

EAST ORANGE SCHOOL DISTRICT

**SCHOOL IMPROVEMENT GRANT
TIER I AND TIER II APPLICATION**

**DR. GLORIA C. SCOTT, SUPERINTENDENT
SUBMITTED: APRIL 27, 2011**

Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION
NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3) FY 11 NGO# SG03 WKL H02
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 13
LEA/OTHER: 1210
SCHOOL: ~~095~~/150

COUNTY NAME: Essex
East Orange Board of Education

APPLICANT AGENCY
715 Park Avenue

AGENCY ADDRESS
East Orange

CITY New Jersey STATE 07017

(973) 266-5760 AGENCY TELEPHONE NUMBER (973) 678-4865 AGENCY FAX ZIP

PROJECT DIRECTOR (Please print or type name): Yukima Vannoy

TELEPHONE NUMBER: (973) 266-5745 FAX#: (973) 266-2955 E-MAIL: y.vannoy@eastorange.k12.nj.us

BUSINESS MANAGER: Victor Demming PHONE#: (973) 266-5700 E-MAIL: v.demming@eastorange.k12.nj.us

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2012

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$5,253,509

APPLICATION CERTIFICATION:

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

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

Gloria Scott
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR
Gloria Scott
(Please print or type name)

Superintendent
TITLE
3/9/11
DATE

*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for Itemized list).

SECTION III:

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

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 04/7/2011

Form 1-2

BOARD RESOLUTION TO APPLY

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The East Orange Board hereby certifies that permission has been granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

\$5,253,509.00,

starting on September 1, 2011, and

ending on August 31, 2012.

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

March 8, 2011

Victor R. Dessuming
Secretary of the Board

3/8/2011
Date

Form L-3

STATEMENT OF ASSURANCES

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

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

- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
- (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Dr. Gloria Scott
Chief School Administrator Name

[Signature]
Chief School Administrator Signature

March 9 2011
Date

**EXTRACT FROM THE MINUTES OF A MEETING
OF THE BOARD OF EDUCATION OF THE CITY OF EAST ORANGE, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK**

The Board of Education of the City of East Orange in the County of Essex, New Jersey convened a Regular Meeting on Tuesday, August 9, 2011 at 6:20 p.m.

The following members of the Board were present:

Ms. Theresa Combs, Mr. Everett Jennings, Mrs. Emily Nichols-Mitchell, Mr. Arthur Wright, Ms. Kristie Howard, Esq., and Mr. Vernon Pullins, Jr.

The following resolution was offered by Ms. Theresa Combs, duly seconded by Mrs. Emily Nichols-Mitchell and adopted by the Board of Education:

SIG Grants

WHEREAS, the East Orange Public Schools received a School Improvement Grant (SIG) for School, and;

WHEREAS, the requirements of the US Department of Education call for adoption of the Transformation, Turnaround, Restart or Closure model and;

WHEREAS, the requirements of the NJ Department of Education call for faithful implementation of all components of the selected federal model and with respect to the SIG school(s);

- A. WHEREAS, the requirements of the Transformation and Turnaround models call for greater school-level autonomy and more flexibility for the leadership of the school including the following:
- Selection of Staff
 - Scheduling
 - Budgeting
 - Greater accountability for results
 - Enhanced decision making of school programming (academics, social/emotional needs, schedule, etc.) to address the needs of the students
 - Enhanced selection of professional development services and providers within the requirements of federal and state statute and regulations regarding bid and competitive contracting.
- B. WHEREAS, with respect to all schools in the district, the NJ Department of Education requires that any LEA receiving new SIG awards for the 2011-12 school year additionally must have district wide policies and/or programs in the following areas for all schools. Therefore, each LEA must submit a plan for each of the following to the commissioner by October 15:
- Implementation of the Common Core State Standards by 2014. Such plan should include review, modification, and replacement of existing curricula consistent with the State Board of Education's schedule for transition to Common Core (e.g., K-2 by 2012).
 - Process to develop or purchase a robust formative assessment system that produces timely data that teachers and administrators can use to diagnose students learning progress, design personalized instruction strategies, and/or use to design student or school wide instructional strategies that improve student learning or growth.

**EXTRACT FROM THE MINUTES OF A MEETING
OF THE BOARD OF EDUCATION OF THE CITY OF EAST ORANGE, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK**

Page 2 of 2

SIG Grants (cont'd)

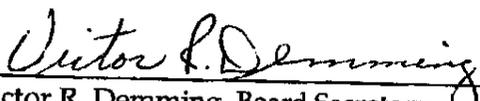
- Implementation of a nationally recognized and Department of Education-approved observational assessment protocol for all teachers and principals. The plan should delineate how the LEA will ensure that any investment in such a protocol will include professional development for its proper use and objective third-party measurement of the efficacy of its implementation. The plan should also ensure that products and services used for this purpose are able to capture data for use in educator evaluation systems and such data can also be stored and used to research and improve inter-rater reliability.
- Implementation of a teacher and principal performance evaluation system that includes four categories of effectiveness and includes at least 50 percent weighting attributable to objective measures of student achievement. (Note: Such measure need not consist exclusively of summative test such as the NJ ASK or HSPA).
- Policy to eliminate forced placements of educators into core teaching positions.
- Implementation of a dropout identification system and intervention program.

NOW THEREFORE BE IT RESOLVED by the Board of Education (Board) of the East Orange School District assembled in the open public meeting on August 9, 2011 that the Board will implement the requirements listed in A, greater school-level flexibility and faithful implementation of the select federal model(s) using the provisions; and, in B above, the added requirements specified by the NJ Department of Education for recipients of SIG Funds as specified.

ROLL CALL: AYES: 6
 ABSENT: 1

STATE OF NEW JERSEY)
) ss
COUNTY OF ESSEX)

I, Victor R. Demming, Secretary of the Board of Education, of the East Orange Board of Education, in the County of Essex, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of said district, fully called and held on Tuesday, August 9, 2011, has been compared by me with the original minutes as officially recorded in my office in the minute book of said East Orange Board of Education, original minutes so far as the same related to the subject matter referred to in said extract, in witness I have hereunto set my hand and affixed the corporate seal of said Board of Education this 14th day of December 2011.



Victor R. Demming, Board Secretary

Date: March 22, 2011

Form L-5

LEA : East Orange Board of Education

PROJECT ABSTRACT

<p>Mission</p>	<p>The East Orange Board of Education is dedicated to creating a learning environment and educational opportunities utilizing the New Jersey Core Curriculum Content Standards to ensure what our students become competitive and well-rounded.</p>
<p>Vision</p>	<p>The East Orange School District aspires to be the educational model of excellence for learning institutions in the State of New Jersey.</p>
<p>Project Implementation Summary</p>	<p>Through the New Jersey Department of Education, the East Orange School District proposes to implement the Transformation Model at Patrick F. Healy Middle School (Tier I) and the Cicely L. Tyson Community School of Fine & Performing Arts Middle/High School (Tier II) as outlined in the School Improvement Grant requirements. Both schools are the neediest for funds and resources to increase student achievement, make adequate yearly progress and move from improvement status.</p> <p>The decision to implement the transformation model was determined after conducting a thorough needs assessment through an extension staff, parent and student survey. The purpose of this assessment was to identify the current needs within each school, prioritize current needs, identify existing resources and community/stakeholder partnerships. Results from the needs assessment also afforded the district the opportunity to specify gaps between existing resources and prioritized needs.</p> <p>The projects in Years 1-3 will involve implementation of various school level initiatives, parental and community based activities, job-embedded professional development and an increase in learning time to address deficiencies as well evaluate teacher and school leader effectiveness. Other initiatives will include provisions for operational flexibility and sustained technical assistance and support provided by SINI Supervisors in Language Arts Literacy and Mathematics. These supervisors will assist in collecting student data, providing job-embedded professional develop and other crucial processes identified by district support and grant requirements.</p> <p>The major facets of the proposed transformational model that will be implemented:</p> <p>Providing on-going job-embedded professional development that is aligned to the schools Title I plans and the instructional programs to facilitate effective instructional practices to successfully</p>

	<p>implement the transformation model;</p> <p>Reward school leaders, teachers and staff that proven to increase student achievement and high school graduation rates and remove those leaders, teachers and staff that fail to do so even after ample opportunities to improve practices;</p> <p>Development and implementation of a rigorous evaluation system for school leaders and principals that measures performance and student growth; and</p> <p>Continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>The East Orange School district takes great pride in believing that all children can learn with no limitations. We are committed to creating a learning environment in which continuous improvement is embedded in our culture. These core values affords use the opportunity to provide all students a high quality education that meets their needs and aspirations while preparing them to become knowledgeable, competitive and productive 21st century learners.</p>
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Date: March 22, 2011

Form L-6

LEA : East Orange Board of Education

SCHOOLS TO BE SERVED

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

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

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)				
								turnaround	restart	closure	transformation	
1.	Patrick F. Healy Middle School	13	1210	095	3404230	X						X
2.	Cicely Tyson School of Performing Arts MS/HS	13	1210	150	3404230		X					X

Form L-7(a)

Date: March 22, 2011

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings									
Date	Location	Topic	Number Attending	Agenda on File	Minutes on File				
				Yes	No	Yes	No		
February 18, 2011	Conference Room B Board of Education	SIG Action Planning Meeting	11	X		X			
February 23, 2011	Conference Room B Board of Education	Needs Assessment	12	X		X			
March 15, 2011	Conference Room A Board of Education	SIG Development Meeting #1	18	X		X			
March 16, 2011	Conference Room B Board of Education	EOEA -SIG Meeting	6	X		X			
March 22, 2011	Conference Room 5 th Floor	SIG Development Meeting #2 - Budget & SEA Section	10	X		X			
April 1, 2011	Conference Room 5 th Floor	SIG Development Meeting #3-Budget & Revisions	8	X		X			

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

Stakeholder Informational Methods & Events	Patrick Healy Middle School Meetings: February 15, 2011 & March 15, 2011 - School Leadership Team Meetings

Date: _____

Page ____ of ____

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
CHRISTOPHER WILBY	Human Resources			Christopher Wilby
DEBORAH BAKER ALGAN	Shelburne University			Deborah Baker Algan
DOROTHY M. HULLER	ESSD		yes	Dorothy M. Huller
ALLAN SPANGLER	ESS & PE		yes	Allan Spangler
SONYA K. SIMMONS	Special Education Curriculum Services		yes	Sonya K. Simmons
JACQUE BEBENDORF TAD	ASTI OLIVE ENIG. ASSN		yes	Jacqueline Beborf Tad
Mrs. E. St. George	parent PTA Treva		no	Mrs. E. St. George
KATHIE DENETRISNA	PARENT ADVISORY COUNCIL		NO	Kathie Denetrisna

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

	<p>February 17, 2011& March 17, 2011 – Parent Teacher Meeting</p> <p>Cicely Tyson High School Meetings: February 17, 2011& March 17, 2011 – School Leadership Team Meetings February 21, 2011& March 22, 2011 – Parent Teacher Meeting</p>
<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>On February 23, 2011, the Superintendent of Schools held a meeting with members of the District School Improvement Team (DSIT) consisting of the principals of the Tier I and Tier II schools, the curriculum and instruction supervisor, testing supervisor, schools-in-need of improvement (SINI) supervisors for math and language arts literacy, director of special education, and director of support services to discuss and delineate a process to involve school based staff in a needs assessment process. This assessment is used to describe the “gap” or discrepancy between “what is” and “what should be.” Results from this assessment, along with various other data sources were used to develop and distribute a survey to staff, parents and students. The results of the needs assessment and the identified root causes were shared with the school leadership team, teachers, school leadership council and a district SIG Committee on March 15, 2011. The SIG Committee consists of central office staff community representatives, parents from the Tier I schools, principals of the Tier I schools, teacher union representatives, union president and school lead union representatives.</p> <p>All stakeholders involved in the needs assessment and the development of the plan will be involved in the implementation of the plan. An explanation of their involvement is included in the management plan.</p>
<p>Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NT O to discuss the following:</p> <ul style="list-style-type: none"> Student achievement Walkthrough trends Attendance of students and staff Discipline data SIG component implementation 	<p>Superintendent of Schools – Dr. Gloria C. Scott Assistant Superintendent of Operations – Dr. Deborah Harvest Director of Human Resources – Candace Wildy Director of Special Education – Tonya Santos Director of Support Services – Dr. Alexis Colander Principal of Healy Middle School – Dr. Monica Burton Principal of Tyson High School – Dr. Stephen Cowen Administrative Assistant of Curriculum & Instruction – Lorena Simmons Testing Supervisor – James Leutz Schools in Need of Improvement Supervisor (Mathematics) – Edward Boayke</p>

	Schools in Need of Improvement Supervisor (Language Arts Literacy) – Yukima Vannoy SIG Supervisors (2) - TBD
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Date:

Page ___ of ___

STAKEHOLDER PARTICIPATION

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

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
CHRISTOPHER WILBY	Human Resources			<i>Christopher Wilby</i>
JENNIFER M. NEAL	Stagers University			<i>Jennifer M. Neal</i>
DOROTHY M. HANLEY	ESSD		yes	<i>Dorothy M. Hanley</i>
ALEXIS SPANGLER	ESSD		yes	<i>Alexis Spangler</i>
TODD A. SIMMONS	Special Education Curriculum Services		yes	<i>Todd A. Simmons</i>
TERRI BECKENSTON	EAST OLAHUE EDUC. ASSN		yes	<i>Terri Beckenston</i>
MRS. P. STINE	parent PTA Treva		no	<i>Mrs. P. Stine</i>
KATHIE DENETRANA	PARENT ADVISORY COUNCIL		NO	<i>Kathie Denetrana</i>

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

LEA COMMITMENT AND CAPACITY

See details for each item on pages 24 to 26. Describe the following:

<p>The LEA's SIG design and implementation interventions</p>	<p>The East Orange School District selected the transformation model to implement in Tyson High School and Healy Middle School. Administrators, teachers and parents were involved in the gathering and reviewing of data that played a role in the selection of the model.</p> <p>A District School Improvement Team (DSIT) consisting of the principals of the Tier I and Tier II schools, the curriculum and instruction supervisor, testing supervisor, schools-in-need of improvement (SINI) supervisors for math and language arts literacy, director of special education, director of support services, and the superintendent of schools meet on February 23, 2011 to discuss and delineate a process to involve school based staff in a needs assessment process.</p> <p>School-based teacher data teams were organized to review and analyze assessment data for mathematics and language arts literacy, and student demographics. After analyzing the data the teams identified root causes and proposed action plans to address the root causes. The information was shared with members of the District School Improvement Team (DSIT) school staff, the school leadership team and the School Leadership Council.</p> <p>On February 25, 2011 a climate survey developed by NJEA was administered to school staff. This survey gathered perceptual data. NJEA analyzed the survey results and shared them with the district. The DSIT reviewed and discussed the results of gathered data. Each</p>
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	<p>school reviewed the school results. Proposed actions were recommended to address possible causes.</p> <p>Root causes and action plans were referenced back to the interventions of the transformation model.</p> <p>The DSIT concluded that improvement actions have been implemented for at least five of the nine requirements of a transformation model</p> <ol style="list-style-type: none"> 1. Both schools were scheduled to be restructured in 2009-2010. New principals with leadership skills were chosen to lead each school. These principals were replaced under the restructuring guidelines and not the intervention models identified in the SIG requirements. 2. On-going job-embedded professional development that is aligned with the school's instructional program is occurring. 3. Comprehensive instructional reform strategies are occurring: such as vertically aligned curriculum, use of student data (formative, interim and summative, integration of technology, periodic curriculum review, and support to low achieving students. 4. Increased Learning Time – Allocated instructional time for mathematics and language arts literacy has increased from 40 minutes to 80 minutes daily. A 4-week after school program, a Saturday program and a 4-week summer school program is offered to students who attend both schools. 5. Provision of Operational Flexibility – Principals are given the flexibility to select staff, determine the use of non-salary and stipend funds, as well as NCLB funds. 6. Sustained Support – The district has hired two (2) schools-In-Need of Improvement Supervisors to develop a secondary response to intervention program (RIIT) for mathematics and language arts literacy. <p>Supervisory Site Visitations are made to determine the status of</p>
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	<p>implementation of research-based practices and the need for technical assistance.</p> <p>No actions have been successfully implemented (1) to use a rigorous, transparent and equitable evaluation system for teachers and administrators, (2) to identify a reward system that supports increased student achievement and graduation rates, and (3) to allocate funds to extend the school year and develop a community-oriented school.</p> <p>The results of the needs assessment and the identified root causes were shared with the school leadership team, teachers, school leadership council and a district SIG Committee on March 15, 2011. The SIG Committee consists of central office staff community representatives, parents from the Tier I schools, principals of the Tier I schools, teacher union representatives, union president and school lead union representatives.</p> <p>All stakeholders involved in the needs assessment and the development of the plan will be involved in the implementation of the plan. An explanation of their involvement is included in the management plan.</p>
<p>The LEA's process to analyze the needs of each school and determine the selected intervention</p>	<p>The staff of the East Orange School District believes that school improvement is not something that just happens; it is the result of thoughtful evaluation and educated planning. School improvement planning is a process by which members of the school community conduct a thorough evaluation of their school's educational programming and develop a written plan that provides a direction for school improvement. With strong instructional leadership and a commitment to achieving student-oriented goals, all schools can succeed in their improvement goals. For years, the East Orange School District, like many districts across the country, has engaged in a continuous cycle of data collection, analysis, planning, and implementation. School improvement planning is a continuous cycle. In East Orange, this process begins with looking at data and developing a reliable needs assessment process. Typically, a needs assessment is</p>

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used to describe the “gap” or discrepancy between “what is” and “what should be.”

This assessment involves the gathering of information from a variety of sources. Information can be quantitative and qualitative. The staff finds both kinds of information valuable. Strengths and weaknesses are identified as a result of the investigation and assessment of programs, practices, values and activities. They provide baseline information from which to develop future plans.

It was no surprise to us that the Patrick F. Healy Middle School (Tier I) was identified as one of the lowest performing schools in the state. In the years 2002, 2003 and 2004 only 18% of the general education population met the minimum level of proficiency on the Grade Eight Proficiency Assessment (GEPA) in mathematics. That is less than one in five general education students. Being identified during the Improving America’s School Act, Healy Middle School started No Child Left Behind (NCLB) in status and has never made Adequate Yearly Progress (AYP). In Year-5, Healy Middle School had a restructuring plan submitted in May of 2006 and implemented the following school year. At that time the principal was replaced, a new whole school reform model was started, and additional changes were made. In 2008, only 20% of eighth graders were proficient on the statewide assessment. Only 49% passed Language Arts Literacy and that was a steep decline from 2009. Healy Middle School begun the 2010-2011 school year with a new principal and a new restructuring plan.

Cicely Tyson Middle/High School for Performing Arts (Tier II) hasn’t had the same scrutiny as Healy Middle School. Until very recently, Tyson did not receive Title I funds. As a high school, Tyson has been our ‘higher-performing’ school. In 2010, 83% of general education, first-time eleventh graders passed the Language Arts Literacy section of the HSPA. This was 15 points higher than East Orange Campus

	<p>High School, a non-Title I school. With our intense focus on the three Title I middle schools, Tyson's middle school status, until recently, especially in mathematics, slipped under the radar.</p> <p>Our new Superintendent of Schools formed an advisory committee including all relevant stakeholders to focus on a comprehensive needs assessment to determine the model for implementation. The district's advisory committee reviewed all existing data sources as well as conducted a student, parent and staff surveys. After reviewing all relevant data and much discussion, the committee agreed that the Transformation Model was the best choice for both schools. The district actually took action at the end of the 2009-2010 school year by replacing both principals.</p>
<p>The LEA's recent history in improving schools</p>	<p>The East Orange School District has been involved in many school improvement programs over the years. As one of the "Abbott" district (Abbott vs. Burke), we implemented Abbott Plans from 1999 to 2006. Under this mandate, schools selected a whole school reform model and there were some notable pockets of success at some district schools. However, the early implementation of this program was focused at the elementary level and in particular, early literacy.</p> <p>More recently, we have seen fewer and fewer schools making Adequate Yearly Progress (AYP) as defined by <i>No Child Left Behind</i> (NCLB) accountability and more and more schools entering improvement status. At the same time we celebrate the success of some of our smaller elementary schools that continue to make AYP. In fact, our Tier II School, Cicely Tyson, made AYP in 2010 and is currently on hold. We have restructured schools, including our Tier I school, Patrick F. Healy Middle School only to see them remain "schools in need of improvement." The neighboring middle school, Sojourner Truth came out of improvement status making AYP two years in a row, only to fall back into status two years later.</p> <p>Two elementary schools were identified as "low performing" by</p>

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NJDOE Abbott regulations at that time. They were identified because fewer than 50% of their general education students scored proficient on the statewide Language Arts Literacy (LAL) assessment at grade 4. One of the schools, Louverture Elementary has made AYP for the last four years in a row. However, since the redesign of the grade 4 New Jersey Assessment of Skills and Knowledge (NJASK), fewer than 50% of their general education students scored proficient in 2010.

Over the last several years, leadership at the district level has changed. We have had a number of superintendents and assistant superintendents come and go. The changes in leadership meant changes in our focus and direction. We have also seen a decline in central office staffing, especially in curriculum and instruction. The district has suffered by trying to “do more with less.” Our former superintendent liked to quote the book Change Leadership: A Practical Guide to Transforming Our School, by saying, “Imagine being asked to rebuild an airplane – while you are flying it.” (Wagner and Kegan, 2006)

While implementing school improvement in programs such as Demonstrably Effective Program Aid, Educational Improvement Plans, or Operation School Renewal, the East Orange School District, engaged in a continuous cycle of data collection, analysis, planning, and implementation with a strong central office as the driving force. Back then, the Office of Planning and Research had two supervisors. We no longer have that office or those positions. Unfortunately, the constant flux in leadership and priorities and the decreasing in central office staffing have meant that many of the support and monitoring mechanisms has been lacking.

In recent years, key components to sustained school improvement have been put into place. Three years ago the district purchased Edusoft Test Management System from Riverside Publishing. This changed the process and timeliness of receiving formative assessment results. Before Edusoft, the simple task of scoring a benchmark assessment and getting

	<p>results back to the teachers took weeks. The next important step to improving the use of data to inform instruction and improve school interventions has been the purchase this year of Focus Student Information system, an online student database that will finally take all relevant data on our students and put it one user-friendly place.</p> <p>Additional key components have been put into place in recent years. They include Read 180, Teen-Biz, Compass Learning, Ramp-Up, Safety-Net Saturday and after school programs. CAPA consultant, Diane White and NJDOE liaison, Dr. Francine Wright, provides practical and applicable assistance, have commented on how all the key components for improvement are in place. Full implementation with monitoring and accountability is needed.</p>
<p>D</p> <p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>After each school completed a needs assessment (including data derived from staff surveys, student test scores and individual teacher/administrator professional growth plans) to determine intervention needs, external providers will be recruited according to their expertise and background rooted in SBR practices. All proposals must be received by the Office of Business Administration, by 12:00p.m. on Tuesday, April 5th, 2011, at which time they will be publicly opened and screened by both the Finance and Curriculum Committees to determine their success in working with similar schools before presentation for approval of the full Board.</p> <p>I. ALIGNMENT OF FISCAL RESOURCES</p> <p>The East Orange School District will align the New Jersey School Improvement Grant (SIG/Cohort 2) with other funding sources that the schools receive. The alignment will be as follows:</p>
<p>E</p> <p>The LEA's plan for alignment of other resources and supports</p>	<p><u>Title I, Part A</u> – Title I funding will be used to implement a vertically aligned (across-grade levels) instructional program that is reflective of the New Jersey Core Curriculum Standards.</p> <p><u>Title II, Part A</u> – Title II A funds will be used to hire skilled and</p>

experienced teachers to implement interventions to students in mathematics and language arts literacy.

Title II, Part D – These funds will provide on-line job-embedded professional development and ongoing use of student data via electronic means.

Title III, Part A – LEP Funding from the grant will be used to support the grant goals for English Language Learners.

IDEA – Special education students, parents and teachers will receive support that reflects the grant's goals for this sub-grant.

SIA Part A Funds – These funds will assist with the implementation of the improvement design job-embedded professional development and assistance in implementing the intervention model

State and Local Funds – These funds will be used to support the implementation of the intervention model.

II. ALIGNMENT OF SUPPORT RESOURCES

A. Alignment with the NJCC – The district has aligned all of its curricula to the 2004 NJCC standards. The Science curriculum has been aligned to the 2009 science core curriculum content standards during the summer 2009 and 2010. Revisions of the curricula for the other core content standards will be consistent with the state's timeline.

Revised Core Curriculum Content Area (K-12)	Adoption of Revised Standards	State Timeline for Revised Curricula 2009 Standards
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Language Arts Literacy	2010*	Sept. 1, 2011*
Mathematics	<i>(time extended)</i>	<i>(time extended)</i>
Science	June 17, 2009	Sept. 1, 2011
Visual & Performing Arts	June 17, 2009	Sept. 1, 2012
Comprehensive Health & Physical Education		
Technology		
21 st Century Life & Careers		
World Languages		
Social Studies	Fall 2009	Sept. 1, 2012

B. District Capacity to Serve Eligible Schools – The East Orange School District has organized its human resources to support the two (2) schools eligible for SIG funding. Two (2) Schools in Need of Improvement Supervisors have been hired with Title I funds to work with schools to implement a response to intervention (RIT) model in our secondary schools.

One SINI Supervisor is for language arts literacy; the other is for mathematics.

A District School Improvement Team (DSI Team) consisting of the superintendent of schools, supervisor of curriculum, directors of

	<p>support services and special education, two (2) SINI supervisors, the testing supervisor and the two (2) Tier I principals has been organized to have oversight and monitor the School Improvement Grant.</p> <p>This team structured the process for conducting the school-based needs assessment and provided oversight of the development of the School Improvement Grant.</p> <p>The DSI Team will facilitate school walkthroughs to measure changes in instructional practices, review student achievement on formative and summative assessments; meet with the District SIG Committee, which consists of community members, parent representatives from Tier I and Tier II schools, representatives from the teachers and administrators' unions, DSI Team members; and facilitate and provide job-embedded professional development.</p> <p>C. <u>Parent Support</u> – Parent support will be fostered through parent involvement. PTO/PTA presentations have occurred and will occur throughout the grant. Parents involved in the PTO/PTA have and will function in an advisory matter to the School Leadership Council (SLC). Future plans also include collaborative planning of meetings and activities with the EOE and PTO/PTA in an effort to foster positive partnerships and help create conditions for teachers to teach and students to learn. School Leadership Council has been involved in the decision-making process associated with the development of the grant and will be involved in the implementation of the grant.</p> <p>The District SIG Committee reviews and discusses the content of the grant and provides input to the DSI Team. This committee has parents from all Tier I and Tier II schools, community persons and union representatives.</p>
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	<p>D. <u>School Staff Support</u> – School staff were intimately involved in the needs assessment process. Teams of teachers analyzed student achievement and root causes associated with student achievement. The teacher data teams shared their findings and proposed action plans with their peers. All teaching staff reviewed and discussed the findings. On an ongoing basis, teachers will review and reflect on the implementation of instructional reform strategies, job-embedded professional development and extended learning time.</p> <p>There are two decision-making structures in each school. The first structure is the School Leadership Team (SLT). This team is made up of the principal, assistant principal, literacy coach and math coach. A school-based SIG Committee is the second structure. This committee advises the School Leadership Team.</p> <p>E. <u>Support of Board of Education</u> – The proposed SIG was presented to the Board's Curriculum Committee on March 2, 2011. The Board of Education approved the submission of the grant at its March 8, 2011 Board meeting,</p> <p>Information about the implementation of the grant will be shared with the Board of Education through the Curriculum Committee.</p>
<p>F</p>	<p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p> <p>The East Orange School District will modify its policies and practices to enable the implementation of the transformation model interventions. There are three (3) transformation model interventions that must be reviewed against district policies and practices: (1) the provision of flexibility for hiring, retaining and transferring staff to facilitate the selected model (2) the extension of the school year and (3) the provision of incentive to increase student achievement.</p>

	<p>Policies and practices related to the above referenced intervention will initially be reviewed and discussed by the district's Senior Cabinet (Superintendent, Assistant Superintendent, Business Administrator and Director of Personnel).</p> <p>After reviewing the relationships between the district policies and practices, the Senior Cabinet members will meet with the representatives of the teachers and administrators unions to discuss the SIG requirements and the impact of the requirements on current practices and policy. This will ensure discussions continue around the collective bargaining unit to ensure all stakeholders are in agreement. Constraints and facilitators will be identified in relation to grant requirements.</p> <p>Information gained from the meetings with the two union representatives will be discussed with the Full Cabinet (Superintendent, Assistant Superintendent, Directors, Supervisors and Principals). Based on the involvement of the Senior Cabinet, policy modifications will be identified.</p> <p>Using the information provided in the aforementioned meetings, district policies and guidelines will be modified and included in drafts that will be shared with union representatives and in turn with the Board's Policy Committee.</p> <p>Upon Board approval of the proposed policy changes, the revised policies will be shared with the district's educational community.</p>
<p>The LEA's plan to sustain the reforms after the funding period ends</p>	<p>Our transitional model is designed with built-in sustainability. Maintaining the reforms after the funding period has ended should not pose a problem as the key components of the grant will build capacity within the schools. The East Orange School District sees this grant as a greater opportunity than just the transformation of two schools. We believe that this will be a litmus-test for comprehensive district-wide reforms in the future. Any program that will require funds after the</p>

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	<p>three year period will be supported in the local school budget. No Child Left Behind Title II-A funds will be used, if needed, for additional or follow-up professional development after the three year grant period.</p>
<p>H The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results</p>	<p>The newly appointed principal of Patrick F. Healy Middle School had the option of selecting 50% of the content area staff for English, Mathematics, Science, Social Studies. The principal chose staff from a pool of middle school teachers. In Years 2 & 3, principals and staff from both schools will make recommendations for new hires. Additionally, the district will empower the schools with the flexibility to identify research-based programs, services, and strategies to meet the needs of the students and staff, as identified in the needs assessment.</p>
<p>I The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.</p>	<p>The District went through the arduous task of appointing new principals to Healy Middle and Tyson Middle/High Schools in August 2010. The new principal of Healy Middle, although a novice principal, is a seasoned administrator who has demonstrated her effectiveness for improving student achievement. The new principal of Tyson Middle/High School is a seasoned principal with a proven track record for improving student achievement. Both administrators went through a rigorous series of interviews designed to measure both results and commitment and both understand the stakes involved in this process. The selection of these two administrators involved the recruitment of both internal and external candidates. Both principals are in the first year of their service as principals of these schools.</p>
<p>J The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.</p>	<p>The Management of School Improvement Grant (SIG) will incorporate two approaches: project management and collaborative management. Project management combines the work of different people into a singular whole that accomplishes specified outcomes. Collaborative management addresses the challenge of involving multiple organizational divisions/units in the decision-making, monitoring and evaluation of the project tasks.</p> <p><u>Project Management</u></p>

The School Improvement Grant project will be managed by the district-level and school-level administrators serving as project management leaders. This means that the grant is partitioned into parts that apply to existing staffing functions. In other words, the eight (8) activities of the Transformation Model are aligned and related to positions that include the activities as a function of the job.

A project leader will be identified for each of the eight (8) activities at the district and/or school levels. This approach aligns the people and duties to job accountability. The chart below establishes the job responsibility by position, by function and by project leader(s).

SIG Activity for Transformation Model	Position(s) Responsible for Function	Designated Project Manager
Activity 1 – Replace the Principal	<ul style="list-style-type: none"> Superintendent of Schools 	
	<ul style="list-style-type: none"> Assistant Superintendent of Operations 	District-Level Project Manager
	<ul style="list-style-type: none"> Director of Personnel 	
Activity 2 – Evaluation Systems for Teachers and Principal	<ul style="list-style-type: none"> Superintendent of Schools 	
	<ul style="list-style-type: none"> Assistant Superintendent of Operations 	School-Level Project Manager
	<ul style="list-style-type: none"> Director of Personnel 	

	<table border="1"> <tr> <td data-bbox="251 1015 381 1305">Activity 3 – Reward System</td> <td data-bbox="381 1015 876 1305"> <ul style="list-style-type: none"> ▪ Principal ▪ Superintendent of Schools ▪ Assistant Superintendent of Operations ▪ Director of Personnel ▪ Principal </td> <td data-bbox="876 1015 1469 1305"> <ul style="list-style-type: none"> School-Level Project Manager District-Level Project Manager District-Project Manager </td> </tr> <tr> <td data-bbox="251 1305 381 1931">Activity 4 – Job-embedded Professional Development</td> <td data-bbox="381 1305 876 1931"> <ul style="list-style-type: none"> ▪ Curriculum & Instruction Supervisor ▪ Director of Special Education ▪ Bilingual/ESL TOSA ▪ Assistant Principal </td> <td data-bbox="876 1305 1469 1931"> <ul style="list-style-type: none"> District-Level Project Manager School-Level Project Manager </td> </tr> <tr> <td data-bbox="251 1931 381 1931">Activity 5 – Staff Recruitment, Placement and</td> <td data-bbox="381 1931 876 1931"> <ul style="list-style-type: none"> ▪ Superintendent of Schools </td> <td data-bbox="876 1931 1469 1931"> <ul style="list-style-type: none"> District-Level Project Manager </td> </tr> </table>	Activity 3 – Reward System	<ul style="list-style-type: none"> ▪ Principal ▪ Superintendent of Schools ▪ Assistant Superintendent of Operations ▪ Director of Personnel ▪ Principal 	<ul style="list-style-type: none"> School-Level Project Manager District-Level Project Manager District-Project Manager 	Activity 4 – Job-embedded Professional Development	<ul style="list-style-type: none"> ▪ Curriculum & Instruction Supervisor ▪ Director of Special Education ▪ Bilingual/ESL TOSA ▪ Assistant Principal 	<ul style="list-style-type: none"> District-Level Project Manager School-Level Project Manager 	Activity 5 – Staff Recruitment, Placement and	<ul style="list-style-type: none"> ▪ Superintendent of Schools 	<ul style="list-style-type: none"> District-Level Project Manager
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	Retention	<ul style="list-style-type: none"> ▪ Director of Personnel ▪ Principal 	School-Level Project Manager
Activity 6 – Use of Data and Instructional Programs	Curriculum & Instruction Supervisor	District-Level Project Manager	
	SINI Supervisors of Math and ELA		
	Supervisor of Testing		
	Assistant Principal	School-Level Project Manager	

	<p>Activity 7a – Increased Learning Time</p> <p>Activity 7b – Family/Community Involvement</p> <table border="1" data-bbox="876 1305 1453 1895"> <tr> <td data-bbox="1380 1305 1453 1585">Superintendent of Schools</td> <td data-bbox="1380 1585 1453 1895"></td> </tr> <tr> <td data-bbox="1250 1305 1380 1585">Assistant Superintendent of Operations</td> <td data-bbox="1250 1585 1380 1895"></td> </tr> <tr> <td data-bbox="1120 1305 1250 1585">Curriculum & Instruction Supervisor</td> <td data-bbox="1120 1585 1250 1895">District-Level Project Manager (7a)</td> </tr> <tr> <td data-bbox="1015 1305 1120 1585">Director of Support Services</td> <td data-bbox="1015 1585 1120 1895">District-Level Project Manager (7b)</td> </tr> <tr> <td data-bbox="876 1305 1015 1585">SIG Supervisors</td> <td data-bbox="876 1585 1015 1895">School-Level Project Manager</td> </tr> </table> <p>The duties of the district and school level project leaders are as follows:</p> <ol style="list-style-type: none"> 1. Know the project management plan 2. Monitor the actual work 3. Identify and address issues 4. Review the project 5. Communicate the work with other project manager 6. Work with project team members 7. Submit written monthly project reports to Collaborative Management Teams 8. Facilitate the activity evaluation 	Superintendent of Schools		Assistant Superintendent of Operations		Curriculum & Instruction Supervisor	District-Level Project Manager (7a)	Director of Support Services	District-Level Project Manager (7b)	SIG Supervisors	School-Level Project Manager
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Director of Support Services	District-Level Project Manager (7b)										
SIG Supervisors	School-Level Project Manager										

COLLABORATIVE MANAGEMENT TEAM

Activity 8 - Flexibility and Sustained Support	Superintendent of Schools	District-Level Project Manager
	Assistant Superintendent of Operations	
	Director of Personnel	
<p>DISTRICT LEVEL A Three (3) Tiered Collaborative Team Management structure is used at the district and school levels. The Three (3) Tiers of the Collaborative Management structure at the district level are the Board of Education, District SIG Committee and the District School Improvement Team.</p>		
Collaborative Management Structure	SIG Functions	
1. <u>Board of Education</u>	A. Reviews and approves policy B. Reviews and approves program initiatives C. Guides the development, review and authorization of personnel policies and procedures D. Monitors accountability of funds, reviews major grants	

	<p>II. District SIG Committee This committee consists of the members of the District School Improvement Team, Director of Personnel, Assistant Superintendent of Operations, parent representatives from Tier I and Tier II schools, EOEIA President, School EOEIA Representatives from the Tier I and Tier II schools, Network Turnaround Officer and community representatives.</p>	<p>A. Provide advice related to the Intervention models advocated by the NJDOE</p> <p>B. Review all features of the SIG initiative</p> <p>C. Suggest program modifications and revisions</p> <p>D. Encourage cooperation and communication between the district and community</p> <p>E. Review bi-annually the status of the implementation of SIG initiative</p> <p>F. Review the evaluation of SIG activities</p>
<p>III. District School Improvement Team (DSIT) This team consists of the Superintendent, Supervisor of Curriculum, Schools-In-Need of Improvement (SINI) Supervisors, Supervisor of Testing, Director of Special Education and Support Services, Principals of Tier I and Tier II Schools, the</p>	<p>A. Develops SIG grant in consultation with Tier I and Tier II principals</p> <p>B. Monitors the implementation of tasks associated with each Transformational Model activity</p> <p>C. Serves as district project manager for assigned</p>	

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<p><u>School Leadership Team</u> Team consists of the principal, assistant principal(s), Math coach, ELA coach, SIG School Facilitator</p>	<ul style="list-style-type: none"> A. Serves as a project manager for each SIG activity B. Meets weekly to discuss and review curriculum, assessment, professional development and instructional issues C. Develops and implements written plans to increase student instructional time, community partnerships, common planning time, and professional development 	

		<p>D. Monitors the implementation of all SIG activities</p> <p>E. Submits monthly SIG status reports to District Project Manager</p>
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Date: March 24, 2011

MONITORING AND ACCOUNTABILITY PLAN

LEA: East Orange School District

Name of Schools: Patrick Healy MS/Cicely Tyson MS/HS

Evaluating school effectiveness continues to be a key strategy to build internal capacity within the East Orange schools. Measuring school effectiveness is fundamental to both the efficacy and legitimacy of our goal. Determining why some schools fail continues to be a challenging question for district and school administrators. Is it socioeconomics, teacher performance and knowledge, leadership or lack of, funding or budgetary cuts, teacher capacity or resources? Realizing our sense of urgency, the district has developed a monitoring protocol that measures school effectiveness, identifies root causes, and provides recommendations for improvement in an effort to move our failing schools out of improvement status.

Since 2004, the Division of Curriculum and Instruction in collaboration with school administrators developed a monitoring protocol that measures schools that fail to meet AYP, state and district standards, and have not demonstrated the capacity to improve. The district defines monitoring as collecting information and data at regular intervals within our schools concerning the level of student performance. Continuous monitoring provides the district and school administrators baselines against which to judge the impact of this process. Performance indicators, embedded in scientifically based practices and proven to increase student achievement were used to measure performance at the school and classroom level. The aim is to evaluate the effectiveness of the model, school leadership, student growth, instructional strategies, school climate and culture, teacher evaluations, and professional development. Our protocol has shown to be an important ingredient in combination with other measures taken to promote school improvement.

Through this tool, administrators can measure leadership, programs and resources, teacher instruction, use of assessment data, and a RTI program to provide intervention to struggling learners. Patrick F. Healy Middle School and Cicely Tyson High School will continue to be formally monitored a minimum of twice (fall/spring) each year. The SIG Supervisor, along with content area supervisors and the school administrators will conduct formal walkthroughs. Informal monitoring will occur monthly by the school administrators and SIG Supervisors. The overall purpose is to measure the effectiveness based on district indicators. Approximately 60% of the unsatisfactory schools that receive monitoring inspections under district standards demonstrate improvement in indicators identified as in need of improvement.

As a result from the monitoring process, we are able to distinguish if the root causes are at the district, school and/or classroom level. Recommendations are established and accountability for non-improvement is also addressed. Technical assistance is offered to provide support,

guidance and/or job-embedded professional development. We believe our monitoring protocol and performance indicators will assist in the transform of these two schools by demonstrating a good capacity to enhance and sustain student improvement.

More recently, we have seen fewer and fewer schools making Adequate Yearly Progress (AYP) as defined by *No Child Left Behind* (NCLB) accountability and more and more schools entering improvement status. At the same time we celebrate the success of some of our smaller elementary schools that continue to make AYP. In fact, our Tier II School, Cicely Tyson, made AYP in 2010 and is currently on hold. We have restructured schools, including our Tier I school, Patrick F. Healy Middle School only to see them remain “schools in need of improvement.” The neighboring middle school, Sojourner Truth came out of improvement status making AYP two years in a row, only to fall back into status two years later.

Two elementary schools were identified as “low performing” by NJDOE Abbott regulations at that time. They were identified because fewer than 50% of their general education students scored proficient on the statewide Language Arts Literacy (LAL) assessment at grade 4. One of the schools, Louverture Elementary has made AYP for the last four years in a row. However, since the redesign of the grade 4 New Jersey Assessment of Skills and Knowledge (NJASK), fewer than 50% of their general education students scored proficient in 2010.

Over the last several years, leadership at the district level has changed. We have had a number of superintendents and assistant superintendents come and go. The changes in leadership meant changes in our focus and direction. We have also seen a decline in central office staffing, especially in curriculum and instruction. The district has suffered by trying to “do more with less.” Our former superintendent liked to quote the book Change Leadership: A Practical Guide to Transforming Our School, by saying, “Imagine being asked to rebuild an airplane – while you are flying it.” (Wagner and Kegan, 2006)

While implementing school improvement in programs such as Demonstrably Effective Program Aid, Educational Improvement Plans, or Operation School Renewal, the East Orange School District, engaged in a continuous cycle of data collection, analysis, planning, and implementation with a strong central office as the driving force. Back then, the Office of Planning and Research had two supervisors. We no longer have that office or those positions. Unfortunately, the constant flux in

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<p>The LEA's plan for alignment of other resources and supports</p>	<p>I. ALIGNMENT OF FISCAL RESOURCES</p> <p>The East Orange School District will align the New Jersey School Improvement Grant (SIG/Cohort 2) with other funding sources that the schools receive. The alignment will be as follows:</p>
<p>E</p>	

	<p><u>Title I, Part A</u> – Title I funding will be used to implement a vertically aligned (across-grade levels) instructional program that is reflective of the New Jersey Core Curriculum Standards.</p> <p><u>Title II, Part A</u> – Title II A funds will be used to hire skilled and experienced teachers to implement interventions to students in mathematics and language arts literacy.</p> <p><u>Title II, Part D</u> – These funds will provide on-line job-embedded professional development and ongoing use of student data via electronic means.</p> <p><u>Title III, Part A</u> – LEP Funding from the grant will be used to support the grant goals for English Language Learners.</p> <p><u>IDEA</u> – Special education students, parents and teachers will receive support that reflects the grant’s goals for this sub-grant.</p> <p><u>SIA Part A Funds</u> – These funds will assist with the implementation of the improvement design job-embedded professional development and assistance in implementing the intervention model</p> <p><u>State and Local Funds</u> – These funds will be used to support the implementation of the intervention model.</p> <p>II. ALIGNMENT OF SUPPORT RESOURCES</p> <p>A. <u>Alignment with the NJCCC</u> – The district has aligned all of its curricula to the 2004 NJCCC standards. The Science curriculum has been aligned to the 2009 science core curriculum content standards during the summer 2009 and 2010. Revisions of the curricula for the other core content standards will be consistent with the state’s timeline.</p>
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Revised Core Curriculum Content	Adoption of Revised	State Timeline for Revised Curricula
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Area (K-12)	Standards	2009 Standards
Language Arts Literacy Mathematics	2010*(<i>time extended</i>)	Sept.1, 2011*(<i>time extended</i>)
Science	June 17, 2009	Sept. 1, 2011
Visual & Performing Arts	June 17, 2009	Sept. 1, 2012
Comprehensive Health & Physical Education Technology 21 st Century Life & Careers World Languages		
Social Studies	Fall 2009	Sept. 1, 2012

B. District Capacity to Serve Eligible Schools – The East Orange School District has organized its human resources to support the two (2) schools eligible for SIG funding. Two (2) Schools in Need of Improvement Supervisors have been hired with Title I funds to work with schools to implement a response to intervention (RTI) model in our secondary schools.

One SINI Supervisor is for language arts literacy; the other is for mathematics.

A District School Improvement Team (DSI Team) consisting of the superintendent of schools, supervisor of curriculum, directors of support services and special education, two (2) SINI supervisors, the testing supervisor and the two (2) Tier I principals has been organized to have oversight and monitor the School Improvement Grant.

This team structured the process for conducting the school-based needs assessment and provided oversight of the development of the School Improvement Grant.

The DSI Team will facilitate school walkthroughs to measure changes in instructional practices, review student achievement on formative and summative assessments; meet with the District SIG Committee, which consists of community members, parent representatives from Tier I and Tier II schools, representatives from the teachers and administrators' unions, DSI Team members; and facilitate and provide job-embedded professional development.

C. Parent Support – Parent support will be fostered through parent involvement. PTO/PTA presentations have occurred and will occur throughout the grant. Parents involved in the PTO/PTA have and will function in an advisory matter to the School Leadership Council (SLC). Future plans also include collaborative planning of meetings and activities with the EOE/A and PTO/PTA in an effort to foster positive partnerships and help create conditions for teachers to teach and students to learn. School Leadership Council has been involved in the decision-making process associated with the development of the grant and will be involved in the implementation of the grant.

The District SIG Committee reviews and discusses the content of the grant and provides input to the DSI Team. This committee has parents from all Tier I and Tier II schools, community persons and union representatives.

D. School Staff Support – School staff were intimately involved in the needs assessment process. Teams of teachers analyzed student achievement and root causes associated with student achievement. The teacher data teams shared their

	<p>findings and proposed action plans with their peers. All teaching staff reviewed and discussed the findings. On an ongoing basis, teachers will review and reflect on the implementation of instructional reform strategies, job-embedded professional development and extended learning time.</p> <p>There are two decision-making structures in each school. The first structure is the School Leadership Team (SLT). This team is made up of the principal, assistant principal, literacy coach and math coach. A school-based SIG Committee is the second structure. This committee advises the School Leadership Team.</p> <p>E. <u>Support of Board of Education</u> – The proposed SIG was presented to the Board's Curriculum Committee on March 2, 2011. The Board of Education approved the submission of the grant at its March 8, 2011 Board meeting;</p> <p>Information about the implementation of the grant will be shared with the Board of Education through the Curriculum Committee.</p>
<p>F</p> <p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>	<p>The East Orange School District will modify its policies and practices to enable the implementation of the transformation model interventions. There are three (3) transformation model interventions that must be reviewed against district policies and practices: (1) the provision of flexibility for hiring, retaining and transferring staff to facilitate the selected model (2) the extension of the school year and (3) the provision of incentive to increase student achievement.</p> <p>Policies and practices related to the above referenced intervention will initially be reviewed and discussed by the district's Senior Cabinet (Superintendent, Assistant Superintendent, Business Administrator and Director of Personnel).</p> <p>After reviewing the relationships between the district policies and practices, the Senior Cabinet members will meet with the representatives of the teachers and administrators unions to discuss the SIG requirements and the impact of the requirements on current practices and policy. This will ensure discussions continue around the collective</p>

	<p>bargaining unit to ensure all stakeholders are in agreement. Constraints and facilitators will be identified in relation to grant requirements.</p> <p>Information gained from the meetings with the two union representatives will be discussed with the Full Cabinet (Superintendent, Assistant Superintendent, Directors, Supervisors and Principals). Based on the involvement of the Senior Cabinet, policy modifications will be identified.</p> <p>Using the information provided in the aforementioned meetings, district policies and guidelines will be modified and included in drafts that will be shared with union representatives and in turn with the Board's Policy Committee.</p> <p>Upon Board approval of the proposed policy changes, the revised policies will be shared with the district's educational community.</p>
<p>G</p> <p>The LEA's plan to sustain the reforms after the funding period ends</p>	<p>Our transitional model is designed with built-in sustainability. Maintaining the reforms after the funding period has ended should not pose a problem as the key components of the grant will build capacity within the schools. The East Orange School District sees this grant as a greater opportunity than just the transformation of two schools. We believe that this will be a litmus-test for comprehensive district-wide reforms in the future. Any program that will require funds after the three year period will be supported in the local school budget. No Child Left Behind Title II-A funds will be used, if needed, for additional or follow-up professional development after the three year grant period.</p>
<p>H</p> <p>The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater</p>	<p>The newly appointed principal of Patrick F. Healy Middle School had the option of selecting 50% of the content area staff for English, Mathematics, Science, Social Studies. The principal chose staff from a pool of middle school teachers. In Years 2 & 3, principals and staff from both schools will make recommendations for new hires. Additionally, the district will empower the schools with the flexibility to identify research-based programs, services, and strategies to meet the needs of the students and staff, as identified in the needs assessment.</p>

<p>accountability for results</p> <p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010.</p> <p>1 Indicate the number of years in the school of the current principal.</p>	<p>The District went through the arduous task of appointing new principals to Healy Middle and Tyson Middle/High Schools in August 2010. The new principal of Healy Middle, although a novice principal, is a seasoned administrator who has demonstrated her effectiveness for improving student achievement. The new principal of Tyson Middle/High School is a seasoned principal with a proven track record for improving student achievement. Both administrators went through a rigorous series of interviews designed to measure both results and commitment and both understand the stakes involved in this process. The selection of these two administrators involved the recruitment of both internal and external candidates. Both principals are in the first year of their service as principals of these schools.</p>						
<p>J</p> <p>The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.</p>	<p>The Management of School Improvement Grant (SIG) will incorporate two approaches: project management and collaborative management. Project management combines the work of different people into a singular whole that accomplishes specified outcomes. Collaborative management addresses the challenge of involving multiple organizational divisions/units in the decision-making, monitoring and evaluation of the project tasks.</p> <p><u>Project Management</u></p> <p>The School Improvement Grant project will be managed by the district-level and school-level administrators serving as project management leaders. This means that the grant is partitioned into parts that apply to existing staffing functions. In other words, the eight (8) activities of the Transformation Model are aligned and related to positions that include the activities as a function of the job.</p> <p>A project leader will be identified for each of the eight (8) activities at the district and/or school levels. This approach aligns the people and duties to job accountability. The chart below establishes the job responsibility by position, by function and by project leader(s).</p> <table border="1" data-bbox="263 518 998 1647"> <thead> <tr> <th data-bbox="263 518 316 828">SIG Activity for</th> <th data-bbox="263 828 316 1139">Position(s)</th> <th data-bbox="263 1139 316 1647">Designated Project</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	SIG Activity for	Position(s)	Designated Project			
SIG Activity for	Position(s)	Designated Project					

	Transformation Model	Responsible for Function	Manager	
	Activity 1 – Replace the Principal	<ul style="list-style-type: none"> ▪ Superintendent of Schools 		
		<ul style="list-style-type: none"> ▪ Assistant Superintendent of Operations 	District-Level Project Manager	
		<ul style="list-style-type: none"> ▪ Director of Personnel 		
	Activity 2 – Evaluation Systems for Teachers and Principal	<ul style="list-style-type: none"> ▪ Superintendent of Schools 		
		<ul style="list-style-type: none"> ▪ Assistant Superintendent of Operations 	School-Level Project Manager	
		<ul style="list-style-type: none"> ▪ Director of Personnel ▪ Principal 	School-Level Project Manager	
	Activity 3 – Reward System	<ul style="list-style-type: none"> ▪ Superintendent of Schools 	District-Level Project Manager	
		<ul style="list-style-type: none"> ▪ Assistant Superintendent of Operations 	District-Project Manager	
		<ul style="list-style-type: none"> ▪ Director of Personnel 		

Activity 4 – Job-embedded Professional Development	<ul style="list-style-type: none"> ▪ Principal 	School-Level Project Manager		
	<ul style="list-style-type: none"> ▪ Curriculum & Instruction Supervisor 	District-Level Project Manager		
	<ul style="list-style-type: none"> ▪ Director of Special Education 			
	<ul style="list-style-type: none"> ▪ Bilingual/ESL TOSA 			
Activity 5 – Staff Recruitment, Placement and Retention	<ul style="list-style-type: none"> ▪ Assistant Principal 	School-Level Project Manager		
	<ul style="list-style-type: none"> ▪ Superintendent of Schools 	District-Level Project Manager		
	<ul style="list-style-type: none"> ▪ Director of Personnel ▪ Principal 	School-Level Project Manager		
Activity 6 – Use of Data and Instructional Programs	<ul style="list-style-type: none"> ▪ Curriculum & Instruction Supervisor 	District-Level Project Manager		
	<ul style="list-style-type: none"> ▪ SINI Supervisors of Math and ELA 			
	<ul style="list-style-type: none"> ▪ Supervisor of 			

		<ul style="list-style-type: none"> • Testing • Assistant Principal 	School-Level Project Manager	
	Activity 7a – Increased Learning Time	<ul style="list-style-type: none"> • Superintendent of Schools 		
	Activity 7b – Family/Community Involvement	<ul style="list-style-type: none"> • Assistant Superintendent of Operations 		
		<ul style="list-style-type: none"> • Curriculum & Instruction Supervisor 	District-Level Project Manager (7a)	
		<ul style="list-style-type: none"> • Director of Support Services 	District-Level Project Manager (7b)	
		<ul style="list-style-type: none"> • SIG Supervisors 	School-Level Project Manager	
	<p>The duties of the district and school level project leaders are as follows:</p> <ol style="list-style-type: none"> 1. Know the project management plan 2. Monitor the actual work 3. Identify and address issues 4. Review the project 5. Communicate the work with other project manager 6. Work with project team members 			

- 7. Submit written monthly project reports to Collaborative Management Teams
- 8. Facilitate the activity evaluation

COLLABORATIVE MANAGEMENT TEAM

Activity 8 – Flexibility and Sustained Support	<ul style="list-style-type: none"> • Superintendent of Schools • Assistant Superintendent of Operations • Director of Personnel 	District-Level Project Manager
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DISTRICT LEVEL

A Three (3) Tiered Collaborative Team Management structure is used at the district and school levels. The Three (3) Tiers of the Collaborative Management structure at the district level are the Board of Education, District SIG Committee and the District School Improvement Team.

Collaborative Management Structure	SIG Functions
I. <u>Board of Education</u>	A. Reviews and approves policy B. Reviews and approves program initiatives C. Guides the

		<p>development, review and authorization of personnel policies and procedures</p> <p>D. Monitors accountability of funds, reviews major grants</p> <p>A. Provide advice related to the Intervention models advocated by the NJDOE</p> <p>B. Review all features of the SIG initiative</p> <p>C. Suggest program modifications and revisions</p> <p>D. Encourage cooperation and communication between the district and community</p> <p>E. Review bi-annually the status of the implementation of SIG initiative</p>	
	<p>II. <u>District SIG Committee</u></p> <p>This committee consists of the members of the District School Improvement Team, Director of Personnel, Assistant Superintendent of Operations, parent representatives from Tier I and Tier II schools, EOEA President, School EOEA Representatives from the Tier I and Tier II schools, Network Turnaround Officer and community representatives.</p>		

		<p>F. Review the evaluation of SIG activities</p>	
<p>III. <u>District School Improvement Team (DSIT)</u> This team consists of the Superintendent, Supervisor of Curriculum, Schools-In-Need of Improvement (SINI) Supervisors, Supervisor of Testing, Director of Special Education and Support Services, Principals of Tier I and Tier II Schools, the Bilingual/ESL Supervisor, and SIG Facilitator</p>	<p>A. Develops SIG grant in consultation with Tier I and Tier II principals</p> <p>B. Monitors the implementation of tasks associated with each Transformational Model activity</p> <p>C. Serves as district project manager for assigned Transformational Model activity</p> <p>D. Meets monthly with school level project manager to review SIG Monthly Status Report</p> <p>E. Reports status of project implementation to District SIG Committee</p> <p>F. Reviews the evaluation of the school-level SIG</p>		

		Committee's Report	
SCHOOL LEVEL			
At the school level, the collaborative meeting structures are the School Leadership Council, School Level SIG Committee and the School Leadership Team			
Collaborative Management Structures		SIG Functions	
I. <u>School Leadership Council</u>		<p>A. Reviews school level SIG plans quarterly</p> <p>B. Provides advice related to program elements</p> <p>C. Suggests and support community involvement</p> <p>D. Suggests program modifications</p>	
<p>II. <u>School Level – SIG Committee</u></p> <p>This committee consists of the Principal, school EOE/A representatives, Math coach, English Language Arts Literacy coach, Counselor, Special Education teacher, Network Turnaround Officer, and Bilingual/ESL teacher</p>		<p>A. Meet s monthly to review and discuss the implementation of SIG project activities</p> <p>B. Ident ifies issues that hamper the implementation of SIG</p>	

		<p>C. Make recommendations to address identified issues</p> <p>D. Evaluate the implementation of SIG activities</p> <p>E. Identifies issues that must be addressed at a district level</p> <p>F. Supports the implementation of SIG initiative</p>	
<p><u>School Leadership Team</u> Team consists of the principal, assistant principal(s), Math coach, ELA coach, SIG School Facilitator</p>	<p>A. Serve as a project manager for each SIG activity</p> <p>B. Meet weekly to discuss and review curriculum, assessment, professional development and instructional issues</p>		

		<p>C. Devel lops and implements written plans to increase student instructional time, community partnerships, common planning time, and professional development</p> <p>D. Moni tors the implementation of all SIG activities</p> <p>E. Subm its monthly SIG status reports to District Project Manager</p>	
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Form L-11

Date: March 24, 2011

MONITORING AND ACCOUNTABILITY PLAN

LEA: East Orange School District

Name of Schools: Patrick Healy MS/Cicely

Tyson MS/HS

Evaluating school effectiveness continues to be a key strategy to build internal capacity within the East Orange schools. Measuring school effectiveness is fundamental to both the efficacy and legitimacy of our goal. Determining why some schools fail continues to be a challenging question for district and school administrators. Is it socioeconomics, teacher performance and knowledge, leadership or lack of, funding or budgetary cuts, teacher capacity or resources? Realizing our sense of urgency, the district has developed a monitoring protocol that measures school effectiveness, identifies root causes, and provides recommendations for improvement in an effort to move our failing schools out of improvement status.

Since 2004, the Division of Curriculum and Instruction in collaboration with school administrators developed a monitoring protocol that measures schools that fail to meet AYP, state and district standards, and have not demonstrated the capacity to improve. The district defines monitoring as collecting information and data at regular intervals within our schools concerning the level of student performance. Continuous monitoring provides the district and school administrators baselines against which to judge the impact of this process. Performance indicators, embedded in scientifically based practices and proven to increase student achievement were used to measure performance at the school and classroom level. The aim is to evaluate the effectiveness of the model, school leadership, student growth, instructional strategies, school climate and culture, teacher evaluations, and professional development. Our protocol has shown to be an important ingredient in combination with other measures taken to promote school improvement.

Through this tool, administrators can measure leadership, programs and resources, teacher instruction, use of assessment data, and a RTI program to provide intervention to struggling learners. Patrick F. Healy Middle School and Cicely Tyson High School will continue to be formally monitored a minimum of twice (fall/spring) each year. The SIG Supervisor, along with content area supervisors and the school administrators will conduct formal walkthroughs. Informal monitoring will occur monthly by the school administrators and SIG Supervisors. The overall purpose is to measure the effectiveness based on district indicators. Approximately 60% of the unsatisfactory schools that receive monitoring inspections under district standards demonstrate improvement in indicators identified as in need of improvement.

As a result from the monitoring process, we are able to distinguish if the root causes are at the district, school and/or classroom level. Recommendations are established and accountability for non-improvement is also addressed. Technical assistance is offered to provide support, guidance and/or job-embedded professional development. We believe our monitoring protocol and performance indicators will assist in the transform of these two schools by demonstrating a good capacity to enhance and sustain student improvement.