teacher	X			Sign-in Sheets: Attachment L-1
Bruce Williams	Teacher	X			Sign-in Sheets: Attachment L-1
Talitheia Briggs	Teacher- SLT	X		X	Sign-in Sheets: Attachment L-1
Tracy Marie Moody	Supervisor	X			Sign-in Sheets: Attachment L-1
Kari Davis	Teacher	X			Sign-in Sheets: Attachment L-1
Erin Pirrera	Teacher	X			Sign-in Sheets: Attachment L-1
Joyce Clark	Teacher	X			Sign-in Sheets: Attachment L-1
Nicole Lowery	Teacher	X			Sign-in Sheets: Attachment L-1

Susanne Stahlbrand	Teacher	X		Sign-in Sheets: Attachment L-1
Dana Oliver	Teacher-SLT	X	X	Sign-in Sheets: Attachment L-1
Kevin O'Brien	Teacher-SLT	X	X	Sign-in Sheets: Attachment L-1
Elizabeth Episale	Teacher-SLT	X	X	Sign-in Sheets: Attachment L-1
Dan Kraysesky	Higher Education	X		Sign-in Sheets: Attachment L-1
Sandy Gibson	Higher Education	X		Sign-in Sheets: Attachment L-1
Brittany Aydelotte	Higher Education	X		Sign-in Sheets: Attachment L-1
Ernest Price	Community	X		Sign-in Sheets: Attachment L-1
Janice Williams	TEA Teachers Union	X		Sign-in Sheets: Attachment L-1
Charles Peters	State Government	X		Sign-in Sheets: Attachment L-1
Angela Lewis	Parent	X		Sign-in Sheets: Attachment L-1
Dr. Violet Barrett Paterson	Community	X		Sign-in Sheets: Attachment L-1
Nah J. Gordon	Community	X		Sign-in Sheets: Attachment L-1
Afran Rajhid	Community	X		Sign-in Sheets: Attachment L-1
Dr. Lucy Guzman	Community	X		Sign-in Sheets: Attachment L-1
Dawn Kelly	Bilingual Teacher	X		Sign-in Sheets: Attachment L-1
Fran Atchison	Grants Manager	X	X	Sign-in Sheets: Attachment L-1

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

Form L-8

Date: April 1, 2104

Page 1 of 6

LEA COMMITMENT AND CAPACITY

LEA : Trenton Public Schools

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

<p>The LEA's SIG design and implementation interventions</p>	<p>The district undertook a significant reorganization of schools in 2013-2014. The reconfiguration was based on several factors. For example, trend data of state assessments and other student outcome indicators revealed stagnant or no growth within the middle level grade-span. Thus, during 2012-2013 the district researched best practices in middle-level education, using as its study book <u>This We Believe: Keys to Educating Adolescents</u>. (Association for Middle Level Education, 2010). The district formed an organizing committee who visited middle schools, and held community forums on middle schools and made recommendations. In January of 2013 the Trenton Board of Education approved the reconfiguration of the district from preK-8 schools to preK-5 and a total of four, 6-8 schools, and beginning with the 2013-2014 school year.</p> <p>The reconfiguration affected both grade-level configurations and catchment areas. As a result, the middle schools received a Priority Status designation under the ESEA Flexibility. (Attachment L-2, NJDOE Letter Confirming Priority Status)</p> <p>With Priority Status confirmed, the district identified two of the four middle schools for participation in SIG, and the Transformation Model as a model that would afford the newly-created schools the opportunity to create learning environments characteristic of successful schools for young adolescents in the areas of curriculum, instruction and assessment; leadership and organization; and culture and community.</p>
<p>The LEA's process to analyze the needs of each school and determine the selected intervention</p>	<p><u>State Assessments</u>: Inasmuch as Hedgepeth-Williams and Rivera Middle Schools did not have their own student test scores from spring 2013 tests, the district worked with the Office of Systems Data Management & Accountability to create NJASK profiles for current 6th, 7th, and 8th grade students. These data (see Attachment L-3) formed the basis of the Metrics each school used in their Forms S-5 and for setting their Annual Student Targets in Form S-8.</p>

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	<p>Regarding the latter, the annual student targets were based on the Yearly Increments by Subgroup identified for the Trenton district in the ESEA Waiver – Annual Progress Targets.</p> <p><u>Formative Assessments:</u> The district worked with the State Data Specialist for Regional Achievement Center 4 (RAC 4) on obtaining formative assessment data in ELA and Math for the two schools. These data were shared during school-level stakeholder meetings. While there was insufficient time to develop the correlation between these assessment and NJASK in time for SIG proposal submission, this type of analysis will be conducted in 2014-2015 for each school by the school-level data team with guidance from the state-level data specialist.</p> <p><u>Walkthroughs:</u> The district and RAC 4 jointly developed walkthrough tools for use in 2013-2014. The <i>Instructional Walkthrough Tool</i> was designed for principals, RAC Coaches (State Transition Coaches) and RAC Instructional Specialists. The <i>Math Walkthrough Tool</i> was designed for embedded math leaders, district-level math supervisor, and the RAC math Specialist. The <i>English Language Arts Walkthrough Tool</i> was designed for embedded ELA leaders, district-level ELA Supervisor, and the RAC ELA Specialist. The <i>Culture and Climate Walkthrough Tool</i> was designed for embedded culture and climate leaders and the RAC Culture and Climate Specialist. The rubric used for the tools “Observed, Not Observed” paved the way for beginning dialogue between RAC, district and school leadership. Impressions and findings helped to inform the approach used in SIG plan development.</p> <p>During SIG implementation, the role of the State Turnaround Coach is required and the similar to the RAC 4 involvement, the STC will be able to assist and report on the plan implementation monthly.</p>
<p>The LEA’s recent history in improving schools</p> <p>C</p>	<p>The Trenton School District, unfortunately, has no Reward Schools identified under the ESEA Waiver. This would indicate that the track-record for school improvement is inconsistent at best. To ameliorate this reality, the district has undertaken certain infrastructure approaches that portend well for future improvements in general and the two SIG schools implementing the Transformation Model. Examples include:</p> <ul style="list-style-type: none"> • The district fully implemented the required Achieve NJ Teacher Evaluation Process, keeping the school community updated regularly (See Attachment L-4). • The Trenton Board of Education approved the proposal to adopt the Progressive Science Initiative (PSI) fully embracing a physics first strategy to 1) demystify math and science to make them accessible to all; 2) change the high school science sequence,

		<p>beginning with the Freshman Class who enters Trenton Central High School-Chambers Campus in Fall 2014 to Physics, Chemistry, Biology (See Attachment L-5).</p> <ul style="list-style-type: none"> The district has partnered with Foundation for Educational Administration (FEA) through a five-year federal School Leadership Program grant to address the recruitment and leadership development of administrators and aspiring teacher leaders. This significant partnership can also include additional support for the SIG schools. Illustrative of services that can be provided are those outlined in Attachment L-6. <p>Other initiatives, such as offering instrumental music to all middle school students (instruments provided through a VHI grant) beginning 2013-2014, and creating a Gifted & Talented program (begins 2014-2015) also speak to the district's commitment to support and engage all students.</p>
D	<p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>Consistent with state procurement rules, all services above the bid threshold will be secured via the RFP process. Each school's vision is different and thus RFPs will be written to secure the most highly qualified provider.</p> <p><u>Professional Development</u></p> <p>In addition to fully aligning with the CCSS and the NJ Model Curriculum all professional development services delivered at the school must include the following core elements:</p> <ul style="list-style-type: none"> There is a solid research basis behind the selected professional development model and must reflect best practices and research-based strategies in adult learning. The professional development offerings must address and assist practitioners in designing and implementing effective inclusionary practices for students with disabilities and English language learners. <p>All responses will be evaluated to determine whether they meet the following Minimum Qualifications:</p> <ol style="list-style-type: none"> A minimum of five (5) years providing professional development in the content area in schools. Experience and expertise in assisting schools and districts with high poverty, linguistic minorities and/or special education populations, and the demonstrated cultural

	<p>sensitivity of individuals providing services.</p> <ol style="list-style-type: none"> 3. Familiarity with the New Jersey ESEA Waiver, Race to the Top and other school improvement efforts in New Jersey. 4. Familiarity with the use and development of appropriate accountability data at state, district, and school levels aligned to the Common Core State Standards and the New Jersey Model Curriculum which Priority Schools are required to use. <p><u>Beyond the Bell – After School Providers</u> The RFPs for after school providers will mirror many of the required elements of the research-based 21st Century Community Learning Centers grant program.</p> <p><u>Other Service Providers</u> Students at risk of academic failure often benefit from additional services such as those focused on positive behavior. An RFP for such services will be developed to provide therapeutic services for students who demonstrate a need for social-emotional support. Additionally, transition strategies for the adolescent learner (transitioning from elementary to middle school) will be part of this Request for Proposals.</p> <p>Under the Transformation Model, the SIG schools have extended the learning time for students and will offer an “electives period”. The specific RFPs that will be issued include, but may not be limited to the following desired services: character education, peer leadership, college and career readiness.</p> <p>The selection of respondents to RFPs will follow all district protocols for peer review. The SIG Principal will be a required reviewer of all RFP submissions.</p>
<p>The LEA’s plan for alignment of other resources and supports</p> <p>E</p>	<p>The SIG program will follow all rules regarding federal funding, including supplementing and not supplanting.</p> <p>SIG schools will still have assigned to them the required Priority School Leaders under Title I: School Leader for ELA, Math and Climate and Culture. SIG will only pay for the extended learning time for the individuals assigned to the school.</p> <p>SIG schools will have the opportunity to participate in all district-led initiatives, as well as initiatives required by RAC 4 for Priority Schools. For example, under ESEA-NCLB Title II, Part A, content area professional development may be offered to teachers. The teachers in</p>

	<p>SIG schools will still have the opportunity to participate in content PD beyond the school day paid through Title II funds.</p> <p>The district will be aggressive in pursuing other federal and state grant opportunities, and if successful will make those resources available to SIG schools where appropriate to do so.</p> <p>Finally, the district will ensure all other resources are available to students who attend a SIG school. For example, students with IEPs who have bus transportation services will continue to receive bussing as part of the extended school day.</p> <p>The district has already received from the Trenton Education Association (TEA) the Sidebar agreement that permits extended learning time for the SIG schools. This agreement will be fully executed once the SIG grant has been awarded. (See Draft, Attachment L-7).</p> <p>In addition, the district is prepared to relieve the SIG schools of other required activities, so that the Transformation Model may be fully executed. For example, one SIG proposal describes a math instructional strategy that goes beyond the district adopted curriculum. The district supports this strategy, Progressive Math Initiative, as it shows promise and alignment with the Progressive Science Initiative.</p> <p>The district has made a deliberate decision not to include new full-time positions in the SIG grant applications. Rather, the strategy has been to promote building capacity of full-time staff assigned to schools. For example, school-based data teams will be developed rather than hiring a full-time data person. Moreover, the consultant services that will be provided will be intense in Year 1 and decrease over time.</p> <p>The district has committed to providing maximum flexibility for the SIG schools. For example, each school desires its School Leadership Team to be active in recruitment of new staff rather than solely dependent on the Human Resources Department.</p>
F	<p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>
G	<p>The LEA's plan to sustain the reforms after the funding period ends</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>
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</p>
	<p>At the time of writing the SIG grant, both school principals were in the school for just one year, 2013-2014. Should the need arise to replace a principal in a SIG school, the district will follow the guidelines under Competencies for Turnaround Leaders and New Jersey Standards for Schools Leaders.</p>

	<p>The district is committed to supporting all grants management responsibility of SIG.</p> <ul style="list-style-type: none"> • The SIG grant at each school will be managed by the Principal and School Leadership Team. This responsibility is consistent with school-based budgeting and management. • All district grants are supported by the Office of Grants & Funded Programs. This office reports to the Business Office, providing a direct line of communication regarding school budgets, entitlement programs, and supplementing not supplanting guidance. • Academic programs are under the direction of the district's Chief Academic Officer and Assistant Superintendent for Curriculum, Instruction, Assessment and Professional Development. • Principals report to the Assistant Superintendent for School Support. • Each SIG school will hire a staff member (selected via union process) who will report to the principal and will serve in the role as the SIG Program Coordinator to ensure that SIG reporting metrics/indicators and the various SIG components as outline in the Program Plan, are fully executed. <p>These key positions will meet monthly with the assigned STC to support the implementation of each school's Transformation Model.</p> <p>In addition, through the family and community engagement required elements, monthly and annual progress reports on SIG outcomes will be shared with stakeholders via school websites, the district's website and other community vehicles, such as the Title I Parent Advisory Council, the Trenton Prevention Policy Board, Trenton Area Stakeholders, and so on. An annual report of SIG performance will be part of the reporting process when the district presents to the Trenton Board of Education and the public on spring assessment outcomes.</p>
<p>years in the school of the current principal.</p>	<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>

J

Form L-9

Date: April 1, 2014

Page 1 of 1

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

LEA : Trenton Public School

The district is committed to supporting all grants management responsibility of SIG.

- The SIG grant at each school will be managed by the Principal and School Leadership Team. This responsibility is consistent with school-based budgeting and management.
- All district grants are supported by the Office of Grants & Funded Programs. This office reports to the Business Office, providing a direct line of communication regarding school budgets, entitlement programs, and supplementing not supplanting guidance.
- Academic programs are under the direction of the district's Chief Academic Officer and Assistant Superintendent for Curriculum, Instruction, Assessment and Professional Development.
- Principals report to the Assistant Superintendent for School Support.
- Each SIG school will hire a staff member (selected via union process) who will report to the principal and will serve in the role as the SIG Program Coordinator to ensure that SIG reporting metrics/indicators and the various SIG components as outline in the Program Plan, are fully executed.

These key positions will meet monthly with the assigned STC to support the implementation of each school's Transformation Model.

In addition, through the family and community engagement required elements, monthly and annual progress reports on SIG outcomes will be shared with stakeholders via school websites, the district's website and other community vehicles, such as the Title I Parent Advisory Council, the Trenton Prevention Policy Board, Trenton Area Stakeholders, and so on. An annual report of SIG performance will be part of the reporting process when the district presents to the Trenton Board of Education and the public on spring assessment outcomes

Form L-10

Date: April 1, 2014

Page 1 of 2

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: Hedgepeth-Williams Middle School

The SIG plan at Hedgepeth-Williams Middle School will be managed by the Principal and School Leadership Team. This responsibility is consistent with school-based budgeting and management.

Hedgepeth-Williams will hire a staff member (selected via union process) who will report to the principal and will serve in the role as the SIG Program Coordinator to ensure that SIG reporting metrics/indicators and the various SIG components as outline in the Program Plan, are fully executed.

The SLT members and SIG Program Coordinator will be responsible for detailing **monthly** for the district support team, and **quarterly** for SIG reporting purposes, progress made on the Yearly Progress Activity Plan: the SIG School Improvement Plan for the Transformation Model.

The first annual SIG timeline calendar will be solidified during the pre-implementation period in Year 1. The calendar will be coordinated with all of the district calendars (e.g., the formative and summative assessment calendar, the professional development calendar, the teacher evaluation calendar) so that a clear word map of time lines in established. These district calendars for 2014-2015 will be presented to the Trenton Board of Education for approval no later than the May 27, 2014 regularly scheduled meeting.

All RFPs associated with SIG will be issued during the pre-implementation period once the SIG award has been announced. All state procurement guidelines regarding bidding and awarding of contracts will be followed.

Form L-10

Date: April 1, 2014

Page 2 of 2

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: Rivera Middle School

The SIG plan at Rivera Middle School will be managed by the Principal and School Leadership Team. This responsibility is consistent with school-based budgeting and management.

Rivera will hire a staff member (selected via union process) who will report to the principal and will serve in the role as the SIG Program Coordinator to ensure that SIG reporting metrics/indicators and the various SIG components as outline in the Program Plan, are fully executed.

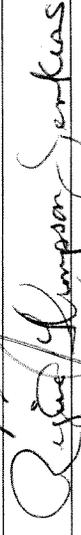
The SLT members and SIG Program Coordinator will be responsible for detailing **monthly** for the district support team, and **quarterly** for SIG reporting purposes, progress made on the Yearly Progress Activity Plan: the SIG School Improvement Plan for the Transformation Model.

The first annual SIG timeline calendar will be solidified during the pre-implementation period in Year 1. The calendar will be coordinated with all of the district calendars (e.g., the formative and summative assessment calendar, the professional development calendar, the teacher evaluation calendar) so that a clear word map of time lines in established. These district calendars for 2014-2015 will be presented to the Trenton Board of Education for approval no later than the May 27, 2014 regularly scheduled meeting.

All RFPs associated with SIG will be issued during the pre-implementation period once the SIG award has been announced. All state procurement guidelines regarding bidding and awarding of contracts will be followed.

Attachment L-1
SIG Stakeholders Sign-in Sheets

SIG MEETING
Tuesday, March 4, 2014
4:00 PM - 5:00 PM

<u>PRINT NAME</u>	<u>DEPARTMENT</u>	<u>SIGNATURE</u>
Fran Atchison	Grants & Funded Programs	Fran Atchison
Edward Ward	SDMA	
Gloria Jean Lunstall	TASA	
Benjamin OWS	Rivera Middle	
Bernadette Trapp	Rivera Middle School	
Elizabeth Miller	Rivera Middle School	Elizabeth Miller
Shelby Saffar	Asst. Spt.	
Wesley L. Bayliss	SDMA	
Kathleen Smallwood	Legal / FAEE	
Bob Carrucca	Sp. Ed.	
Bernard K James, Sr	Wedgepett-Williams	
Rogina Thompson-Jenkins	Wedgepett/Williams	
Lucy Faria	CTA	
Francisco Dunny	Syst	



School Improvement Grant
LEA and Schools Collaborative Planning Meeting
Rivera Middle School Stakeholders
Thursday, March 6, 2014
3:15 PM - 4:30 PM
SIGN-IN

Name	Stakeholder Group (e.g., Teacher, Parent, Para)	Signature
Elizabeth Miller	Teacher	Eliz Mill
Caryn Bester	Teacher	Caryn Bester
Lynn Toussaint-Sandler	S. Worker	Lynn Toussaint-Sandler
Zenny Mays	Media Specialist	Z. Mays
Muthu Nigambathu	Intervention Teacher	M. Nigambathu
Dawn K. Kelley	E.S.L. Teacher	Dawn K. Kelley
Melanie Taylor	Teacher	Melanie Taylor
Kassandra Stamper	Lit. Leader	K. Stamper
Howard Marks	School Counselor	Howard S. Marks
Victor Farnoth	Teacher	Victor Farnoth
Bernadette Trapp	Principal	Bernadette Trapp
Benjamin Carl	Vice Principal	Benjamin Carl
Marc Rubinstain	7th gr. science	M. Rubinstain
Fred Green	Teacher	Fred Green
Josephine Devasagayam	Math Lead.	A. Josephine



School Improvement Grant
LEA and Schools Collaborative Planning Meeting
Hedgepeth/Williams Middle School Stakeholders
Tuesday, March 11, 2014
3:05 PM - 4:00 PM
SIGN-IN

Name	Stakeholder Group (e.g., Teacher, Parent, Para)	Signature
Fran Atchison	Grants & Funded Programs	Fran Atchison
Carol Florence	HWS parent	Carol Florence
Thomas Harrington	HWS Teacher	Thomas Harrington
Pamela Goff	HWS Teacher	Pamela Goff
Bruce Williams	Teacher	Bruce Williams
Regina Thompson-Jenkins	Parent Liaison	Regina Thompson-Jenkins
Julitha Briggs	Culture/Climate	Julitha Briggs
Bernard James	Principal	Bernard James
Armond Harris	Teacher	Armond Harris
Derek A. Taylor	Teacher	Derek A. Taylor



School Improvement Grant
LEA Districtwide Community Stakeholders Meeting
Tuesday, March 19, 2014
5:00 PM - 6:30 PM
108 N. Clinton Avenue
SIGN-IN

Name	Stakeholder Group (e.g., Teacher, Parent, Para)	Signature
DAN KRZYSEK	RUTGERS TEEM GATEWAY ^{YES}	
Sandy Gibson	TCNJ ^{Counselor} Education	
Brittany Aydelotte	TCNJ Bonner Center	
Bernadette Trapp	Rivera Middle School	
Bernard K James, Sr	Hedgepeth, M.S. Principal	
Ernest Price	HMH	
Janice Williams	TEH	
Charles Peters	Mercer County Correctional Center Teacher	
Angelakewis	Parent/River	
Dr. Violet Barrett Peterson	Stakeholder Group	
NAH J. GORDON	N.L.D.C.	
Afran Kishid	Bonner Foundation	
Dr. Lucy Guzman	Living Hope Out of School Prog	
Dawn Kelley	Rivera Middle School ^{ESL} Teacher	
Fran Atchison	Grants & Funded Programs	
JOSEFINA MERLO	PARENT	

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Trenton Prevention Policy Board Meeting

March 19, 2014 - 3:15pm
Trenton Board of Education
(Please sign in when you arrive)

1. Welcome & Introductions.....Pat Donohue, Marygrace Billek, and Jason Rogers
 - a. School Improvement Grant Stakeholders – March 19th at 5:00pm (Board of Ed)
 - b. Overview of Children’s System of Care – March 28th
 - c. Orange is the New Black Week of Events – March 31st – April 3rd
 - d. Career Exploration Days at TCHS – April 1st – 4th
 - e. ADHD: Managing Commonly Associated Social-Behavior Challenges – April 3rd
 - f. Human Abilities Unplugged Colloquium – April 7th
 - g. Professional Development Trainings at TrentonWorks (contact Stephanie Kraver at kraver2@tcnj.edu)
 - i. March 19th - 5:30pm-7:30pm
 - ii. April 2nd - 5:30pm-7:30pm
 - iii. April 16th - 5:30pm-7:30pm
 - iv. April 30th - 5:30pm-7:30pm

2. Trenton Violence Reduction Strategy Presentation.....TVRS Panel
 - a. Abdul Muhammad, TVRS Coordinator
 - b. Alexis Durlacher, TVRS Law Enforcement Coordination (Trenton Police Department)
 - c. Wayne Council, TVRS Outreach Worker
 - d. Ed Butler, TVRS Social Services Coordinator (Isles, Inc.)
 - e. Dr. Sandy Gibson and Pat Donohue, TVRS Higher Education & Research Team (TCNJ)

3. Group Discussion.....Working Group Members
 - a. How can your working group help support the efforts of TVRS?

Next Meeting:

April 9, 2014

Meeting Location: TBD



TRENTON BOARD OF EDUCATION

"CHILDREN COME FIRST; LOS NIÑOS SON PRIMERO"

You are Cordially invited to a
Stakeholders Meeting of the Hedgepeth- Williams and Rivera Schools
and Community

To seek your input for a School Improvement Grant



School Improvement Grant Stakeholders Meeting

Do you want Rivera and Hedgepeth-Williams Middle Schools to provide a Developmentally Responsive, Challenging, Empowering, and Equitable education for all our students? Then join us as we seek your invaluable input towards reforming these middle schools into centers of knowledge which will accelerate all our students onto a path of college/career readiness and continuous success.

March 19, 2014 5:00 pm
Trenton Board of Education
108 North Clinton Ave, Trenton, New Jersey
Please come and join us

District's website Announcement

Fran Atchison

From: Kathleen Smallwood Johnson ESQ
Sent: Friday, March 21, 2014 10:08 AM
To: Fran Atchison; Dr. Bernard James; Bernadette Trapp
Cc: Shelley Jallow; Francisco Duran
Subject: WIMG- SIG Grant

Greetings all;

I am writing to invite each of you to appear on WIMG on Tuesday, March 25 at 3:45 To discuss the School Improvement Grant that you are seeking for HPW and Rivera. I believe this would be a good opportunity to share with the public via radio as another Stakeholder group.

Please confirm your availability.

Thank you,

Kathy

Kathleen Smallwood Johnson, Esq.
Trenton Board of Education
108 North Clinton Avenue
Trenton, New Jersey 08609



Executive Director of
Family & Community Engagement
Public Information Officer
609-656-4900, ext. 5793
Kjohnson@trenton.k12.nj.us
Cell: 609-638-0337

Attachment L-2

School Priority Status Confirmation from NJDOE



State of New Jersey
 DEPARTMENT OF EDUCATION
 PO Box 500
 TRENTON, NJ 08625-0500

RECEIVED
 OFFICE OF THE SUPERINTENDENT
 2013 APR 29 P 3:08

CHRIS CHRISTIE
Governor
 KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Commissioner

April 23, 2013

Francisco Duran, Superintendent
 Trenton Public Schools
 108 North Clinton Avenue
 Trenton, NJ 08609

Dear Mr. Duran:

Thank you for your efforts to assist the New Jersey Department of Education (NJDOE) with the continued implementation of our ESEA Flexibility request received from the United States Department of Education (USED) in 2012. Under the Flexibility request, NJDOE is responsible for identifying and supporting schools that do not meet a variety of performance criteria. As you've undertaken a significant reorganization of the schools in your district, including changes to both grade-level configurations and 'catchment' areas, NJDOE has undertaken a review of both the current ESEA statuses of the schools in Trenton and the plans for reorganization for the 2013-2014 school year.

Based on the information provided by your administration during its collaboration with the Regional Achievement Center's Executive Director, Tim Capone, we have determined that six schools in Trenton will have a different status in 2013-2014 than the status held during the current academic year (Cadwalader, Hedgepeth-Williams, Jefferson, Rivera, Robeson, and Stokes). The attached table summarizes our decisions.

Again, I thank you for your continued collaboration in our efforts to implement our ESEA Flexibility request. Please don't hesitate to contact me with any questions that you may have.

Sincerely,

Bari A. Erlichson
 Assistant Commissioner/Chief Performance Officer

Cc: Karen Campbell
 Tim Capone
 LaShona Burkes
 Joel Zarrow
 Rochelle Sinclair

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Changes to Trenton ESEA Flexibility Statuses

	2012-2013 Status	2013-2014 Status	Notes
Daylight Twilight	Priority	Priority	No change to Status
Trenton Central High	Focus	Focus	No change to Status
Trenton Central High West	Focus	Focus	No change to Status
Dunn Middle School	Priority	Priority	No change to Status
Columbus	Priority	Priority	No change to Status
Franklin	Focus	Focus	No change to Status
Grant	Priority	Priority	No change to Status
Mott	Focus	Focus	No change to Status
Robbins	Focus	Focus	No change to Status
Washington	Focus	Focus	No change to Status
Parker	None	None	No change to Status
Wilson	None	None	No change to Status
Hedgepeth-Williams	Focus	Priority	Re-configuration changes status
Robeson	N/A	Focus	Re-configuration changes status
Jefferson	N/A	Priority	Re-configuration changes status
Rivera	None	Priority	Re-configuration changes status
Gregory	Priority	Priority	Re-configuration does not change status
Joyce Kilmer	Priority	Priority	Re-configuration does not change status
Monument	Priority	Priority	Re-configuration does not change status
M.L.K.	None	None	Re-configuration does not change status
P.J. Hill	Priority	Priority	Re-configuration does not change status
Cadwalader	Priority	None	Reorganized, no tested grade levels
Stokes	Priority	None	Reorganized, no tested grade levels

Attachment L-3
Spring 2013 NJASK Data for
Hedgepeth-Williams and Rivera Middle Schools

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Hedgepeth Williams School 2013/2014 - Grade 6

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	154	152	95	62.5%	46	30.3%	11	7.2%	188.1
General Education	119	119	67	56.3%	41	34.5%	11	9.2%	194.8
Special Education	35	33	28	84.8%	5	15.2%	0	0.0%	164.0
Limited English Proficient	27	26	16	61.5%	8	30.8%	2	7.7%	193.1
Gender									
Female	72	72	44	61.1%	22	30.6%	6	8.3%	188.2
Male	82	80	51	63.8%	24	30.0%	5	6.3%	188.0
Ethnicity									
White	2	2	2	100.0%	0	0.0%	0	0.0%	139.5
Black or African American	79	79	54	68.4%	21	26.6%	4	5.1%	181.2
Asian	3	3	1	33.3%	0	0.0%	2	66.7%	238.3
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Hispanic or Latino	68	66	36	54.5%	25	37.9%	5	7.6%	196.1
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Other	2	2	2	100.0%	0	0.0%	0	0.0%	169.5
Economic Status									
Econ. Disadvantaged	135	135	81	60.0%	44	32.6%	10	7.4%	189.1
Non-Econ. Disadvantaged	19	17	14	82.4%	2	11.8%	1	5.9%	180.1
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	154	152	95	62.5%	46	30.3%	11	7.2%	188.1

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	154	151	122	80.8%	29	19.2%	0	0.0%	175.6
General Education	119	118	92	78.0%	26	22.0%	0	0.0%	179.4
Special Education	35	33	30	90.9%	3	9.1%	0	0.0%	162.2
Limited English Proficient	27	25	20	80.0%	5	20.0%	0	0.0%	181.9
Gender									
Female	72	72	58	80.6%	14	19.4%	0	0.0%	179.2
Male	82	79	64	81.0%	15	19.0%	0	0.0%	172.4
Ethnicity									
White	2	2	2	100.0%	0	0.0%	0	0.0%	151.5
Black or African American	79	78	67	85.9%	11	14.1%	0	0.0%	172.9
Asian	3	3	1	33.3%	2	66.7%	0	0.0%	188.3
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Hispanic or Latino	68	66	51	77.3%	15	22.7%	0	0.0%	178.4
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Other	2	2	1	50.0%	1	50.0%	0	0.0%	197.5
Economic Status									
Econ. Disadvantaged	135	135	108	80.0%	27	20.0%	0	0.0%	176.1
Non-Econ. Disadvantaged	19	16	14	87.5%	2	12.5%	0	0.0%	172.1
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	154	151	122	80.8%	29	19.2%	0	0.0%	175.6

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Hedgepeth Williams School 2013/2014 - Grade 7

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	146	143	80	55.9%	55	38.5%	8	5.6%	189.9
General Education	119	118	58	49.2%	53	44.9%	7	5.9%	196.4
Special Education	27	25	22	88.0%	2	8.0%	1	4.0%	159.1
Limited English Proficient	13	11	9	81.8%	2	18.2%	0	0.0%	171.5
Gender									
Female	81	78	44	56.4%	29	37.2%	5	6.4%	189.3
Male	65	65	36	55.4%	26	40.0%	3	4.6%	190.6
Ethnicity									
White	3	3	1	33.3%	2	66.7%	0	0.0%	191.7
Black or African American	83	82	50	61.0%	30	36.6%	2	2.4%	182.1
Asian	4	4	0	0.0%	3	75.0%	1	25.0%	237.0
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Hispanic or Latino	54	52	28	53.8%	19	36.5%	5	9.6%	198.1
Amer. Indian/AK Native	1	1	0	0.0%	1	100.0%	0	0.0%	213.0
Other	1	1	1	100.0%	0	0.0%	0	0.0%	182.0
Economic Status									
Econ. Disadvantaged	118	115	64	55.7%	46	40.0%	5	4.3%	190.2
Non-Econ. Disadvantaged	28	28	16	57.1%	9	32.1%	3	10.7%	188.9
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	146	143	80	55.9%	55	38.5%	8	5.6%	189.9

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	146	143	110	76.9%	33	23.1%	0	0.0%	183.1
General Education	119	118	85	72.0%	33	28.0%	0	0.0%	187.7
Special Education	27	25	25	100.0%	0	0.0%	0	0.0%	161.4
Limited English Proficient	13	10	9	90.0%	1	10.0%	0	0.0%	174.1
Gender									
Female	81	79	61	77.2%	18	22.8%	0	0.0%	185.6
Male	65	64	49	76.6%	15	23.4%	0	0.0%	180.0
Ethnicity									
White	3	3	1	33.3%	2	66.7%	0	0.0%	185.3
Black or African American	83	82	67	81.7%	15	18.3%	0	0.0%	179.7
Asian	4	4	2	50.0%	2	50.0%	0	0.0%	192.5
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0
Hispanic or Latino	54	52	39	75.0%	13	25.0%	0	0.0%	187.1
Amer. Indian/AK Native	1	1	1	100.0%	0	0.0%	0	0.0%	180.0
Other	1	1	0	0.0%	1	100.0%	0	0.0%	209.0
Economic Status									
Econ. Disadvantaged	118	116	91	78.4%	25	21.6%	0	0.0%	182.4
Non-Econ. Disadvantaged	28	27	19	70.4%	8	29.6%	0	0.0%	186.0
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	146	143	110	76.9%	33	23.1%	0	0.0%	183.1

**New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Hedgepeth Williams School 2013/2014 - Grade 8**

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	127	124	85	68.5%	37	29.8%	2	1.6%	182.7
General Education	110	110	73	66.4%	35	31.8%	2	1.8%	185.5
Special Education	17	14	12	85.7%	2	14.3%	0	0.0%	160.8
Limited English Proficient	6	6	6	100.0%	0	0.0%	0	0.0%	155.8
Gender									
Female	70	69	48	69.6%	19	27.5%	2	2.9%	182.5
Male	57	55	37	67.3%	18	32.7%	0	0.0%	182.9
Ethnicity									
White	2	1	1	100.0%	0	0.0%	0	0.0%	146.0
Black or African American	74	73	50	68.5%	22	30.1%	1	1.4%	182.6
Asian	2	2	2	100.0%	0	0.0%	0	0.0%	141.0
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Hispanic or Latino	47	46	30	65.2%	15	32.6%	1	2.2%	185.5
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Other	2	2	2	100.0%	0	0.0%	0	0.0%	181.0
Economic Status									
Econ. Disadvantaged	102	99	67	67.7%	30	30.3%	2	2.0%	182.6
Non-Econ. Disadvantaged	25	25	18	72.0%	7	28.0%	0	0.0%	183.0
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	127	124	85	68.5%	37	29.8%	2	1.6%	182.7

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	127	124	86	69.4%	38	30.6%	0	0.0%	182.1
General Education	110	109	71	65.1%	38	34.9%	0	0.0%	185.4
Special Education	17	15	15	100.0%	0	0.0%	0	0.0%	157.8
Limited English Proficient	6	5	4	80.0%	1	20.0%	0	0.0%	169.8
Gender									
Female	70	69	44	63.8%	25	36.2%	0	0.0%	185.0
Male	57	55	42	76.4%	13	23.6%	0	0.0%	178.4
Ethnicity									
White	2	1	1	100.0%	0	0.0%	0	0.0%	139.0
Black or African American	74	73	47	64.4%	26	35.6%	0	0.0%	184.5
Asian	2	1	1	100.0%	0	0.0%	0	0.0%	152.0
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Hispanic or Latino	47	47	35	74.5%	12	25.5%	0	0.0%	180.6
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Other	2	2	2	100.0%	0	0.0%	0	0.0%	165.5
Economic Status									
Econ. Disadvantaged	102	99	71	71.7%	28	28.3%	0	0.0%	181.0
Non-Econ. Disadvantaged	25	25	15	60.0%	10	40.0%	0	0.0%	186.4
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0.0
Non-Migrant	127	124	86	69.4%	38	30.6%	0	0.0%	182.1

**New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Rivera School 2013/2014 - Grade 6**

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	191	188	139	73.9%	35	18.6%	14	7.4%	189.2
General Education	166	165	116	70.3%	35	21.2%	14	8.5%	189.4
Special Education	25	23	23	100.0%	0	0.0%	0	0.0%	154.6
Limited English Proficient	19	19	12	63.2%	6	31.6%	1	5.3%	192.1
Gender									
Female	109	108	85	78.7%	18	16.7%	5	4.6%	183.3
Male	82	80	54	67.5%	17	21.3%	9	11.3%	196.5
Ethnicity									
White	4	4	2	50.0%	1	25.0%	1	25.0%	189.5
Black or African American	135	132	104	78.8%	21	15.9%	7	5.3%	181.3
Asian	2	2	1	50.0%	1	50.0%	0	0.0%	206
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0
Hispanic or Latino	47	47	29	61.7%	12	25.5%	6	12.8%	194.6
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0
Other	3	3	2	66.7%	1	33.3%	0	0.0%	185.6
Economic Status									
Econ. Disadvantaged	168	165	119	72.1%	32	19.4%	14	8.5%	185.8
Non-Econ. Disadvantaged	23	23	20	87.0%	3	13.0%	0	0.0%	180.5
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0
Non-Migrant	191	188	139	73.9%	35	18.6%	14	7.4%	185.2

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	191	189	167	88.4%	22	11.6%	0	0.0%	174.3
General Education	166	165	143	86.7%	22	13.3%	0	0.0%	177.5
Special Education	25	24	24	100.0%	0	0.0%	0	0.0%	152.5
Limited English Proficient	19	19	16	84.2%	3	15.8%	0	0.0%	178.6
Gender									
Female	109	108	94	87.0%	14	13.0%	0	0.0%	177.2
Male	82	81	73	90.1%	8	9.9%	0	0.0%	170.5
Ethnicity									
White	4	4	3	75.0%	1	25.0%	0	0.0%	174.2
Black or African American	135	133	119	89.5%	14	10.5%	0	0.0%	173.4
Asian	2	2	1	50.0%	1	50.0%	0	0.0%	194.5
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0
Hispanic or Latino	47	47	42	89.4%	5	10.6%	0	0.0%	175.5
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0
Other	3	3	2	66.7%	1	33.3%	0	0.0%	183
Economic Status									
Econ. Disadvantaged	168	166	146	88.0%	20	12.0%	0	0.0%	174.1
Non-Econ. Disadvantaged	23	23	21	91.3%	2	8.7%	0	0.0%	176.2
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0
Non-Migrant	191	189	167	88.4%	22	11.6%	0	0.0%	174.3

**New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Rivera School 2013/2014 - Grade 7**

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	151	144	90	62.5%	51	35.4%	3	2.1%	183.9
General Education	111	108	59	54.6%	46	42.6%	3	2.8%	191.2
Special Education	40	36	31	86.1%	5	13.9%	0	0.0%	161.9
Limited English Proficient	10	10	8	80.0%	2	20.0%	0	0.0%	173.8
Gender									
Female	75	73	45	61.6%	27	37.0%	1	1.4%	185.7
Male	76	71	45	63.4%	24	33.8%	2	2.8%	182.1
Ethnicity									
White	0	0	0	0.0%	0	0.0%	0	0.0%	0
Black or African American	120	116	74	63.8%	40	34.5%	2	1.7%	182.25
Asian	1	1	0	0.0%	1	100.0%	0	0.0%	219
Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0
Hispanic or Latino	26	24	14	58.3%	9	37.5%	1	4.2%	191.1
Amer. Indian/AK Native	0	0	0	0.0%	0	0.0%	0	0.0%	0
Other	4	3	2	66.7%	1	33.3%	0	0.0%	180
Economic Status									
Econ. Disadvantaged	124	118	76	64.4%	39	33.1%	3	2.5%	183
Non-Econ. Disadvantaged	27	26	14	53.8%	12	46.2%	0	0.0%	188
Migrant Status									
Migrant	0	0	0	0.0%	0	0.0%	0	0.0%	0
Non-Migrant	151	144	90	62.5%	51	35.4%	3	2.1%	183.9

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	151	146	114	78.08%	32	21.92%	0	0.00%	181.6
General Education	111	109	77	70.64%	32	29.36%	0	0.00%	188.19
Special Education	40	37	37	100.00%	0	0.00%	0	0.00%	161.94
Limited English Proficient	10	9	8	88.89%	1	11.11%	0	0.00%	173.7
Gender									
Female	75	74	54	72.97%	20	27.03%	0	0.00%	185.6
Male	76	72	60	83.33%	12	16.67%	0	0.00%	177.4
Ethnicity									
White	0	0	0	0.00%	0	0.00%	0	0.00%	0
Black or African American	120	116	94	81.03%	22	18.97%	0	0.00%	179.9
Asian	1	1	0	0.00%	1	100.00%	0	0.00%	214
Pacific Islander	0	0	0	0.00%	0	0.00%	0	0.00%	0
Hispanic or Latino	26	26	19	73.08%	7	26.92%	0	0.00%	185.2
Amer. Indian/AK Native	0	0	0	0.00%	0	0.00%	0	0.00%	0
Other	0	0	0	0.00%	0	0.00%	0	0.00%	0
Economic Status									
Econ. Disadvantaged	124	121	97	80.17%	24	19.83%	0	0.00%	179.5
Non-Econ. Disadvantaged	27	25	17	68.00%	8	32.00%	0	0.00%	191.6
Migrant Status									
Migrant	0	0	0	0.00%	0	0.00%	0	0.00%	0
Non-Migrant	151	146	114	78.08%	32	21.92%	0	0.00%	181.6

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Students Attending Rivera School 2013/2014 - Grade 8

MATHEMATICS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	117	115	107	93.0%	8	6.96%	0	0.00%	159.6
General Education	87	87	80	92.0%	7	8.05%	0	0.00%	163.3
Special Education	30	28	27	96.4%	1	3.57%	0	0.00%	148.1
Limited English Proficient	2	2	2	100.0%	0	0.00%	0	0.00%	143.5
Gender									
Female	59	58	52	89.7%	6	10.34%	0	0.00%	164.4
Male	58	57	55	96.5%	2	3.51%	0	0.00%	154.7
Ethnicity									
White	0	0	0	0.0%	0	0.00%	0	0.00%	0
Black or African American	95	94	87	92.6%	7	7.45%	0	0.00%	160
Asian	0	0	0	0.0%	0	0.00%	0	0.00%	0
Pacific Islander	0	0	0	0.0%	0	0.00%	0	0.00%	0
Hispanic or Latino	15	14	13	92.9%	1	7.14%	0	0.00%	156
Amer. Indian/AK Native	0	0	0	0.0%	0	0.00%	0	0.00%	0
Other	7	7	7	100.0%		0.00%		0.00%	162
Economic Status									
Econ. Disadvantaged	95	93	86	92.5%	7	7.53%	0	0.00%	159.2
Non-Econ. Disadvantaged	22	22	21	95.5%	1	4.55%	0	0.00%	161.3
Migrant Status									
Migrant	0	0	0	0.0%	0	0.00%	0	0.00%	0
Non-Migrant	117	115	107	93.0%	8	6.96%	0	0.00%	159.6

LANGUAGE ARTS									
Demographic Group	Enrolled	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
			Number	Percent	Number	Percent	Number	Percent	
Total Students	117	115	102	88.70%	13	0.1130435	0	0	172.55
General Education	87	87	80	91.95%	7	0.0804598	0	0	163.3
Special Education	30	28	27	96.43%	1	0.0357143	0	0	148.1
Limited English Proficient	2	2	1	50.00%	1	0.5	0	0	172
Gender									
Female	59	58	50	86.21%	8	0.137931	0	0	177.9
Male	58	57	52	91.23%	5	0.0877193	0	0	167
Ethnicity									
White	0	0	0	0.00%	0	0	0	0	0
Black or African American	95	94	82	87.23%	12	0.1276596	0	0	173.74
Asian	0	0	0	0.00%	0	0	0	0	0
Pacific Islander	0	0	0	0.00%	0	0	0	0	0
Hispanic or Latino	15	14	13	92.86%	1	0.0714286	0	0	165.2
Amer. Indian/AK Native	0	0	0	0.00%	0	0	0	0	0
Other	7	7	7	100.00%	0	0	0	0	171.2
Economic Status									
Econ. Disadvantaged	95	93	82	88.17%	11	0.1182796	0	0	171.8
Non-Econ. Disadvantaged	22	22	20	90.91%	2	0.0909091	0	0	175.68
Migrant Status									
Migrant	0	0	0	0.00%	0	0	0	0	0
Non-Migrant	117	115	102	88.70%	13	0.1130435	0	0	172.55

Attachment L-4

Teacher Evaluation Protocol Process and Guidance

Overall:

Important Note: Achieve NJ requires every observer to complete two co-observations. The first co-observation is to be completed by December 1 and the second by March 1.

Non-Tenure

Teachers in year 1-2 will be receive 2 *long* (40 minutes) and 1 *short* (20 minutes) observations

Teachers in year 3-4 will be receive 2 *short* (20 minutes) and 1 *long* (40 minutes) observations

Tenure will be receive 3 *short* (20 minutes) observations

I. Directions:

1. Teachers and administrators will schedule pre/post conferences.
2. Pre-observations will only be scheduled for announced observations.
3. Teacher emails and/or brings artifacts to the administrator(s) for pre-conference.
4. Administrators complete the pre-observation form from the evaluation packet with teacher input during the pre-conference.
5. Administrators complete the observations and generate a “rough draft” of the teacher observation rubric.
6. Administrators give copy of the “rough draft” to teacher to review and to gather evidence and artifacts in preparation for the post-conference (suggested a five-day (5) period to prepare when possible).
7. The administrators using the district template forms in collaboration with the teacher during the post-conference complete post-Conference form and conference documentation. (According to AchieveNJ code, the post conference should be completed within fifteen (15) days of the observation.)
8. If determined necessary, teacher will complete a rebuttal to be submitted as an addendum to the observation.
9. Administrators will give final draft of the observation rubric for signature to the teacher.
10. Observations will be reviewed by the Assistant Superintendents.
11. Administrators will use the specific Trenton Public Schools District Teacher Evaluation Packet rubric for each TEA position (i.e. Teacher, School Counselor, Nurse, etc.) to evaluate the performance in each of the four domains based on the rating criteria. Please note: All four domains are addressed at all observations.
12. Signature pages are printed and signed by teacher and administrator and submitted in PDF or hard copy format to the Assistant Superintendents who will forward to Human Resources by April 30th.

II. Administrators Guidance:

1. **The three observations** to be scheduled will consist of **two announced and one unannounced.**
2. A fourth observation should be scheduled if a teacher has an improvement plan.
3. Once an observation is scheduled, the observation should be completed on the scheduled date/time unless there is a necessary reason to reschedule the observation.
4. All four domains are to be evaluated for all three observations.
5. Comments based on evidence are to be included in each section, avoid generalities for all ratings.
6. Cite evidence from both teachers’ and students’ actions in the classroom.

7. Teachers are to provide *artifacts for domains 1 and 4 (and for any other component in domains 2 and 3 as deemed necessary)* as part of pre/post conferences to support the ratings (attached)
8. Feedback refers to specific evidence cited in observation; avoid reference to general impressions.
9. Feedback is provided in a timely manner following the observation.
10. Feedback includes at least one personalized actionable next step for the teacher, and a timeline is recommended or required.
11. Observation comments promote teacher reflection (i.e. observer poses questions or identifies topics for teacher to consider).
12. Recommendations must be provided for ratings of 1 and 2.
13. Upon completion of the observation, provide a narrative summary of the observation, including strengths and recommendations.
14. Angeleah Doherty (Angeleah.Doherty@doe.state.nj.us) is project manager for AchieveNJ

III. Best Practice Tips:

1. The goal of formal observations is to provide feedback to teachers in order to support them in improving their practice. Using this the Danielson Framework for Teaching ensures that all teachers receive consistent feedback and aligned support based on the District's expectations for teaching practice. The goal is to enhance instructional practice that yields increased student achievement.
2. In order for teachers to receive maximum benefit, it is important that every teacher be given the opportunity to participate in pre-observation and post-observation conferences. This allows every teacher a chance to share his/her goals for the lesson prior to the observation and time to reflect upon his/her performance after the lesson.
3. Upon completion of the observation and post-observation conference, teachers should be given opportunities for additional professional development based on their areas of need. Support can include, but not limited to the following: District's Professional Development offerings; support from supervisor, school-based instructional specialist, regional achievement center instructional specialist, other school-based teacher or administrator.
4. Arrangements should be made to ensure that special education observations include inclusion teacher/paraprofessionals.

Artifacts and Evidence for Charlotte Danielson's Framework for Professional Practice

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Lesson plans based on current best practice
- Plans strategies to reduce barriers to learning
- Knowledge of common core learning standards
- Completes advanced courses in content and techniques (in or out of district)
- Instructional artifacts (evidence in the form of student work products)
- Instructional interactions with students and/or colleague teachers

Component 1b: Demonstrating Knowledge of Students

- Inventories, surveys and communications to families are used to gather information about students at the beginning of the year.
- Uses school records, i.e. test scores, permanent records, IEP's etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.
- Access and utilizes students out of school experiences to plan relevant instruction
- Appropriately classifies students by learning abilities and other indicators (2nd language, other ethnic-cultural issues, special needs – medical, social and educational)
- Uses appropriate grouping strategies where applicable
- Provides access to the curriculum through multiple learning modalities
- Allow students to demonstrate knowledge through multiple means of representation

Component 1c: Setting Instructional Outcomes

- Identifies goals and learning objectives that are age/level appropriate, suitable for diverse learners, challenging and relevant
- Lesson plans reflect clear learning objectives that provide a lesson focus
- Lesson plans structure the lesson so that students can achieve the learning objective
- Goals and objectives are articulated in pre conference
- Goals and objectives are aligned to the standards

Component 1d: Demonstrating Knowledge of Resources

- Identifies resources to assist teaching and/or help students, i.e. texts, instructional aids, field trips, experts from community, programs/experiences, technology
- Demonstrates knowledge of a range of resources, services and aids including high tech
- Differentiates content based on knowledge of resources and students

Component 1e: Designing Coherent Instruction

- Unit and lesson plans over multiple weeks that reflect organization and sequencing and varied materials and groupings
- Lesson plans include descriptions of students, instructional objectives, materials, assessments, and strategies

- Alignment among curriculum maps, unit plans and lesson plans
- IEP and instructional goals are known and utilized
- Summative and formative assessments are ongoing
- Learning tasks are rigorous and relevant
- Grouping patterns with a student focus:
 - Low – teacher or student leads large group, students work in small groups while teacher circulates; students work alone, teacher monitors
 - Moderate – teacher works w/ small groups; students work alone or in small groups .
 - High – student lea presentations or other leadership roles within a structured lesson

Component 1f: Designing Student Assessment

- Multiple methods of assessing each goal: anecdotal observation, tests, data analysis, running records, conferencing, informal inventories, and checklists
- Scoring systems/rubrics establishing measurable criteria are communicated to students
- Authentic, real world applications are evident
- Formative assessment guides next steps, i.e. teaching or re-teaching
- Opportunities to self reflect and self assess by students and teacher

- **Examples of Possible Artifacts – Domain 4**

- **4a. Reflecting on Teaching**

- Written reflections on lesson taught (Teachscape or other sources)
- Lesson plans with reflective notations
- Participates in reflective professional conversations in post conferences or with colleagues
- Anecdotal Records
- Teacher's Individual Growth Plan
- Samples of Student Work
- Participates in Peer Observations

- **4b. Maintaining Accurate Records**

- Gradebook or Electronic Gradebook
- Lesson Plans
- Maintenance of class assessment records (benchmark testing, DRA)
- Maintenance of student records: permission slips, attendance data entry, late slips
- Phone logs
- Genesis

- **4c. Communicating with Families**

- Classroom E board/Webpage/Blog/Class Newsletter
- Progress reports
- Copies of e-mails to parents
- Letters and notes to/from parents
- Open House/Parent Night Participation/Feedback
- Parent/Teacher/Student Conferences
- Community Involvement

- **Component 4d: Participating in a Professional Community**

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Participation in school and district projects
- Volunteering for school committees and extra-curricular responsibilities
- Chairing committees or coordinating programs
- Participation and leadership on grade level teams
- Working with grade level colleagues to accomplish school goals
- Coaching or moderating school activities or teams
- Cooperating Teacher/Practitioner
- Continuing Education
- Mentoring

- **Component 4e: Growing and Developing Professionally**

- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- Voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

- **Component 4f: Showing Professionalism**

- Displays integrity and ethical conduct
- Advocates for students
- Exercises sound decision making
- Compliance with school and district regulations
- Positive daily interactions with students
- Helpfulness towards needy students
- Letters of recommendation
- Demonstrates open-mindedness and willingness to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth

Attachment L-5

TBOE Approval of Progressive Science Initiative

March 24, 2014

Agenda Item 1g

TRENTON BOARD OF EDUCATION
108 North Clinton Avenue
Trenton, New Jersey 08609
BOARD MEETING MINUTES
Monday – March 24, 2014 – 5:30 P.M.

This proposal was originally Board approved on December 16, 2013. The revision is needed to add annual measurable achievement objectives related professional development and articulation for both staff and families. Also added are after school Bilingual/ESL screenings of incoming students by ESL teachers.

a. **Proposal for Adoption of SALSA Spanish Language and Culture Video Series for 2014-2015**

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the Proposal for **Adoption of SALSA Spanish Language and Culture Video Series** for the 2014-2015 school year at a cost not to exceed **\$17,850.00**. SALSA will serve as K-1 District-Wide Elementary World Language supplemental materials.

BE IT FURTHER RESOLVED: that the Trenton Board of Education, upon the direction of the Superintendent of Schools, directs administration to obtain a purchase order and have it provided to the vendor/consultant prior to receiving any goods or services from said vendor/consultant.

Account Code: 11-240-100-610-0000-00-81

e. **Proposal for After School K-5 Language Arts Curriculum Writing Sessions**

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the Proposal for **After School K-5 Language Arts Curriculum Writing Sessions** for the period April 14 through May 26, 2014 at a cost not to exceed **\$10,000.00**. Under the direction of the Language Arts Supervisor, teachers will meet to align Curriculum to Journeys Materials that were purchased as a resource, and to revise the K-1 Curriculum.

Account Code: 11-000-221-110-0009-00-81

f. **Proposal for I-Days for Refining K-5 Language Arts Curriculum**

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the Proposal for **I-Days for Refining K-5 Language Arts Curriculum** on April 4, April 11, April 25 and May 2, 2014 for the following staff members: Mary Guarin, Heather Lieberman, Mary Tomlin, Zebbie Belton, Stephanie Gammone, Nancy Livesay, Michelle DePompo, Elena Stremlo, Denise Hallinan, Carolyn Plunkett, Barbara Lewis, Christine Masterson, Karen McLaughlin, Natasha Boyd, Patrick Reis, Kia Johnson, Blair Whittaker, Yakima Leak, Holly V. Molnaur and Cassandra Holcomb

g. **Revised Resolution and Proposal to Approve Professional Development Services from the New Jersey Center for Teaching and Learning (NJCTL) for the Progressive Science Initiative**

TRENTON BOARD OF EDUCATION
108 North Clinton Avenue
Trenton, New Jersey 08609
BOARD MEETING MINUTES
Monday – March 24, 2014 – 5:30 P.M.

BE IT RESOLVED: that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the *Revised* Resolution and Proposal for Professional Development Services from the New Jersey Center for Teaching and Learning (NJCTL) for the Progressive Science Initiative, for the period March 1, 2014 through June 30, 2014 at a cost not to exceed **\$89,588.00**. Training in Progressive Science Initiative will be provided for up to 19 teachers with a commitment to earn a Physics endorsement. The program costs include \$27,000.00 for consultant NJCTL. *This item was previously Board approved on February 24, 2014. It is being resubmitted to change the overall dollar amount from \$76,412.00 to \$89,588.00 due to the increase in the number of teachers from 15 to 19 and to revise the GAAP Codes.*

BE IT FURTHER RESOLVED: that the Trenton Board of Education, upon the direction of the Superintendent of Schools, directs administration to obtain a purchase order and have it provided to the vendor/consultant prior to receiving any goods or services from said vendor/consultant.
Account Codes 20-275-200-300-0000-13-82 and 20-275-200-101-0009-14-82

h. Resolution to Adopt Templates for Teachers

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the Resolution to Adopt Templates for Teachers as follows: Record of Professional Development Annual Hours, Instructional Support Plan, Professional Development Plan and Corrective Action Plan. (Attachment 1-H)

i. Revised Proposal to Approve I-Day for Renzulli On-Line Training

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the *Revised* Proposal for I-Day for Renzulli On-Line Training for the 2013-2014 school year at no cost to the District. Selected middle school teachers will attend training at the Central Services Building, Cyberspace on Tuesday April 15, 2014 for the continuation of learning the Renzulli School Wide Enrichment (SEM) Model. *This proposal was originally Board approved on January 27, 2014. The training date has been rescheduled from February 5 due to a snow day.*

j. Resolution to Approve the Submission of a Waiver Application to the New Jersey State Department of Education

WHEREAS the District wishes to ensure that all Student Growth Objectives (SGO) are measurable to allow all teachers to receive a summative evaluation, and

WHEREAS teachers will have an opportunity to adjust any found immeasurable SGOs, and

Attachment L-6

Foundation for Educational Administration (FEA)

**Proposal for Creating Coherence through Professional
Learning Communities (PLCs)**



Foundation for Educational Administration, 12 Centre Drive, Monroe Township, NJ 08831 T.609.860.1200 F.609.860.6677 www.featraining.org

Proposal:

**Creating Coherence through Professional Learning Communities (PLC):
Connecting Standards, Student learning, Professional Learning, and Teacher and Leader
Effectiveness**

The Foundation for Educational Administration (FEA) is pleased to provide comprehensive training in the *Connected Action Roadmap: An Aligned and Coherent Process for School Improvement*. This training connects standards and student learning objectives, effective instruction, formative and summative assessments, and student learning to the work of professional learning communities. This model is fully supported by the New Jersey Department of Education because of these connections and the ultimate goal of the training—to improve student learning.

FEA's approach will assist teacher and leader teams improve their own skills by assisting others, analyzing student data, providing feedback to administrators, utilizing a collaborative approach to coach professional learning community members, and participating in action research. Training components will also support the work of PLCs by enhancing teaching practices that impact student achievement and engage teachers and administrators in their own professional growth.

Program Description

FEA's vision for this training is to create a comprehensive program for school improvement based on a coherent framework that school leaders and teachers can use to: enhance student achievement; improve teacher/leader effectiveness; create a continuous cycle of school improvement; and create the coherence that can lead to a systemic approach to school improvement. In order to achieve these goals, FEA's training is based on an organizational framework that:

- Is guided by a common language and a common framework;
- Makes connections to district and school priorities, to curriculum development—a shift in focus from program to practice;
- Is a partnership—marrying curriculum, instruction, assessment with learning;
- Embraces a set of behaviors and culture, the transformation of practice;
- Makes connections to maintain a focus on student learning—always keeping an eye on the progress of students; and
- Goes to depth—past fragmentation and isolation, past poor student performance into professional dialogue, creating and honoring new structures of leadership, developing structures for working effectively with data, and structures for creating and analyzing common formative and summative assessments based on a viable curriculum.

Such a framework prepares teachers and leaders to embrace essential tools that enhance learning, teaching, and leading instead of just another item on the compliance checklist. These tools include: school-based professional learning plans; the Common Core State Standards and the Core Curriculum Content Standards; and the proposed educator evaluation system as a tool to enhance practice.

Connected Action Roadmap

The proposed model uses a Connected Action Roadmap metaphor and terms, such as destination, vehicle, map, guideposts, etc., to describe the focus of the training. The purpose of this map is to assist the professional learning community to take action on those effective practices that are directly connected to student learning. This program must not be viewed as a separate initiative or another program that takes time, energy and resources. The roadmap assists in developing a strategic plan that integrates the development of professional learning communities with curriculum, assessment and shared leadership in a way that ensures student achievement. The following are the underlying principles of the Connected Action Roadmap:

- The practice of education is based on a strong knowledge of curriculum, instruction and assessment;
- Professional learning community conversations impact student achievement by impacting teacher practice;
- School culture has a significant impact on both student and adult learning; and
- Making connections creates coherence by focusing on building and strengthening the key components of effective schools.

The major elements of the training include:

Destination: Student Learning

Participants will learn how to create a school-wide/district-wide focus on the destination of student learning through a set of guiding questions. These questions will address what we want students to know; what strategies they need in order to master the learning goals; what instructional activities will help teach them the strategies they need; how we know when they know it; what to do when they don't or already know it; and how we can best address these questions in order to build knowledge and skills effectively and consistently across grade levels and content areas.

Vehicle: The Professional Learning Community

Participants will use collaborative job-embedded professional learning as the vehicle to drive improved student achievement. Teams of teachers will: build a standards-based curriculum that fosters best practice and drives continuous improvement; drive the development, delivery and on-going reflection on and revision of standards-based curriculum; create a common focus on the key elements of effective instructional practice; and connect standards, student learning, professional learning, and measure of teacher and principal effectiveness.

Map: Curriculum and Instruction

Participants will learn how to develop a viable curriculum that clearly outlines the paths professionals must take to reach the destination, while providing the basis for meaningful professional learning community conversations. Subject area teachers will unpack grade level standards into clear student-friendly learning goals, then work together to cluster the standards and learning goals into units of study. They will also develop essential questions that demonstrate that students have gained the big ideas the unit was intended to teach.

Guideposts: Assessment

Participants will learn how to create formative and summative assessment tasks, rubrics, exemplars, and non-exemplars to ensure instruction is moving in the right direction. In creating the assessments, focus will center on: the learning goal; the clues that the verbs in the learning goals provide to help determine the level of thinking required; the knowledge and understandings that the student must demonstrate; the skills and strategies that the student must apply; and the type of assessment format that is best used to assess the learning goals.

Terrain: Culture

Participants will build a culture that includes a positive school climate and shared leadership. They will learn how the communication of connections eases the symptoms of initiative fatigue by providing a sense of coherence. The model focuses on the following components of culture:

- Climate—student to student, adult to student, and adult to adult relationships;
- Shared Leadership—teacher leadership, collaboration, shared responsibility, and shared ownership; and
- Communication of Connections—coherent visions and a connected plan to achieve the vision.

Context for Evaluating Teacher and Principal Effectiveness

Many of the current teacher evaluation systems include the following as major components:

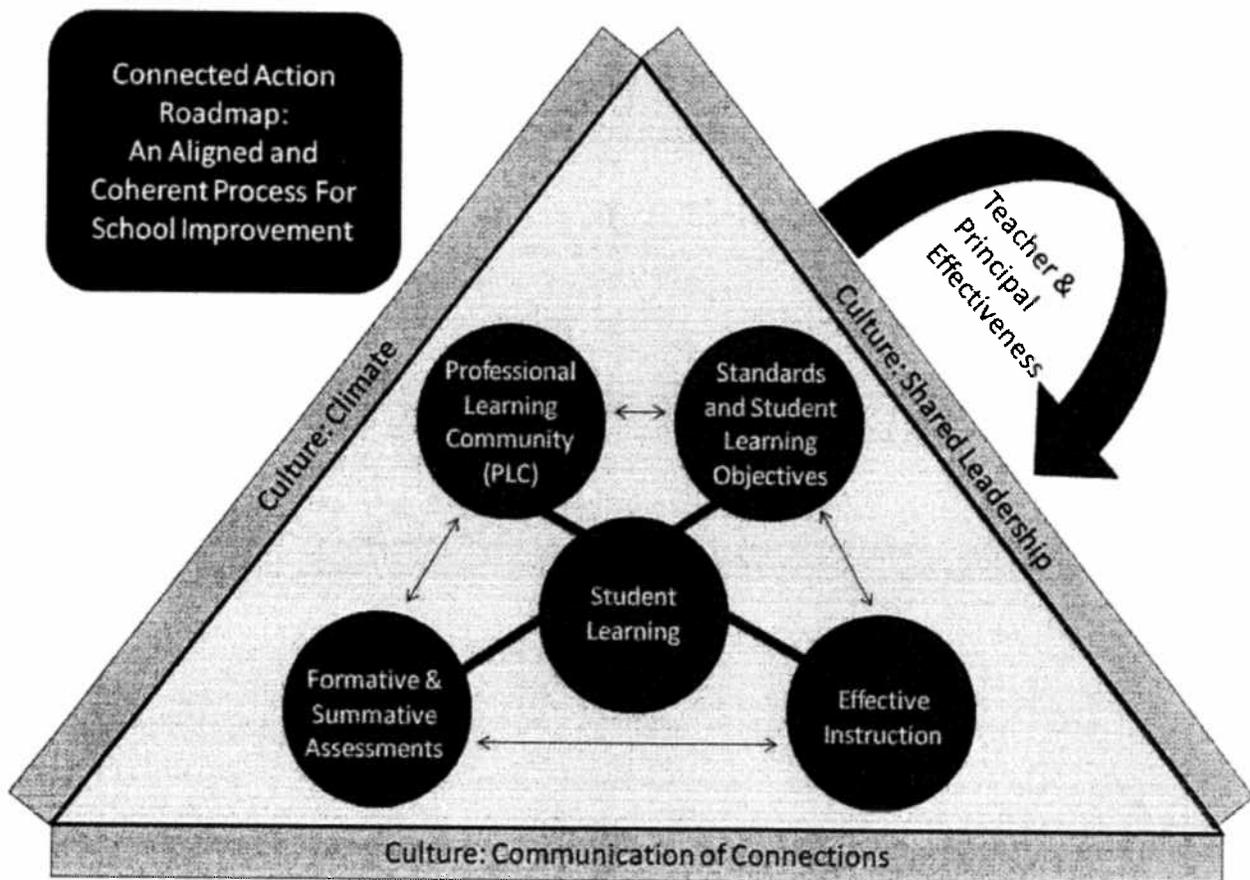
- Common language;
- Development of shared understandings;
- Self-assessment and reflection on practice; and
- Structured professional conversation.

The components of the standards-based curriculum template and guiding questions used in the Connected Action Roadmap, create a common language, a shared understanding of effective practice and an opportunity for self-assessment, peer assessment, and collaborative reflection on practice in a professional learning community. This structured professional conversation should be driven by student learning needs. The work of the professional learning community related to curriculum development, implementation reflection, and revision provides the context to discuss the indicators of any teacher evaluation framework. The guiding questions and the curriculum template drive the structured conversation between teachers, but also between teachers and their

evaluators. This provides the basis of an on-going dialogue on teacher and principal effectiveness as it relates to student achievement.

As teachers engage in answering guiding questions in their professional learning community through collaborative on-going reflection and revision of units of study, both teacher effectiveness and student learning is enhanced. Evaluation of teacher effectiveness through on-going documentation of unit revisions based on formative and summative assessment provides the opportunity for on-going dialogue between principal and teacher regarding effective instructional decision-making. Principal support for and participation in the professional learning community is imperative, since the principal's evaluation will also be based on student achievement.

The following illustrates all of the critical elements of the Connected Action Roadmap. Note that student learning is at the center, enhanced by the school's focus on standards, effective instruction, formative and summative assessments, and the critical work of the professional learning community. This is supported by a culture of shared leadership where the connections are readily communicated.



Delivery System

The following provides a description of the training for each day and the topics to be covered. Please note that this training is limited to 30 or less participants.

Day 1: Creating Connections through a Professional Learning Community

This session focuses on the use of the Connected Action Roadmap in creating a coherent and focused plan to ensure high levels of student achievement. Participants will explore the connections between the key elements of effective schools. This will include a focus on the professional learning community as the key process that drives school improvement.

During this session, participants will learn a process for developing a well-aligned standards-based curriculum. Participants will learn to unpack the standards into clear, student-friendly learning objectives which will become the foundation of effective instruction.

Day 2: Connecting Curriculum, Instruction, and Assessment

This training takes an in-depth look at the development, implementation and on-going revision of a standards-based curriculum that drives both daily instruction and ongoing dialogue in the professional learning community. Participants will engage in activities related to using formative and summative assessment data to determine student needs and ensure achievement of curricular goals. Participants will engage in conversations related to student engagement, differentiation and targeted intervention.

Day 3: The Culture Connection—School Climate, Shared Leadership, and Communication

The school culture must support a common vision. This session focuses on the development of a climate for learning. Participants will examine the connection between discipline, character education, and relationships between both students and adults. Training addresses the establishment of a collaborative adult learning environment through the use of norms, expectations and professional learning tools. Participants will also engage in discussions about the importance of shared leadership, the communication of high expectations and the development of an overall sense of coherence.

Participants will also explore the connection between the job-embedded professional learning opportunities outlined in the CAR to the teacher evaluation process.

As closure, participants will complete a needs assessment activity and begin to map their route to improved student learning.

Standards Covered

This training incorporates New Jersey's Core Curriculum Content Standards and the Common Core State Standards, the professional standards for teachers and school leaders, and the professional development standards. The program also includes 21st Century content and skills.

Presenters

FEA has trained a cadre of excellent presenters in Connected Action Roadmap model.

Costs

The following are the basic costs for providing this program. FEA will work with the school or district to customize the program and the costs.

Three days of in-district training (\$1,750 per day per trainer)

Materials \$12/person

Additional coaching available (\$1,600 per day)

Contact

Please contact Donna McInerney, Ed.D. at 609 860-1200 or dmcinerney@njpsa.org for further information or to discuss any aspect of the proposal. We look forward to hearing from you.

Attachment L-7

DRAFT SIG Sidebar Agreements with Unions

- **Trenton Education Association**
- **Trenton Para Professional Association**

**DRAFT Memorandum of Agreement: Regarding School Improvement Grants
TRENTON EDUCATION ASSOCIATION AND TRENTON BOARD OF EDUCATION**

This Sidebar Agreement, entered this _____ day of _____, **2014** by and between the Trenton Board of Education, hereinafter the "Board," and the Trenton Education Association, hereinafter the "Association,"

Witnesseth,

1. The Board and the Association are parties to an "Agreement" dated _____ and are desirous of putting in place certain covenants and understandings without formal supplementation pursuant to Articles IV and Article XII thereof.
2. The parties record their agreement that Association members at the Rivera Middle School and the Hedgepeth Williams Middle School, if they should receive a School Improvement Grant for the duration of the funding for the grant, shall fall under the below listed circumstances:
 - a. Work Year – 5 days prior to 1st reporting day for 10 month teachers and shall end on June 30th. The in-school work year shall include days when pupils are in attendance, orientation day, days which are shortened due to inclement weather, professional development days and other days on which teacher attendance is required.
 - b. School Day – The regular school day for teachers in the above listed school shall begin at 8:00 AM and end at 4:00 PM, and shall consist of a forty-four (44) minute lunch period daily, a forty-four (44) minute daily preparation period and a forty-four (44) minute daily conference/planning period (of which two (2) periods per week shall be teacher directed). **There shall be an additional 300 instructional hours added as a result of this expansion of the school day.**
 - c. Teaching Load
 - Teachers shall not have more than three and one half (3 ½) blocks or seven (7) teaching periods.
 - Homeroom assignments shall be without compensation for the duration the School Improvement Grant. Every effort will be made to make homeroom assignments equitable on a semester basis.
 - Secondary teachers assigned on a departmental basis shall not be required to prepare more than two (2) subject matter teacher preparations.
3. Media Specialists employed at School Improvement Grant schools will maintain the same working hours (8 am to 4 pm) as other Media Specialists in the Trenton Public School District. Student contact time shall exclude their duty free lunch, preparation period, and conference/planning time.
4. In exchange for the longer work day and work year under the School Improvement Grant, all Association members shall be paid a salary computed at their individual salary base plus an additional twelve percent (12%) which shall be pensionable.

5. It is understood that if any individual Association member returns to a traditional school with a six (6) hour and forty-five (45) minute workday or once the School Improvement Grant ends, said member(s) shall not be entitled to be "redlined" and shall return to the 10 month salary guide at the step they otherwise would be entitled. This provision shall only pertain to Association members who are assigned to schools that are a part of the School Improvement Grant.
6. The Board and the Association agree that the foregoing supplemental provision shall for all purposes be deemed to have been agreed for the present and mutual convenience of the parties to the "Agreement", and are in no way intended to establish or alter any practice or precedent of the parties in implementing the "Agreement" or any successor agreements, or to otherwise amend he "Agreement" in any respect.
7. This Sidebar Agreement shall sunset when the School Improvement Grants end.

In Witness Whereof, each of the parties hereto has caused these presents to be executed by its duly authorized corporate officers and has caused its corporate seal to be hereunto affixed on the day and date above the first witness.

TRENTON BOARD OF EDUCATION

TRENTON EDUCATION ASSOCIATION

Sasa Montano, President

Naomi Johnson Lafleur, President

Francisco Duran, Superintendent

Latriece Mitchell, Negotiations Chair

**DRAFT Memorandum of Agreement: Regarding School Improvement Grants
TRENTON PARAPROFESSIONAL ASSOCIATION AND TRENTON BOARD OF EDUCATION**

This Sidebar Agreement, entered this _____ day of _____, **2014** by and between the Trenton Board of Education, hereinafter the "Board," and the Trenton Paraprofessional Association, hereinafter the "Association,"

Witnesseth,

1. The Board and the Association are parties to an "Agreement" dated _____ and are desirous of putting in place certain covenants and understandings without formal supplementation pursuant to Article VII working conditions, paragraph B thereof.
2. The parties record their agreement that Association members at the Rivera Middle School and the Hedgepeth Williams Middle School, if they should receive a School Improvement Grant for the duration of the funding for the grant, shall fall under the below listed circumstances:
 - a. Work Year – 5 days prior to 1st reporting day for 10 month paraprofessionals and shall end on June 30th. The in-school work year shall include days when pupils are in attendance, orientation day, days which are shortened due to inclement weather, professional development days and other days on which staff attendance is required.
 - b. School Day – The regular school day for paraprofessionals in the above listed school shall begin at 8:00 AM and end at 4:00 PM, and shall consist of a forty-four (44) minute lunch period daily, a forty-four (44) minute daily preparation period . **There shall be an additional 300 instructional hours added as a result of this expansion of the school day.**
3. In exchange for the longer work day and work year under the School Improvement Grant, all Association members shall be paid a salary computed at their individual salary base plus an additional twelve percent (12%) which shall be pensionable.
4. It is understood that if any individual Association member returns to a traditional school with a six (6) hour and forty-five (45) minute workday or once the School Improvement Grant ends, said member(s) shall not be entitled to be "redlined" and shall return to the 10 month salary guide at the step they otherwise would be entitled. This provision shall only pertain to Association members who are assigned to schools that are a part of the School Improvement Grant.
5. The Board and the Association agree that the foregoing supplemental provision shall for all purposes be deemed to have been agreed for the present and mutual convenience of the parties to the "Agreement", and are in no way intended to establish or alter any practice or precedent of the parties in implementing the "Agreement" or any successor agreements, or to otherwise amend he "Agreement" in any respect.
6. This Sidebar Agreement shall sunset when the School Improvement Grants end.