

**SCHOOL IMPROVEMENT GRANT  
RENEWAL APPLICATION  
2012-13**

**DISTRICT: ESSEX COUNTY VOCATIONAL  
TECHNICAL SCHOOLS**

**SCHOOL: WEST CALDWELL TECH  
13-1390-80**

**LEA Section**

<b>LEA Section</b>
L-1: Cover Page & Board Resolution
L-2: Statement of Assurances
L-3: Documentation of Federal Compliance (DUNS/CCR) Form
L-4: Year 2 Project Abstract
L5: Schools to Be Served
L-6: LEA Commitment and Capacity Update
L-7: LEA Activity Plan

**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA**

**SECTION I:**

**12** **SG01** **H02**  
 FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Year 2 of 3)  
 DIVISION: Student Services  
 OFFICE: Student Achievement and Accountability

**SECTION II:**

COUNTY:    
 LEA/OTHER:      
 SCHOOL:

COUNTY NAME: Essex

APPLICANT AGENCY

**Essex County Vocational Schools**

AGENCY ADDRESS

**60 Nelson Place, 1 North, Newark** **NJ** **07102**

CITY STATE ZIP

( 973 ) 412-2068 ( )

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Bickram Singh

TELEPHONE NUMBER: (973) 412-2068 FAX#: ( ) E-MAIL bsingh@essextech.org

BUSINESS MANAGER: Anthony Abballeo PHONE#: ( ) E-MAIL aabballeo@essextech.org

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

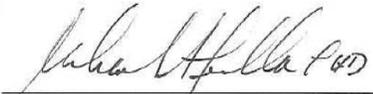
YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: \$458,519

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: \$50,000

APPLICATION CERTIFICATION:

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

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



SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

**Michael Pennella Ph D**

(Please print or type name)

**Superintendent**

TITLE

5-26-11  
 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 05/26/2011**

Form L-1

**BOARD RESOLUTION TO APPLY**

1	2	S	G	0	1	H	0	2
FY		NGO#				WKL		

The Essex County Vocational Schools Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

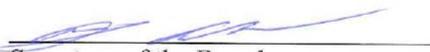
**\$458,519.00,**

starting on September 1, 2011, and

ending on August 31, 2012

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

May 11, 2011

  
Secretary of the Board

May 12, 2011  
Date

## Form L-2

# 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.
- Has a current and complete registration in the Central Contractor Registry (CCR), located at [www.ccr.gov](http://www.ccr.gov), prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that is serves with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds. NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements.
- Report to the NJDOE the school-level data required under section III of the final requirements.

Essex County Vocational Schools  
LEA

5-26-11  
Date

  
Signature: *Chief School Administrator*

Michael Pennella Ph D, Superintendent  
Typed Name and Title

**Form L-3**

**LEA Documentation of Federal Compliance  
(DUNS/CCR) Form**

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

**Part I – Applicant Organization**

Organizational Name of Applicant Essex County Vocational Technical Schools  
Address 900 Bloomfield Ave, Verona, NJ 07047  
DUNS number 010903219  
Expiration Date of CCR registration May 2010  
Congressional District 10<sup>th</sup>

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

City West Caldwell, NJ 07004  
County Essex

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov) and shall maintain a current registration throughout the grant period.*

  
Signature of Chief School Administrator

**Michael Pennella Ph D. Superintendent**  
Name and Title

**Form L-4**

Date: May 20, 2011\_

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**YEAR 2 PROJECT ABSTRACT**

LEA: Essex County Vocational Schools

<b>Mission</b>	The mission of the Essex County Vocational-Technical schools is to create and continuously improve a challenging and supportive learning environment that fosters life-long learning in a rapidly changing economic, social and technological environment. The district prepares students with diverse needs to recognize and achieve in career and educational opportunities.
<b>Vision</b>	<p>Essex County Vocational -Technical Schools endeavors:</p> <ul style="list-style-type: none"> <li>To encourage academic, technical and social learning in all activities</li> <li>To provide students with sound future-oriented learning experiences that lead to rewarding career options</li> <li>To create and maintain a safe and supportive school environment that fosters learning and strong school communities</li> <li>To increase student awareness of and preparedness for immediate and future entry into college, employment, technical schools, apprenticeships or entrepreneurial ventures</li> <li>To meet and exceed proficiency of state standards</li> </ul>
<b>Project Implementation Summary</b>	<p>The district steadfastly supported the implementation of the transformation model at West Caldwell Tech. A strong effort was made to implement all the required along with other permissible activities. Technical assistance was provided throughout the year and frequent onsite monitoring occurred to ensure fidelity of implementation. A new principal was appointed in September 2010, together with a Supervisor of student achievement. In addition, the office of the Supervisor of Mathematics and Science was transferred to the school to offer additional support. This change ushered in a new leadership team that was very successful in improving the school: student achievement is improving, the school culture is more positive, use of technology in improving teaching and learning is more prevalent. All schools in the district, including West Caldwell made Adequate Yearly Progress in 2010. Based on performance data analyzed locally, they will achieve their goals again in 2011. It is anticipated that West Caldwell Tech will be out of status in 2012 school year.</p> <p>Here are some of the initiatives the district supported in 2011 and will continue in 2012:</p> <p><b>1. Teaching and Learning Model</b></p> <ul style="list-style-type: none"> <li>- Emphasizing the intellectual engagement of students for the entire teaching period/block.</li> <li>- Focusing on the introduction of lesson by emphasizing: what students will learn and how they will learn it.</li> <li>- Increasing the use of activities to facilitate authentic learning</li> <li>- Employing tactic to better facilitate the quantity and quality of formative assessment and instructional</li> </ul>

decision making.

- Engaging in reflection after the lesson

## **2. Comprehensive Assessment Program**

- Administering periodic assessments to students in all grade levels
- Ensuring prompt feedback to students
- Disaggregating and analyzing of student performance data
- Identifying and addressing individual student needs
- Using data to make adjustments to teaching and learning
- Conducting one-on-one coaching/dialogue with teacher to offer assistance
- Offering timely feedback to parents

## **3. Curriculum Alignment**

- Continuing with the Understanding by Design (UbD) model
- Training administrators and teachers in using the UbD process
- Aligning and revising curriculum in core standards to NJ CCCS
- Using lesson plan design to improve teaching and learning

## **4. Extended learning Time (SIG funded )**

- Providing additional instruction for identified students during their Career and Technical Education (CTE) classes (40 minutes per day, 5 days per week).
- Ensuring all students participate in the after school program (1 hour per day, 4 days per week).
- Using student performance data, including but not limited to the HSPA to inform instruction.
- Ensuring rigorous instruction of identified standards in Mathematics and Language Arts literacy
- Monitoring instructional program
- Correlating attendance to extended learning program and student success.

## **5. Use of Expert professional development consultants (SIG funded)**

- Working with identified teachers on lesson design and delivery
- Using a coaching model
- Providing demonstration of best practices
- Conducting feedback sessions with content area supervisors
- Providing in class support
- Conducting product review

## **6. Using the evaluating instrument to measure instructional quality**

- Conducting frequent informal visits to classroom teachers
- Giving constructive feedback to teachers
- Using evaluation instrument to inform tenure decisions, offer of increment.
- Continuing dialogue and negotiations with the Teacher Association to incorporate student achievement into the teacher evaluation instrument.

#### **7. Professional Development**

- Mentoring/coaching non-tenured teachers in ways to improve teaching and learning
- Facilitating collaboration among regular ed. and special ed. teachers
- Facilitating professional learning communities
- Using technology to improve teaching and learning
- Using e-learning platform to facilitate student exchange of resources and information.
- Facilitating professional learning communities with content area instructors.

#### **8. Family Involvement**

- Increasing frequency of communication with parents
- Establishing active PTSAs in all schools
- Establishing and maintaining partnerships with community
- Opening parent portal in Power Teacher to better assist parents and students to more easily and quickly monitor progress.

#### **9. One-to-One Computer Program (SIG funded)**

- Providing computers to students to accelerate learning
- Increasing instructional time outside of school hours, making teaching and learning a 24/7 endeavor.
- Increasing access to various online resources
- Increasing collaboration among students on various projects, including creating and presenting presentations
- Offering targeted additional individual instruction for students who are struggling with particular topics
- Effectively using formative assessments in the classroom and closely monitoring assessment data.
- Increasing access to college and career readiness programs such as Naviance
- Participating in webinar, audio, video, podcast, blog, conferences that could be shared with other students, teachers and experts.
- Communicating easily with students anywhere.
- Creating and sharing electronic portfolios of work. Other contributors can also comment on and add to the portfolio.

- Increasing the speed and type of learning.
- Customizing and individualizing student learning.
- Transforming the role of teacher from gatekeeper to provider of gateways to learning and knowledge.
- Accessing Electronic text books.

**10. Response To Intervention**

- Identifying and address student deficiencies in a timely manner
- Including all stakeholders in decision making on intervention strategies
- Conducting frequent follow up meetings with district staff to discuss student progress
- Monitoring individual student progress

The district also managed the SIG budget skillfully to ensure the programs were funded and resources were provided to support student learning. Funds were reallocated to support the use of technology in improving teaching and learning. With the teacher of technology (SIG funded) in the school, a one-to-one laptop program was initiated that is changing the way students learn. More students are participating in the program to complete additional tasks outside of school hours (benefits listed above). The district will lobby for more funds to expand this program to include all its fulltime students.

The district will continue to offer resources and technical assistance to ensure the SIG required activities are implemented. In addition, frequent onsite monitoring will occur.

**Form L-5**

**Date:** May 20, 2011

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**SCHOOLS TO BE SERVED**

LEA : Essex County Vocational Technical Schools

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

An LEA must identify each Tier I and Tier II school the LEA commits to renew. 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
1.	<b>West Caldwell Tech</b>	<b>13</b>	<b>1390</b>	<b>080</b>	<b>02080</b>		<b>X</b>
2.							
3.							
4.							
5.							
6.							
7.							
8.							

**Form L-6**

Date: May 20, 2011

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**LEA UPDATE OF COMMITMENT AND CAPACITY**

LEA: Essex County Vocational Schools

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

<b>Activity #1 – Management of External Providers</b>			
<b>Evidence of Implementation Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers	The district screened and recruited expert professional development consultants in the core content areas. Contracts were offered and consultants provided support to staff	Expert providers will be recruited. However, because of limited SIG funds, the program may be shortened. Effort will be made to maintain the support of the providers with other funding sources.	September -May
Management of the contracts of external providers in a timely fashion	Contracts were drafted and board approved in a timely manner. Schedules were developed and managed in a timely manner	Contracts will be drafted and submitted for board approval prior to the opening of school in September. Schedule will also be developed.	July-August 2011
The LEA plan to evaluate the quality of external providers	The district evaluated the work of external providers using performance data, observation, focus groups and surveys.	The district will continue to evaluate the work of external providers using performance data, observation, focus groups and surveys.	September-May

<b>Activity 1: Barriers of Year 1 Implementation</b>	It is logistically difficult to get all content area instructors to participate in the program on a given day. In case of emergency or illness, provider may also be absent without replacement.
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #2 – Alignment of Resources**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
Align other resources with the interventions: The clear alignment of resources	Resources were used to address the learning needs of identified students. Resources were also used to address the professional development needs of identified staff so that specific subgroups of students benefited	The specific needs of the students will identified and resources will provided to address them. Resources will also be provided to enhance the effectiveness of instructors in the various content areas to address students in need.	September -June
Alignment with the NJCCCS	Other grant funds were used to revise and align the local curricula to the NJ CCCS. Instructors were trained and many worked collaboratively to complete units in the various content areas.	Other grant funds will be used to revise and align the local curricula to the NJ CCCS. Emphasis will be placed in the core content areas. Instructors will work collaboratively to complete units using the Understanding by Design model	June-August 2011
Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources	Because limited SIG funds were approved, other grant funds such as NCLB, ARRA, IDEA and PERKINS were used to provide additional resources to provide a robust instructional program.	The SIG funds were reduced for the 2012 school year. Other grant funds such as NCLB, ARRA, IDEA and PERKINS will be used to provide additional resources so that student achievement goals can be met.	September-June 2012

<b>Activity 2: Barriers of Year 1 Implementation</b>	Many instructors work in the after school program and were not available to participate in the revision and alignment of curricula during the school year. This work has to be done in the summer even though it is preferred to do it as a collaborative experience throughout the year.
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
<p>Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively Practices and policies that will enable the leadership of the school to implement the interventions</p>	<p>With a board resolution, the district gave the principal more autonomy to make decisions that will lead toward achieving the school goals. The superintendent also gave the school leaders the autonomy to implement effective interventions</p>	<p>The district will continue to give the principal the authority to make decisions that will positively affect the school. District supervisors will also play crucial leadership roles in providing the support to staff. Frequent follow up meetings will be conducted.</p>	<p>September –June</p>
<p>District level staff assignments to implement that the interventions Involvement of LEA stakeholders in decision making</p>	<p>District staff was given specific assignments to coach and dialogue with teachers in assisting them in implementing the relevant intervention strategies. Frequent meetings were held to involve district stakeholders in the process of identifying and addressing individual student needs.</p>	<p>District staff will be given specific assignments, which will include coaching and assisting instructors in implementing the relevant intervention strategies. Weekly meetings with key stakeholders to discuss the progress of student academic performance will be facilitated by the superintendent.</p>	<p>September –June</p>
<p>Process for making collaborative decisions</p>	<p>Decisions in school reform initiatives were made collaboratively with district stakeholders. At the weekly superintendent’s meeting, the teachers’ association president and a teacher attended, along with district staff</p>	<p>Key stakeholders will be involved in making collaborative decisions. The input of all parties will be considered in implementing majors initiatives of school reform. The weekly collaborative meetings will continue to take place.</p>	<p>September –June</p>
<p>Involvement of other critical stakeholders, such as the other State and local leaders (e.g., business, community, civil rights, and education association leaders); parent, student, and community organizations (e.g., parent-teacher associations, nonprofit</p>	<p>The district established partnerships with businesses, educational institutions, employers, community organizations. There was also a strong partnership between the county and the school district.</p>	<p>The district will continue to strengthen the partnerships it has established over the past few years: online course may be facilitated by the County college, career opportunities will be extended to students, and students will receive services from various agencies.</p>	<p>September –June</p>

organizations, local education foundations, and community-based organizations); and institutions of higher education			
LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools	The district implemented the SIG with fidelity. The grant was meticulously administered with frequent oversight and periodic budget reporting. The funds were tracked to ensure they were used for the intended purpose. Reimbursement requests were also done on a timely basis.	The district will continue to implement the SIG with fidelity. The grant will be carefully administered with frequent oversight and periodic budget reporting. The funds will also be tracked to ensure they are used for the intended purpose. Reimbursement requests will be also done on a timely basis.	September –June

<b>Activity 3: Barriers of Year 1 Implementation</b>	The district encouraged and invited the participation of all stakeholders in the decision making process. However, stakeholders may have prior commitments and it is difficult to have all the parties present at the same time for meetings.
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal**

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
The Internal District Team supports to the school	The district team supported the school throughout the year. Frequent onsite meetings were held to ascertain and address the difficulties of implementing the required activities.	The district team will continue to support the school throughout the year. The weekly onsite meetings facilitated by the superintendent will also continue.	September –June
LEA-level activities designed to support implementation of the selected models	Funds were allocated to implement the required activities of the transformation model. Student achievement has improved as a result.	Despite limited SIG funds the school will continue to implement the required activities and solicit other funding sources to maintain and improve the instructional program.	September
Development and use of data systems	The district used local data systems to collect, disaggregate and analyze data. Power School was used to collect student data while local software was used to identify student performance trends	The district will continue to use Power School, System3000 and Microsoft Office to collect and analyze various forms of student data.	September
The district’s system to conduct classroom walkthroughs	Walkthroughs were conducted by individual school leader. Findings were discussed in one to one dialogue with instructors.	The district will plan and conduct learning walks as a collaborative effort. A standard form will be used to collect and analyze data in the various components of teaching and learning	September
The district oversight responsibilities and role of CSA	The district exercised close oversight of all activities in the school and the CSA played a crucial role in leading this effort.	The district will exercise close oversight of all activities in the school and the CSA will play a crucial role in leading this effort.	September-June
Support of the Teacher’s Union	Effort was made to engage the Teacher’s Union in all major decisions and to ensure transparency of	The district will make every effort in soliciting the support of the Teacher’s	September-June

	all activities. The president of the Union participated in many of the meetings convened by the superintendent.	Union in implementing the activities of the transformation model. Proposals will be made to include student performance in the teacher evaluation instrument.	
Support of School Board	The school board was enormously supportive of the district in implementing the changes at West Caldwell Tech. Resolutions affecting WC were drafted and approved in a timely manner.	The school board will continue to support the district in implementing the changes at West Caldwell Tech. Resolutions affecting WC will be drafted and submitted for approved in a timely manner.	September-June
Evaluation of Principal and level of implementation	The principal was evaluated by the superintendent.	The principal will be evaluated by the superintendent. A revised evaluation instrument will be used.	September
<b>Activity 4: Barriers of Year 1 Implementation:</b>	At present the teachers are working without a contract. The teacher's union may be reluctant in using student performance to evaluate and reward teachers. Both parties will continue to meet and mutually agree on a teacher evaluation instrument that has a student performance component.		

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #5 - SIG Required LEA Commitment** - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
Selection of staff	Staff was carefully screened and recruited to fill all openings. The school was fully staffed with highly qualified teachers and paraprofessionals for the 2010 school year.	Staff will be carefully screened and recruited to fill all openings. The school should be fully staffed with highly qualified teachers and paraprofessionals for the 2011 school year.	September
Scheduling	All staff was scheduled. Key staff members were scheduled in high needs areas	Highly effective teachers will be scheduled in areas of high student needs	September
Budgeting	Funds were allocated in compliance with the approved grant proposals. Modifications were done after they were approved by the DOE.	Funds will be allocated in the compliance with the grant proposals. Other funds may be solicited to support the instructional program.	September
Greater accountability for results	All district level and school staffs were cognizant of the accountability requirements.	District and school staff will be informed of school and district goals and supported to achieve them	September
Selection of professional development services and providers	External professional development providers were carefully screened and recruited. References and evidence of success were solicited from the providers.	The work and result of the external professional development providers will be evaluated and if favorable, contracts will be offered.	September
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	Bids were not sought for professional services.	The requirements of federal and state statutes and regulations regarding bid and competitive contracting will be followed.	September

<b>Activity 5: Barriers of Year 1 Implementation</b>	There were no barriers in giving the principal and other school leaders school-level autonomy and flexibility that resulted in an improved educational institution. However, support has to be solicited from the teachers union in getting all staff buy-in to implement the required activities of the transformation model.
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**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity #5 - SIG Required LEA Commitment** - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:

<b>Evidence of Implementation Sample Indicators</b>	<b>Year 1 Implementation Description</b>	<b>Year 2 Project Description</b>	<b>Year 2 Timeline</b>
Selection of staff	Staff was carefully screen and recruited to fill all openings. The school was fully staffed with highly qualified teachers and paraprofessionals for the 2010 school year.	Staff will be carefully screened and recruited to fill all openings. The school should be fully staffed with highly qualified teachers and paraprofessionals for the 2011 school year.	September
Scheduling	All staff was scheduled. Key staff members were scheduled in high needs areas	Highly effective teachers will be scheduled in high needs areas.	September
Budgeting	Funds were allocated in compliance with the approved grant proposals. Modifications were done after they were approved by the DOE.	Funds will be allocated in the compliance with the grant proposals. Other funds may be solicited to support the instructional program.	September
Greater accountability for results	All district level and school staffs were cognizant of the accountability requirements.	District and school staff will be informed of school and district goals and supported to achieve them	September
Selection of professional development services and providers	External professional development providers were carefully screened and recruited. References and evidence of success were solicited from the providers.	The work and result of the external professional development providers will be evaluated and if favorable, contracts will be offered.	September
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	Bids were not sought for professional services.	The requirements of federal and state statutes and regulations regarding bid and competitive contracting will be followed.	September

<b>Activity 5: Barriers of Year 1 Implementation</b>	There were no barriers in giving the principal and other school leaders school-level autonomy and flexibility that will result in an improved educational institution. However, support has to be solicited from the teachers union in getting all staff to buy-in to implement the required activities of the transformation model.
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**LEA ACTIVITY PLAN**

LEA : Essex County Vocational Schools

**SIG Required LEA Commitment & Capacity** - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

**Activity 1: Management of External Providers**

**SMART Goal:** By September 2011, all external providers will be screened, recruited and contracts approved by the Board of Education for the 2011-12 school year.

**Indicators of Success:**

1. Screen, recruit and selection of External providers
2. Approval of contracts by BOE.
3. Timely management of contracts
4. Evaluation of providers

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Screen and select high quality providers to offer PD in core content areas	Mr. B. Singh, Ms Landis, Ms Morales, Ms Carbonell, Dr Zerkowitz, Mr C. Singh	Copies of resumes, Interview forms	Interviews, meeting agenda, sign in forms				
2	Approve provider contracts by BOE	Mr Abbaleo, Dr Zerkowitz, Mr. B. Singh, Mr Durkin	Funds sources	Signed contract				
3	Manage contract of providers-develop schedule, scope of work, process invoices	Mr. B. Singh, Ms Landis, Ms Morales, Ms Carbonell, Dr Zerkowitz, Mr Laor	Systems3000, teacher schedules	Schedule of work, work products, Sign-in sheets				
4	Evaluate quality of work done by external providers	Mr. B. Singh, Ms Landis, Ms Morales, Ms Carbonell, Dr Zerkowitz, Mr Laor	Surveys	Survey results, Feedback from teachers and administrators				
5								

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #2: Alignment of Resources</b>								
<b>SMART Goal:</b>		In the 2011-12 school year, the district will align at least two curricular units in various content areas to the CCCS						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Allocation of funds for curriculum revision and alignment</li> <li>2. Curricular units aligned to the CCCS</li> <li>3. All students having access to the district’s common academic core</li> <li>4. Professional development in curricular alignment</li> </ol>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Allocate funds and manage budget to maintain and improve instructional program	Mr. B. Singh, Dr Zelkowitz, Dr Pennella	Computer , Local software	Budget reports, Purchase orders				
2	Screen and select instructors to revise and align local curricular units to the CCCS in various content areas using the Understanding by Design process	Ms Carbonell, Dr Zelkowitz	CCCS, computers	Postings, BOE resolutions, Curricular units				
3	Make units available to teachers in their respective content areas	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor	Binders	Curricular units, Written comments by school leaders				
4	Ensure all students have access to the district’s common academic core	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh	Copies of curricula	Teachers’ curricula, lesson plans, sample assessments				
5	Implement and monitor rigorous, intentional, and aligned curricula	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales,	Schedules	Classroom visits, lesson plans, curriculum binders				

		Mr Laor, Mr C. Singh, Mr. B. Singh							
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6	Conduct 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	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr. B. Singh	Schedules, access to computers	Schedules, written feedback, student performance data, lesson plans				
7	Meet on a weekly basis to report on findings and develop action plan for monitoring implementation of curriculum	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr. B. Singh	Pacing guide	Meeting sign in forms, agendas, feedback forms				
8	Monitor implementation of supplemental instructional programs-CATCH UP math, MY ACCESS writing, Read 180,	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr. B. Singh	Access to computers	Student reports, analyses				

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight</b>								
<b>SMART Goal:</b>		In the 2011-12 school year, the district will facilitate onsite weekly collaborative meetings to monitor individual academic progress of identified at risk students and adjust action plan.						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Attendance and participation of various stakeholders at collaborative meetings</li> <li>2. Intervention plans for individual students</li> <li>3. Involvement of stakeholders in decision making process</li> <li>4. Academic progress of students</li> </ol>						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Conduct weekly onsite collaborative meetings with various stakeholders to establish a robust response to intervention system	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr. B. Singh	PD literature, smart board, computer, Power Teacher	Meeting agendas, Sign in sheets, Individual Intervention plans				
2	Collecting, disaggregating and analyzing student assessment data. Develop structures for school and teachers to use data to alter instruction	Mr Laor, Mr C. Singh, Mr. B. Singh	Local Software	Disaggregated data, teacher feedback				
3	Use assessment data to identify at risk students and develop intervention plans	Mr Laor, Mr C. Singh, CST team	Power Teacher	List of students, Student performance data				
4	Use one-to one laptop program to offer web-based courses in extended learning program	Mr Ziobro, Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh,	Computers, online courses	Accrued hours of learning time, attendance reports, teacher schedule				

		Mr. B. Singh						
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5	Advocate for and provide resources to instructors	Mr Ziobro, Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr B. Singh	Funding for resources	Feedback forms, purchase orders				
6	Provide additional academic support for struggling students	Ms Carbonell, Dr Zelkowitz, Ms Landis, Ms Morales, Mr Laor, Mr C. Singh, Mr. B. Singh	Funding, laptop computers	Attendance reports, purchase orders				
7	Manage grants to maintain and improve programs implemented	Mr. B. Singh, Dr Zelkowitz	System 3000	Budget reports, budget transfers				

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal</b>								
<b>SMART Goal:</b>			1. In the 2012 school year, each administrator will conduct at least four classroom learning walks each week. 2. In the 2012 school year, the BOE will approve all resolutions supporting West Caldwell Tech in a timely manner. 3. The district team will offer intensive support to West Caldwell Tech in the 2012 school year.					
<b>Indicators of Success:</b>			1. Learning walks of classrooms 2. Collection and disaggregation of assessment data 3. Changes in teacher practice and student behavior 4. Allocation of funds for activities 5. Oversight responsibilities of superintendent 6. Engagement and support of the Teacher’s Union					
<b>SBR Practice to Address Goal:</b>								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Ms Landis, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, Mr. B. Singh	Local assessments, teacher made assessments	The Internal District Team supports to the school				
2	Continuously use student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Ms Landis, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, Mr. B. Singh	Local and teacher made assessments, state and vendor assessments	Students’ scores, Disaggregation of assessment data by subgroups				
3	Use multiple classroom assessments that are frequent, rigorous, and aligned with core content standards.	Ms Landis, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, Mr. B. Singh	Teacher assessments, CCCS	Analysis by teacher, lesson plans, student work				
4	Conduct Learning walks of classrooms to gather evidence of practice	Ms Landis, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, Mr. B. Singh	Learning walk forms	Schedules, Learning walk forms, meeting agendas, sign in forms				

5	Conduct one-to-one dialogue/coaching with instructors	Ms Landis, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, B. Singh	PD literature	Admin feedback forms				
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6	Facilitate frequent onsite meetings with various stakeholders	Dr Pennella, Mr. B. Singh	PD literature	Meeting agendas, Sign-in forms				
7	Provide feedback to principal on implementation of activities	Dr. Pennella	Feedback from other school leaders	Meeting agenda, Sign in form				
8	Identify gaps in student learning using student academic performance and adjust instructional practice to meet deficiencies of all subgroups.	Ms Landis, Ms Morales, Ms Morales, Ms Carbonell, Dr Zelkowitz, Mr C. Singh, Mr. Laor, B. Singh	Power School, Power teacher, Software	Student performance data, Lesson plans, disaggregated data				

<b>SIG Required LEA Commitment &amp; Capacity</b> - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; 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; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
<b>Activity #5 - SIG Required LEA Commitment</b> - The requirements call for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:								
<b>SMART Goal:</b>		In the 2011-12 school year, the district will give the principal greater school-level autonomy and more flexibility of leadership to implement the requirements of the transformation model						
<b>Indicators of Success:</b>		<ol style="list-style-type: none"> <li>1. Hiring of new staff</li> <li>2. Scheduling effective teachers in high need areas.</li> <li>3. Allocating resources in keys areas.</li> <li>4. Greater accountability for results</li> <li>5. Selecting professional development services and providers</li> </ol>						
<b>SBR Practice to Address Goal:</b>		The Rapid Improvement Leader engages, motivates, and enlists the contribution of people inside the school and in the community to achieve school goals.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Participate in the screening and recruitment of new staff	Mr. C. Singh		Resumes, Interview forms				
2	Schedule staff in high need areas	Mr. C. Singh	Performance data trend	Schedules				
3	Allocate resources in areas of need	Mr. C. Singh	Funding	Requisitions, work products, sample work				
4	Participate in screening, recruitment of external providers	Mr. C. Singh		Interview forms, contracts, BOE resolution				
5	Articulate school’s mission, goals (short term and long term), by principal to staff and their roles in meeting the goals.	Mr. C. Singh	Software, computer	Meeting agenda				
6	The principal participates actively with the school’s teams	Mr. C. Singh	Teams’ schedules	Meeting agenda, Sign in sheets				
7	The principal spends at least 50% of his time working directly with teachers to improve instruction, including classroom	Mr. C. Singh	PD literature	Work logs, feedback forms				

	observations.						
8	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	Mr. C. Singh	Surveys, Power School	Feedback from parents			