

Cicely Tyson High School
School Section

Form S-2

NEW JERSEY DEPARTMENT OF EDUCATION

TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:						
NGO#: 11-SG03-H02		Title: School Improvement Grant				
SECTION II, PART A:		Internal use only	School Code	Type	Region	Sequence
Cicely Tyson Middle/High School		Dr. Stephen Cowen				
School Name 35 Winans Street		School Principal Name				
School Address East Orange, NJ 07017		Dawn Tyler-Literacy Coach				
School City, State, Zip		School Program Director Name				
Grades 6-12		School Program Director Telephone				
Grade Span of School		973-266-3443				
		School Program Director Fax/email				
		973-395-3888				
<p>Total amount of funds requested for school application: Year 1 <u>\$2,000,000</u> Year 2 <u>\$1,828,763</u> Year 3 <u>\$1,505,547</u></p> <p>Duration of the Year 1 project: <u>9/1/11</u> to <u>8/31/12</u></p> <p>To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.</p>						
<p><u>D. Gloria Scott</u> Certification of Chief School Administrator</p>					<p>_____ Date</p>	
SECTION II Part B						
<p>The school application has been duly authorized by the governing body of the East Orange school district (county code 13, District Code 1210, School Code 095).</p>						
<p><u>[Signature]</u> Signature of Chief School Administrator</p>		<p><u>Superintendent</u> Title</p>		<p><u>3/9/11</u> Date</p>		
<p>Business Manager: <u>[Signature]</u></p>		<p>Phone: <u>973-266-5700</u></p>		<p>Fax: <u>973-678-4987</u></p>		

Form S-4

Date: March 24, 2011

Revised 9/23/11

PROJECT ABSTRACT

LEA : East Orange School District

Name of School: Cicely Tyson High School

Mission	<p>The Cicely L. Tyson Community School of Performing and Fine Arts is a community-based school whose specific purpose is to improve the quality of life in the City of East Orange. Such will be revealed by the creation of programs and initiatives that support community growth and development. The mission will address educational, cultural, and social needs by cultivating partnerships and implementing arts and community collaborations. The arts medium will be used as a vehicle to bring about social improvements that complements and strengthen the East Orange, New Jersey Cultural Community.</p> <p>Conclusively, the mission will promote academic excellence by providing each student with the possible educational opportunities in a “state of the art” caring, cooperative and creative environment.</p>
Vision	<p>We envision Cicely L. Tyson Community School of Performing and Fine Arts as a center for academic excellence:</p> <ul style="list-style-type: none"> • A center for educational advancement where every student is at the center of daily focus, • A place where those who attend are students in the truest sense of the word: those who pursue depths of understanding, and • A center where excelling is universal.
Project Implementation Summary	<p>Cicely L. Tyson School of Performing and Fine Arts intend to implement an inclusive program that provides opportunities for all students. By creating a data-driven culture the administration and staff will continue to make informed decisions that will meet the needs of individual students through the differentiation of content, process, and products.</p> <p>Our decision to implement the Transformation Model as outlined in the grant will assist us at increasing student achievement, make AYP and move from improvement status.</p> <p>In an effort to improve student achievement, both the reflective and collegial models of professional development will help to improve the professional practices of teachers. Hunt, Wiseman, and Touzel (2009) postulate that effective teachers use the ability to examine critically instructional practices and decisions to improve the quality of instruction provided to students.</p> <p>Partnerships with community faith-based organizations will provide the students with enhanced learning designed to improve social skills and increase the motivation to participate in community service projects. The partnerships will improve relationships with key stakeholders by increasing “buy-in” among members of the community.</p>

During Year 1 we will prioritize the following areas: (a) high quality, job-embedded professional development (*SIG Activity 4*), (b) the use of student data to identify and implement a research-based instructional program and to inform and differentiate instruction (*SIG Activity 6*), and (c) ongoing mechanisms for family and community engagement (*SIG Activity 7b*).

The 2010 schedule incorporated a 17-minute homeroom period which included six minutes of passing time. We designated a total of 23 minutes for non-instructional, homeroom activities during the 2010-2011 school year.

This year we dismantled homeroom, and infused the 23 minutes homeroom period into direct instruction for students. The decision will net an additional 69 hours of instruction for students during 2011-2012 school year. It is our intent to submit these 69 hours as a part of the 300-hour minimum under the SIG Grant.

Date: March 24, 2011

REPORTING METRICS

LEA : East Orange School District

Name of School: Cicely Tyson Middle/High School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

School Data	Metric
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation
AYP status	Made AYP in 2010 Year 5 - Hold
Which AYP targets the school met and missed	Met All middle and high school indicators in 2010.
School improvement status	Middle LAL = Year 1 -Hold Middle Math = Year 5 - Hold High School LAL = N/A High School Math = Year 1 - Hold
Number of minutes within the school year	6 hrs 45 min X 180 days = 72,900 minutes
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	Grade 6 (2010 NJASK) LAL Total: %PP = 46.2 %P = 51.3 %AP = 2.5 Spec Ed: %PP = 100.0 %P = 0.0 %AP = 0.0 African-Am: %PP = 46.8 %P = 50.6 %AP = 2.6

Metric

2010-2011 Data

Econ. Dis: %PP = 50
 %P = 50
 %AP = 0

Grade 6 (2010 NJASK) Math

Total: %PP = 43.0
 %P = 50.0
 %AP = 7.0

Spec Ed: %PP = 95.0
 %P = 5.0
 %AP = 0.0

African-Arm: %PP = 42.9
 %P = 50.0
 %AP = 7.1

Econ. Dis: %PP = 41.8
 %P = 52.7
 %AP = 5.5

Grade 7 (2010 NJASK) LAL

Total: %PP = 52.1
 %P = 45.1
 %AP = 2.8

Spec Ed: %PP = 92.3
 %P = 7.7
 %AP = 0.0

African-Arm: %PP = 50.4
 %P = 46.7
 %AP = 3.0

Econ. Dis: %PP = 50.5
 %P = 48.5
 %AP = 1.0

Metric

2010-2011 Data

<u>Grade 7 (2010 NJASK) Math</u>	
Total:	%PP = 67.4 %P = 31.9 %AP = 0.7
Spec Ed:	%PP = 100 %P = 0.0 %AP = 0.0
African-Am:	%PP = 66.7 %P = 32.6 %AP = 0.7
Econ. Dis:	%PP = 69.9 %P = 29.7 %AP = 1.0
<u>Grade 8 (2010 NJASK) LAL</u>	
Total:	%PP = 39.3 %P = 55.0 %AP = 5.7
Spec Ed:	%PP = 82.6 %P = 17.4 %AP = 0.0
African-Am:	%PP = 37.8 %P = 56.3 %AP = 5.9
Econ. Dis:	%PP = 42.4 %P = 54.5 %AP = 3.0
<u>Grade 8 (2010 NJASK) Math</u>	
Total:	%PP = 60.7

Metric	2010-2011 Data
	%P = 32.9 %AP = 6.4
Spec Ed:	%PP = 91.3 %P = 8.7 %AP = 0.0
African-Am:	%PP = 60.0 %P = 33.3 %AP = 6.7
Econ. Dis:	%PP = 64.6 %P = 32.3 %AP = 3.0
Grade 11 (2010 NJHSPA) LAL Total:	%PP = 18.0 %P = 76.4 %AP = 5.6
Spec Ed:	%PP = 28.6 %P = 71.4 %AP = 0.0
African-Am:	%PP = 16.1 %P = 78.2 %AP = 5.7
Econ. Dis:	%PP = 19.6 %P = 76.1 %AP = 4.3
Grade 11 (2010 NJHSPA) Math Total:	%PP = 51.1 %P = 47.7 %AP = 1.1

Metric	2010-2011 Data
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Spec Ed: %PP = 42.9 %P = 57.1 %AP = 0.0 African-Am: %PP = 50.0 %P = 48.8 %AP = 1.2 Econ. Dis: %PP = 54.3 %P = 45.7 %AP = 0.0
	<u>Grade 6 (2010 NJASK) LAL</u> Total 97.5 Spec. Ed. 87.0 African American 97.5 Econ. Dis. 97.3
	<u>Grade 6 (2010 NJASK) Math</u> Total 97.5 Spec. Ed. 87.0 African American 97.5 Econ. Dis. 97.3
	<u>Grade 7 (2010 NJASK) LAL</u> Total 98.6 Spec. Ed. 86.7 African American 98.5 Econ. Dis. 98.1
	<u>Grade 7 (2010 NJASK) Math</u> Total 98.6 Spec. Ed. 86.7 African American 98.5 Econ. Dis. 98.1
	<u>Grade 8 (2010 NJASK) LAL</u>

Metric	2010-2011 Data								
	<table> <tr><td>Total</td><td>96.6</td></tr> <tr><td>Spec. Ed.</td><td>85.2</td></tr> <tr><td>African American</td><td>97.1</td></tr> <tr><td>Econ. Dis.</td><td>95.2</td></tr> </table>	Total	96.6	Spec. Ed.	85.2	African American	97.1	Econ. Dis.	95.2
Total	96.6								
Spec. Ed.	85.2								
African American	97.1								
Econ. Dis.	95.2								
	<p><u>Grade 8 (2010 NJASK) Math</u></p> <table> <tr><td>Total</td><td>96.6</td></tr> <tr><td>Spec. Ed.</td><td>85.2</td></tr> <tr><td>African American</td><td>97.1</td></tr> <tr><td>Econ. Dis.</td><td>95.2</td></tr> </table>	Total	96.6	Spec. Ed.	85.2	African American	97.1	Econ. Dis.	95.2
Total	96.6								
Spec. Ed.	85.2								
African American	97.1								
Econ. Dis.	95.2								
	<p><u>Grade 11 (2010 NJHSPA) LAL</u></p> <table> <tr><td>Total</td><td>97.8</td></tr> <tr><td>Spec. Ed.</td><td>87.5</td></tr> <tr><td>African American</td><td>97.8</td></tr> <tr><td>Econ. Dis.</td><td>97.9</td></tr> </table>	Total	97.8	Spec. Ed.	87.5	African American	97.8	Econ. Dis.	97.9
Total	97.8								
Spec. Ed.	87.5								
African American	97.8								
Econ. Dis.	97.9								
	<p><u>Grade 11 (2010 NJHSPA) Math</u></p> <table> <tr><td>Total</td><td>96.7</td></tr> <tr><td>Spec. Ed.</td><td>87.5</td></tr> <tr><td>African American</td><td>96.6</td></tr> <tr><td>Econ. Dis.</td><td>97.9</td></tr> </table>	Total	96.7	Spec. Ed.	87.5	African American	96.6	Econ. Dis.	97.9
Total	96.7								
Spec. Ed.	87.5								
African American	96.6								
Econ. Dis.	97.9								
<p>Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup</p>	<p><u>Grade 6 (2010 NJASK) LAL</u></p> <table> <tr><td>Total</td><td>202.2</td></tr> <tr><td>Spec. Ed.</td><td>168.2</td></tr> <tr><td>African American</td><td>201.9</td></tr> <tr><td>Econ. Dis.</td><td>199.5</td></tr> </table>	Total	202.2	Spec. Ed.	168.2	African American	201.9	Econ. Dis.	199.5
Total	202.2								
Spec. Ed.	168.2								
African American	201.9								
Econ. Dis.	199.5								
	<p><u>Grade 6 (2010 NJASK) Math</u></p> <table> <tr><td>Total</td><td>204.4</td></tr> <tr><td>Spec. Ed.</td><td>172.4</td></tr> <tr><td>African American</td><td>204.3</td></tr> <tr><td>Econ. Dis.</td><td>202.0</td></tr> </table>	Total	204.4	Spec. Ed.	172.4	African American	204.3	Econ. Dis.	202.0
Total	204.4								
Spec. Ed.	172.4								
African American	204.3								
Econ. Dis.	202.0								
	<p><u>Grade 7 (2010 NJASK) LAL</u></p>								

Metric	2010-2011 Data
	<p>Total = 196.0 Spec. Ed. = 168.2 African American = 196.9 Econ. Dis. = 194.9</p> <p><u>Grade 7 (2010 NJASK) Math</u> Total = 183.9 Spec. Ed. = 150.2 African American = 184.0 Econ. Dis. = 182.8</p> <p><u>Grade 8 (2010 NJASK) LAL</u> Total = 206.5 Spec. Ed. = 178.0 African American = 207.4 Econ. Dis. = 203.4</p> <p><u>Grade 8 (2010 NJASK) Math</u> Total = 188.8 Spec. Ed. = 156.1 African American = 189.8 Econ. Dis. = 184.1</p> <p><u>Grade 11 (2010 NJHSPA) LAL</u> Total = 215.0 Spec. Ed. = 201.9 African American = 215.8 Econ. Dis. = 211.8</p> <p><u>Grade 11 (2010 NJHSPA) Math</u> Total = 199.9 Spec. Ed. = 203.9 African American = 200.5 Econ. Dis. = 197.0</p>
Percentage of limited English proficient students who attain English language proficiency	N/A
Graduation rate	98.5% (2010 Report Card)

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	Metric	2010-2011 Data
	Dropout rate	1.6% (2010 Report Card)
	Student attendance rate	96.9% (2010 Report Card)
	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	39 Students (4%)
	College enrollment rates	60 Students (91%)
	Student Connection and School Climate	
	Discipline incidents	8% Student Suspension Rate 0 Student Expulsions
	Truants	4.4%
	Talent	
	Distribution of teachers by performance level on LEA's teacher evaluation system	Satisfactory Needs Improvement Unsatisfactory
	Teacher attendance rate	94.0% (2010 Report Card)

Date: March 24, 2011

STATEMENT OF NEED

LEA : East Orange School District

Name of School: Cicely Tyson High School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	Cicely Tyson School Report Card Cluster Analysis from the NJASK District Benchmark Comparative Data Formative Assessments (Developmental Reading Assessments, Teenbiz Lexile Reading Scores, Student Reading Inventory,	Working with Text and Analyzing Text remains a problem for all grades Students with Disabilities are underperforming in Language Arts Literacy Lexile scores indicate that the following percentage of students are reading below grade level: 6 th grade- 67.5% 7 th grade- 52% 8 th grade- 79% District Benchmark scores indicate that students have difficulty with analyzing author purpose, determining word meanings and making inferences Root Causes: Focused differentiated instruction needed Increase the level of parental involvement Sporadic implementation of best practices for teaching reading
Academic Achievement - Writing	Cicely Tyson School Report Card Cluster Analysis from the NJASK District Benchmark Comparative Data Formative Assessment: District Writing Assessment	Students with Disabilities are underperforming in Language Arts Literacy Students scored below the Just Proficient Means in writing particularly in Explanatory Writing Sample writing samples indicate that students have difficulty analyzing and interpreting quotes to write an explanation Additional instruction is needed in the following areas: elaboration, organization, and variety. Students demonstrate limited vocabulary in writing.

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement - Mathematics	Cicely Tyson School Report Card Cluster Analysis from the NJASK District Benchmark Comparative Data	<p>Root Causes Focused differentiated instruction needed Increase the level of parental involvement Inconsistent implementation of the Writing Process</p> <p>Students with Disabilities are underperforming in Mathematics Numerical Operations and Problem Solving were the clusters where students scored the lowest on the NJASK District Benchmark data indicate weaknesses in the following areas: Number Sense Numerical Operations Ratios, proportions, and percents</p> <p>Root Causes: Focused differentiated instruction needed Increase the level of parental involvement Sporadic implementation of best practices for teaching mathematics</p>
Parent Involvement	Parent Involvement Survey SLC Recommendations Staff Recommendations from Parent Conferences Minutes for the various Parent Associations	<p>Survey results indicate that parent involvement increases student achievement Parent participation increases student morale Create more opportunities for parents and teachers to meet to discuss student progress.</p> <p>Root causes: Budgetary constraints limit mailing meeting notices to parents Many families cannot access the district's website because there are no computers in home Parent work schedules limit the time that can be established to meet teachers about student progress.</p>
Professional Development	Professional Development Committee Recommendations Teacher Recommendation	<p>Additional professional development needed to provide strategies to differentiate instruction Professional development is needed to introduce instructional practices that permit the integration academics and performing arts</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Extended Learning Opportunities	Intervention Program Data Pre-assessments & Post-assessments	<p>Hands-on training on infusing technology across the curriculum Professional development needed that will support effective instruction for students with disabilities who are taught in general education classrooms.</p> <p>Root Causes: The need to use data to drive instructional decisions has increased. Researchers indicate that the integration of academics and performing arts increase student achievement Technology infusion is needed to equip students with 21st Century Skills Collaborative practices between general education teachers and special education teachers increase student achievement for students with disabilities who are taught in general education classrooms.</p>
Homeless	Cicely Tyson School Report Card Cluster Analysis from the NJASK District Benchmark Comparative Data Formative Assessments (Developmental Reading Assessments, Teenbiz Lexile Reading Scores, Student Reading Inventory	<p>Steady gains have been made in language arts literacy and mathematics Increased student attendance rates in after school and Saturday tutorial programs from previous years</p> <p>Root Causes: Focused differentiated instruction needed Increase the level of parental involvement</p>
Students with Disabilities	N/A	<p>Students with disabilities are performing below the Just Proficient Mean in Language Arts Literacy and Mathematics Students with Disabilities are underperforming in Language Arts Literacy and Mathematics</p> <p>Root Causes: Focused differentiated instruction needed Increase the level of parental involvement Sporadic collaborative practices between general education teachers and special education teachers. Sporadic implementation of best practices for teaching language arts literacy and mathematics</p>
English Language Learners	N/A	N/A

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Economically Disadvantaged	Cicely Tyson School Report Card Cluster Analysis from the NJASK District Benchmark Comparative Data Formative Assessments (Developmental Reading Assessments, Teenbiz Lexile Reading Scores, Student Reading Inventory	The identified population is performing below the Just Proficient Mean in Language Arts Literacy and Math. Lexile scores indicate that the following percentage of students are reading below grade level: 6 th grade- 67.5% 7 th grade- 52% 8 th grade- 79% Students with Disabilities are underperforming in Mathematics Numerical Operations and Problem Solving were the clusters where students scored the lowest on the NJASK District Benchmark data indicate weaknesses in the following areas: Number Sense Numerical Operations Ratios, proportions, and percents Root Causes: Focused differentiated instruction needed Increase the level of parental involvement Sporadic implementation of best practices for teaching language arts literacy and mathematics
School Culture	Teacher Perception Survey Parent Perception Survey School Support Data	School suspension rate is higher than both the district and state average The staff would like more incentives to reduce the number of disciplinary issues Staff members would like smaller class sizes Parents would like increased communication opportunities between teachers and parents. Root Causes: The absence of alternative programs to suspension (i.e. in-school suspension or Saturday detention). A average class sizes range between 27-30 students Budgetary constraints limit the amount of notices mailed to parents.
Leadership	Teacher surveys	Staff members believe that administration facilitates communication

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Parent surveys	<p>effectively</p> <p>Staff would like continued recognition for good work</p> <p>Parents believe that school administrators make themselves available when needed</p> <p>Root causes:</p> <p>Increase monitoring of student work</p> <p>Increase number of walkthroughs</p>
Highly Qualified Staff	Cicely Tyson School Report Card Teacher Perception Survey Parent Perception Survey	<p>School staff meets High Qualified standards for New Jersey</p> <p>Increase of staff members obtaining advanced degrees in the last years.</p> <p>Root Causes:</p> <p>Yearly vacancies in math and science</p> <p>Class sizes average between 27- 30 students</p>

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Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The needs assessment was completed by an array of stakeholders within the school community including administration, teachers, academic coaches, parent representatives, guidance staff and special education child study team members. Additionally, the School Leadership Council (SLC) reviewed and discussed academic achievement results and SIG requirements.
2.	Describe methods used to collect and compile data for student subgroups.	Disaggregating data is done through a variety of means. All district cycle and benchmark assessments are scored using Edusoft. Edusoft has the ability to produce reports based on NCLB subgroup or any student population of interest.
3.	Explain how the data from the collection methods are valid and reliable.	The data from the collection methods are valid and reliable because we use a variety of sources to triangulate the data. Additionally, we use Edusoft, Read 180/Study Island Programs, which provide a source to track and analyze student performance.
4.	What did the data analysis reveal regarding classroom instruction?	The data analysis revealed the need for more planning of rigorous performance tasks regarding classroom instruction. Additionally, more opportunities to analyze data from various programs to meet the individual needs of the students are necessary.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Data analysis revealed that professional development offerings provided only a brief exposure to some of the best teaching practices. More high-quality job imbedded training is needed.
6.	How are educationally at-risk students identified in a timely manner?	Using the N/ASK data disk, prior year results are re-organized for the classroom teacher. The Leadership Team uses the re-organized data and other data sources to identify students for remediation and other support programs
7.	How are educationally at-risk students provided with effective assistance?	In the past we have relied too heavily after school programs. In class support programs are needed.
8.	How does the needs assessment address migrant student(s) needs?	N/A
9.	How does the needs assessment address homeless student(s) needs?	N/A
10.	How were teachers engaged in decisions regarding the use	Teachers are engaged in decisions regarding the use of academic

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	of academic assessments to provide information on and improvement of the instructional program?	assessments to provide information on and improvement of the instructional program through weekly team meetings, daily planning periods, content area meetings, and curriculum committee meetings
11.	Describe the transition plan for preschool to kindergarten, if applicable.	N/A
12.	Describe the process used to select the priority problems and root causes for this plan?	The leadership team and other stakeholders held needs assessment meetings to determine the priority problems and root causes.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The problem is not one or more subgroups; the problem is systemic.
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	Transformation was selected because of the buy in from the staff and their association.
15.	What is the process for removal of staff members deemed to be ineffective?	Non-tenured staff that are deemed ineffective do not have their contracts renewed. Removing tenured staff is more of a challenge.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	N/A

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Form S-7

Use only one model template for each school

Date: March 24, 2011

TRANSFORMATION PROJECT DESCRIPTION

LEA : East Orange School District

Name of School: Cicely Tyson High School

Transformation SIG Required Activity – 1

Replace the principal who led the school prior to commencement of the transformation model.

Implementation Guidance

Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The District developed initial criteria based on a variety of data, including student achievement, school climate surveys, parental involvement and observation/evaluation with on-going assessment of that model	September 2010 – June 2011
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The District went through the process of selecting and appointing a new principal in August 2010. The current incumbent, although a first year principal, has a proven track record for improving student achievement. Monitoring of student test data will serve as the criteria for evaluation.	August 2010 – June 2011
3. The LEA establishes a pipeline of potential turnaround leaders.	Initiatives implemented at our SIG schools will be replicated for use throughout the district. All administrative staff will be trained. Additionally, our current initiatives, including our monthly Administrators Academy and New Principals meetings, along with other training opportunities will continue and be strengthened.	April 2011 – June 2014
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	The establishment of a SIG Facilitator and SIG Committee ensures shared leadership responsibility at the school level. At the District level, a SIG Coordinator will monitor on-going initiatives and progress. Duties and responsibilities are highlighted elsewhere in this application.	July 2011 – October 2011

Transformation SIG Required Activity – 2

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.</p>	<p>After reviewing the disparity of documentation among different administrators, the district moved to standardize the evaluation process. District administrators collaborated to establish a rubric for the existing standards. The rubric was shared with the union leaders. Administrators shared the rubric with District teachers.</p> <p>A committee comprising representation from the, union leadership, and the school will meet to establish the procedures and protocol for evaluating staff and establishing research based professional standards.</p>	<p>September 2010 – November 2010</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>Additionally, the committee will recommend revising the current evaluative tool, creating a new instrument or adapting a national framework. Utilizing the established indicators, the committee will link the indicators to multiple sources of data and performance criteria.</p> <p>Form a committee comprising representation from the district and administrative staff to review, revise, or develop a rigorous, transparent, and equitable evaluation system for administrators.</p>	<p>September 2011 – March 2012</p>
<p>3. The SEA and LEA document and provide training regarding the evaluation process.</p>	<p>The district will provide training to the administrative, union leadership, and staff regarding the professional standards and rubric and the relationship to the evaluation process.</p> <p>The district will provide training to the administrative staff regarding the professional standards and rubric and the relationship to the evaluation.</p>	<p>April 2012 – June 2012</p>

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4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The revised evaluation instrument for administrators and teachers will be piloted in the SIG schools	September 2012 – April 2013
5. The LEA monitors the evaluation process and reviews results.	The pilot will be evaluated via feedback from administrators, teachers and union leadership. Upon revisions, the new evaluation system for administrators and teachers may be adopted by the Board of Education for District-wide use.	March 2013 – June 2013 July 2013 – September 2013

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Transformation SIG Required Activity – 3

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	District and Union leadership will meet to establish criteria for performance based incentives.	May 2011
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	The district will provide the union association the opportunity to develop a performance-based incentive system to be shared and approved by the district and designated school.	March 2011 – June 2011
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The district will review the current policies related to performance-based dismissals and make revisions as appropriate.	July 2011 – August 2011
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	The district will review and revise job descriptions and qualifications for all candidates for teaching. Hiring decisions will be based on the revised qualifications and job descriptions.	September 2011 – June 2012
5. LEAs and schools provide targeted assistance to underperforming teachers.	Collaborate with principals in developing a concise professional development plan for teachers, which will include goals to be attained over a 90 day period, and evaluated using evidence from observations, artifacts, student learning and outcomes, and other identified measures. There will be two types of professional development plans; one directed for teachers in need of improvement and a more intense improvement plan for teachers performing at an unsatisfactory level.	September 2011 – June 2012

<p>Transformation SIG Required Activity – 4 Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>		
<p>Implementation Guidance Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students’ learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).</p>		
<p>Evidence of Implementation Indicators</p> <p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>Implementation Description</p> <p>Based on student data, professional development will be differentiated according to the experience and expertise of teachers teaching general education, special education, related and performing arts. Professional development will be provided first in a five half-day summer institutes in each content area to help teachers differentiate their instruction for students.</p> <p>Teachers will use the data from Language Arts Literacy and Mathematics summative and formative assessments to plan lessons for small group and individualized instruction in addressing reading and writing across the content areas.</p> <p>Once the school year has started, job-embedded professional development will be provided weekly to teachers in scheduled team or content-area meetings during the school day by school administrators, school-based coaches in literacy and mathematics, as well as Artists in Residence who provides professional development and instruction in the classroom. In addition, outside providers (William Paterson, Montclair State University and/or NJPAC) will also deliver professional development to all content areas, emphasizing reading and writing across the content area.</p> <p>After analyzing the teacher professional development surveys which will identified individual levels of expertise, professional development for teachers will be differentiate by placing teachers in pairs or small groups to collaborate in order to gain a deeper understanding of researched-based instructional practices, to learn how to analyze student summative, formative and contextual data, to develop instructional lessons, to use rubrics in evaluating student work, to provide meaningful feedback on student work and to manage time to provide corrective instruction and reteaching when necessary.</p>	<p>Timeline</p> <p>July 2011</p> <p>Sept. 2011-June 2012</p>

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<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>To provide teachers with PD that equips them with the competencies needed to apply evidence and standards-based practices effectively, the LEA and school will not only provide professional development by district supervisors, trainers and coaches, but will also identify an outside provider (i.e. William Paterson, Montclair State University and/or NJPAC) to deliver and monitor the professional development given. After delivering the professional development in the area of arts integration, effective discipline practices, management and organization, motivating students, understanding the adolescent learner, inclusion, differentiated instruction, and/or meaningful student feedback, teachers will receive peer feedback of the practices being implemented. Through study groups and lesson study, teachers will collaborate, develop and model lessons.</p>	<p>August. 2011-June 2012</p>
<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>The LEA and school define high levels of implementation of practices by observing student engagement and student products. Students that are actively engaged in their work are discussing their learning with their peers, sharing their products for peer review, have an opportunity to seek assistance in revising and editing their products to improve the work quality and be able to reflect on their learning. Evidence will be demonstrated through student performance tasks, project-based activities, and student portfolios</p>	<p>Sept. 2011-August. 2012</p>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>The professional learning communities enable a group of teachers to collaborate so that continuity of learning will be achieved. This will result in improved instructional practices that will increase student achievement. Furthermore, collaborative planning of lessons will ensure continuity of learning for all students. Also, teachers will continue to collaborate and learn from each other through the implementation of lesson study.</p>	<p>Sept. 2011-Aug.ust 2012</p>
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p>	<p>The EOSD uses several evaluative strategies to determine if a provider will deliver professional development of high quality. First the provider must be interviewed and have a proposal of the program and services being offered. Next, implementation and success data must be analyzed in order to determine the effectiveness of the service. A demonstration of the professional development being offered will allow the stakeholders to know that their needs will be met through the service of the provider. An implementation and monitoring plan must be outlined to ensure continual growth and support of teachers.</p>	<p>May 2011-Aug. ust 2012</p>

Transformation SIG Required Activity – 5
 Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Implementation Guidance
 Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA and LEA secure funding for long-term program sustainability.</p>	<p>The LEA will establish monthly meetings with non-tenured principals to ensure understanding of state and local mandates as well as standard operational procedures. The meetings will also address individual needs and identified weaknesses.</p> <p>During the second year of a non-tenured principal’s assignment, the LEA will establish bi-monthly meetings to continue the support.</p>	<p>September 2010 – June 2011</p> <p>September 2011 – June 2012</p>
<p>2. The SEA and LEA ensure that students have equal access to high-quality teachers.</p>	<p>The LEA has implemented a recruitment/retention plan that includes strategies to cultivate and strengthen relationships with local colleges and universities with teacher education programs; home-grow our own by strengthening and increasing the ranks of student teachers serving in the District and fostering their development in a way that will position East Orange as the “district of choice” for future employment; continue, as needed, our efforts at market recruitment; sponsoring our own targeted “mini-job fairs” for hard-to-fill positions; continuing our own program of intensive staff development targeted at first, second and third year teachers; and closely monitoring attrition through retirements and resignations to more accurately forecast staffing needs.</p>	<p>September 2011 – June 2013</p>
<p>3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.</p>	<p>Continue to support and nurture both novice and seasoned District administrators through constant monitoring and feedback; continue to encourage the development of professional learning communities, including the pairing of novice administrators with seasoned veterans; emphasize the use of the annual evaluation, not as a tool to assess blame, but rather as a tool to measure growth and development; the use of individual professional growth plans as one means to assess the need for targeted staff development activities designed to foster leadership skills; development of a</p>	<p>September 2010 – June 2014</p>

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	<p>process to assist in the identification of emerging leaders from among the current teaching staff.</p>	
<p>4. The LEA delegates leadership to principals, instructional program leaders, and administrators.</p>	<p>Support and encourage District administrators via a targeted program of support activities including monthly Administrator Academy sessions; continued sponsorship of professional learning communities like our monthly meetings for new principals; scheduled site visits by district administrators; providing constant support and coaching as a means of assisting with staff-related disciplinary and performance documentation.</p>	<p>September 2010 – June 2014</p>
<p>5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.</p>	<p>Support and encourage District administrators to attend NJDOE sponsored workshops focusing on school leadership and increasing student achievement. Offer a monthly administrator’s academy and principal’s middle school network focusing on the implementation of instructional programs and ongoing student progress.</p>	<p>September 2010 – June 2014</p>
<p>6. The LEA includes non-monetary incentives for performance.</p>	<p>During an administrators’ meeting, recognize the academic success of the designated school.</p>	<p>October 2011 – October 2014</p>

Transformation SIG Required Activity – 6
 Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>The school provides the district the data so that students who were not proficient on the NJASK will be identified to receive a RTI program in the school. Students are monitored in the RTI program for evidence of achievement. Successful students are able to exit a RTI program and placed in an on grade level program after a semester of instruction.</p>	<p>Sept. 2011-June 2012</p>
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>The school provides data from the NJASK during the summer so that the school will know which students passed the state assessment. The district provides data subgroup patterns, quarterly and mid-term assessments. The school provides formative assessment data by the means of Developmental Reading Assessments, Lexile scores, school-based and teacher-made assessments, student surveys and interviews and observations.</p>	<p>Aug. 2011-June 2012</p>
<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>The district and school ensures that the curricula are aligned with the NJCCC Standards. The district and school monitors the pacing and implementation of the curricula to ensure that instruction will prepare students for standards-based benchmarks.</p>	<p>Sept. 2011-Aug. 2012</p>
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>To ensure that staff collaboration around data interpretation occurs, the district assists the school with a schedule that guarantees time daily for team or content area meetings so that teachers to meet to discuss the student progress in their professional learning community. Teachers must understand the grade-level standards and need guidance in translating the data into useful information for modifying their instructional practices.</p>	<p>Sept. 2011-June 2012</p>
<p>5. LEA and school demonstrate use of data to guide instructional change; and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The analysis of data is a continuous process through the tool of the assessment notebook for the district, principal and teacher. The district uses aggregated data to make informed decisions to guide the school in meeting the physical, social and academic needs of students. The district meets with the school administration monthly to discuss the progress and next steps in student achievement. Then the school administrator meets with the school leadership team to review the data and make recommendations to the staff for improvement. The teachers meet daily to discuss the recommendations and develop an action plan to deliver effective differentiated instruction.</p>	<p>Sept. 2011-June 2012</p>

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

Implementation Guidance

An LEA may also implement comprehensive instructional reform strategies, such as--

- a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- b) Implementing a schoolwide “response-to-intervention” model;
- c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- d) Using and integrating technology-based supports and interventions as part of the instructional program; and
- e) In secondary schools--
 - Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improving student transition from middle to high school through summer transition programs or freshman academies;
 - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establishing early-warming systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. LEA and school will meet with teachers periodically to review the implementation of district adopted curriculum guide through the review of student work and student assessment results. Modifications to the curriculum guide will meet the needs of students.	Through the analysis of student data, the district and school will make necessary modifications to district adopted guide to address trends in data to address student needs. Instructional coaches and administrators will provide support to teachers to assist with data analysis and the development of instructional plans and to effectively monitor student progress.	Sept. 2011- Aug. 2012
2. The school will adopt the 3-Tier Model of RTI to meet the needs of students who are at risk for performing below the Just Proficient Means in LAL and mathematics, students with disabilities who are taught in	The district and school will ensure that teachers are provided the professional development and resources needed to implement the 3-Tier Model of RTI. Tier 1 provides instruction in the core subject areas. Tier 2 provides targeted instruction and behavioral/relational support in addition to the	Sept. 2011- Aug. 2012

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<p>self-contained and general education classes, and students who have Lexile scores below grade level.</p>	<p>core. Tier 3 provides intensive instruction and relational support in addition to the core. School administrators and teachers will provide evidence of intervention strategies through student work products and documentation of student assessment results.</p>	
<p>3. Best practices for teaching students with disabilities in general education classrooms will be implemented to ensure that students master academic content. The school will adopt co-teaching models such as parallel and station teaching to maximize the level of instruction in inclusive classrooms.</p>	<p>Additional professional development will be provided for general education teachers and special education teachers who teach students in general education classrooms. In an effort to foster greater collaboration between teachers the master schedule will provide meeting times for co-teachers to meet to plan instruction for students. In addition instructional coaches will support teachers with the resources necessary to differentiate instruction in inclusive classrooms.</p>	<p>Sept. 2011-Aug. 2012</p>
<p>3. The LEA and school will develop transitional programs that will transition students from middle school to high school and from high school to college.</p>	<p>The school will create a Freshman Academy program that will assist students transitioning into high school. The academy will provide academic and social support to students thus increasing the chances of graduation. Students will be prepared for college through continued implementation of Advanced Placement and Honors programs to prepare students for the HSPA and SAT.</p>	<p>Sept. 2011-Aug. 2012</p>

Transformation SIG Required Activity – 7a
 Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students

Implementation Guidance

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	A series of meetings will be held with the teachers’ union EOEa to (1) review and discuss the impact of extended learning time on student achievement and (2) delineate the time parameters contained in the existing contract. Develop a Memorandum of Agreement (MOA) that amends the teachers’ collective bargaining agreement that allows the union and the district to agree to expand learning time.	March 2011 – June 2011 June 2011 – July 2011
2. The LEA identifies community needs and partnership opportunities.	<ul style="list-style-type: none"> • School administrators, teachers and other staff identifying outside organizations (governmental, art and cultural institutions, health and mental agencies, institutions of higher education and churches) to collaborate with to create a community-oriented school. • Involve the parents, community members school staff in the selection o community partners and planning for the services to be offered at the school site. • Integrate in school and out-of-school time learning with the common core standards 	March 2011 – August 2011 September 2011 – October 2011 November 2011 – December 2011
3. The LEA allocates funding for extended-learning programs.	Implement the district’s 4-week NJASK After School program and NJASK Saturday program All students in the school will participation in an extended school year to (a) provide the students with more time in math, science and language arts literacy to support the acquisition of the Common Core Standards; (b) integrate enrichment and applied learning opportunities into the school day; and (c) provide educators with time to work together to plan instruction, add core academic time that allows teachers to individualize support for students.	March 2012 – May 2012 January 2012 – June 2014

	<p>(a) The School Leadership Team (SLT) will analyze student performance on the NJASK, unit tests and cycle tests in language arts literacy. A focus will be selected writing, reading or mathematics. This focus will cut across the selected enrichment model. This approach allows the school to focus yearly on a few key goals.</p> <p>Achieve 3000 Home Connection program is a customized, differentiated literacy curriculum that is specifically tailored to meet the learning needs of students taking the NJASK at least two years. Students work independently through the five-step routine without close teacher supervision at home. Achieve 3000 Instructional Codes monitor student work and are in constant contact by email and phone.</p> <p>(b) School staff implements the following enrichment models for all students</p> <ol style="list-style-type: none"> 1. Extra curricula electives: typical designed to build new skills and expose students to new topics (e.g. digital photography, jazz, martial arts) 2. Academic electives: Taught by subject teachers with curriculum aligned with state standards to reinforce learning (e.g. robotics, environmental science) 3. Unified arts classes: Art, music, and drama. (c) Additional time for preparation, collaborative planning and professional development will be included in the district-teacher MOA. The parameters for this time must be negotiated 	<p>March 2011 – June 2011</p>
<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>The district will (1) ensure that each community-oriented school program has a strong academic program and that it complements the district's mission (2) ask each partner to designate an employee at each site to operate as a contact point with the school, (3) develop joint financing of the programs (4) obtain Board of Education approval of the partnership.</p>	<p>November 2011 – December 2011</p>
<p>5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.</p>	<p>Supervisors of instruction will work with school staff to ensure that the program is aligned with the school curriculum. District supervisory staff will conduct monthly walkthroughs to observe program implementation.</p>	<p>November 2011 – December 2011</p>
<p>6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.</p>	<p>Evaluations will be conducted for academic and community oriented programs. Pre-Post tests will be administered for all academic programs. Data will be collected to determine the strengths and weaknesses of services and programs in the community-oriented programs.</p>	<p>June 2012</p>

Transformation SIG Required Activity – 7b

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Implementation Guidance

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The Cicely L. Tyson Community School of Performing and Fine Arts is a community-based school whose specific purpose is to improve the quality of life in the City of East Orange. Such will be revealed by the creation of programs and initiatives that support community growth and development. The mission will address educational, cultural, and social needs by cultivating partnerships and implementing arts and community collaborations. The arts medium will be used as a vehicle to bring about social improvements that complements and strengthen the East Orange, New Jersey Cultural Community.</p> <p>Conclusively, the mission will promote academic excellence by providing each student with the possible educational opportunities in a “state of the art” caring, cooperative and creative environment.</p> <p>With knowledge of the research that supports school-wide shared vision, the administrative team will provide the opportunity for teachers to form subcommittees in an effort to determine the school priorities to use to develop both the school’s vision and mission statements. Each committee will report their findings to the larger group during a staff meeting to finalize the priority list. A team of writers will draft statements for the staff to vote on. The statement with the largest amount of support will become the new vision and mission statements.</p>	<p>August 2011 – June 2012</p>
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an</p>	<p>The School will increase collaborative efforts to build capacity of community partnership through the existing School Leadership Team, School Leadership Council, PTA and DPAC to ensure existence and</p>	<p>August 2011 – June 2012</p>

<p>employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).</p>	<p>growth of:</p> <ul style="list-style-type: none"> • Strong communication with the school and community at large; • Development of strategies to access resources and strengthen partnerships in the school and community; • Knowledge and insights from community members to enhance learning; • Enhancement and/or creation partnerships for life-long learning; and • Assist students to explore and become contributors to their community. 	
<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>The district will ensure the common thread that is woven throughout a student's academic career continues to be the parent. Together the parents, teachers, students and the community will create a synergy that raises academic achievement.</p> <p>Through parent meetings and workshops, the school will provide information to parents to further their understanding of local and State's academic content standards, student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions and concerns will be provided at these parent meetings and workshops and on an individual basis through their child's teacher and school administrators. Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.</p>	<p>August 2011 – June 2012</p>
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>The district will ensure to:</p> <ul style="list-style-type: none"> • Clearly communicate assessment goals and dates; • Share the results of assessment with parents; • Use a variety of assessment data to establish future goals for both home and school. Provide parents with the materials and education they need to assist their child; 	<p>August 2011 – June 2012</p>
<p>5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement</p>		

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	<ul style="list-style-type: none">• Collaborate with all specialists who work with students, so all adults and parents work toward student success; and• Assist parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will become a valuable tool for conferences when establishing resource needs as well as for future IEP and 504 meetings when new goals are established.	
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

- a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators

Implementation Description

Timeline

Communications/Partnerships with Parents by:

August 2011

Relationships First, Education Second

Start the year with a "parent-only" meeting before the first day of school. Parents often come to the classroom with preconceived ideas and fears. This is an opportunity to interact with parents without child interruptions and develop the parent-teacher relationship. Parents are able to focus on message and interact with school staff and the other parents in the class. This meeting is an opportunity for staff to set the expectations and tone for the year, relieve parent concerns, and establish a positive parent climate in your room. The underlying theme for this first meeting: that both educators and parents are the student's teachers.

Invite resource staff, so parents can experience the teamwork that is needed for student success.

Schedule "Parent-only" meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education.

Provide weekly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home.

Enhance Partnership between Teachers and Parents

September 2011 - May 2012

Work with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room.

Bridge the gap between home and school through thematic home projects.

Provide parent homework and a method of weekly communication between parent and teacher.

Record the efforts of parent involvement on each child's report card, so parents can see the

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	importance of their work and the value you place on it.	
Harness the Talents and Energies of Your Students' Parents	Ask parents to chair and plan family events and class fundraisers. Empower them to make this their child's best year of learning. Their involvement establishes "buy-in" and a sense of ownership in the classroom. Set up school-wide parenting and teacher education classes.	September 2011 - June 2012
Encouragement vs. Praise	Send home regular communication to all parents that details specific examples of parent-initiated creative teaching strategies and methods. Follow up with phone calls of encouragement and support. This motivates involved parents to continue working with their children and encourages less involved parents to become active members of the education process. Celebrate -- provide regular events that showcase your students' learning and invite parents to participate. Use each event as an opportunity for parent education and encouragement while developing a community. End the year with a celebration of both student and parent successes, and solicit the parents' commitment to continue supporting their children throughout their academic careers.	September 2011 - June 2012

Transformation SIG Required Activity - 8
 Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The district provides the school administrator with the baseline staffing data, utilizing a fair and equitable formula. The administrator is provided the flexibility to realign positions and/or present a rationale for additional staff members based on data, programs, and student needs.	December 2011 - March 2012
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The district will collaborate with external providers to design an aspiring leaders' academy or partner with a higher learning institution or organization with providing techniques and strategies to train identified transformational leaders.	January 2012-June 2012
3. The LEA has established annual goals for student achievement.	The district, in collaboration with the BOE will develop annual District goals for student achievement. The individual schools will develop school wide goals, which shall include the District wide goals.	July 2011-September 2011
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The district will provide training to District supervisors regarding the development of reliable and valid assessments.	July 2011-December 2011
5. The LEA and school share student progress data with parents and students.	The parent component of the new student database (FOCUS) will be made available to all parents by March 2012.	July 2011 – March 2012

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Transformation SIG Required Activity – 9
 Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	Staff at Tyson and the district central office appreciates the process established by the SEA for collecting and analyzing data at key points during the school year. We welcome and look forward to any support and/or help you can provide.	September 2011 – August 2012
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The East Orange School District recently purchased a new student information system called Focus to replace our outdated student software. While we were always able to collect the information included in the Reporting Metrics and the New Jersey School Report Card, the new software will provide a user-friendly format that is readily available to school staff. Staff at Patrick F. Healy Middle School are currently being trained on the Focus student management system.	September 2011 – August 2012

Date: March 24, 2011

ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Cicely Tyson MS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 6 - 8	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	54.6	60	65	75	State Assessment	47.4	53	58	68
Students with Disabilities		15.6	24	30	36		8.9	12	15	20
Limited English Proficient Students		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
White		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
African-American		56.1	60	65	75		48.3	53	58	68
Asian/Pacific Islander		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
American Indian/Native American		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Hispanic		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Others		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Economically Disadvantaged		52.5	57	62	72		46.6	53	58	68

Date: March 24, 2011

ANNUAL STUDENT TARGETS

LEA : East Orange School District Name of School: Cicely Tyson HS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	2012			2013			2014		
		Baseline	Target	Target	Target	Target	Target	Baseline	Target	Target
Total Students	State Assessment	88.9	92	95	98	State Assessment	58.8	63	69	74
Students with Disabilities	State Assessment	14.3	22	25	30	State Assessment	0.0	10	15	21
Limited English Proficient Students	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
White	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
African-American	State Assessment	88.7	92	95	98	State Assessment	58.0	63	69	74
Asian/Pacific Islander	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
American Indian/Native American	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Hispanic	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Others	State Assessment	N/A	N/A	N/A	N/A	State Assessment	N/A	N/A	N/A	N/A
Economically Disadvantaged	State Assessment	89.8	92	95	98	State Assessment	61.5	63	69	74

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Date: March 24, 2011

ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Cicely Tyson HS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	2012			2013			2014		
		Baseline	Target	Target	Target	Target	Target	Target	Target	
For Each Grade Span: High School	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students		69%	74%	82%	92%		52%	57%	65%	77%
Students with Disabilities		N/A	N/A	N/A	N/A		36%	41%	49%	59%
Limited English Proficient Students	MidTerm Exam	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
White	District Test: English 2 (Honors)	N/A	N/A	N/A	N/A	MidTerm Exam-District Test: Algebra 2	N/A	N/A	N/A	N/A
African-American		68%	73%	81%	91%		52%	57%	65%	75%
Asian/Pacific Islander		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
American Indian/Native American		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Hispanic		83%	88%	96%	100%		55%	60%	68%	78%
Others		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Economically Disadvantaged		68%	73%	81%	91%		54%	59%	67%	77%

Form S-8

Date: March 24, 2011

ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Cicely Tyson HS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Name of Measurement	Baseline	2012	2013	2014	MATHEMATICS	Name of Measurement	Baseline	2012	2013	2014
				Target	Target	Target				Target	Target	Target
For Each Grade Span: High School												
Total Students			58%	63%	71%	81%			54%	59%	67%	77%
Students with Disabilities			56%	61%	69%	81%			78%	83%	91%	100%
Limited English Proficient Students		MidTerm Exam	N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
White		District Test: English 2	N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
African-American			58%	63%	71%	81%			54%	59%	67%	77%
Asian/Pacific Islander			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
American Indian/Native American			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
Hispanic			N/A	N/A	N/A	N/A			44%	49%	57%	67%
Others			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
Economically Disadvantaged			57%	62%	70%	80%			53%	58%	66%	76%
		MidTerm Exam-District Test: Algebra 1										

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ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Tyson MS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS	Name of Measurement	Baseline	2012	2013	2014	MATHEMATICS	Name of Measurement	Baseline	2012	2013	2014
				Target	Target	Target				Target	Target	Target
For Each Grade Span: Middle Grade 7												
Total Students			46%	51%	59%	69%			53%	58%	66%	76%
Students with Disabilities			28%	33%	41%	51%			31%	36%	44%	54%
Limited English Proficient Students	Mid-Term Exam: Learnia Form B		N/A	N/A	N/A	N/A	Mid-Term Exam: Learnia Form A		N/A	N/A	N/A	N/A
White			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
African-American			46%	51%	59%	69%			53%	58%	66%	76%
Asian/Pacific Islander			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
American Indian/Native American			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
Hispanic			45%	50%	58%	68%			55%	60%	68%	78%
Others			N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A
Economically Disadvantaged			44%	49%	57%	67%			52%	57%	65%	75%

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ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Cicely Tyson MS

GRADE SPAN & SUBGROUP	LANGUAGE ARTS Name of Measurement	Baseline	2012	2013	2014	MATHEMATICS Name of Measurement	Baseline	2012	2013	2014
			Target	Target	Target			Target	Target	Target
Total Students		57%	62%	70%	80%		57%	62%	70%	80%
Students with Disabilities		56%	61%	69%	77%		51%	56%	64%	74%
Limited English Proficient Students		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
White	Mid-Term Exam:	N/A	N/A	N/A	N/A	Mid-Term Exam:	N/A	N/A	N/A	N/A
African-American	Learnia Form B	56%	61%	69%	79%	Learnia Form A	55%	60%	68%	78%
Asian/Pacific Islander		80%	85%	93%	100%		81%	86%	97%	100%
American Indian/Native American		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Hispanic		73%	78%	86%	96%		85%	90%	98%	100%
Others		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Economically Disadvantaged		57%	62%	70%	80%		55%	60%	68%	78%

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Date: March 24, 2010

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PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : East Orange School District Name of School: Cicely Tyson High School

Revised 9/23/11

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.					
SMART Goal:		In July 2010, the district replaced the principal to transform the low-performing school to increase student achievement is increased by 10% each year.					
Indicators of Success:		3. Student achievement on State and other standardized assessments in math and language arts 4. Student achievement on formative and summative assessments					
SBR Practice to Address Goal:		Indicators of Effective Practice (Rapid Improvement Leader), CII, SIG Handbook, pp. 203-204.					
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Vacancy for the position of principal was created via transfer of the current school leader, as a first step in the current transformation initiative, July, 2010.	Superintendent of Schools Director of Human Resource Services	N/A	Board Agenda	X			
2 Position was posted and advertised	Director of Human Resource Services	N/A	Copy of district posting and tear sheet	X			
3 Both internal and external applications were screened and candidates were selected for interview	Director of Human Resource Services	N/A	Copies of applications	X			
4 Interviews were conducted via panel interviews	Director of Human Resource Services	N/A	Interview Evaluation Sheets	X			
5 Finalists were selected and presented to the Superintendent for final selection	Director of Human Resource Services	N/A		X			
6 Successful candidate was appointed at the August 10, 2010 meeting of the East Orange Board of Education	Superintendent of Schools, East orange Board of Education	N/A	Board Agenda	X			
7 On-going assessment of student performance is in place to measure effectiveness of current administration	Acting Administrative Assistant	N/A	Student test data	X	X	X	X

Revised 9/23/11

<p>SIG Required Activity – 2 Transformation</p>	<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement. By September 2012, 100% of teachers and administrators will participate in a new or revised rigorous, transparent, and equitable evaluation system. The improved evaluation process will encourage the continuous process of monitoring effective instructional practices. Consequently, the improved evaluation system student achievement levels will increase 10% on district benchmark exams and state assessments in the areas of language arts literacy and mathematics.</p>						
<p>SMART Goal:</p>	<p>1 After professional development has been provided to administrators 90% of the district and school administrators will implement the improved evaluation system for teachers. 2. After the implementation of the evaluation system student achievement will increase 10% on district benchmarks exams and state assessments.</p>						
<p>Indicators of Success:</p>	<p>1 After professional development has been provided to administrators 90% of the district and school administrators will implement the improved evaluation system for teachers. 2. After the implementation of the evaluation system student achievement will increase 10% on district benchmarks exams and state assessments.</p>						
<p>SBR Practice to Address Goal:</p>	<p>Improving Staff Evaluation Systems, NCCTQ, SIG Handbook, pp. 91-92</p>						
<p>Description of Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Documentation</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>1 Form a committee to review, revise, or develop a rigorous, transparent, and equitable evaluation system for teachers.</p>	<p>Assistant Superintendent of Operations Human Resources Director</p>	<p>\$5,000 - Supplies and materials</p>	<p>Agendas List of Committee members Minutes from Meeting</p>	<p>X</p>			
<p>2 Establish the procedures and protocol for evaluating teachers. Establish research-based professional standards, rubric and criteria.</p>	<p>Assistant Superintendent of Operations Human Resources Director</p>	<p>NA</p>	<p>Agendas Minutes from Meeting List of standards and criteria</p>	<p>X</p>			
<p>3 Train Administrators, Union leadership, and staff on the new evaluation system for teachers</p>	<p>Assistant Superintendent of Operations Human Resources Director</p>	<p>\$10,000 – Professional Development</p>	<p>Purchase orders for staff development agendas</p>	<p>X</p>			
<p>4 Pilot the new evaluation system for teachers in the SIG school.</p>	<p>Principal of SIG School</p>	<p>NA</p>	<p>Copies of teacher observations and evaluations</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>5 Evaluate the pilot via feedback from administrators, teachers, and union leadership.</p>	<p>Human Resource Director Union leadership</p>	<p>N/A</p>	<p>Results from survey</p>				<p>X</p>
<p>6 Form a committee to review, revise, or develop a rigorous, transparent, and equitable</p>	<p>Assistant Superintendent of Operations</p>	<p>N/A</p>	<p>Agendas List of Committee members</p>				<p>X</p>

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	evaluation system for principals.	Human Resources Director			Minutes from Meeting				
7	Establish the procedures and protocol for evaluating administrators. Establish research-based professional standards, rubric and criteria.	Assistant Superintendent of Operations Human Resources Director	NA		Agendas Minutes from Meeting List of standards and criteria	X			
8	Review the evaluation process with all administrators.	Assistant Superintendent of Operations Human Resources Director	N/A		Purchase orders for staff development Agendas	X			
9	Pilot the new evaluation system for administrators in the SIG school.	Assistant Superintendent of Operations	NA		Copies of administrative observations and evaluations	X	X	X	X
10	Evaluate the pilot via feedback from administrators and LEA.	Superintendent of Schools Assistant Superintendent of Operations Human Resources Director			Feedback from administrators				X
11	Implement web-based evaluation system for teachers	Principal of SIG School Assistant Principals of Tyson SIG Supervisor	Teachscape \$31,990		Reports from web-based system		X		
12	Education Impact Membership	Principal of SIG School Assistant Principals of Tyson SIG Supervisor	\$1,250		Evaluation sheets	X			

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SIG Required Activity – 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:	By September 2012, there will be a system to identify and reward 90% of school leaders, teachers, and other staff who have increased student achievement by 20% on district benchmark exams and state assessments. Additionally, there will be an established criteria to identify and remove staff members who have not improved their professional practice after having been afforded ample opportunity to improve.						
Indicators of Success:	<ol style="list-style-type: none"> 1. 10% increase in student achievement on district benchmark and state assessments 2. 10% increase in high school graduation rates 3. Sustaining 100% effective school leaders, teachers and staff that increased student achievement. 						
SBR Practice to Address Goal:	Providing Performance –Based Incentives, NCCTQ, SIG Handbook, p. 93						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Meet with union leadership to discuss and provide an opportunity to develop a performance-based incentive system to be shared and approved by the LEA and designated schools.	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources	N/A	Agenda Roster of attendance	X	X		
2 Collaborate with Union leadership to establish criteria for performance-based incentives	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources Union leadership	N/A	Incentives Rubric/Criteria Agenda	X	X		
3 Share recommendation of criteria and performance-based incentive system with the SIG school	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources Union leadership	\$5,500- Supplies \$5,500- Services	Agenda	X	X		
4 The LEA will revise and share policies related to performance-based dismissals with the union leadership and all staff members.	Director of Human Resources	N/A	Revised policies Board agenda accepting the new policies	X			
5 The LEA will review and revise job description and qualifications for all candidates for teaching. The new descriptions and qualifications will be shared with all staff	Director of Human Resources	N/A	Revised policies Board agenda accepting the new policies	X			

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	members.						
6	The LEA will provide all administrators with intense professional development regarding developing professional development plans, which will include goals to be attained over a 90-day period.	Asst. Superintendent of Operations Director of Human Resources	\$25,000 – Frameworks	Agendas Attendance rosters Training materials	X	X	

Revised 9/23/11

Revised 9/23/11

<p>SIG Required Activity – 4 Transformation</p>	<p>Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>						
<p>SMART Goal:</p>	<p>By June 1, 2012, 50% of the instructional staff at Cicely L. Tyson School will implement instructional practices such as differentiated instruction, the integration of academics and the performing arts, the infusion of technology across the curriculum and inclusive strategies needed to enhance the learning experience of all learners. This goal will be measured through administrative walk-throughs and individual teacher observations.</p>						
<p>Indicators of Success:</p>	<p>1. After receiving the identified instructional practices student data reports for district benchmark exams and the state assessments will show 10% growth in language arts literacy and mathematics. 2. After receiving continuous professional development 90% of teachers will include the identified instructional practices in their lesson plans</p>						
<p>SBR Practice to Address Goal:</p>	<p>Hassel, Emily. (1999). Professional development: Learning from the best: A toolkit for schools and districts based on the national awards program for model professional development. Naperville, IL. Learning Point Associates.</p>						
<p>Description of Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Documentation</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>1 Teachers complete a pre- professional development needs assessment to determine their experience and expertise in instruction and data analysis</p>	<p>School-based coaches Teachers</p>	<p>N/A</p>	<p>Professional development survey</p>	<p>X</p>			
<p>2 Establish time in the master schedule for common time for grade level and content area meetings.</p>	<p>Principal of Tyson Asst. Principals of Tyson</p>	<p>PD for Special Education & Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - \$100,000</p>	<p>Master schedule</p>	<p>X</p>			
<p>3 Select and schedule outside provider(s) to deliver job-embedded PD in differentiated instruction, the integration of academics and the arts, and inclusive strategies twice a week</p>	<p>Principal of Tyson Asst. Principals of Tyson</p>	<p>PD for Special Education & Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - \$100,000</p>	<p>Bidding process- provider proposals</p>	<p>X</p>			
<p>4 Schedule the delivery of job-embedded PD by school-based instructional coaches twice a week</p>	<p>Principal of Tyson Asst. Principals of Tyson</p>	<p>PD for Special Education & Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - \$100,000</p>	<p>School-based PD weekly schedule Coaches' logs, sign-in sheets, and agendas</p>	<p>X</p>			

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		PD Consultant							
5	Teachers receive PD and develop plans to implement differentiated instruction, the integration of academics and the arts, and inclusive strategies.	PD Consultant School-based coaches and teachers	PD for Special Education & Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff \$100,000	Agendas, attendance sheets, handouts and resource books	X	X	X	X	
6	Teachers observe peers implementing practices	School-based coaches and teachers	N/A	Peer observation forms			X		
7	Teachers will complete an online evaluation of services received by outside providers	School Information Officer/ Data Coach	N/A	Teacher self-evaluation forms			X	X	
8	District and school administrators monitor and evaluate instructional practices of teachers.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor	N/A	Monitoring and evaluation checklists	X	X	X	X	
9	District administration, school administrators, outside providers and teachers analyze student work to determine if instructional practices need modification.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Data Coach PD Consultant School-based Coaches Teachers	N/A	Rubrics to evaluate student work	X	X	X	X	
10	Teacher will complete an online end-of-year professional development needs survey	School Data Coach Teachers	N/A	Post professional development survey				X	
11	Teachers will develop their professional development plan for the next year	Teachers	N/A	PDP for 100 hr. PD requirement				X	
12	By the end of each month, complete a monthly series of walkthroughs, analyze	Principal of Tyson	Walkthrough tool, Ipads, Analysis Software	Analysis of results, Walkthrough summaries	X	X	X	X	

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	results and present results to school community (staff, students, parents/guardians)	Asst. Principals of Tyson SIG Supervisor School Data Coach		Charts in the data room				
13	Conferences, Registrations, and Travel	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School-Based Coaches Teachers	Workshops for implementing tenets of SIG- \$25,000	Conference agendas, registration documents, and purchase orders	X	X	X	X

Revised 9/23/11

Revised 9/23/11

<p>SIG Required Activity – 4b Transformation</p>	<p>Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>		
<p>SMART Goal: Student Engagement</p>	<p>By June 2012, after introducing at least 6 strategic ways to increase student engagement to all staff at Cicely Tyson School through PD, 80% of teachers will demonstrate proficient use of at least 2 out of 6 student engagement strategies (1) multiple response strategies; 2) student–led discussions; 3) student elicit responses at higher levels of Blooms Taxonomy; 4) technology assisted response tools; 5) student to student Socratic dialogue; 6) lessons engage students ‘ use of multiple senses and novice level of use of all 6 strategies that contribute to increased levels of student engagement. Measurement of student engagement strategies will be observed using Walk Through protocol and/or Individual Teacher Observations.</p>		
<p>Indicators of Success:</p>	<ol style="list-style-type: none"> 1. After PD on student engagement, 50% of teachers will know and use at least two out of six strategies engaging student in the classroom as observed during walkthroughs and/or Individual Teacher Observation. 2. Walk -Through Data show increasing numbers of students able to articulate “what” they are learning in student interviews. 3. All teachers can demonstrate novice level use of these 6 strategies: 1) multiple response strategies; 2) student–led discussions; 3) student responses elicit responses at higher levels of Blooms Taxonomy; 4) technology assisted response tools; 5) student to student Socratic dialogue; 6) lessons engage students ‘ use of multiple senses 		
<p>SBR Practice to Address Goal:</p>	<p>Porter, A.C., Birman, B.F., Garef, M.S., "Does Professional Development Change Teaching Practice? Results From a Three-Year Study," 2000. See "Executive Summary." Smylie, M.A., Allensworth, E., Greenberg, R.C., Harris, R., Luppescu, S., "Teacher Professional Development in Chicago: Supporting Effective Practice," Consortium on Chicago School Research, 2001.</p>		
<p>Description of Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Documentation</p>
<p>1 By September 15, inform the school community about the SIG goals and expectation for implementation</p>	<p>Administrator Leadership Team Supt.</p>	<p>Parent/Community Outreach Meeting</p>	<p>Flyer, agenda, sign-in sheets</p>
<p>2 By October 15, develop a rubric for student engagement that shows baseline, proficient and exemplary demonstration.</p>	<p>School Administrators NTO SIG Supervisor Central Office Curriculum Department</p>	<p>Walk Through Protocol</p>	<p>Walk Through Data Individual Teacher Observation</p>
<p>3 By October 1, conduct Walk Through to gather baseline data on use of student engagement strategies; compile and analyze Walk Through data.</p>	<p>School Administrators Principal NTO Central Office Administrators</p>	<p>Walk Through Protocol</p>	<p>Walkthrough tool, analysis of results</p>

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	Coaches		
5	October 2011 –February 2012, conduct PD on student engagement strategies: multiple response; lessons that engage students use of multiple senses; engage student responses that elicit higher levels of Blooms Taxonomy; student –led discussions; technology assisted response tools; and student to student Socratic dialogue.	Consultants SIG Supervisor School-Based Coaches	Increased Learning for staff PD costs PLCs
6	By November 30, conduct 2 nd series of walkthroughs to determine progress on goals and report findings/discuss improving implementation.	School Administrators NTO SIG Supervisor	Analysis software IPads Walkthrough Tool Administrator Newsletter
7	By the end of each month, complete a monthly series of walkthroughs, analyze results and present results to school community (parents, staff, students)	School Administrators NTO SIG Data person SIG Supervisor	SIG Supervisor
8	By October 15, through the university partnership provide job-embedded professional development for at least two hours each week with every teacher (modeling, coaching, and team teaching)	Administrators Math/LAL Coaches NTO Reading Specialist Teaching Staff University Partners	SIG University staff Research guides

Agenda, schedule, handouts

Analysis of results
Walkthrough summaries
Artifacts/charts in data room
Agendas minutes, communications

Analysis of results
Walkthrough summaries
Artifacts/charts in data room

Schedules
Agenda(s)
Sign-in documentation
Handout(s)

Revised 9/23/11

Revised 9/23/11

SIG Required Activity – 5 Transformation		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.						
SMART Goal:		By September 2011, the district will implement effective and sustainable strategies to recruit, place and retain 100% of the staff with skills that meet the needs of student in the transformational model						
Indicators of Success:		1. Reduce the number of teacher resignations by 10%. 2. Increase the number of teachers recruited from teacher education programs by 10%.						
SBR Practice to Address Goal:		Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools, NCCCTQ, SIG Handbook, pp.89-90.						
	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Monthly meetings for all first year principals to deal with SOP's and state/federal /district mandates	Assistant Superintendent for Operations	N/A	Agendas, sign-in sheets	X	X	X	X
2	Bi-monthly meetings for all second year principals to continue support	Assistant Superintendent for Operations	N/A	Agendas, sign-in sheets	X	X	X	X
3	Contacts established with job placement and department faculty at colleges and universities with teacher education programs	Director of Human Resource Services	N/A	Correspondence between college/university faculty		X		
4	Increase the number of student teachers in the district and master teachers willing to serve as cooperating teachers	Director of Human Resource Services	Master teachers to serve as cooperating teachers			X	X	
5	Accurate and early forecasting of staff vacancies	Director of Human Resource Services	N/A	Agendas reflecting board approved separations; position control rosters	X			X
6	Targeted mini-job fairs to recruit the best candidates for hard-to-fill content areas	Director of Human Resource Services	N/A	Postings; advertisements; sign-in sheets			X	X
7	Targeting staff development to meet the needs of all teachers, but particularly those in the first three years	Division of Curriculum Services; Division of Special Education; Division of Operations; Division of Human Resource Services	N/A	Agendas; sign-in sheets	X	X	X	X
8	Continued support and empowerment of district administrators via close interaction between school-based and central office administrators	Division of Curriculum Services; Division of Special Education; Division of Operations; Division of Human Resource Services	N/A	Site visit calendars and documentation	X	X	X	X

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9	Encourage professional staff development opportunities by providing district funds for workshops and conferences	School Business Administrator	N/A	Board agendas; District and school-based budgets	X	X	X	X
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Revised 9/23/11

Revised 9/23/11

SIG Required Activity – 6 Transformation		Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:		By June 2012, 50% of the Cicely Tyson School instructional staff will increase implementation of researched-based instructional practices such as: differentiated instruction, infusion of technology, and the inclusive strategies to meet individual needs of students as measured by individual teacher observations and teacher artifacts.						
Indicators of Success:		<ol style="list-style-type: none"> 1. The administrative walk-through logs will demonstrate that 50% of the instructional staff is implementing research-based instructional practices with fidelity. 2. Student work products such as literacy notebooks and mathematics binders as evidence of research-based practices. 3. Evidence of differentiated instruction will be present in 50% of teachers' artifacts such as Teacher Assessment Notebook (TAN) and lesson plan. 						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	LEA and school will examine summative & formative data to identify the areas of student skill deficiencies	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Improvement Committee School Data Coach School-Based Coaches	N/A	NJASK data, district benchmark assessments, Developmental Reading Assessment (DRA)	X	X	X	X
2	LEA and school will examine curriculum to determine if modification of the pacing guide is necessary.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School - Based Instructional Coaches School Improvement	N/A	Common Core State Standards, NJCCC Standards, district curricula	X		X	

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		Committee							
3	LEA & school will collaborate to see if additional resource materials and technology are needed for instruction	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School -Based Instructional Coaches School Improvement Committee	N/A	District curricula, intervention materials purchase orders	X		X		
4	Teachers will plan lessons to promote active learning experiences.	Teachers	N/A	Lesson plans	X	X	X	X	
5	Teachers will monitor student documentation of their learning in classroom notebooks, and student work folders	Teachers and students	N/A	Student notebooks	X	X	X	X	
6	Teachers will receive professional development on how to interpret and analyze data to drive instruction	School Data Coach School-Based Instructional Coaches	N/A	Agendas, attendance sheets, handouts and resource books		X			
7	Administrators and Teachers will monitor student progress through in Teacher Assessment Notebook (TAN) to implement Tier 1 of RTI model.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Data Coach School-Based Instructional Coaches	N/A	Teacher Assessment Notebooks, Data notebooks (Administration & Leadership Team)	X	X	X	X	
8	The LEA, outside providers and school will provide professional development for teachers that will promote both non fiction reading and writing across the curriculum.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor	N/A	Training logs, student work products, and lesson plans		X	X		

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		PD Consultant School-Based Coaches						
9	The LEA, outside providers and school will create opportunities for academic teachers and performing arts teachers to work collaboratively to develop activities that are examples of Project-Based Learning.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor PD Consultant	N/A	Meeting agenda and minutes, lesson plans, and student work products		X	X	
10	Teachers will administer formative assessments that will serve as benchmark exams to identify student weaknesses on a quarterly basis.	Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Data Coach School-Based Instructional Coaches	N/A	Student Assessment folders, Performance Band Report from assessment	X	X	X	X
11	Teachers, school administrators, outside providers, and instructional coaches will participate in sessions to analyze data from formative assessments to develop instructional plans to work on skills that students did not master.	Teachers Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Data Coach School-Based Coaches	N/A	Teacher Assessment Notebook, Pacing guide, lesson plans	X	X	X	X
12	By the end of each month, complete a monthly series of walkthroughs, analyze results and present results to school community (staff, students, parents/guardians	Teachers Principal of Tyson Asst. Principals of Tyson SIG Supervisor School Data Coach	Walkthrough tool, Ipad, Analysis Software	Analysis of results, Walkthrough summaries Charts in the data room	X	X	X	X

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Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

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Revised 9/23/11

SIG Required Activity – 7a Transformation		Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.							
SMART Goal:		By September 2011, the school's instructional day will be increased to 300 minutes for 100% of students who attend Cicely L. Tyson School.							
Indicators of Success:		1. The school's master schedule will reflect that 100% of students will receive additional instructional time.							
SBR Practice to Address Goal:		Research on expanded learning and case studies of successful programs, National Center on Time & Learning.							
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4	
1	Meet with Union representatives to amend the teachers collective bargaining agreement to (a) expand student learning time and (b) increase time for teachers to collaborate and participate in professional development	Superintendent of Schools Assistant Superintendent of Operations Director of Personnel President of EOE A	N/A	Meeting Agenda Minutes	X				
2	Develop a Memorandum of Agreement (MOA) to (a) expand student learning time and increase collaboration and professional development for teachers	Superintendent of Schools Assistant Superintendent of Operations Director of Personnel President of EOE A	N/A	MOA Meeting Agenda Board of Education Resolutions	X				
3	Develop a written description of the programs designed to extend learning time	Acting Administrative Assistant for Curriculum Principal of Tyson	N/A	Meeting Agenda Program Descriptions	X				

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		MS/HS Assistant Principal of Tyson MS/HS						
4	Meet with local governmental agencies, mental health organizations, recreational agencies, college/universities, churches and social clubs to facilitate a community-oriented school	Director of Educational Support Principal of Tyson MS/HS	N/A		Letters to Agencies Meeting Agenda Minutes	X		
5	Develop a MOA with selected community-based organizations	Superintendent of Schools Assistant Superintendent of Operations Director of Personnel President of EOE A	N/A		MOA Meeting Agenda Minutes	X		
6	Develop program descriptions of selected community-oriented programs	Director of Educational Support Principal of Tyson MS/HS SIG Supervisor	N/A		Program Descriptions	X		
7	Obtain Board approval of MOA for extended learning time and increased teacher time for professional development and collaborative planning	Superintendent of Schools Director of Personnel	N/A		Board of Education Resolutions	X		
8	Obtain Board approval of MOA for selected community-oriented programs	Superintendent of Schools Assistant Superintendent of Operations	N/A		Board of Education Resolutions	X		
9	Implement and monitor approved	Acting Administrative	- SIG Supervisors		Board Resolutions --	X	X	X

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Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	extended time academic programs	Assistant for Curriculum Principal of Tyson MS/HS SIG Supervisor	<ul style="list-style-type: none"> - \$110,000 - Benefits Estimate (FICA) \$125,485 - Benefit Estimate- New Positions \$51,153 - Six (6) Support Staff - Materials & Supplies \$75,000 - ELA Program- \$100,000 - Math Program \$100,000 - School Snacks - \$16,000 	Hiring Site Visitation Reports School Leadership Team (SLT) Agenda				
10	Provide training for staff participating in extended time academic programs	Principal of Tyson PD Consultant SIG Supervisor	<ul style="list-style-type: none"> - Transportation (Late Bus) \$37,000 	Professional Development		X	X	
11	Implement and monitor community-oriented programs	<ul style="list-style-type: none"> - Director of Educational Support - Principal of Tyson MS/HS - SIG Coordinator 	<ul style="list-style-type: none"> - Partnership Agreement - \$34,0000 			X	X	X
12	Evaluate extended academic programs and community oriented programs	<ul style="list-style-type: none"> - Principal of Tyson MS/HS - SIG Coordinator 		Meeting Agenda Written Evaluation				X

Revised 9/23/11

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Revised 9/23/11

SIG Required Activity – 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:	By June 2012, there will be a 25% increase of Cicely Tyson School parents will participate in at least three activities or training opportunities provided by the school.						
Indicators of Success:	1. Evidence of increased attendance of 25% at parental activities/training and parental volunteers through sign in sheets 2. Parental Survey Results and individual parent evaluation sheets of activities.						
SBR Practice to Address Goal:	Providing Community Supports and Resources, CII, SIG Handbook, pp. 179-180						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Help parents with strategies for supporting school work/homework across the grades.	School Leadership Team Academic Coaches Community Outreach Coordinator	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets Purchase Orders	X			
2 Provide building level resources that encourage parents to gain insight and knowledge into their vital role.	Community Outreach Coordinator	N/A	Purchase Orders Activity Evaluation/Feedback Sheets		X		
3 Provide resources through the development of a Parent Involvement link on the district's website.	School Improvement Committee School-Based Instructional Coaches	Parental Emails School Messenger Program	Website	X	X	X	X
4 Cultivate opportunities for individuals to contribute specialized skills by developing a Talent Bank on-line for Career Days, mentoring, school-to-work experiences, etc.	School Administrators Community Outreach Coordinator	District Website	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets			X	X
5 Volunteer opportunities such as PTO, student-led conferences, field trips,	Community Partners Community Outreach Coordinator	N/A	Agendas Sign In Sheet		X	X	X

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	classroom helpers, booster groups, arts, etc.	Community Partners		Activity Evaluation/Feedback Sheets				
6	Participate on district-wide and school building committees, attend special topic meetings, Board of Education meetings, etc.	School Leadership Team Community Outreach Coordinator	N/A	Agendas Sign In Sheet	X			
7	Maintain District Website offerings for parents.	Technology Teacher	N/A	Website	X	X	X	X
8	Work to broaden the support system for parents by hosting a Parent University training to help them work with their child to improve their child's academic achievements	School Leadership Team Community Outreach Coordinator	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X			
9	Inform parents on curriculum and assessment standards, No Child Left Behind requirements, NJ ASK 6-8, District Benchmark Assessments, monitoring their students' progress, and working with educators.	School Improvement Committee School Data Coach School-Based Coaches Community Outreach Coordinator	District Website	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets		X		
10	Coordinate parental participation activities with other community resources and programs	Community Outreach Coordinator	Community Agencies/ Faith Agencies \$20,000			X	X	
11	Continuous interaction with staff through events such as Back to School Night/Open House and Parent/Teacher Conferences	School Leadership Team School-Based Coaches Community Outreach Coordinator	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	X	X	X

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12	Conduct a Parent Survey to assess the needs of parents*	School Data Coach Community Outreach Coordinator	<i>Survey Monkey</i>	Survey Results	X		X
13	Host a variety of activities such as Multicultural event Family Night* Grand Parents Day and Digital Days**	School Leadership Team School-Based Instructional Coaches Community Outreach Coordinator Technology Teacher Teachers	Food & Beverages Workshop Materials \$1,000	Agendas Sign In Sheet Feedback Sheets	X	X	

Revised 9/23/11

Revised 9/23/11

SIG Required Activity – 8 Transformation		Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).					
SMART Goal:		By September 2011, the district will provide the school leader 100% flexibility for staffing, calendars, budgeting and other technical assistance to ensure an improvement in student achievement and an increase in the graduation rate. As a result student achievement will increase by 10% on district benchmark exams and state assessments in language arts literacy and mathematics. In addition the graduation rate will increase by 75%.					
Indicators of Success:		1. Student achievement data reports will show that 10% of students will achieve proficiency on district benchmark exams or state assessments in language arts literacy and mathematics. 2. Graduation report will demonstrate a 75% increase in the number of students graduating from high school.					
SBR Practice to Address Goal:		Providing Flexibility in Staffing, Scheduling, Budgeting, CII, SIG handbook, pp.69-70					
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Meet with building administrators to review the staffing formula and provide the opportunity to realign staff, or request additional staffing based on programmatic and student needs.	Superintendent of Schools Candace Wildy School Principal	N/A	Staffing document Agenda Sign in sheet	X			
2 Seek out and research local colleges, universities, or organizations that offer programs geared to cultivating transformational leaders.	Asst. Superintendent of Operations Director of Human Resources	N/A	Purchase requisitions Description of programs	X	X	X	
3 Develop an Aspiring Leaders Academy to cultivate a cadre of candidates prepared for leadership roles and responsibilities.	Asst. Superintendent of Operations Director of Human Resources	\$2000 – Training materials \$10,390 - Consultants	Roster of participants agendas	X			
4 Upon Board adoption, post District goals in all schools.	Office of the Superintendent	N/A	Purchase order Poster of goals	X			
5 Identify an item and test development program/process that will assist supervisors with developing and	District Supervisors	N/A	Purchase order	X	X	X	X

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	analyzing assessments that are correlated to state and/or national core standards.							
6	Provide professional development to parents regarding how to access their child's student information on the District database system.	Asst. Superintendent of Operations Professional Development Trainers	training materials- \$11,000	Transmittal Agendas Purchase orders	X	X	X	X

Revised 9/23/11

SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		By November 30, 2011, the principal will establish a school-wide data team who meets weekly to collect and analyze student achievement data such as teacher assessments and district benchmark exams.						
Indicators of Success:		<ol style="list-style-type: none"> All language arts literacy, math, science, and social studies teachers will have access to student data through the use of Teacher Assessment Notebooks (TAN). The subgroups that did not make Adequate Yearly Progress (AYP) will increase 10% on district benchmark exams and state assessments. 						
SBR Practice to Address Goal:		Using Student Data to Support Instructional Decision Making						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Hire a School Data Coach	Director of Human Resources School Principal	Salary \$97,600	Job Description Board Agenda	X			
2	Establish School Data Teams	School Principal School Information Officer Leadership Team	N/A	Team member roster Meeting Schedule Agendas Sign-in Sheets	X			
3	Establish a clear vision for school-wide data use	School Principal School Information Officer Leadership Team	N/A	School-wide data vision	X			
4	Collect and prepare a variety of data including school demographics and student achievement results	School Principal School Information Officer Leadership Team	N/A	Data Binders Data Walls	X	X	X	X
5	Provide supports that foster a data-driven culture within the school	School Principal School Information Officer Leadership Team	N/A	Memos Agendas Sign-in Sheets	X	X	X	X
6	Interface with the district's student management system (Focus) and assessment program (Edusoft)	School Information Officer	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X
7	Provide feedback to teachers and students that is timely, specific and constructive	School Principal School Information Officer	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X

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		Leadership Team Coaches						
8	Provide ongoing data leadership	School Information Officer	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X
9	Assist in the planning of professional development activities based on student achievement results	School Principal School Information Officer Leadership Team Coaches	N/A	Professional Development Offerings	X	X	X	X
10	Interpret student results and assist in the development of hypotheses about how to improve teaching and learning	School Principal School Information Officer Leadership Team Coaches	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X

S-11
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Approved 12/13/11

NGO TITLE: School Improvement Grant
SCHOOL NAME: Cicely Tyson M/HS

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	GRANT REQUEST AMOUNT
7a.1.9	100-100	14 teachers will be paid for extra periods used to extended learning for students. Each teacher will be paid for the extra period and the extended day (1 hour and 20 minutes) at rate of \$77. This figured was determined by dividing the hourly rate by 1.33	14 teachers x 57.89 per hour for 1hr 20 minutes = \$194,040	194,040
7a.1.9	100-100	Forty teachers will only be paid for an extended day at the contractual rate of \$33 for the extended period.	40 teachers x \$33.00 x 180 days = \$237,600	237,600
7a.1.9	100-100	Additional contractual salaries for extended learning time for September and October to ensure a start date of September 1, 2011.	41 teachers x \$57.89 per hour for 1 hr 20 minutes = 126,280	126,280
4.1.3 7a.1.10	200-100	Summer Institute for teachers to receive professional development for instructional practices such as increasing student engagement, differentiated instruction, and inclusive strategies for teaching students with disabilities.	75 teachers x \$33 per hour x 40 hours = 99,000	99,000

7a.1.9	100-100	Paraprofessional stipends Two paraprofessionals to assist special education teachers of self-contained classrooms for receiving expanded learning time. The school day is from 8:00am - 4:00pm extending the day by 1 hour and 20 minutes	2 paraprofessionals x 20.27 per day x 180 = \$7,297	7,297
4.1.4	200-100	The Literacy and Math Coaches will work an extended day at a rate of \$33 to provide professional development for teachers on research based-instructional strategies and provide in-class coaching and modeling for teachers.	2 Instructional Coaches x \$33 a day x 180 days = 11,880	11,880
7a.1.9	200-100	One middle school guidance counselor and One high school counselor will remain for extended time to provide group and/or individual counseling for students for \$33 a day.	2 Guidance Counselors x \$33 a day x 180 days= 11,880	11,880
7a.1.9	200-100	One member of the child study team will remain to work with students with disabilities to provide counseling services at \$33 a day.	1 child study team member x \$33 a day x 180 days= 5,940	5,940
7a.1.9	200-100	One health and social coordinator or disciplinarian will remain for extended time to provide behavioral intervention services for students.	1 health and social coordinator or disciplinarian x \$33 x 180 days	5,940
7a.1.6 4.1.6.8 9.10.12	200-100	The SIG Supervisor implements the programs outlined in the grant. The Supervisor will monitor the progress of SIG activities, meets with the Network Turnaround Officer, and serve as the liaison between the school and Central Office Administration in relation to SIG activities. In addition, the SIG Supervisor supervises all professional development activities regarding activities associated with SIG	\$104,800 x 50% = \$52,400	52,400

9.1.1	200-100	<p>Data Specialist Provide professional development for teachers for using student achievement data to drive instructional decisions. Provide information to staff school committee, parents, community with student achievement data oversee the administration all district and state assessments organize supplies and equipment to facilitate analysis of data attend all SIG workshops focusing on analysis of data and other responsibilities required for SIG.</p>	$84,000 \times 33\% = 28,000$	28,000
7a.1.9	200-100	<p>Five security monitors for monitoring the building during the extended school day. During the regular school day, seven security monitors are used to secure the building. During the extended day, five security guards are needed for the extended day because two guards have staggered shifts. Each security monitor is paid according to his or her overtime rate.</p>	$1 \text{ security monitors} \times 17.49 \text{ per hour for 1 hour per day} \times 180 \text{ days} = 3148$ $1 \text{ security monitor} \times 18.30 \text{ per hour for 1 hour a day} \times 180 \text{ days} = 3294$ $1 \text{ security monitor} \times 25.20 \text{ per hour for 1 hour per day} \times 180 \text{ days} = 4536$ $1 \text{ security monitor} \times 19.69 \text{ per hour for 1 hour per day} \times 180 \text{ days} = 3544$ $1 \text{ security monitor} \times 21.65 \text{ per hour for 1 hour per day} \times 180 \text{ days} = 3897$	18,419
7a.1.3	200-100	<p>Administrator stipends for additional responsibilities related to SIG</p>	$3 \text{ administrators} \times \$500 \text{ per month} \times 12 \text{ months}$	18,000

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BUDGET DETAIL FORM B
Personal Services – Employee Benefits
Function & Object Code 200-200

Approved 12/13/11

NGO TITLE: School Improvement Grant
SCHOOL NAME: Cicely Tyson M/HS

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH	OTHER SPECIFY:	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teacher Stipends	\$194,040	7.65%	6.96%	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	100%	14,845
Teacher Stipends	237,600	18,176								100%	18,176
Teacher Stipends	99,000	7,574								100%	7,574
Teacher Stipends	126,280	9,660								100%	9,660
2 Paraprofessionals	7,297	558								100%	558
Coaches Stipends	11,880	909								100%	909
Support Staff	23,760	1,818								100%	1,818
Security Guards	18,419	1,409								100%	1,409
Data Coordinator	28,000	2,142	1,949							100%	4,091
SIG Supervisor	52,400	4,009	3,647							100%	7,656
Administrator Stipends	18,000	1,377								100%	1,377

S-13
BUDGET DETAIL FORM C
Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Approved 12/13/11

NGO TITLE: School Improvement Grant
SCHOOL NAME: Cicely Tyson M/HS

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
 Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FEE	FLAT	TIME REQUIRED	GRANT REQUEST AMOUNT
7a.10.1	100-300	Grant funds will be used to obtain motivational speakers. Topics will include but not limited to goal setting, study skills, financial literacy, and self-esteem.	\$500/day		10 days	5,000
7b.1.10	100-300	Princeton Review will train parents in an effort to create a comprehensive culture of college and career readiness. The Princeton Review will discuss issues such as preparing middle school students for college, choosing the right university, and increasing achievement in literacy and math. Each training sessions will include 20 to 30 parents at a cost of \$2000 a day for each consultant. Consultants cost will include supplies and materials.	\$2000/day		16 days	32,000

			<p>Consultant for Aspiring Leaders Academy to facilitate workshops to foster leadership skills in students. The consultant will host dual academies for middle school and high school students. The academies will occur during the school day to enhance the school's instructional program. An additional consultant will facilitate mind mapping and Socratic seminar workshops for the students to enhance the academic skills of students. The consultants will follow a schedule that will permit them to work with 160 students a day. Students will receive training during their physical education classes or social studies classes.</p>					
8.1.3	100-300			2,000/ day	12 days	24,000		
4.1.2 4.1.3 4.1.4	200-300		<p>Consultant to work with math teachers on research-based instructional strategies to increase student achievement.</p>	400/day	20 days	8,000		
2.1.3	200-300		<p>Professional development by consultants from the Danielson Group for continuing support for evaluators for observation calibration.</p>	4000/day	2 days	8,000		
2.1.1	200-300		SMART Training for student response system	800 per session	2 sessions	1,600		
4.1.2	200-300		Scholastic System 44 7hr implementation training	2,899 per day	1 day	2,899		
4.1.3	200-300		Scholastic System 44 3 in-class support visits	2,099 per session	3 sessions	6,297		
4.1.4	200-300		Do the Math Now Implementation training	2,899 per day	1 day	2,899		
4.1.3	200-300		Do the Math Now In-class-support session	2,099 per day	1 day	2,099		
4.1.2	200-300		Go Solve Word Problem 1 7hr implementation training	2,899 per day	1 day	2,899		

4.1.2	200-300	Go Solve Word Problem In-class support sessions	2,099 per session	2 sessions	4,198
4.1.2	200-300	Scholastic Reading Inventory	2,299 per day	1 day	2,299
4.1.2	200-300	Scholastic Math Inventory Training	2,899 per day	1 day	2,899
4.1.3	200-300	SAT Preparation	4,000 per 3 days	1-3 day	4,000
4.1.2 4.1.3 4.1.4	200-300	Partnership with William Paterson University to provide professional development for teachers in the areas of literacy, special education, and the integration of the performing arts. Services include Professors in Residence from September to June for an additional Professor in Residence for Math for 1 day a week (6 hours/40 days).	<p>3 Professors x \$9,760 = \$29,280, 2 x \$5,500 per institute = \$11,000</p> <p>3 full day training Sessions and 3 half day training sessions for performing arts at \$6,500</p> <p>2 WPU faculty for three full days and for two faculty for three half days \$3000</p>	<p>1 day a week (6 hours/40 days)</p> <p>Two 5-day Summer Institutes</p> <p>3 full day training Sessions and 3 half day training sessions for performing arts</p> <p>3 full days and 3 half-day sessions</p>	49,780

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BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Approved 12/13/11

NGO TITLE: School Improvement Grant

SCHOOL NAME: Cicely Tyson M/HS

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
6.1.3	100-600	SMART Response XE Systems for Math and Science Classes	1,825	24	43,800
6.1.3	100-600	Student Response Systems designed for students with disabilities	1,500	4	6,000
6.1.3	100-600	Student Response Systems designed for ELA and social studies classes	1,266	25	31,650
6.1.3	100-600	Netbooks signed out by students for use at home with the Achieve 3000 Home Connection	500	100	50,000
6.1.3	200-600	6 MacBook Pros 15 in 2.2 GHz Quad-core Intel Core i7 for administrators and instructional coaches to implement the Charlotte Danielson Framework for Teaching	1,699	6	10,194
6.1.3	200-600	MacBook 5-pack w/APP (White/13.3"LED/2.4GHZ/2GB DDR3/250GB/SD) with AppleCare Protection Plan for teachers to integrate technology into instruction.	1,062	80	84,960
6.1.3	200-600	AppleCare Protection Plan for MacBook Pro-Auto Enroll	239	86	20,554
6.1.3	200-600	6 iWork for Macbooks	39	86	3,354
6.1.3	200-600	Microsoft ACAD Open Lic 2011 for MacBooks	60	86	5,160
6.1.3	200-600	1 iPad 2 16GB with Wi-Fi- Black (10) pack	479	10	4,790

6.1.3	200-600	10 iPad 2 Smart Cover-Polyurethane Orange	39	10	390
2.1.1	200-600	80 Enhancing Professional Practice Books 21.95 per book = 1756 Total 19151.30	22	80	1,760
4.1.2	200-600	Professional Books for Book Studies and Professional Learning Communities that focus on topics such as meaningful feedback, research-based instructional strategies, and motivating students	22	80	1,760
4.1.3	200-600	Video libraries for ELA, science, and social studies teachers to supplement current curriculum	500	20	25,000
4.1.4	200-600	Additional classroom libraries in non ELA and math classrooms to increase reading across the curriculum	500	40	20,000

S-16

BUDGET DETAIL FORM F

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Cicely Tyson M/HS

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7a.1.10	200-400	One-year warranty on SMART system 1 year x 2990=2990	2,990
6.1.3	200-500	System 44 a secondary reading program used to improve reading comprehension for students reading 3 or more years below grade level 1 package x 17,500 = 17,500	17,500
6.1.3	200-500	Princeton Review program will be purchased create a comprehensive culture college and career readiness for middle and high school students. 20 classes x 5250/class	105,000
6.1.3	200-500	Scholastic Do the Math Now Small Group Intervention – 3 kits x 2095 = 6285	6,285
6.1.3	200-500	Fast Math and Fraction Nation Math 1 bundle x 14,900= 14,900	14,900
6.1.3	200-500	Go Solve Word Problems Unlimited Site License 1 x 7,800 per license= 7,800 20 x \$30 per school material = 600	8,400

6.1.3	200-500	Scholastic Math Inventory Site License 1 x 2950 per site = 2950	2,950
6.1.3	200-500	Scholastic Math Inventory Expansion Pack 2 x 499 per 50 licenses = 998	998
7a.1.10	200-500	Transportation for students for extended day expenses added to normal bus route. 166.67 per day x 180 days for extended day	30,001
7a.1.10	200-500	Transportation for field trips such as Liberty Science Center, NY Aquarium, theatre productions, and college tours. 600 per bus x 40 buses= 24,000	24,000
7a.1.9	200-500	Achieve 3000 Home connection A supplemental program to the district's current Achieve 3000 program is a differentiated literacy curriculum that meets the needs of individual learners. 1 site x 150,000 which includes: <ul style="list-style-type: none"> • student data setup/subscription • customized content • subscriptions to parents • professional development for parents • dedicated hotline for Cicely Tyson School • reporting and monitoring devices for teachers and administrators. 	150,000
7b.1.20	200-600	Snacks for students during the extended day 900 students x \$1.50 x 180 days	76,213
7b.1.20	200-500	Teachscape XI Online Professional Learning Services 1 x 3500 per school= 3500	3500
2.1.2	200-500	Teachscape Walkthrough Data collection Tool 1 x \$ 800 per school = 800	800
2.1.2	200-500	CWT/DCT Getting Started Workshop 1 Cohort x 4500 per school = 4500	4,500
2.1.2	200-500	Danielson Framework for Teaching Proficiency Test/ Training Licenses 6 administrators x 399 per person = 2394	2,394

2.1.2	200-500	Danielson Formal Evaluation System Annual User Licenses 94 users (administrators and teachers) x 45 = 4230	4,230
2.1.2	200-500	Teachscape Danielson Webinar 1 school x 1000	1,000
2.1.2	200-500	School subscription to Educational Impact to implement Danielson Framework for Teaching 1 x \$1050 per school = 1,050	1,050
4.1.13	200-580	Lodging for Expanded Learning Time Conference in Boston, MA 13 staff members x \$206/ day x 3 days = 8,034	8,034
4.1.13	200-580	Meals for Expanded Learning Time Conference in Boston, MA 13 staff members x \$77/ day x 3 days = 3,003	3,003
4.1.13	200-580	Transportation (train tickets) to Learning Time Conference in Boston, MA 13 staff members x \$121 round trip = 1,573	1,573
4.1.13	200-580	Mileage for SIG Meetings 4 administrators x 60 miles x .31 per mile x 60 days = 4,464	4,464
7a.1.13	100-800	Admission costs to take students to places such as the Liberty Science Center, NJ Aquarium, and theatrical productions for field experiences. 900 students x \$30 per admission fees = 27,000	27,000
7a.1.13	100-800	Student incentive such as Breakfast or lunch with the Principals 225 students x \$20 per student	\$4,500
7a.1.13	100-800	Scholastic book vouchers for increased achievement in language arts literacy and mathematics. 225 students x \$25 per voucher = 5625	\$5,625
7a.1.13	200-800	Incentives for teachers in the form of mini-grants for professional development such as conduct action research projects, study groups, instructional supplies, and conference registrations as a reward for student achievement. The awards will be given quarterly to teachers who has have demonstrated proficiency in instructional practice and has shown growth in student achievement. The awards will be given to 60 teachers at \$500 each	30,000
7b.1.3	200-800	Refreshments for parent/family community outreach events \$500/event x 4 events = 2,000	2,000

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

LEA Name: East Orange School District

School Name: Cicely Tyson Middle/High School County/LEA/School Code: 13-1210-150

NGO Title: School Improvement Grant (Cohort 2 - Year 1) NGO#: SG03 WKL H02

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			565,217		565,217
Purchased Professional & Technical Services	100-300			61,000		61,000
Other Purchased Services	100-500			143,685		143,685
Supplies and Materials	100-600			151,450		151,450
Other Objects	100-800			37,125		37,125
SUBTOTAL - INSTRUCTION				958,477		794,792
SUPPORT SERVICES						
Personal Services - Salaries	200-100			251,459	0	251,459
Personal Services - Employee Benefits	200-200			68,073	0	68,073
Purchased Professional & Technical Services	200-300			97,869	0	97,869
Subgrant Cost Summary	200-320			0	0	0
Purchased Property Services	200-400			2,990	0	2,990
Other Purchased Services	200-500			233,823	0	233,823
Travel	200-580			17,074	0	17,074
Supplies and Materials	200-600			234,135	0	234,135
Other Objects	200-800			32,000	0	32,000
Indirect Costs	200-860			0	0	0
SUBTOTAL - SUPPORT SERVICES				937,423	0	1,111,833
FACILITIES						
Buildings	400-720					
Instructional Equipment	400-731			93,375		93,375
Noninstructional Equipment	400-732			0		0
SUBTOTAL - FACILITIES				93,375		93,375
TOTAL COST				1,989,275	0	1,989,275

Victor R. Demming
 Business Administrator/Chief Fiscal Officer

Date