

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Department of Education State of New Jersey	Applicant's Mailing Address: 100 Riverview Plaza Trenton . New Jersey 08625
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State Contact for the School Improvement Grant

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Signature of the Chief State School Officer: X 	Date: 11/20/13
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The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

State Name: New Jersey



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2016
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@ed.gov.

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before November 15, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

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SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Department of Education State of New Jersey</p>	<p>Applicant's Mailing Address: 100 Riverview Plaza Trenton , New Jersey 08625</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Rochelle Sinclair</p> <p>Position and Office: Director, Office of School Improvement</p> <p>Contact's Mailing Address: 100 Riverview Plaza Trenton, New Jersey 08625</p> <p>Telephone: (609) 943-5889</p> <p>Fax: (609) 292-7279</p> <p>Email address: rochelle.sinclair@doe.state.nj.us</p>	
<p>Chief State School Officer (Printed Name): Christopher Cerf</p>	<p>Telephone: (609) 943-0193</p>
<p>Signature of the Chief State School Officer: X</p>	<p>Date:</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

- The New Jersey Department of Education (NJDOE) is requesting the priority schools list waiver.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER			GRAD RATE	NEWLY ELIGIBLE ¹
					I	II	III		
Paterson	3412690	New Roberto Clemente MS	03003	x					
Paterson	3412690	Number 13	04898	x					
Paterson	3412690	Number 28	04924	x					
Paterson	3412690	Number 6 Arts	04884	x					
East Orange	3404230	Patrick F. Healy MS	05931	x					
Irvington	3407680	University MS	02120	x					
Newark	3411340	Belmont Runyon	02234	x					
Newark	3411340	Camden St	02252	x					

Newark	3411340	George Washington Carver	05912	x					
Newark	3411340	Hawthorne Ave.	02288	x					
Newark	3411340	Louise A. Spencer	02304	x					
Newark	3411340	Malcolm X Shabazz HS	02198	x					
Newark	3411340	Dayton Elementary at Peshine Avenue	02266	x					
Newark	3411340	Quitman Community School	02334	x					
Newark	3411340	Thirteenth Ave.	02364	x					
Jersey City	3417830	Ezra L Nolan 40	02836	x					
Jersey City	3417830	Henry Snyder HS	02772	x					
Charter	3400723	Paul Robeson Humanities	03015	x					
Trenton	3416290	Columbus ES	03216	x					
Trenton	3416290	Daylight/ Twilight HS	00449	x					
Trenton	3416290	Grace A Dunn MS	03210	x					
Trenton	3416290	Grant ES	03220	x					
Trenton	3416290	Gregory ES	03222	x					
Trenton	3416290	Hedgepeth Williams MS	03206	x					
Trenton	3416290	Jefferson ES	03226	x					
Trenton	3416290	Joyce Kilmer MS	03228	x					
Trenton	3416290	Monument ES	03232	x					
Trenton	3416290	P.J. Hill	03236	x					
Plainfield	3412690	Charles H. Stillman	05626	x					
Plainfield	3412690	Hubbard MS	05606	x					
New Brunswick	3411220	New Brunswick MS	02936	x					
Asbury Park	3400930	Asbury Park MS	03742	x					
Lakewood	3408220	Lakewood HS	04636	x					
Camden	3402640	H.L. Bonsall	01356	x					
Camden	3402640	Catto Community School	00793	x					
Camden	3402640	Cooper's Poynt Family School	01364	x					
Camden	3402640	Davis ES	01368	x					
Camden	3402640	Dudley ES	03065	x					
Camden	3402640	East Camden MS	01350	x					
Camden	3402640	Forest Hill	01374	x					
Camden	3402640	Hatch MS	01376	x					
Camden	3402640	McGraw ES	01380	x					
Camden	3402640	Morgan Village MS	01384	x					
Camden	3402640	Pyne Poynt MS	01352	x					
Camden	3402640	R C Molina ES	01386	x					
Camden	3402640	Riletta Cream	06084	x					
Camden	3402640	Sumner ES	01398	x					

Camden	3402640	Veterans Memorial MS	01354	x					
Camden	3402640	J.G. Whittier	01404	x					
Camden	3402640	H.B. Wilson	01406	x					
Camden	3402640	Woodrow Wilson HS	01348	x					
Camden	3402640	Yorkship ES	01408	x					
Charter	340880	Freedom Academy Charter School	00566	x					
Millville	3410320	R. D. Wood	01884	x					

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
TOTAL AMOUNT OF REMAINING FUNDS:			N/A

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- The evaluation consists of two components (1) a NJDOE Interdivisional Committee and (2) a reader panel.
- The NJDOE Interdivisional Committee will evaluate the LEA capacity and commitment to serve the schools. The Interdivisional Committee membership includes senior staff along with key leaders from various divisions within the department.
- To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation, recent history using federal funds, the amount of carryover funds for other grants, and monitoring reports. Additionally, the Committee may give consideration to awards based on the number of schools an LEA

commits to serve and the intervention models selected.

- Each reader panel consists of 3 members, both external and internal to the NJDOE that reviews and rates each application according to how well the content addresses this NGO. Readers of grant proposals for the NJDOE must certify that no conflict of interest exists which would create an undue advantage or disadvantage for any applicant in the proposal evaluation and scoring process. All applications must score 65 points or above to be eligible for funding consideration.
- The evaluations by the Interdivisional Committee and the reader panel will occur concurrently. Upon completion of these evaluations, the NJDOE SIG program office will select the schools to be awarded solely based on the determination from the Interdivisional Committee of district capacity and the highest-scoring applications as identified by the reader panel.
- The Office of School Improvement in collaboration with the Office of Grants Management will conduct a pre-contract review that will evaluate:
 - If proposed costs are within SIG guidelines
 - If proposed costs are appropriate for the proposed activity
 - If the proposed program or activity fits the schools' needs assessment
 - If the proposed program or activity is currently being used in other schools within the LEA and will identify the funding source for such programs or activities
 - If the proposed program or activity was previously used in the school and will evaluate the success of the program
 - If the proposed expansion of a program is detailed and meets the needs of the school
- A detailed description of the selection and review process can be found in Sections 3.1 – 3.6 and Appendices C, D, and E of the attached NGO.

(1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *What is the need? Does the applicant understand the problem? Is the need appropriate to this grant program? Does the applicant use multiple measures to determine the need? Are the root causes of the school's lack of success identified and addressed?*

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *Is there an organizational commitment to the project? Is this LEA well-positioned to implement whole school reform*

models? Has the LEA demonstrated that it has chosen Priority Schools in which the chosen SIG models will lead to significant school improvement and better student outcomes? To what extent does the LEA support the flexibility and autonomy necessary for successful implementation? How has the school community (teachers, union, parents, community agencies) been involved in the needs assessment, selection of the model and plan development? To what extent has the LEA demonstrated success in past similar efforts?

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).
- The budget section of the grant application should be as specific and detailed as the narrative section of the application. It should reflect the estimated costs of activities outlined in the School Improvement Plan, and contain no surprises or unjustified requests. The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

Design and implement interventions consistent with the final requirements;
Recruit, screen, and select external providers, if applicable, to ensure their quality;
Align other resources with the interventions;
Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
Sustain the reforms after the funding period ends.

- An LEA must demonstrate that it has the commitment and capacity to support and serve SIG schools. As a result, evaluators will consider the following items, as described in the LEA application:
- A. LEA-level activities – describe the activities designed to support the implementation of the selected models. Include information on what has or will be done with respect to the following:
- Implementing the selected school intervention model
 - Ensuring that the Common Core State Standards (CCSS) are implemented with fidelity
 - Identifying an LEA representative(s) who will be accountable for both the program and fiscal implementation of the reform model (to include working to ensure that barriers will not obstruct effective implementation) as well as for completion of SIG reports
 - Establishing a SIG governance structure for districts with more than one school

- B. School needs analysis – describe how the needs of each school were analyzed and the selected intervention model determined. Include information related to the following:
- The system to conduct classroom walkthroughs
 - The development/use of a data support team
 - The process to share grant expectations with the principal and staff
 - The district oversight responsibilities and role of the Chief School Administrator (CSA)
- C. Recent history in improving schools – describe what has been done to improve student achievement in the last three years. Include what has been done with respect to the following considerations:
- Managing previous school improvement plans, programs and grants
 - Supporting Priority schools (or Title I schools, as applicable) in last three years with strategies and implementation of the Title I Unified and the School Improvement Plan
 - Facilitating the school’s student growth over time
 - Implementing rigorous reforms during the improvement years
 - Identifying and taking actions to remedy the root causes of low performance
 - Using multiple data sources and resources to continually improve and streamline school interventions
 - Implementing increased learning time
 - Negotiating additional compensation for teachers in persistently low achieving schools for implementing reforms, to include providing incentives to attract the best teachers to the highest need schools.
 - Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures
 - Monitoring effectiveness data and aligning district actions such as tenure decisions, retention and professional development
 - Providing oversight, monitoring, and support
 - Focusing on school culture climate
- D. Recruitment, screening, and selection all external providers, EMOs & CMOs to ensure their quality. (See USDE Guidance – H-19a)
- The LEA process to recruit, screen and select all external providers
 - The LEA plan to manage the contracts of external providers in a timely fashion
 - The LEA plan to evaluate the quality of external providers
- E. Alignment other resources and supports – describe the resources and supports that will be dedicated to the implementation. Include information related to the following:
- The clear alignment of resources, to include alignment that ensures effective implementation of the Common Core State Standards
 - Use of the funds to accomplish the activities in the application and meet its targets, including coordinating, reallocating, or repurposing education funds from other federal, state, and local sources
 - LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools
 - Support of teachers’ union for extended learning time
 - Support of school board
 - Support of staff
 - Support of parents
- F. Modification of practices or policies, if necessary - describe the revisions that will enable the full and

effective implementation of the interventions. Include modifications related to the following:

- Practices and policies that will enable the leadership of the school to implement the interventions, as outlined in the LEA scoring guide in Appendices C and D in the Notice of Grant Opportunity
- District level staff assignments to support implementation and hold schools accountable for implementing with fidelity, with specificity as to the amount of time that district staff will be allocated to the site
- Involvement of LEA stakeholders in decision making
- Process for making collaborative decisions
- 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 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

G. Sustainability of the reforms after the funding period ends

- LEA plan, including timelines, to continue beyond the grant funding period
- Description of differences in the school(s) after three years that will be sustainable for years to come, even after this funding stream ends

H. Greater school-level autonomy

- More flexibility for the leadership (principal) of the school
- Selection of staff, budgeting, scheduling
- Selection of professional development providers
- The district's ability to eliminate barriers to facilitate full implementation.

I. Selection of the Principal (See "Competencies for Turnaround Leaders" and New Jersey Standards for School Leaders as a resource.)

- Qualifications, principal competencies
- Search and selection of a new principal with experience turning around chronically low performing schools
- Selection of the principal by June 2, 2014.
- The number of years in the school of the current principal

J. LEA's organizational management

- Organized, coherent work and project
- Meeting of 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
- The specific and definitive roles for leaders and stakeholders in the program
- LEA activities to support the schools

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B,

the SEA must evaluate the following information in an LEA’s budget and application:

- (1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?
- (2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?
 - The evaluation of the Year 1 budget will consider pre-implementation costs. Evaluators will consider how well the following items as described in the LEA’s budget narrative and detail clearly:
 - Delineate how the project budget is tied to the School Improvement Plan
 - Illustrate the cost basis for each year
 - Provide a strong justification that costs of the program are reasonable and necessary
 - Provide evidence to clearly show that the budget is sufficient to meet the program needs
 - Show that SIG funds are spent exclusively on costs associated with implementing the selected intervention model
 - Illustrate that the budget and budget justification are directly tied to the school improvement plan and clearly show how all aspects of the school improvement plan will be supported
 - Directly relate all travel expenses to the SIG program activities and provide justification
 - Indicate the costs associated with LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority School(s).
 - Explain how all available resources (federal, state and local) will be leveraged to coordinate and integrate services to support and sustain the program
 - The SEA will evaluate if all areas of the model implementation are addressed in the proposed activities and explicitly reports on progress against the quantifiable benchmarks of the intervention plan. These annual evaluations of each persistently-low-performing school include constructive feedback and recommendations for program improvements, as appropriate. The SEA will evaluate the pre-implementation activities to determine if these activities have been identified in the school’s needs assessment and have a defined path leading to the full implementation of the SIG plan.

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

This timeline is shown below. The process of approval is detailed in narrative form in the attached NGO, on page 30.

Activity	Date
Technical Assistance session for applicants	February 10, 2014
Application Due Date	March 13, 2014
NJDOE Interdivisional Committee Review	April 2014
Grant Reader Panel Review	April 2014
Notification of Eligibility for Awards and Start of Pre-Implementation	May 2014
Pre-Contract Review	May 2014

Identification of Principal	June 2, 2014
Summer Leadership Academy for grantees	July 2014
Start of Full Implementation	July 1, 2014

Note: FY13 SIG funds will be used to cover all three years of the grant.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

- On an annual basis, the NJDOE conducts an evaluation of model implementation, academic growth, school climate, teacher evaluations, and professional development. The evaluation addresses all areas of the model implementation and explicitly reports on progress against the quantifiable goals and indicators in the application. The evaluation of each school includes constructive feedback and recommendations for program improvements, as appropriate. The evaluation costs are funded by the SIG state administrative funds. The district must agree to participate in this process by signing the Statement of Assurances.

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

- Per Waiver 3, the NJDOE will not serve Tier III schools as part of this application process.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

SIG Reporting Metrics

- The LEA is required to submit fiscal and program reports. Fiscal and Program Reports include a narrative of the project’s achievements and challenges, status of implementation of model components and fiscal compliance.
- The LEA is required to submit annual data for each served Priority school. Baseline data is required using 2012-2013 school year information. This data is used to compare data from one year to the next and to analyze progress and success in meeting the leading indicators of the SIG grant. The NJDOE monitors each SIG school to determine if it is meeting its student achievement goals. The data is one of

the factors used to determine grant continuation/renewal for years 2 and 3.

NJDOE Oversight

- In addition to the review of quarterly/final fiscal and program reports, the NJDOE provides oversight to the grantees using on-site visits, and an evaluation as well as through reports from the school's State Turnaround Coach.

On-Site Visits

- The NJDOE conducts semi-annual on-site visits to each school receiving a SIG grant. On-site visits are conducted by NJDOE to evaluate the implementation of the SIG plan and to determine if the schools are executing the selected model with fidelity. The monitoring determines barriers to the implementation and takes action to assist the school and district in resolution to ensure the success of the project.

State Turnaround Coach

- The State Turnaround Coach (STC) is assigned by the NJDOE to the school. The STC assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the STC is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The STC is a member of the Internal District Team (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet at least once per unit ("unit" refers to a formative assessment cycle, of which there are 5 per year) to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.
- Additionally, the STC monitors the schools' adherence to the school improvement plan and tracks performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The role of the STC is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

- The final amount awarded is subject to determination by the Office of School Improvement in collaboration with the Office of Grants Management during the pre-contract review.
- The NJDOE Interdivisional Committee will evaluate the LEA capacity and commitment to serve the schools. The Interdivisional Committee membership includes senior staff along with key leaders from various divisions within the department.
- To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation, recent history using federal funds, the amount of carryover funds for other grants, and monitoring reports. Additionally, the Committee may give consideration to awards based on the number of schools an LEA commits to serve and the intervention models selected.

- The actual award for the initial year (Year 1) is determined at the time of pre-award revisions. To determine the appropriate level of funding, the Office of School Improvement and Office of Grants Management will evaluate the proposed budget during a pre-contract review. These offices will evaluate proposed costs and programs as related to adherence to SIG guidelines, alignment to the school’s needs assessment, as well as appropriateness based on the proposed program activities.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

- Per Waiver 3, the NJDOE will not serve Tier III schools as part of this application process.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

- The State of New Jersey does not intend to take over any Priority schools.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.

- NJDOE does not intend to provide services directly to Priority schools.

3 If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation. The SEA will reserve 5% of the 2013 fiscal year school improvement funds to support the following:

- **SIG Summer Leadership Academy**

Research suggests that school leadership has a greater impact on student learning than any other factor except the quality of classroom instruction. Guided by this belief, the NJDOE will run a SIG Summer Leadership Academy for all SIG leaders to address the extensive change, commitment, and activities required to fully implement one of the SIG models. Attendees of the SIG Summer Leadership Academy will include the principal, assistant principals, content specialists, instructional leaders, and other staff directly responsible for leading effective SIG implementation at the school level. This SIG-focused training will provide school leaders with additional learning, development, and networking opportunities needed to fully support effective SIG model implementation. Units in this training will address components of New Jersey's eight research-based turnaround principles in the context of SIG implementation. In addition, training will be provided to support school leaders with common implementation challenges of one of the SIG models, such as managing significant staff turnover.

The SIG Leadership Academy will be funded by the SIG state administrative funds. Grant costs would include travel such as mileage and possibly salary if the school and/or district personnel are not compensated for the summer.

- **SIG Professional Learning Communities (PLCs)**

The initial support, provided through the Summer Leadership Academy, will continue throughout the life (up to 3 years) of the SIG cohort through SIG PLCs. Through these PLCs, the formal "networks" for both principals and district officials will be reconvened periodically throughout the year to ensure that the collaborative network is sustained. These meetings will include live and remote interaction, depending on need and availability. Topics relevant to ongoing SIG implementation will be explored. Participants will engage in collective inquiry to ensure effective collaboration, thought partnership, and sharing of best practices. Professional development and additional resources will be provided to support this collaboration and to help participants work together to grow their school leadership capacity.

- **State Turnaround Coach**

A State Turnaround Coach (STC) is assigned by the NJDOE to the school. STCs assigned to SIG schools will provide additional support to SIG schools beyond that which is provided to non-SIG Priority schools. This additional support is designed to ensure effective and efficient implementation of the SIG components.

The STC works to build LEA relationships necessary for the collaborative work on behalf of the SIG school. The STC assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the STC is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The STC is a member of the Internal District Team (which may include, but is not limited to, the CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet regularly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

In addition, the STC monitors the schools' adherence to the school improvement plan and tracks performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The STC participates in the Leadership Academy and regular internal district team meetings (once each 6-week unit, 5 per year) along with the LEA and school staff.

- **Evaluation**

On an annual basis, the NJDOE conducts an evaluation of model implementation, academic growth, school climate, teacher evaluations, and professional development. The evaluation addresses all areas of the model implementation and explicitly reports on progress against the quantifiable goals and indicators in the application. The evaluation of each school includes constructive feedback and recommendations for program improvements, as appropriate. The evaluation costs are funded by the SIG state administrative funds.

In the absence of sufficient progress or lack of implementation fidelity, the evaluation may include a recommendation for removal of the grant, school closure or restart. The evaluation is submitted to the LEA superintendent for review. A face-to-face meeting occurs with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results serve to assist the NJDOE in annual SIG renewal decisions. The results of this evaluation will be made public.

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

The State of New Jersey requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority

schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

New Jersey requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

The State of New Jersey assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

- The State of New Jersey assures that the notice and opportunity to comment on its waiver requests will

occur no later than Friday, December 6, 2013. A copy of the notice is attached and web posting can be accessed at <http://www.state.nj.us/education/grants/nclb/waiver/>

- No comments were received.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

A. 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, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;

- Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per

school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) 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, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the

waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

School Improvement Grants (SIG) Program FY 2013 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards² to its LEAs.
- Use the renewal process identified in [State]’s most recently approved SIG application to determine whether to renew an LEA’s School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

² A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

Notice of Grant Opportunity

*New Jersey School Improvement Grant (SIG/COHORT 3)
for Priority Schools*

7/1/2014 – 8/31/2017

**Christopher Cerf
Commissioner**

**Tracey Severns
Chief Academic Officer
Division of Academics**

**Paula White
Chief Turnaround Officer
Regional Achievement Centers**

**Rochelle Sinclair
Director
Office of School Improvement**

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION
**P.O. Box 500
Trenton, NJ 08625-0500**

<http://www.state.nj.us/education>

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SECTION 1: GRANT PROGRAM INFORMATION

“If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools. Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

Arne Duncan, US Secretary of Education
August 2009

1.1 DESCRIPTION OF THE GRANT PROGRAM

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State’s lowest achieving schools. The New Jersey Department of Education (NJDOE) applied for and was granted a waiver by the United States Department of Education (USDE) to substitute Priority schools for Tier I and Tier II schools, with respect to eligibility to participate in this SIG Cohort. Priority schools are defined as among the lowest 5 percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. New Jersey will focus funding on Priority schools for this cohort (SIG Cohort 3). In the Priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, transformation model, restart model, or school closure model.

1.2 ELIGIBILITY TO APPLY

This is a limited-competitive grant program that is open to LEAs with Priority schools that are currently not receiving a School Improvement Grant. A list of LEAs and their schools that are eligible to apply for SIG Cohort 3 are listed in Appendix A.

The SIG program requires that each Priority school applying for funds adopt and implement one of four models – turnaround, transformation, restart or school closure – based on a comprehensive needs assessment. The interventions selected to implement the model must provide the greatest likelihood of success for improving student performance. The NJDOE will review each applicant’s choice of a model to ensure the model’s alignment with the requirements. The USDE guidance provides information identifying and describing school models. This information can be found at <http://www2.ed.gov/programs/sif/legislation.html#guidance>

Attendance at the NJDOE technical assistance session is mandatory to establish eligibility. Please refer to Section 1.6 for details.

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid DUNS number and must also be registered with the federal System for Award Management (SAM), the successor to the federal the Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available free of cost to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the SAM database, go to www.sam.gov

Applicants are required to complete and submit the Documentation of Federal Compliance (DUNS/SAM) form found in the LEA Application package. This form must be submitted either with the grant application, or during the pre-award revision process. No award will be made to an applicant not in compliance with FFATA.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. SIG Cohort 3 will be 100% federally funded under funds specifically designated for federal School Improvement Grants. Final awards are subject to the availability of federal funds. The NJDOE anticipates that there will be a total of up to \$19,000,000 available for SIG Cohort 3 awards over three years, pending availability of federal funds in future years. It is anticipated that 3-5 awards will be made. The first grant period is from July 1, 2014 through August 31, 2015, with a pre-implementation period from May 1, 2014 to June 30, 2014; the second grant period is from September 1, 2015 through August 31, 2016; and the third grant period is from September 1, 2016 through August 31, 2017.

With the exception of applicants selecting the school closure model, schools may apply for a minimum of \$50,000 and up to a maximum of \$2,000,000 for each of the three years. Applicants selecting the school closure model in Year 1 may apply for \$50,000 and are not eligible to apply for continuation funding in Years 2 and 3.

Applicants that apply for the turnaround, transformation and restart models will be permitted to carry forward unexpended balances from the prior year into the following year. Carryover balances will be determined at the time of the approval of the final fiscal report for the prior year. In any year, the total award plus prior year carryover may not exceed \$2,000,000.

Applications that score a minimum of 65 points will be eligible for funding consideration.

The actual award for the initial year (Year 1) will be finalized at the time of pre-award revisions during face-to-face meetings between the NJDOE and the District Internal Team, subject to the NJDOE Interdivisional Committee review and availability of funds.

1.5 DISSEMINATION OF THIS NOTICE

The NJDOE has announced the availability of this NGO to eligible LEAs and schools. The NJDOE makes this notice available to LEAs of schools listed in Appendix A, and to the executive directors of

regional achievement and the executive county superintendents of the counties in which the eligible applicants are located.

Copies of the NGO are also available on the NJDOE web site at <http://www.nj.gov/education/grants/discretionary/> or by contacting the Office of School Improvement, New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500. For information, e-mail the Regional Achievement Center helpline at RAC@doe.state.nj.us

1.6 TECHNICAL ASSISTANCE

As part of the application process, the NJDOE is providing one **mandatory** technical assistance (TA) session for all potential applicants for this grant program. All LEAs that intend to submit an application in response to this offer are **required** to attend this TA session. It is strongly recommended that two representatives from the LEA's Central Office, and two representatives from each applicant school attend the session. Applications **will not** be accepted for submission from any LEA whose Central Office was not represented at the Technical Assistance session. Attendees will be asked to sign in and sign out at the session. Information at the technical assistance session is limited to the factual contents of the NGO, including grant parameters, constraints, state/federal regulations, and the budget.

The mandatory session is as follows:

Technical Assistance Session
Date: February 10, 2014 **Time:** 9 am to 1 pm
Location: 200 Riverview Plaza, Board Room,
Trenton, NJ 08625

Register on-line at the upcoming opportunities link located on the NJDOE web site at <http://www.state.nj.us/education/events>. Registrants requiring special accommodations should identify their needs at the time of registration. Directions to the training site are provided on-line.

1.7 APPLICATION SUBMISSION

The NJDOE operates discretionary grant programs in strict conformance with procedures that are consistent with the federal competitive grant process and are designed to ensure accountability and integrity in the use of public funds and, therefore, ***will not accept late applications***.

The responsibility for a timely submission resides with the applicant. **An original and four (unbound) copies** of the complete application must be received by the Application Control Center (ACC) **NO LATER THAN 4:00 P.M. on March 13, 2014**. Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

Complete applications are those that include all elements listed in Section 3.4, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

To ensure timely delivery, applicants are encouraged to:

- Hand-deliver the application to 100 River View Plaza, Trenton, New Jersey, which is located next to the Mercer County Waterfront Park on Route 29, between the hours of 8:30 A.M. and 4:00 P.M., Monday through Friday (excluding state holidays); or
- Send the application by Certified Mail or Return Receipt; or
- Arrange for delivery by an overnight courier service to ensure timely delivery.

The mailing and courier service addresses are listed below:

Mailing Address	Courier Service Address
Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500	Application Control Center New Jersey Department of Education 100 River View Plaza Trenton, NJ 08625

Applications submitted by fax will not be accepted under any circumstances.

Note: The NJDOE is required to post on its web site all final LEA applications for the SIG grant, including applications that were funded and those that were not funded.

1.8 REIMBURSEMENT REQUESTS

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are processed through the Electronic Web-Enabled Grant (EWEG) system. Requests may begin once the grant agreement has been fully executed by the NJDOE and the payments are available in the EWEG system. Grantees must submit requests no later than the 15th of the month in order to receive payment the following month. Grantees may include funds in the request that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantees' request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month. **NOTE:** Payments cannot be processed until the award has been accepted **and** fully executed by the NJDOE.

1.9 REPORTING REQUIREMENTS

Grant recipients are required to submit quarterly program and fiscal progress reports. For additional information regarding post-award reporting requirements, please review the *Grant Recipient's Manual for Discretionary Grants (DGA)*, part seven, which is available online at:

<http://www.state.nj.us/education/grants/discretionary/management/manual.shtml>

Reports are reviewed to ascertain the degree of the grantee’s progress within the scope of work appropriate to the current agreement period, and its conformance with program regulations and enabling legislation.

The grantee is expected to complete all program and fiscal requirements and to make satisfactory progress toward the completion of a comprehensive plan to achieve the grant goals. Program and fiscal reports for this program are due as follows:

YEAR 1

Report	Quarterly Reporting Period*	Due Date
1 st Quarter	July 1, 2014 – November 30, 2014	December 15, 2014
2 nd Quarter	July 1, 2014 – February 28, 2015	March 15, 2015
3 rd Quarter	July 1, 2014 – May 31, 2015	June 15, 2015
Final	July 1, 2014 – August 31, 2015	September 30, 2015

* Reporting is cumulative from the start date of each year. Due dates that fall on a weekend or holiday will be due the next business day.

Submission of Reports

Fiscal and Program Reports must be submitted through the EWEG System as document uploads. No paper copies will be accepted unless otherwise instructed by the program office.

Fiscal and Program Reports include a narrative of the project’s achievements and challenges, status of implementation of model components and fiscal compliance.

The Final Fiscal Report must also include an equipment inventory and all expenditures to be completed as appropriate.

The Final Program Report must also include a narrative of the districts’/schools’ experience with implementing the selected model including results from the approved application section on monitoring and evaluation for each school.

SIG Reporting Metrics

The LEA is required to submit annual data for each served Priority school. Baseline data is required using 2012-2013 school year information. This data is used to compare data from one year to the next and to analyze progress and success in meeting the leading indicators of the SIG grant. The NJDOE monitors each SIG school to determine if it is meeting its student achievement goals. The leading indicators are specified in Application Form S-5. The data is one of the factors used to determine grant continuation/renewal for years 2 and 3.

1.10 NJDOE OVERSIGHT

In addition to the review of quarterly/final fiscal and program reports, the NJDOE provides oversight to the grantees using on-site visits, an evaluation as well as through reports from the school’s State Turnaround Coach.

On-Site Visits

The NJDOE conducts semi-annual on-site visits to each school receiving a SIG grant. On-site visits are conducted by NJDOE to evaluate the implementation of the SIG plan and to determine if the schools are executing the selected model with fidelity. The monitoring determines barriers to the implementation and takes action to assist the school and district in resolution to ensure the success of the project.

Evaluation

On an annual basis, an evaluation will occur to make a recommendation regarding renewal of the SIG for the next year. The district must agree to participate in this process by signing the Statement of Assurances. The funds to support this effort are the responsibility of the SEA using SIG administrative funds.

The evaluation consists of an audit of fiscal management, implementation of the model selected, academic growth, changes in instruction, school climate, teacher evaluations, and accompanying targeted professional development. It addresses all areas of the model implementation and explicitly reports on progress against the quantifiable benchmarks of the intervention plan. These annual evaluations of each persistently-low-performing school include constructive feedback and recommendations for program improvements, as appropriate.

State Turnaround Coach

The State Turnaround Coach (STC) is assigned by the NJDOE to the school. While the STC's role at the school is primarily one of support, the STC assigned to the school also provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the STC is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The STC is a member of the Internal District Team (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet at least once per unit ("unit" refers to a formative assessment cycle, of which there are 5 per year) to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

The STC plays a critical role in turning around struggling schools. As a facilitator of reform, the STC is responsible for assisting the LEA and school leadership in initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. In collaboration with the school principal and LEA, the STC helps set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The STC also mentors and coaches the principal in developing turnaround management skills. Additionally, the STC monitors the schools' adherence to the school improvement plan and tracks performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The STC participates in the Leadership Academy and network meetings along with school staff. The role of the STC is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

1.11 RENEWAL OF SIG COHORT 3 GRANTS

Each SIG grant must be reviewed by the NJDOE on an annual basis to determine if the grant will be renewed. The NJDOE uses multiple methods to evaluate the school's annual student achievement goals and progress in meeting the requirements of the SIG grant. Student achievement outcomes are considered as part of this process as well as the input of the STC, the results of the evaluation and data from the Reporting Metrics. Renewal is based on a determination that the grant program is being implemented in a satisfactory manner according to the approved timelines.

LEAs using the turnaround, transformation or restart model must submit a renewal application/continuation application for years 2 and 3. LEAs using the School Closure Model will not be eligible to apply for continuation funding past the initial grant period. At a minimum, the renewal application includes a project update, revised project description, school improvement plan and a budget.

1.12 TIMELINES

The project periods for this grant are as follows, subject to the annual renewal of the grant:

- Fiscal Year 2013: July 1, 2014 to August 31, 2015 with a pre-implementation period from 5/1/2014 to 6/30/2014
- Fiscal Year 2014: September 1, 2015 to August 31, 2016
- Fiscal Year 2015: September 1, 2016 to August 31, 2017

The following chart outlines the timeline for approval and initial implementation of LEA applications:

Activity	Date
Technical Assistance session for applicants	February 10, 2014
Application Due Date	March 13, 2014
NJDOE Interdivisional Committee Review	April 2014
Grant Reader Panel Review	April 2014
Notification of Eligibility for Awards and Start of Pre-Implementation	May 2014
Pre-Contract Review	May 2014
Identification of Principal	June 2, 2014
Award Date and Start of Project Period/Full Implementation	July 1, 2014
Summer Leadership Academy for grantees	July 2014

Please note: FY13 SIG funds will be used to cover all three years of the grant.

SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the program framework within which it plans, designs, and develops its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review the USDE Guidance for SIG programs <http://www2.ed.gov/programs/sif/index.html>, and this NGO to ensure a full understanding of the project.

2.1 PROJECT REQUIREMENTS

To effect change in persistently lowest performing schools, the LEA must work together with the school to conduct a comprehensive needs assessment to identify school needs and root causes of lack of achievement. They must also review the current year's School Improvement Plan to identify current initiatives that are promising and those that are not reaching potential. Collaboration and genuine consultation with the school's stakeholders is an important and required part of the needs assessment consultation process. Based upon the results of the needs assessment, the LEA, in concert with the school, must determine how the adoption and implementation of the required model will stimulate schoolwide change that covers all aspects of school operations.

Once a school's needs have been identified, the LEA selects one of the four school improvement models: turnaround, transformation, closure or restart. After the model is selected, the strategies and actions are identified to implement all of the specific requirements. The project description is used to specify these strategies and actions and a timeline is set for implementation. Realistic student achievement goals are projected. The School Improvement Plan and Budget is then completed to support the project. A monitoring and evaluation plan is designed to assess the level of implementation.

The change process takes time. Therefore, this NGO solicits a three-year plan for the turnaround, transformation and restart models (but only a one year plan for the school closure model). During each year of implementation, the selected model should become more fully integrated into the school's overall operations. Three years provides the time for these changes to take root. Because funding is only available for three years, LEAs must plan to develop sustainability of the improvement efforts. Additionally, the LEA has a responsibility to demonstrate it has the capacity and commitment to fully implement the required actions of the selected model for the served schools during the grant period.

Only those plans that show the most promise of successful implementation and raising student achievement will be funded. The program must fully articulate and integrate the elements of the selected SIG model. The design and structure of the model will vary from school to school according to the specific needs of the school community.

Each application must reflect the individual needs of the school and the intervention model that best addresses those unique needs. School applications should differ according to the specific needs of each individual school. To assist in the needs assessment, the NJDOE's Quality School Review (QSR) Rubric is recommended, and is available at <http://www.nj.gov/education/rac/pres/QSRRubric.pdf>

Each Priority school the LEA chooses to serve must implement one of four school intervention models: turnaround, transformation, restart, or school closure. While the same model may be employed in multiple schools, its implementation should differ according to the unique needs of the school. Federal guidelines require that an LEA that applies for nine or more Priority schools may not implement the transformation model in more than 50% of those schools. Whatever model is chosen must remain in place and cannot be changed once an award is granted unless the NJDOE determines that such a change is reasonable and necessary.

It is expected that all components of the model selected will be fully implemented. The USDE guidance (<http://www2.ed.gov/programs/sif/legislation.html#guidance> section F-2) states that some component implementation may occur later in the process.

After an application is selected for funding, program and/or budget aspects of the application may require revisions. The contents at the time of submission may change during the grant period by request of NJDOE in accordance with the NJDOE grant process.

The following is specific information about each of the four models:

Model # 1: Turnaround Model (3 years)

A turnaround model is one in which an LEA must do the following required actions:

1. Replace the principal and grant the new principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students in order to
 - (A) Screen all existing staff and rehire no more than 50% (See USDE Guidance B-3 and B-3a); and
 - (B) Select new staff;
3. Implement such strategies as increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
7. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time; and
9. Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as--

- (i) Any of the required and permissible activities under the transformation model;
- (ii) A new school model (e.g., themed, dual language academy).
- (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or
- (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Model #2: Transformation Model (3 years)

An LEA implementing a transformation model must take certain required actions unless otherwise specified as permissible:

Required activities

1. If the principal has lead the school for more than 2 years, the principal must be replaced prior to commencement of the transformation model;
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
 - a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - b) Are designed and developed with teacher and principal involvement;
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
5. Implement such strategies as increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Permissible activities; An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - b) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
6. Comprehensive instructional reform strategies.

Required activities; The LEA must--

- a) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards; and
- b) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

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

7. Increasing learning time and creating community-oriented schools.

Required activities; The LEA must--

- a) Establish schedules and strategies that provide increased learning time; and
- b) Provide ongoing mechanisms for family and community engagement.

Permissible activities; An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

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

8. Providing operational flexibility and sustained support.

Required activities; The LEA must--

- a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization).

Permissible activities: The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- b) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Model #3: Restart Model (3 years)

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies. As a result, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer.

Required Activities

- Enroll, within the grades it serves, any former student who wishes to attend the school.
- Have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model.
- Demonstrate that the strategies proposed by a prospective operator are research-based and that the operator has the capacity to implement the strategies proposed
- Ensure a direct relationship between any management fees and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted.
- Be able to sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available.

Permissible activity

- A school implementing a restart model may implement additional activities with respect to other models (turnaround and transformation).

Model #4: School Closure Model (1 year)

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

- The LEA must engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools.
- The closure model is for one year or less and is not renewable.
- Only a Year 1 budget should be submitted with application.

Additional SIG project requirements include the following:

Increased Learning Time

Increased learning time is defined and described in the USDE Guidance A-31 to A-32-d. It is a required component of the turnaround and transformation models and must be available to all students in the school. The SIG funds may be used for allowable costs such as the increased portion of the teacher's salary. Other allowable costs must also be attributable to increased learning time such as administrative, nursing, security and support staff. Payment to staff is determined as per collective bargaining agreements.

Providing Flexibility

An SEA may award SIG funds to an LEA for a Priority school that has implemented, in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. (G-1, Section I.B.1) USDE Guidance G-1b allows an LEA to retain any principal who has been hired for a Priority school within the last two years if the LEA can demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model. To take advantage of this flexibility in this application, the earliest an LEA could have begun to implement the turnaround or transformation model is in the start of the 2012-2013 school year. Therefore, the principal must have been appointed no earlier than the start of the 2012-2013 school year.

State Required Activities (See Appendix F for detailed information.)

The applicant agrees to participate in the following state-funded activities by signing the assurance and budgeting any associated costs accordingly.

- Leadership Academy
- SIG Professional Learning Communities
- State Turnaround Coach
- Evaluation

LEA Responsibilities:

- Identify schools to be served
- Engage stakeholders in the SIG application process
- Demonstrate LEA commitment and capacity
- Implement a monitoring, accountability, and sustainability plan.

2.2 BUDGET REQUIREMENTS

School Improvement Grant funds are provided for the purpose of developing and implementing relevant services for the implementation of the selected intervention mode. The applicant's budget must be well-considered, be necessary for the implementation of the project, and remain within NGO funding parameters.

Year 1: (turnaround, transformation, restart and school closure): Each application must budget a minimum of \$50,000 up to a maximum of \$2,000,000 in support of its model. The school closure model is eligible for \$50,000 only.

Year 2: (turnaround, transformation and restart): Each application must budget a minimum of \$50,000 up to a maximum of \$2,000,000 in support for its model. There is no Year 2 funding for the school closure model.

Year 3: (turnaround, transformation and restart): Each application must budget a minimum of \$50,000 up to a maximum of \$2,000,000 in support of its model. There is no Year 3 funding for the school closure model.

The LEA may budget in each school application up to five percent (5%) for LEA administrative purposes; a separate Budget Detail for these LEA costs must be included as a part of the individual school application and included in column 4 of the Budget Summary. The LEA Administrative Costs must be identified as such (if for salary, must include benefits). Example: allowed 5% or \$100,000, salary \$80,000, benefits \$20,000.

Note: Funds not expended at the end of each project year may be carried over into the following year providing the applicant submits an acceptable justification to the NJDOE and the total amount **does not exceed \$2 million** (carryover plus subsequent annual award amount).

In schools choosing the turnaround or transformation model, the applicant must link each cost to the specific SIG School Improvement Plan (SIP) activities that provide programmatic support for the proposed cost. In addition, the applicant must provide documentation and detail sufficient to support each proposed cost.

The actual amount awarded is subject to the availability of funds and is contingent upon the applicant's ability to provide support for its proposed budget. The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the SIG SIP. The NJDOE may award a lesser amount than is requested by the LEA to serve its schools. Ultimately, the award amount will be determined by the NJDOE.

The Budget consists of three sections:

1. Three Year Budget Amounts and Narrative
2. Budget Detail – for Year 1 and Budget Summary – for Year 1
3. Budget Narrative for all three years of the projected SIG costs, except for the School Closure Model

The Budget Detail and the Budget Summary will include only costs for Year 1 of the SIG grant.

The Budget Detail and Budget Summary must be completed and submitted to the NJDOE as part of the renewal/continuation application for Years 2 and 3.

Note: The provisions of A-5/Chapter law 53 contain additional requirements concerning prior approvals, as well as expenditures related to travel. The applicant must work with their business administrator when constructing the budget. The NJDOE applies the A-5 restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging);
- No reimbursement for meals during in-state travel;
- Mileage is capped at \$.31 per mile; and
- The federal per diem rates must be applied to all travel outside of New Jersey.

Grant funds provided through this NGO may *not* be expended for the following:

- Entertainment that has no *demonstrated* link to educational objectives;
- Costs of rental space;
- Costs for capital renovations or construction.

The project must be designed and implemented in conformance with all applicable state and federal regulations.

Supplement not Supplant

These SIG grant funds are to supplement, not supplant (replace), existing federal, state and/or local funds. Federal funds cannot be used to pay for anything that a school district would normally be required to pay for with either local funds or state aid. This requirement also covers job services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job that represent an expansion or enhancement of normally provided services. The grant will not fund direct services that local school districts must provide as mandated by statute, regulation, or students' IEPs.

<p>Note: If a district is already providing any of the activities or services required under this grant project, it may not cover any of the costs for those activities or services with federal funds available under this grant project.</p>
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SECTION 3: COMPLETING THE SIG APPLICATION

3.1 SIG APPLICATION

An application consists of the LEA portion and the school portion. If an LEA is applying for more than one eligible school under this grant program, a separate application must be prepared and submitted for each eligible school for which the LEA is applying to be considered for funding. The LEA portion of the application is completed only one time and used for each school application. All components in the application package are listed in Section 3.7. The application is submitted by the LEA and must include all components (LEA application; separate application and budget for each school for which the LEA is applying). Schools cannot submit their own applications as a separate entity. (Refer to Appendices C, D, and E for selection criteria and scoring rubrics).

To apply for a grant under this NGO, the district must prepare and submit a complete application containing the following components.

LEA Section:

- L1. Application Title page
- L2. Board Resolution
- L3. Statement of Assurances
- L4. Documentation of Federal Compliance
- L5. Project Abstract
- L6. Schools to be Served
- L7 A&B Stakeholder Participation
- L8. LEA Commitment and Capacity
- L9. LEA Lack of Capacity to Serve All Priority Schools
- L10. Monitoring and Accountability Plan

School Section:

- S1. School Application Title Page
- S2. School Statement of Assurances
- S3. Documentation of Federal Compliance
- S4. Project Abstract
- S5. Reporting Metrics
- S6. Statement of Need
- S7. Project Description
- S8. Annual Student Targets
- S9. SIG School Improvement Plan (complete 1 of the 4 templates provided, based on SIG model chosen)
- S10. Three-Year Budget Amounts and Narrative
- S11-S16. Budget Detail forms
- S17. Budget Summary

The SIG grant is renewable for a three year period for turnaround, transformation, and restart models pending availability of federal funding and subject to certification by the NJDOE of satisfaction of prior year's performance by the grantee.

3.2 LEA APPLICATION (40 Points total)

The LEA is required to complete the LEA sections (not necessarily in this order) for each SIG application. The LEA section can be copied to each applying school's application. Scores from the LEA application will be added to the score of the application for each school.

L-1: Application Title Page

L-2: Board Resolution for year one of the grant.

L-3: Statement of Assurances

L-4: Documentation of Federal Compliance (NGO)

L-5: Project Abstract

Note: submissions must be limited to a maximum of 2 single-spaced pages.

Includes a description of the LEA's mission and vision, a summary of the proposed project, and its implementation.

L-6: Schools to be Served

Includes information specified in form L-6 about each school to be served including the model selected for each of the schools.

L-7(a): Stakeholder Participation (5 points)

This chart lists the dates of the Stakeholder Committee meetings where the needs assessment and application development occurred and 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, other communications, family and community surveys). A description of how stakeholders are involved and apprised of ongoing model implementation is required.

Identify the Internal District Team (which may include, but is not limited to, the CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the NJDOE and/or the STC to discuss the following:

- Student achievement
- Walkthrough trends
- Attendance of students and staff
- Discipline data
- SIG component implementation

L-7(b): Stakeholder Participation

This section includes the stakeholders who participated in the development of this application for the applicant schools. Stakeholders include the school board member(s) and school staff (administrators, principals, teachers, content specialists, special education staff, bilingual staff, technology staff, guidance counselors, and paraprofessionals), parents, district staff, community groups, consultants, institutions of higher education, and teacher's union representatives. Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Full and effective implementation of a selected model may require negotiation with the teachers' union. The LEAs need to involve teachers' unions early in the process of implementing the final requirements to ensure that the LEA can implement fully and effectively the selected intervention model in each

Priority school it commits to serve. Allowable costs for these activities may be budgeted as pre-implementation costs.

An LEA must implement the school intervention models in a manner that complies with all governing laws, regulations, and agreements, which includes providing the rights, remedies, and procedures afforded to LEA employees under existing collective bargaining agreements. If an LEA cannot resolve any conflict in a way that permits it to implement one of the school intervention models fully and effectively, it would not be able to receive SIG funds. (See USDE Guidance F-7 and F-7a)

It is essential to engage the staff, parents and the community when examining the needs within the school. By engaging and educating all stakeholders about the models, the commitment to the model selected can be better assured. A review of the models by the stakeholders must be conducted prior to selection and adoption for each of the schools. The person's name, stakeholder group, participation in needs assessment and/or application development must be specified. The original signature page, all meeting agendas and minutes must be maintained at the district and available at the request of NJDOE.

L-8: LEA Commitment and Capacity (25 points)

Note: submissions must be limited to a maximum of 10 single-spaced pages.

The LEA must demonstrate that it has the capacity to support its Priority school(s). See H-18 of the USDE guidance for specific examples of how the LEA can demonstrate how it can serve SIG schools. Each applicant must consider the following items and provide a description.

- A. LEA-level activities – describe the activities designed to support the implementation of the selected models. Include information on what has or will be done with respect to the following:
- Implementing the selected school intervention model
 - Ensuring that the Common Core State Standards (CCSS) are implemented with fidelity
 - Identifying an LEA representative(s) who will be accountable for both the program and fiscal implementation of the reform model (to include working to ensure that barriers will not obstruct effective implementation) as well as for completion of SIG reports
 - Establishing a SIG governance structure for districts with more than one school
- B. School needs analysis – describe how the needs of each school were analyzed and the selected intervention model determined. Include information related to the following:
- The system to conduct classroom walkthroughs
 - The development/use of a data support team
 - The process to share grant expectations with the principal and staff
 - The district oversight responsibilities and role of the CSA
- C. Recent history in improving schools – describe what has been done to improve student achievement in the last three years. Include what has been done with respect to the following considerations:
- Managing previous school improvement plans, programs and grants
 - Supporting Priority schools (or Title I schools, as applicable) in last three years with strategies and implementation of the Title I Unified and the School Improvement Plan
 - Facilitating the school's student growth over time
 - Implementing rigorous reforms during the improvement years
 - Identifying and taking actions to remedy the root causes of low performance
 - Using multiple data sources and resources to continually improve and streamline school interventions
 - Implementing increased learning time

- Negotiating additional compensation for teachers in persistently low achieving schools for implementing reforms, to include providing incentives to attract the best teachers to the highest need schools.
- Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures
- Monitoring effectiveness data and aligning district actions such as tenure decisions, retention and professional development
- Providing oversight, monitoring, and support
- Focusing on school culture climate

D. Recruitment, screening, and selection all external providers, EMOs & CMOs to ensure their quality.
(See USDE Guidance – H-19a)

- The LEA process to recruit, screen and select all external providers
- The LEA plan to manage the contracts of external providers in a timely fashion
- The LEA plan to evaluate the quality of external providers

E. Alignment other resources and supports – describe the resources and supports that will be dedicated to the implementation. Include information related to the following:

- The clear alignment of resources, to include alignment that ensures effective implementation of the Common Core State Standards
- Use of the funds to accomplish the activities in the application and meet its targets, including coordinating, reallocating, or repurposing education funds from other federal, state, and local sources
- LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools
- Support of teachers' union for extended learning time
- Support of school board
- Support of staff
- Support of parents

F. Modification of practices or policies, if necessary - describe the revisions that will enable the full and effective implementation of the interventions. Include modifications related to the following:

- Practices and policies that will enable the leadership of the school to implement the interventions, as outlined in the LEA scoring guide, pages 39-46
- District level staff assignments to support implementation and hold schools accountable for implementing with fidelity, with specificity as to the amount of time that district staff will be allocated to the site
- Involvement of LEA stakeholders in decision making
- Process for making collaborative decisions
- 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 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

G. Sustainability of the reforms after the funding period ends

- LEA plan, including timelines, to continue beyond the grant funding period

- Description of differences in the school(s) after three years that will be sustainable for years to come, even after this funding stream ends

H. Greater school-level autonomy

- More flexibility for the leadership (principal) of the school
- Selection of staff, budgeting, scheduling
- Selection of professional development providers
- The district’s ability to eliminate barriers to facilitate full implementation.

I. Selection of the Principal (See “Competencies for Turnaround Leaders” and New Jersey Standards for School Leaders as a resource.)

- Qualifications, principal competencies
- Search and selection of a new principal with experience turning around chronically low performing schools
- Selection of the principal by June 2, 2014.
- The number of years in the school of the current principal

J. LEA’s organizational management

- Organized, coherent work and project
- Meeting of 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
- The specific and definitive roles for leaders and stakeholders in the program
- LEA activities to support the schools

L-9: LEA Capacity to Serve and Support Selected Priority Schools

Note: submissions must be limited to a maximum of 1 single-spaced page.

If an application is submitted for more than one (1) eligible Priority schools within an LEA, the LEA must demonstrate that it has the capacity to provide adequate support and resources to each Priority school identified in the LEA’s application in order to fully and effectively implement the selected intervention in each of these schools. An LEA might demonstrate its capacity to serve more than one of its Priority schools by documenting efforts such as its successful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model, or the availability of CMOs or EMOs willing to restart schools in the LEA.

L-10: Monitoring and Accountability Plan (10 points)

Note: submissions must be limited to a maximum of 5 single-spaced pages.

The district’s monitoring and accountability plan is used to describe the on-going activities to be undertaken by the district for each school, and how these activities will be coordinated with the district personnel responsible for evaluating the implementation of the schools’ SIG model. This should also include a plan for annually evaluating the implementation and sustainability of the reforms and their effect on student achievement, as well as interim processes in place to ensure mid-course corrections are taken and followed through on when appropriate. The monitoring and accountability activities, including the data to be reviewed by the LEA is described.

The data that will be used to modify the program during the next year needs to be included. The LEA is to provide a timeline for implementation of the monitoring and accountability plan for each school.

3.3. SCHOOL APPLICATION (60 points total)

The LEA is required to complete a school section for each SIG school application.

S-1: School Application Title Page

S-2: School Statement of Assurances

S-3: Documentation of Federal Compliance

S-4: Project Abstract

Note: submissions must be limited to a maximum of 2 single-spaced pages.

The selected model for the school is specified and includes a description of the school's mission and vision. A summary of the proposed project, the alignment with the mission and vision and the implementation of the project must be provided.

S-5: Reporting Metrics This section uses 2012-2013 data for each school. This information is to be reported for each subsequent year of the SIG grant.

S-6: Statement of Need (5 points)

Note: submissions must be limited to a maximum of 3 single-spaced pages.

A comprehensive needs assessment process is required to identify the applicant school's needs using quantitative and qualitative data. The needs assessment should address the way in which the identified needs of the students, parents, school staff, and overall community can be met through the SIG grant with a focus on academics. Parents and members of the community must be involved in the needs assessment process. All existing plans and reports for the school should be considered as part of the comprehensive needs assessment. The NJDOE recommends using the Quality School Review (QSR) Rubric to assist in the needs assessment. Currently used to assess needs in all Priority and Focus schools, this tool was designed to evaluate a school's current performance and determine high priority needs. NJDOE's QSR Rubric is available at <http://www.nj.gov/education/rac/pres/QSRRubric.pdf>

Multiple data sources must be reviewed, and should include, but are not limited to the following:

- State assessment data
- Formative data
- Indicators of K-2 literacy (for elementary schools)
- Interventions for students identified as 2 or more grade levels behind in math or ELA
- Student demographic/attendance/discipline data
- Professional development plan
- Classroom assessments
- Perceptions of teachers, parents and students
- Working conditions, school culture and student conduct
- Assessments of administrators and instructional performance of teachers
- Support of the teachers' union
- Information about identification and evaluation of effective practices and ineffective practices to be discontinued

- Analysis of staff to determine the removal of those who refuse to work extended hours, who are rated ineffective, and/or who exhibit a poor pattern of attendance
- Other sources as identified in the QSR

The following is provided: (1) the overall results and outcomes of the analysis including an identification of students (by grade and by subgroup) who have been partially proficient for at least two consecutive years; (2) the root causes of lack of achievement.

A description of the needs assessment process and outcomes that led to the selection of the model and the rationale for selection is included using the questions in the Evaluation and Needs Assessment Summary. All data relevant to the decision to implement the selected school intervention model should be cited. Review the school's current School Improvement Plan and the school's Professional Development Plan. The needs assessment outcomes are used to develop the Project Description and SIG School Improvement Plan.

S-7: Project Description (25 points)

A project description is required for each applicant school. The description must identify the selected intervention model to be implemented, how the model components will be implemented and the timeline. Use the appropriate model template for the required components for the turnaround, transformation, restart or closure model. Use one model template only for each school. All proposed strategies selected to implement the model must include evidence that they are scientifically based research practices.

The template includes the selected model and the associated specific requirements that must be addressed. Permissible model components listed in Section 2.1 may be added. The three-year implementation timeline must be included for each of the required components.

S-8: Annual Student Targets (5 points)

Specific annual targets must be identified for each subgroup in the school for the three years of this grant using the annual goals for each school for student achievement on the state's assessments in both ELA and mathematics (page 1) and at least one other measure (page 2). Examples of other measures include district or teacher developed tests, end of unit tests, student work, portfolios, and surveys. On page 2, targets must be set at each grade or grade span for percentage of total student population within 2 grade levels in ELA and math, as relevant (for grades 3-12.) Use realistic and achievable targets for each grade or grade span.

These student target projections should correspond with the goals identified in the school's School Improvement Plan.

S-9: School Improvement Plan (20 points)

A SIG School Improvement Plan (SIP) for Year 1 only must be completed for the applicant school using the template for the specific model being implemented - turnaround, transformation, restart or closure model. Add additional pages for other permissible activities.

The SIG SIP must provide a clear linkage to the Project Description and ultimately to the budget. List the activities accordingly. The SIP must include both LEA and school activities to support the model implementation.

The applicant should consider the following:

- Relationship to the results of the needs assessment

- An effective and efficient management plan for increasing leadership density in operations and processes for implementing all activities proposed in the application
- Supporting the full implementation of the selected model within three years

Within the SIP, the applicant will also include the following:

- The SMART goal—Specific, Measurable, Achievable, Relevant, and Time-bound
- The highest priority issue being addressed, as identified through the needs assessment
- At least two indicators of success that are specific, measurable (or observable), and rigorous
- The turnaround principles being addressed
- Person responsible for conducting the activities, including others involved
- The resources to be used in implementing the actions
- The role of any external provider (See H-19 of the USDE Guidance)

S-10: Three Year Budget Amounts and Narrative

Budget Amounts

Identify the budget amounts for each of the three years. Include LEA level activities if applicable. The total amount may not exceed \$6,000,000 over the expected 3 year life of the grant, with an annual amount not to exceed \$2,000,000. The final amount awarded is subject to determination by the NJDOE Interdivisional Review Committee as to an appropriate level of funding.

Note: The budget narrative should include only Year 1 for those applicants choosing the School Closure Model.

Budget Narrative (for Year 1)

The budget narrative should clearly:

- Delineate how the project budget is tied to the School Improvement Plan
- Illustrate the cost basis for each year
- Provide a strong justification that costs of the program are reasonable and necessary
- Provide evidence to clearly show that the budget is sufficient to meet the program needs
- Show that SIG funds are spent exclusively on costs associated with implementing the selected intervention model
- Illustrate that the budget and budget justification are directly tied to the school improvement plan and clearly show how all aspects of the school improvement plan will be supported
- Directly relate all travel expenses to the SIG program activities and provide justification
- Indicate the costs associated with LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).
- Explain how all available resources (federal, state and local) will be leveraged to coordinate and integrate services to support and sustain the program

The following table provides examples of other potential funding sources and how they may be aligned with the SIG funds:

Resource	Alignment with SIG
Title I, Part A - (schoolwide or targeted assistance programs)	Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the state standards.
1003(a) Statewide System of Support – SIA Part a funds	Support interventions included in School Improvement Plans (SIPs) for Priority schools, with added focus on implementing research-based interventions for all students two or more grade levels behind in reading or mathematics
Title II, Part A	Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title III, Part A - LEP	Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners.
Title IV, Part B – 21 st Century Community Learning Centers	Provide afterschool services and programs
IDEA	Provide support to the special education students, teachers and parents.
State and Local Funds	Provide support to implement the model

S-11 to S-16: Budget Detail (5 points)

The budget detail is to be provided for the SIG costs for Year 1.

S-17: Budget Summary

The SIG Budget Summary, Year 1 of the SIG grant, must include the total of all SIG costs.

3.4 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, a complete application must be prepared and submitted to the NJDOE. A list of the components can be found in Section 3.7 of this NGO. The application is to be responsive to Section 1: Grant Project Information of this NGO. It is to be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. The application package must also be constructed in accordance with the guidance, instructions, and forms found in this NGO.

Please be advised that in accordance with the Open Public Records Act. (P. L. 2001, c. 404), all applications for discretionary grant funds received September 1, 2003, or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

3.5 EVALUATION OF APPLICATIONS

The evaluation consists of two components (1) a NJDOE Interdivisional Committee and (2) a reader panel.

The NJDOE Interdivisional Committee will evaluate the LEA capacity and commitment to serve the schools and the proposed budget. The Interdivisional Committee membership includes senior staff along with key leaders from various divisions within the department.

To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation, recent history using federal funds, the amount of carryover funds for other grants, and monitoring reports. Additionally, the Committee may give consideration to awards based on the number of schools an LEA commits to serve and the intervention models selected.

Each reader panel consists of 3 members, both external and internal to the NJDOE that reviews and rates each application according to how well the content addresses this NGO. Readers of grant proposals for the NJDOE must certify that no conflict of interest exists which would create an undue advantage or disadvantage for any applicant in the proposal evaluation and scoring process. All applications must score 65 points or above to be eligible for funding consideration. Evaluators will use the Review Criteria found in the *Review Guide for SIG Applications* in Appendix C.

The evaluations by the Interdivisional Committee and the reader panel will occur concurrently. Upon completion of these evaluations, the NJDOE SIG program office will select the schools to be awarded solely based on the determination from the Interdivisional Committee of district capacity and the highest-scoring applications as identified by the reader panel.

The actual award for the initial year (Year 1) is determined at the time of pre-award revisions.

3.6 POINT VALUES FOR EACH APPLICATION SECTION

Each school’s application is reviewed separately for a maximum of 60 points. The LEA’s maximum score will be added to each applicable school for total maximum available points of 100.

LEA Application Section	Point Value
LEA Commitment and Capacity – 25 points	40
Stakeholder Participation – 5 points	
Monitoring Plan– 10 points	
TOTAL LEA	40 Points
School Application Section	Point Value
Statement of Need	5
Project Description	25
Annual Student Targets	5
SIG/SIP Plan	20
Budget	5
TOTAL FOR EACH SCHOOL	60 points

3.7 APPLICATION COMPONENT CHECKLIST

The following components are required (see Required ✓ Column) to be included. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see Included ✓ Column) to ensure that all required components have been completed.

<i>Required</i> (✓)	<i>Location</i>	<i>LEA and School Checklist</i>	<i>Included</i> (✓)
LEA Section (one for each LEA)			
✓	NGO	L-1: Application Title page	
✓	NGO	L-2: Board Resolution to Apply	
✓	NGO	L-3: Statement of Assurances	
✓	NGO	L-4: Documentation of Federal Compliance (DUNS/SAM) Form	
✓	NGO	L-5: Project Abstract	
✓	NGO	L-6: Schools to Be Served	
✓	NGO	L-7: Stakeholder Participation (Two Parts- A & B)	
✓	NGO	L-8: LEA Commitment and Capacity	
✓	NGO	L-9: LEA Capacity to Serve and Support Selected Priority Schools	
✓	NGO	L-10: Monitoring & Accountability Plan	
School Section (one for each school)			
✓	NGO	S-1: School Application Title Page	
✓	NGO	S-2: Statement of Assurances	
✓	NGO	S-3: Documentation of Federal Compliance (DUNS/SAM) Form	
✓	NGO	S-4: Project Abstract	
✓	NGO	S-5: Reporting Metrics	
✓	NGO	S-6: Statement of Need	
✓	NGO	S-7: Project Description	
✓	NGO	S-8: Annual Student Targets (Two Parts)	
✓	NGO	S-9: School Improvement Plan	
✓	NGO	S-10 Three-Year Budget Amounts and Narrative	
*	NGO	S-11: Budget Form A: Personal Services	
*	NGO	S-12: Budget Form B: Personal Services – Employee Benefits	
*	NGO	S-13: Budget Form C: Purchased Professional and Technical Services	
*	NGO	S-14: Budget Form D: Supplies and Materials	

*	NGO	S-15: Budget Form E: Equipment	
*	NGO	S-16: Budget Form F: Other Costs	
✓	NGO	S-17: Budget Summary	

* As applicable

SECTION 4: APPENDICES

- A. List of Eligible Priority Schools
- B. Definition of Priority Schools
- C. Selection and Review Guide for SIG Proposals
- D. LEA Application Scoring Guide
- E. School Application Scoring Guide
- F. New Jersey's State System of Support
- G. Resources

APPENDIX A – NEW JERSEY DEPARTMENT OF EDUCATION- ELIGIBLE PRIORITY SCHOOLS

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER			GRAD RATE	NEWLY ELIGIBLE
					I	II	III		
Paterson	3412690	New Roberto Clemente MS	03003	x					
Paterson	3412690	Number 13	04898	x					
Paterson	3412690	Number 28	04924	x					
Paterson	3412690	Number 6 Arts	04884	x					
East Orange	3404230	Patrick F. Healy MS	05931	x					
Irvington	3407680	University MS	02120	x					
Newark	3411340	Belmont Runyon	02234	x					
Newark	3411340	Camden St	02252	x					
Newark	3411340	George Washington Carver	05912	x					
Newark	3411340	Hawthorne Ave.	02288	x					
Newark	3411340	Louise A. Spencer	02304	x					
Newark	3411340	Malcolm X Shabazz HS	02198	x					
Newark	3411340	Dayton Elementary at Peshine Avenue	02266	x					
Newark	3411340	Quitman Community School	02334	x					
Newark	3411340	Thirteenth Ave.	02364	x					
Jersey City	3417830	Ezra L Nolan 40	02836	x					
Jersey City	3417830	Henry Snyder HS	02772	x					
Charter	3400723	Paul Robeson Humanities	03015	x					
Trenton	3416290	Columbus ES	03216	x					
Trenton	3416290	Daylight/ Twilight HS	00449	x					
Trenton	3416290	Grace A Dunn MS	03210	x					
Trenton	3416290	Grant ES	03220	x					
Trenton	3416290	Gregory ES	03222	x					
Trenton	3416290	Hedgepeth Williams MS	03206	x					
Trenton	3416290	Jefferson ES	03226	x					
Trenton	3416290	Joyce Kilmer MS	03228	x					
Trenton	3416290	Monument ES	03232	x					
Trenton	3416290	P.J. Hill	03236	x					
Plainfield	3412690	Charles H. Stillman	05626	x					
Plainfield	3412690	Hubbard MS	05606	x					
New Brunswick	3411220	New Brunswick MS	02936	x					
Asbury Park	3400930	Asbury Park MS	03742	x					
Lakewood	3408220	Lakewood HS	04636	x					
Camden	3402640	H.L. Bonsall	01356	x					
Camden	3402640	Catto Community School	00793	x					
Camden	3402640	Cooper's Poynt Family School	01364	x					
Camden	3402640	Davis ES	01368	x					
Camden	3402640	Dudley ES	03065	x					
Camden	3402640	East Camden MS	01350	x					
Camden	3402640	Forest Hill	01374	x					
Camden	3402640	Hatch MS	01376	x					
Camden	3402640	McGraw ES	01380	x					

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER			GRAD RATE	NEWLY ELIGIBLE
					I	II	III		
Camden	3402640	Morgan Village MS	01384	x					
Camden	3402640	Pyne Poynt MS	01352	x					
Camden	3402640	R C Molina ES	01386	x					
Camden	3402640	Riletta Cream	06084	x					
Camden	3402640	Sumner ES	01398	x					
Camden	3402640	Veterans Memorial MS	01354	x					
Camden	3402640	J.G. Whittier	01404	x					
Camden	3402640	H.B. Wilson	01406	x					
Camden	3402640	Woodrow Wilson HS	01348	x					
Camden	3402640	Yorkship ES	01408	x					
Charter	340880	Freedom Academy Charter School	00566	x					
Millville	3410320	R. D. Wood	01884	x					

APPENDIX B – DEFINITION OF PRIORITY SCHOOLS

Priority Schools Summary Definition

A Priority school is a school that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. The proficiency rates used to determine Priority schools are based on 3-year averages of state assessments data, from the 2008-09, 2009-10, and 2010-11 school years.

For more information on Priority schools, including a technical overview on the calculation methodology, please refer to New Jersey’s No Child Left Behind waiver:

<http://www.state.nj.us/education/grants/nclb/waiver/>

APPENDIX C – SELECTION AND REVIEW GUIDE FOR SIG PROPOSALS

The SIG proposals will be evaluated and rated by a panel of three readers knowledgeable in school improvement. All applications must score 65 points or above to be eligible for funding consideration.

SELECTION CRITERIA

Grant application readers will use the eight standard selection criteria listed below, the scoring guide on the following pages, and the application construction guidelines of this NGO as the basis for their evaluations:

LEA APPLICATION SECTION (40 POINTS TOTAL):

LEA ORGANIZATIONAL COMMITMENT AND CAPACITY (25 POINTS) The agency’s commitment to the project is well-documented, and the agency possesses the requisite organizational

capacity and authority, including necessary resources, relevant experience, and previous SIG implementation to support successful implementation.

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *Is there an organizational commitment to the project? Is this LEA well-positioned to implement whole school reform models? Has the LEA demonstrated that it has chosen Priority schools in which the chosen SIG models will lead to significant school improvement and better student outcomes? To what extent does the LEA support the flexibility and autonomy necessary for successful implementation? How has the school community (teachers, union, parents, community agencies) been involved in the needs assessment, selection of the model and plan development? To what extent has the LEA demonstrated success in past similar efforts?*

STAKEHOLDER PARTICIPATION (5 POINTS) The agency has demonstrated that all relevant stakeholders were engaged in the process of assessing the needs of schools within the district, selecting a SIG whole school reform model, and developing an associated plan. This goal of effective stakeholder engagement has been met through a variety of means of informing stakeholders in the school community.

MONITORING PLAN (10 POINTS) The agency demonstrates a comprehensive plan and timeline to ensure ongoing monitoring and oversight of the project. This plan includes effective coordination of personnel, means of collecting data from schools, means of evaluation, and a plan for using this information to adjust and improve the program in subsequent years.

SCHOOL APPLICATION SECTION (60 POINTS TOTAL):

STATEMENT OF NEED (5 POINTS) The local conditions and/or needs are consistent with the stated purpose of the grant program and with the intended population to be served.

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *What is the need? Does the applicant understand the problem? Is the need appropriate to this grant program? Does the applicant use multiple measures to determine the need? Are the root causes of the school's lack of success identified and addressed?*

PROJECT DESCRIPTION (25 POINTS) The project plan is comprehensive and reasonable, addresses the identified local conditions and/or needs, and will contribute to the achievement of the intended benefits of the grant program.

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *How will the applicant address the required model components? What is the plan? Will the plan result in meeting the identified need(s)? Is the plan feasible? Is it clear that the school will make dramatic changes? How will the LEA ensure that the principal and faculty are experienced and committed? Will the benefits be worth the costs?*

ANNUAL STUDENT TARGETS (5 POINTS) The applicant has completed the target template in detail, with targets that reflect realistic and achievable expectations of school improvement. The completed template indicates that the school understands the value of thorough research into and thoughtful consideration of annual student targets.

SIG SCHOOL IMPROVEMENT PLAN (20 POINTS). The SIG SIP is properly constructed and logically sequenced to support effective implementation, and is supported by specific and measurable indicators that will allow for objective assessment of progress toward achievement of the goals and objectives. The program activities represent a well-defined and logically sequenced series of steps which will result in the achievement of each goal and corresponding indicator(s).

- In applying the Selection Criteria to this section, evaluators will consider such questions as: *What does the applicant specifically want to accomplish? How will the overall local project be measured for effectiveness? How will the applicants know they have succeeded? How will the program be implemented? What steps will the applicant take to achieve its goals and objectives? Are these steps reasonable and comprehensive?*

BUDGET (5 POINTS). The project budget is integrated with the comprehensive program plan, and proposed expenditures are necessary and reasonable for the effective implementation of the project activities.

- The budget section of the grant application should be as specific and detailed as the narrative section of the application. It should reflect the estimated costs of activities outlined in the School Improvement Plan, and contain no surprises or unjustified requests. The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.**

APPENDIX D: LEA APPLICATION SCORING GUIDE

Total Max Score = 40

LEA: _____

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
L-7 (a) and (b) Stakeholder Participation (Maximum 5 points)			
The district documents that a representative group of stakeholders have been included in the development and review of this application as specified in the NGO.			
The stakeholders who participated in this application are specified	It is not evident that all stakeholders were included in the needs assessment, selection of model, and plan development.	It is evident that most of the representative stakeholders were included in some phase of the application preparation	A wide representation of stakeholders were included in the needs assessment, selection of model, and plan development.
	It is not evident that the LEA made vigorous attempts to involve all the stakeholders in the community through all methods available	The LEA used multiple methods to involve and inform stakeholders in the school community	All methods available to the LEA were used to involve and inform all the stakeholders in the school community
L-8 LEA Commitment and Capacity (Maximum 25 points)			
Evidence that the district has reflected on its history and demonstrates an understanding of past successes and failures. The planning in this application is based on effective use of new resources and intensive collaboration providing a promise of greater success.			
A. LEA-level activities designed to support implementation	The description of activities designed to support implementation is minimal and insufficient	The description of activities designed to support implementation is clear and sufficient	The description of activities designed to support implementation is well-organized, research-based and illustrates the urgency of the school situation
	There is little specific mention of supporting the required activities in the selected model	There is a description of the LEA support for most of the required activities in the selected model	There is a detailed and well-organized process for the LEA support for all of the required activities in the selected model
B. Needs of each school were analyzed and the selected model determined	It is not clear how the needs of each school were analyzed to select the model	There is a sufficient explanation of how the needs of each school were analyzed leading to selection of the model	There is a clear explanation of how the needs of each school were analyzed with a strong connection between the analysis and selection of the model

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
C. Recent history in improving schools	Poor history of supporting schools	Adequate history of supporting schools	Demonstrated experience in providing support that yields improved outcomes
1. Managing previous school improvement plans, programs and grants (SIA Part a and g)	The LEA has not demonstrated that it managed previous school improvement grants effectively	The LEA has demonstrated that it met the goals and indicators when managing previous school improvement grants	The LEA presents data to clearly demonstrate that it used school improvement grants effectively to implement research-based strategies meeting school needs, accomplishments, goals and benchmarks
2. Supporting Priority and/or Focus schools in the last three years with strategies and implementation of the Unified Plan and/or School Improvement Plan	The LEA has not demonstrated that it supported the implementation of strategies in the Unified Plan and/or School Improvement Plan for Priority and/or Focus schools	The LEA has demonstrated that it supported implementation of the strategies in the Unified Plan and/or School Improvement Plan for Priority and/or Focus schools	The LEA conducts regular support meetings with its Priority and Focus schools in order to support the implementation of the Unified Plan and/or School Improvement Plan; LEA administrators conduct spot checks with the school leadership; LEA facilitates the peer review; and responds to the ongoing needs of the school
3. School student growth over time	There has been no growth over time on state assessments	There has been some growth over time on state assessments either schoolwide or with subgroups	There has been increasing growth over time in the school by all subgroups
4. Implementing rigorous reforms during the improvement years	The school has a restructuring plan, but the actions listed are not rigorous	The LEA developed a restructuring plan for the school with some rigorous reforms	The LEA developed a restructuring plan for the school with rigorous reforms in the organization, culture and instruction
5. Identifying and taking actions to remedy the root causes of low performance	The root causes of low performance have not been adequately determined	Root causes have been determined and research based strategies have been put in place that appear to be effective	Root causes have been determined and research based strategies have been put in place; data are reviewed on a regular basis to determine the effectiveness of the strategy

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
6. Assisting and requiring the use of data and resources to continually improve and streamline school interventions	The LEA distributes data to the school in various formats but there is no analysis done resulting in improving school interventions and instruction	A data system and procedures are in place for use by teachers so that school interventions and instruction can be revised. Teachers have sufficient time to use data to make instructional decisions.	A data plan using an electronic system is in place for use by all teachers; teachers meet weekly to use the analyzed data to continually improve school interventions and instruction
7. Implementing increased learning time for ALL students	There is no evidence of successful implementation of increased learning time within the LEA	The LEA provides evidence that it has successfully implemented increased learning time	The LEA provides evidence that it has successfully implemented increased learning time that is research-based, and provides data tracked to demonstrate the results of the implementation
8. Alignment with the CCSS	There is no evidence of alignment of the major interventions with the CCSS	There is evidence of alignment of the major interventions with the CCSS	There is documentation to support the alignment of major interventions and the CCSS
9. Effective implementation of teacher evaluation system	There is no evidence of effective implementation of a teacher evaluation system that includes accompanying supports (such as associated PD for teachers and evaluators, evaluation timelines, etc) to help this initiative succeed.	The LEA has implemented teacher evaluation systems with documentation of support structures to help ensure the success of the initiative.	The LEA has successfully implemented teacher evaluation systems with evidence outlining the process of selecting a model, the implementation of support structures (including PD), and the development of indicators of effective implementation and associated improvement in instruction.
10. Use the funds to accomplish the activities in the application—by coordinating, reallocating or repurposing education funds	There is no evidence of the coordination and alignment of funds to accomplish the required activities in the application	There is a plan to coordinate, reallocate or repurpose the funds to accomplish the activities required by the model	There is evidence of a thorough review of the school’s budget and staffing in order to maximize the use of all funds to accomplish the required activities

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
11. LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools	The LEA does not address capacity to serve all eligible schools.	The LEA adequately describes the prioritization of eligible schools. LEA assigns staff to support schools with time allocation specified.	The LEA describes how data were used to determine its capacity to serve eligible schools and how data prioritized which schools would be served LEA describes roles of staff to support eligible schools with the time commitment matching the needs of the school and a clear method of communication with the principal
D. Recruit, screen, evaluate and select external providers to ensure their quality of services (<i>if applicable</i>)	The process is not clearly defined.	The process is adequate.	The process is comprehensive and well defined, includes defined measures of success and methods of evaluation.
	The responsibilities of the external provider and the LEA are minimally or not defined and aligned.	The responsibilities of the external provider and the LEA are broadly defined and aligned.	The responsibilities of the external provider and the LEA are clearly defined and aligned.
	Available providers have not been researched.	Available providers have been researched.	Available providers have been thoroughly researched.
	The process used to identify the provider does not address a proven track record of success by the provider.	The process used generally identifies whether or not the provider has a proven track record of success.	The process used identifies whether or not the provider has a proven track record of success in working with similar schools and/or student populations.
	The LEA has not indicated that it will hold the external provider accountable to high performance standards.	The LEA has indicated that it will hold the external provider accountable to high performance standards.	The LEA has specifically planned how it will hold the external provider accountable to high performance standards.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
	The capacity of the external provider to serve the identified school has not been addressed, or has been minimally addressed.	The capacity of the external provider to serve the identified school has been explored.	The capacity of the external provider to serve the identified school has been clearly demonstrated, including staffing and time allocation dedicated to the initiative.
E. Align other resources with the interventions	Resources are not identified.	Adequate resources are dedicated to the school.	Significant resources are dedicated to the model implementation.
	Very limited or no flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	Limited flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	Flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.
	Very limited or no additional instructional time and/or alternative or extended school-year calendars that add instructional time per day have been provided.	Additional instructional time and/or alternative or extended school-year calendars that add less than an additional hour of instruction time per day have been provided.	Additional instructional time and/or alternative or extended school-year calendars that add an additional hour of instruction time per day, have been provided; Summer hours and/or Saturdays are specified.
F. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	No description is included.	Some modifications to LEA practices and policies are detailed.	Clear and specific modifications to LEA practices and policies are detailed and provide confidence that they are sufficient to yield desired outcomes.
1. Practices and policies that will enable the leadership of the school to implement the interventions	No description is included.	The description is adequate with a listing of the practices and policies that will be modified.	A thorough explanation of the revisions of practices and policies that will be made at the school is provided.
2. District level staff assignments to implement the interventions	The leaders and stakeholders are not specified	The leadership roles are adequate and clearly defined and stakeholders are involved.	The CSA takes the lead and includes the stakeholders.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
3. Involvement of LEA stakeholders in decision making	A process of involving stakeholders in the decision making is not evident.	A process for involving stakeholders in decision making is described.	A plan and process for involving stakeholders in decision making is described along with a schedule of meetings and a procedure to deal with cancellations.
4. Process for making collaborative decisions	Collaborative decisions are not included.	The general description of the collaborative decision making process for stakeholders is sound.	The collaborative decision making process is clear, specific and well defined; stakeholders who will be involved are identified.
5. Involvement of critical stakeholders	The leaders and stakeholders are not specified.	The leadership roles are adequate and defined and stakeholders are involved.	The CSA takes the lead and includes the stakeholders from the school and community.
6. LEA plan to provide for effective and efficient operations	The work is disorganized.	The work is sufficiently organized and described with roles and responsibilities included.	The work is highly organized; roles and responsibilities are described in detail; stakeholders from the LEA, school and community are included.
G. Sustain the reforms after the funding period ends	The plan is inadequate and unrealistic.	The plan is sufficient although lacks details	The detailed plan is clear and provides details for future support by the district.
H. Provide for greater school-level autonomy and more flexibility for the leadership of the school	School-level autonomy and more flexibility are not adequately addressed.	A description of how and what school-level autonomy and flexibility is provided.	A detailed description of the areas supported by the LEA and BOE for the principal's autonomy and flexibility is provided, including selection of staff, budgeting, scheduling, selection of PD providers and greater accountability.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
I. Qualification, search and selection of the principal	The process for examining the qualifications for the principal position, search, selection and hiring is general.	An adequate process for the selection of the principal is provided; criteria includes experience in administration and school turnaround; search and hiring process is also included.	It is evident that the LEA will conduct a broad search for a principal with demonstrated leadership skills who is experienced in school turnaround; the timelines and interview criteria were determined by a committee of stakeholders.
J. Management of the program	The LEA does not provide information about the LEA management of the school model.	The LEA demonstrates the ability to manage the program.	The LEA provides a detailed plan to manage the program and clearly supports the schools.
1. Collaborative decision making	The description of a collaborative decision making process for day-to-day operations is inadequate and does not support autonomy and flexibility.	The description of a collaborative decision making process is adequate and appears to support the principal's autonomy and flexibility.	It is evident that the LEA reviewed effective practice in proposing the collaborative decision making process supporting the principal's autonomy and flexibility.
2. Management plan	There is no management plan outline.	A management plan outline is provided with lines of communication detailed.	A detailed management outline is provided with roles and responsibilities, timelines and lines of communication.
3. The process for meeting identified needs and deadlines	The plan will not meet school needs and the deadlines.	The plan will meet the deadlines and meet the needs of the schools.	The plan is well organized, exceeds the deadline and meets the needs of the school.
Monitoring and Accountability Plan (Maximum 10 points)			
The applicant must demonstrate a comprehensive plan which ensures ongoing monitoring and oversight of the project and the mechanism for utilizing appropriate data and information to identify any problems and needed changes.			
A. Describe on-going monitoring and accountability activities	There are no on-going monitoring and accountability activities.	A plan for on-going monitoring and accountability is included in the application.	A detailed plan for on-going monitoring and accountability is included with strong indicators of success.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
B. Coordinate with the district personnel	District personnel are rarely involved in the coordination of the SIG program.	A few district personnel are involved in the coordination of the SIG program.	A leadership core of district personnel with accountability responsibilities has been created to provide assistance in the coordination of the SIG program.
C. Plan for annually evaluating the implementation	There is no plan for an annual evaluation of the implementation of the SIG program.	A plan for the annual evaluation process used to implement the SIG program is provided.	A detailed plan including the process used, data collection, accountability measures and indicators of success for the evaluation of the SIG program is provided for all components.
D. Include how the data will be collected to evaluate the SIG program	There is little or no mention of how data will be collected to evaluate the SIG program.	A data collection plan is provided.	A detailed plan for collection of data using multiple measures for each component of the SIG model is provided.
E. Include how the data will be used to modify the program during the next year	This is little or no mention of how the data collected will be used to modify the SIG program during the next year.	A description of how the data collected will be used to modify the SIG program during the next year is provided.	A detailed description of the analysis and use of data is provided as it relates to modifying the SIG program for the following period/year.
F. Include a timeline for implementation of the monitoring and accountability plan	There is no timeline for implementation of the monitoring and accountability plan.	A timeline for implementation of the monitoring and accountability plan is provided.	A detailed timeline with benchmarks and a feedback process throughout the year is provided.

APPENDIX E: SCHOOL APPLICATION SCORING GUIDE

Total Max Score = 60 Points

LEA: _____

SCHOOL: _____

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
STATEMENT OF NEED (Maximum 5 Points) <i>Includes Reporting Metrics and Statement of Need</i>			
Reporting Metrics (0 points) The district has provided all of the requested data			
2012-2013 data for the school is provided	Applicable data fields are less than 100% completed		100% of the applicable data fields are completed
Statement of Need (Maximum 5 points) The district’s statement of need is comprehensive by addressing all domains and reflects a quality analysis of multiple appropriate data sources.			
A. Multiple Measures Analysis	Multiple measures for each of the areas (on form S-6) are not included; the analysis of the results and root cause is inadequate; outcomes are not specific.	Multiple measures are used for each area with a general analysis of the overall results and outcomes; root causes are general; outcomes are somewhat specific.	Multiple measures are used for each area with a thorough analysis of the overall results (to include addressing indicators of students 2 or more grade levels behind in math and ELA, and K-3 literacy in elementary schools) and outcomes leading to the specific root cause; outcomes are specific and clearly defined.
B. Evaluation & Needs Assessment Summary Description of the needs assessment process and methods	The description is incomplete.	The description is adequate – some gaps exist.	The description is comprehensive and clear.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
C. Data analysis	The data analysis is general regarding classroom instruction and PD.	The use of data is adequate – but is not clearly defined.	The data analyses are clearly defined and use relevant data including formative, diagnostic, and summative assessment results.
D. Identification of at-risk students	A brief description of how at-risk students are identified is provided	The identification criteria and process to assist at-risk students, including migrant and homeless students, in a timely manner is provided.	Detailed identification criteria and the process to assist at risk students, including migrant and homeless student, in a timely manner is provided. Strategies to differentiate assistance are described.
E. Teacher engagement in decisions	It is not clear how teachers were involved in the needs assessment process and selection of strategies to address the problems.	A description of the process used to involve teachers in the needs assessment and selection of strategies is provided.	A detailed description of the process used to involve teachers in the needs assessment and selection of strategies is provided; a follow up plan is described to re-visit the identified problem and effectiveness of the strategy is described.
F. Process to select the priority problems	The process for selection of priority problems is not clear.	A clear description of the process to select the priority problem is provided.	A systematic process including the data used in selecting the priority problem is provided.
G. Root cause of low subgroup performance	The root causes for low subgroup performance are not provided	Root causes are identified for low subgroup performance.	A detailed description of the root causes supported by data and teacher input is provided.
H. Selection of the model supports the needs	The selected model is not connected to the needs assessment.	The selected model is adequately connected to the needs assessment.	The selected model is directly linked to the outcomes of the needs assessment.
I. The rationale for selection	The rationale for the selection of the model is not realistic.	The rationale for the selection of the model is general.	The rational is strong and directly links the model to the needs assessment.

PROJECT DESCRIPTION (MAXIMUM 25 POINTS)
Includes Project Description and Monitoring and Accountability Plan

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
Program Description (Maximum 25 points) The district has provided a high quality, comprehensive project description that responds meaningfully to the areas identified. The project demonstrates a clear connection between the identified needs, the intervention selected and the model components. The required model components for the specified model are completed.			
A. Dramatic change	There is no evidence of dramatic change in the school; LEA proposes continued operations from previous year(s).	There is evidence of some dramatic change in the leadership, district support, principal autonomy, instruction, evaluation, teacher compensation and extended learning opportunities for students.	There is evidence of strong plan for dramatic change in the leadership, district support, principal autonomy, instruction, evaluation, teacher compensation and extended learning opportunities for students; dramatic change is supported by all stakeholders.
B. The description of how the model components will be incorporated into the school	The description is unclear and not specific.	The description links the model components to the school.	The description is well defined and clearly links the model components to the school.
C. Timeline: Three-year period	The description does not include all three years.	The description includes all three years, but is unclear.	The description is clear and includes all three years.
D. The model and its specific requirements as specified in the model template and permissible federal strategies	All of the required model components are not included.	All of the model components are included, but no additional federal strategies are included.	All of the model requirements are included as well as some permissible federal activities.
E. Replace the principal and staff, if appropriate	Minimal information is provided about the process and timelines for replacing the principal and staff.	A process is described for the replacement of the principal and staff.	A detailed process for replacing the principal and staff is provided including timelines, selection criteria and responsibilities.
F. Teacher evaluation	Teacher evaluation is not addressed or is the same as that used in previous years.	Some changes are described in the teacher evaluation process.	A thorough description of the changes in teacher evaluation aligned to the requirements of EE4NJ is provided, along with the use of multiple measures.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
G. Principal evaluation	Principal evaluation is not addressed or is the same as that used in previous years.	Some substantive changes are described in the principal evaluation process.	A thorough description of the changes in principal evaluation such as quality, professional development, and student results are provided along with the use of multiple measures.
H. Identifying & rewarding school leaders and teachers	Minimal information is provided about identifying and rewarding school leaders and teachers.	A plan is provided for identifying and rewarding school leaders and teachers.	A detailed plan with stakeholder support for identifying and rewarding school leaders and teachers is provided.
I. On-going, high-quality, job embedded PD	Minimal information is provided regarding the PD.	An adequate PD plan is provided.	A strong PD plan is proposed that is on-going, high-quality, job embedded with sufficient data collection and spot checks for implementation.
J. Financial incentives	Minimal information is provided regarding financial incentives.	An adequate description is provided.	The financial incentives have the support of stakeholders and address all indicators.
K. Use of data	Minimal information is provided regarding the use of data.	An adequate description is provided.	A detailed description of the use data on a daily basis is provided that addresses all indicators
L. Formative assessment	Minimal information is provided regarding formative assessment.	An adequate description is provided.	A detailed description differentiating instruction using data from formative, diagnostic and summative assessment as well as contextual data are provided.
M. Increased learning time for students	Minimal information is provided regarding increased learning time for students; the plan does not include all students.	An adequate description is provided but it is not clear if the extended learning is for all students.	A detailed description of increasing the learning time for all students beginning by the end of September is provided along with adequate resources, stakeholder support and union agreement.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
N. Increased time for teachers	Minimal information is provided regarding increased time to teachers.	An adequate description of increased time for teachers is provided.	A detailed description of the increased time for teachers to collaborate (including PLCs), plan, and engage in PD is provided.
O. Operational flexibility and sustained support	Minimal information is provided regarding operational flexibility and sustained support.	An adequate description is provided about operational flexibility and sustained support.	It is clear that the LEA will support the operational flexibility by committing resources, human capital to support changes including adoption a Board of Education resolution.
P. Research-based strategies	It is not evident that research based strategies are used.	An adequate description is provided about the research based strategies.	It is evident that the strategies implemented have a strong research base supported by evidence.
Q. State required activities addressed	None of the state required activities are included.	Some of the state required activities are included.	All of the state required activities are included.
R. Promote the continuous use of student data	The continuous use of data is not included.	The description includes the continuous use of data.	The description includes the continuous use of data and it is integrated into the plan.
S. A description of the connection with parent/family involvement	Parents/families are not included in the description.	Parents/families are included in the plan.	Parents/families are included in the plan and clearly integrated in the description.
T. Any relevant needs identified in the needs assessment	The school's needs are not linked to the needs assessment.	Most of the needs are addressed in the plan.	All the needs are sufficiently addressed.
Annual Student Targets (Two Pages) (Maximum 5 points)			
The applicant has identified challenging student targets utilizing state assessments and other appropriate measures that will lead to significantly improved student achievement in a relatively short time.			
A. State assessments - annual targets for each subgroup, each grade and for three years in reading/language arts and mathematics	Not all the relevant data fields are completed	Most of the relevant data fields are included	All of the relevant data fields are included

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
B. Other benchmark- annual targets for each subgroup, each grade and for three years	Not all the relevant data fields are completed	Most of the relevant data fields are included	All of the relevant data fields are included
SIG/SIP Plan (Maximum 20 points)			
The activities must be comprehensive and demonstrate that the district can fully and successfully implement the selected model and demonstrate clearly the responsibility and resources that will be necessary to succeed.			
A. Required SIG activities	All of the SIG required activities for the model are not completed.	All SIG required activities for the model are completed but it is not evident that all proposed strategies are research-based.	All SIG required activities for the model are completed and it is evident that all proposed strategies are research-based.
B. Clear linkage to the Project Description	The activities are disconnected.	The plan is directly linked to the elements of the Project Description.	All the activities are directly linked to the Project Description.
C. Describe how the LEA will accomplish meeting the elements of the Project Description.	There is no link to the project description.	The project description is linked to most of the goals.	All the elements in the Project Description are addressed clearly.
D. Relationship to the results of the needs assessment	There is no link to the results of the needs assessment, root causes and priority problems.	There is an adequate link to the results of the needs assessment, root causes and priority problems.	The link to the results of the needs assessment is directly related to the goals and indicators.
E. Includes the components of a SMART goal— Specific, Measurable, Achievable, Relevant, and Time-bound	The goals are not measurable.	The goals are measurable but are missing some of the SMART components.	All of the SMART components are included in the goals
F. Indicators of success	The indicators of success are not included.	The indicators of success are present but not linked to the goals and objectives	The indicators of success are specific and directly related to the goals and indicator
G. List the activities	The activities are not sufficient to implement the model components	The activities are sufficient to implement the model components	The activities are well defined and connected.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
H. Effective and efficient management plan	The management plan is insufficient and does not cover three years.	The management plan meets the requirements of the model over the three years.	The management plan includes clear steps to implement project in three years.
I. Person responsible for conducting the activities including others involved	The person responsible is not a decision-maker.	The person responsible is a decision maker and has a history of success.	The person responsible is the CSA or equivalent.
J. Resources	Insufficient resources are identified.	Sufficient resources are identified and linked directly to the proposed budget.	Resources are clearly linked to the activities.
Budget (Maximum 5 points)			
The budget must clearly indicate how these funds will be appropriately used to support the project. The budget should demonstrate clear connections to the projects activities and how the district will use the funds over the grant period to fully implement the intervention model.			
1. SIG funds are spent exclusively on the grant program directly tied to the SIG/SIP Plan goals and objectives	The grant funds are not used for the program.	The grant funds are tied to the program.	The grant funds are clear, well defined and support the program.
2. Strong justification that costs of the program are reasonable	There is no justification that the costs are reasonable.	The justification is sufficient.	The justification for the costs is clear and well defined
3. Budget is sufficient	The budget does not fully support the model	The budget supports the model	The budget is clearly connected to the model to be implemented
4. State, local and other federal	State, local and other federal funds are not specified.	State, local and other federal funds are specified.	State, local and other federal funds clearly support the program
5. Travel expenses must be directly related to the SIG program	Travel expenses are not directly linked to the program.		Travel expenses are directly linked to the program.

CRITERIA	STANDARDS		
	WEAK	AVERAGE	STRONG
6. \$50,000 in support of its model and up to \$2,000,000 for per year for a minimum of \$150,000 and a maximum of \$6,000,000. A budget and budget narrative must be created for each year of the three year duration of the grant	The budget is outside the range of allowable funding		The budget is correct and reasonable for the schools and is a clearly designed budget for three years.

APPENDIX F – STATE SYSTEM OF SUPPORT

STATE LEVEL ACTIVITIES

State Requirements and SEA Funded State-required activities are funded by the SIG state administrative funds. LEAs must sign assurances agreeing to participation in the following activities:

- **SIG Summer Leadership Academy**

Research suggests that school leadership has a greater impact on student learning than any other factor except the quality of classroom instruction. Guided by this belief, the NJDOE will run a SIG Summer Leadership Academy for all SIG leaders to address the extensive change, commitment, and activities required to fully implement one of the SIG models. Attendees of the SIG Summer Leadership Academy will include the principal, assistant principals, content specialists, instructional leaders, and other staff directly responsible for leading effective SIG implementation at the school level. This SIG-focused training will provide school leaders with additional learning, development, and networking opportunities needed to fully support effective SIG model implementation. Units in this training will address components of New Jersey’s eight research-based turnaround principles in the context of SIG implementation. In addition, training will be provided to support school leaders with the common implementation challenges of one of the SIG models, such as managing significant staff turnover.

The SIG Leadership Academy will be funded by the SIG state administrative funds. Grant costs would include travel such as mileage and possibly salary if the school and/or district personnel are not compensated for the summer.

- **SIG Professional Learning Communities (PLCs)**

The initial support, provided through the Summer Leadership Academy, will continue throughout the life (up to 3 years) of the SIG cohort through SIG PLCs. Through these PLCs, the formal “networks” for both principals and district officials will be reconvened periodically throughout the year to ensure that the collaborative network is sustained. These meetings will include live and remote interaction, depending on need and availability. Topics relevant to ongoing SIG implementation will be explored. Participants will engage in collective inquiry to ensure effective collaboration, thought partnership, and sharing of best practices. Professional development and additional resources will be provided to support this collaboration and to help participants work together to grow their school leadership capacity.

- **State Turnaround Coach**

A State Turnaround Coach (STC) is assigned by the NJDOE to the school. STCs assigned to SIG schools will provide additional support to SIG schools beyond that which is provided to non-SIG Priority schools. This additional support is designed to ensure effective and efficient implementation of the SIG components.

The STC works to build LEA relationships necessary for the collaborative work on behalf of the SIG school. The STC assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the STC is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The STC is a member of the

Internal District Team (which may include, but is not limited to, the CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet regularly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

In addition, the STC monitors the schools' adherence to the school improvement plan and tracks performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The STC participates in the Leadership Academy and regular internal district team meetings (once each 6-week unit, 5 per year) along with the LEA and school staff.

- **Evaluation**

On an annual basis, the NJDOE conducts an evaluation of model implementation, academic growth, school climate, teacher evaluations, and professional development. The evaluation addresses all areas of the model implementation and explicitly reports on progress against the quantifiable goals and indicators in the application. The evaluation of each school includes constructive feedback and recommendations for program improvements, as appropriate. The evaluation costs are funded by the SIG state administrative funds.

In the absence of sufficient progress or lack of implementation fidelity, the evaluation may include a recommendation for removal of the grant, school closure or restart. The evaluation is submitted to the LEA superintendent for review. A face-to-face meeting occurs with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results serve to assist the NJDOE in annual SIG renewal decisions. The results of this evaluation will be made public.

APPENDIX G – RESOURCES

FEDERAL RESOURCES

USDE Guidance for SIG Programs: <http://www2.ed.gov/programs/sif/index.html>

To obtain a DUNS number: <http://fedgov.dnb.com/webform/>

To register with the SAM database: www.sam.gov

Improving Low-Performing Schools: Lessons from Five Years of Studying School Restructuring Under NCLB, Center on Education Policy, December 2009. Available at www.cep-dc.org

“Does Your Child Need a Fresh Start?” describes, in plain language, the main features of the SIG program (including the four intervention models) and what parents and community members can do to help their local school districts make the most of available SIG funds. It is available in both English and Spanish. <http://www2.ed.gov/programs/sif/resources.html#brochure>.

USDE School Turnaround Learning Community
<http://www.schoolturnaroundsupport.org/>

NJDOE RESOURCES

NJDOE Web Page: <http://www.state.nj.us/education>

Title I Help Line and Electronic Submission at: Titleone@doe.state.nj.us

NJDOE Discretionary Grant Application and can be downloaded at:
<http://www.nj.gov/njded/grants/discretionary/apps/>

Registration On-Line for Technical Assistance Session at: <http://www.state.nj.us/education/events>.

Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures at:
<http://www.nj.gov/education/grants/entitlement/>. A web tutorial may be viewed by accessing
<http://www.nj.gov/education/grants/rrt.htm>

Grant Recipient’s Manual for Discretionary Grants, part seven, which is available online at:
<http://www.nj.gov/njded/grants/discretionary/management/manual.shtml>.

QSR Rubric at: <http://www.nj.gov/education/rac/pres/QSRRubric.pdf>

OTHER RESOURCES

Handbook on Effective Implementation of School Improvement Grants at:
http://www.centerii.org/handbook/Resources/Handbook_on_Effective_Implementation_of_School_Improvement_Grants.pdf

School Turnaround Leaders: Competencies for Success at:
<http://publicimpact.com/category/school-turnarounds/competencies-and-actions/>

School Turnaround Leaders: Selection Toolkit
http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf

School Restructuring: What Works When
http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf

New Jersey School Improvement Grant
COHORT 3

7/1/2014 – 8/31/2017

LEA Application

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

11 SG03 H02
 FY NGO# WKL

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

SECTION II:

COUNTY:
 LEA/OTHER:
 SCHOOL:

COUNTY NAME: _____

APPLICANT AGENCY

AGENCY ADDRESS

CITY STATE ZIP
 () ()

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): _____

TELEPHONE NUMBER: (____) _____ FAX#: (____) _____ E-MAIL _____

BUSINESS MANAGER: _____ PHONE#: (____) _____ E-MAIL _____

DURATION OF PROJECT: FROM: **7/1/2014** TO: **8/31/2015**

Note:pre-implementation period is from 5/1/14 to 6/30/14

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$ _____

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 TITLE DATE

(Please print or type name)

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

SECTION III:

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

APPLICATIONS MUST BE RECEIVED BY:
 4:00 P.M., ON **03/13/2014**

Form L-2

BOARD RESOLUTION TO APPLY

--	--

FY

--	--	--	--

NGO#

--	--	--

WKL

The _____ 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,

\$_____.00,

starting on May 1, 2014, and

ending on August 31, 2015.

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

_____, 20__

Secretary of the Board

Date

20__

Form L-3

STATEMENT OF ASSURANCES

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

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

(E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

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

Chief School Administrator Name

Chief School Administrator Signature

Date 20__

Form L-4

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address including zip + 4 code _____

DUNS number _____

Expiration Date of SAM registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Name and Title

Form L-5

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Mission	
Vision	
Project Implementation Summary	

Form L-6

Date: _____

Page ____ of ____

SCHOOLS TO BE SERVED

LEA : _____

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

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

	PRIORITY SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	INTERVENTION			
						Turnaround	Restart	Closure	Transformation
1.									
2.									
3.									
4.									

Form L-7(a)

Date: _____

Page ____ of ____

STAKEHOLDER PARTICIPATION

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

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
		Needs Assessment		Yes	No	Yes	No
		Plan Development					

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

Stakeholder Informational Methods & Events	
Describe how stakeholders are involved in model implementation on an on-going basis.	
Identify the district team by name (The Chief School Administrator or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/STC to discuss the following: <ul style="list-style-type: none"> • Student achievement • Walkthrough trends • Attendance of students and staff • Discipline data • SIG component implementation 	

Form L-7(b)

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*

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

Form L-8

Date: _____

Page ____ of ____

LEA COMMITMENT AND CAPACITY

LEA : _____

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

A	The LEA's SIG design and implementation interventions	
B	The LEA's process to analyze the needs of each school and determine the selected intervention	
C	The LEA's recent history in improving schools	
D	The LEA's process to recruit, screen and select external providers to ensure their quality.	
E	The LEA's plan for alignment of other resources and supports	
F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	
G	The LEA's plan to sustain the reforms after the funding period ends	
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	
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 July 1, 2012. Indicate the number of years in the school of the current principal.	
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.	

Form L-9

Date: _____

Page ____ of ____

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

LEA : _____

Form L-10

Date: _____

Page ____ **of** ____

MONITORING AND ACCOUNTABILITY PLAN

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

Name of School: _____

*New Jersey School Improvement Grant
COHORT 3*

7/1/2014 – 8/31/2017

**School Application
for Closure Model**

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500

Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

Internal use only	____ _ School Code	____ _ Type	____ _ Region	____ _ Sequence
-------------------	-----------------------	----------------	------------------	--------------------

School Name	
School Address	School Principal Name Phone #
School City, State, Zip	School Program Director Name
Grade Span of School	School Program Director Telephone
	School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$ _____ Year 2 \$ _____ Year 3 \$ _____

Duration of the Year 1 project: 7/1/14 to 8/31/15

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator

Date

SECTION II PART B

The school application has been duly authorized by the governing body of the _____ school district (county code __ __, District Code __ __ __ __, School Code _____).

Signature of Chief School Administrator

Title

Date

Business Manager: _____

Phone: _____

Fax: _____

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A State Turnaround Coach is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

Form S-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address (including zip + 4 code) _____

DUNS number _____

Expiration Date of SAM registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Name and Title

Form S-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Name of School: _____

Mission	
Vision	
Project Implementation Summary	

Form S-5

Date: _____

Page ____ of ____

REPORTING METRICS

LEA : _____

Name of School: _____

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
Number of minutes within the school year	
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	
College enrollment rates	
Student Connection and School Climate	
Discipline incidents	
Truants	
Talent	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate	

Form S-6

Date: _____

Page ____ of ____

STATEMENT OF NEED

LEA : _____

Name of School: _____

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled “QSR Summary”.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)		
Academic Achievement – Writing		
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind		
Subgroup: Homeless		
Subgroup: Students with Disabilities		
Subgroup: English Language Learners		
Subgroup: Economically Disadvantaged		
Parent Involvement		

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Professional Development		
Extended Learning Opportunities		
School Culture		
Leadership		
Highly Qualified Staff		
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	
2.	Describe methods used to collect and compile data for student subgroups.	
3.	Explain how the data from the collection methods are valid and reliable.	
4.	What did the data analysis reveal regarding classroom instruction?	
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	
6.	How are educationally at-risk students identified in a timely manner?	
7.	How are educationally at-risk students provided with effective assistance?	
8.	How does the needs assessment address migrant student(s) needs?	
9.	How does the needs assessment address homeless student(s) needs?	

10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	
11	Describe the transition plan for preschool to kindergarten, if applicable.	
12	Describe the process used to select the priority problems and root causes for this plan?	
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	
15	What is the process for removal of staff members deemed to be ineffective?	
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	

Form S-7

Use only one model template for each school

Date: _____

Page ____ of ____

CLOSURE PROJECT DESCRIPTION

LEA : _____

Name of School: _____

Closure SIG Required Activity – 1

LEA closes school.

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- The LEA must engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools.
- The closure model is for one year or less and is not renewable.

Implementation Description		Timeline
1.		
2.		
3.		
4.		

Closure Activity – 2

Enroll the students who attended that school in other schools in the LEA that are higher achieving.

Implementation Guidance

These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Implementation Description		Timeline
1.		
2.		
3.		
4.		

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2013 Base line	2014 Target	2014 Outcome	2015 Target	2016 Target		Other Measure	2013 Base line	2014 Target	2014 Outcome	2015 Target
For Each Grade Span: _____	Other Measure											
Total Students												
Students with Disabilities												
Limited English Proficient Students												
White												
African-American												
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged												

Analysis of Year 1 Outcomes

Form S-9

Date: _____

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:

The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.

The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: _____

Page ____ of ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____ Name of School: _____

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA				
Total Budget				

Budget Narrative

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

LEA Name: _____

School Name: _____ County/LEA/School Code: ____ / ____ / ____

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION						
SUPPORT SERVICES						
Personal Services - Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES						
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST						

 Business Administrator/Chief Fiscal Officer

 Date

APPENDIX I: COMPLETING THE BUDGET INSTRUCTIONS

The budget section of your grant application should be as specific and detailed as the narrative section of your application. It should reflect the estimated costs of activities outlined in your Project Activity Plan, and contain no surprises or unjustified requests.

This information does not supersede the rules and regulations for procurement purposes.

Note that grant funds provided through any discretionary grant program may **not** be expended for costs prohibited by federal OMB circulars A-87, A-21, or A-122, as applicable

The School Improvement Grant (SIG) has specific components that are required to be completed – for example: Extended Learning Time and Incentives/Rewards. Please be aware that salaries and benefits for extended learning times **must be for hours outside of the employees' normal contract hours**. Additionally, incentives/rewards may not have any “personal value” for the recipient. For example, disallowed costs may include but are not limited to: gift cards to restaurants or book stores, IPADS, IPods, or personal computers to mention a few. However, grants can be awarded to a teacher to buy supplies to do something different or creative in a classroom; IPADS/IPODS may be purchased by the school for staff to sign out and use but not own.

STEP 1: COMPLETING THE BUDGET DETAIL FORMS

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.** Itemization and/or detail are required to ensure that the cost is eligible generally under the Federal Cost Principles, specifically under the *NGO*, and that it is budgeted in the appropriate line.

NOTE: The same set of forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget. There is a space on each form to identify a specific subgrant agency as opposed to the applicant (lead) agency.

General Instructions

Complete all identifying information at the top of each budget detail form and **complete all columns** on each form. (Check the subgrantee box and enter the subgrantee name when the forms are used for subgrant partners.)

Show on the budget detail forms the cost basis for each proposed expenditure. The cost basis shows how you arrived at the estimate you have provided. In most cases it includes a calculation (*e.g.*, 50 notebooks @ \$1.00 = \$50.00). If any cost is unusual, you may be asked to provide documentation or an explanation to support your estimate.

Itemized List: Where the instructions here and/or on the budget detail form call for an itemized list, provide the following information for each item:

- Item name and/or description, if the name does not readily describe the purpose or use for the item

- Unit cost (the cost of one unit of the item, as packaged)
- Quantity of the item to be purchased
- Total Cost (unit cost x quantity)
- Grant request amount for this item.

Check all calculations for accuracy.

Show all entries in whole dollars only. Cents will be deleted if included; therefore, your approved budget may reflect money lost through rounding errors.

Link each proposed expenditure to the Project Activity Plan by entering in the “Project Goal/Objective/Activity” column the codes for all goals, objectives and activities that provide direct programmatic support for each proposed expenditure.

Form A: Personal Services – Salaries

100-100: Full-Time & Part-Time Salaries – Instruction

200-100: Full-Time & Part-Time Salaries – Support Services

Use Form A for the salaries of all employees whose duties include grant-related activities.

List separately the title of each position and the name of the staff person who holds the position, or enter “vacant” after the position title if the position is unfilled at the time of application. If the duties of the position are not clear from the title, enter enough information to make the duties of the staff person clear and/or the reason for requesting the funds evident.

Example: “Teacher/Smith for curriculum development,” or “4 substitutes for teachers attending professional development workshops.”

If a staff member serves in more than one capacity, enter that staff member in each applicable Function & Object Code. For example, if a staff member serves as a teacher and as a counselor, enter that staff member in two separate budget lines under the appropriate Function & Object Codes, i.e., 100-100 (“Salaries–Instruction”) for *Teacher/ Murphy*, and 200-100 (“Salaries– Support Services”) for *Counselor/ Murphy*.

Show in the “Cost Calculation” column how the total cost for the position was determined.

Example - Part-Time Salary: 2 teachers x \$75/day x 5 days each = \$750

Example - Full-Time Salary: 1 math teacher at \$50,000/yr annual salary x 50% time on the grant = \$25,000.

Enter in the “Grant Request Amount” column the amount of grant funds being requested for this salary. If only a portion of the salary for this position is to be paid from grant funds, enter the amount to be paid from grant funds in the “Grant Request Amount” column.

Form B: Personal Services – Employee Benefits

200-200: Personal Services - Employee Benefits

Use Form B for fringe benefits for all employees whose salaries will be wholly or partially funded by the grant.

Ensure that all fringe benefits calculations are based on the correct corresponding grant -requested salaries.

Ensure that the percentage of an individual's fringe benefits charged to the grant does not exceed the corresponding percentage of that individual's salary charged to the grant.

Example: If 25% of a staff member's salary is charged to the grant project, up to 25% of his/her fringe benefits can be charged to the grant project.

Complete the heading on each column by filling in the appropriate "%" for each fringe benefit. **NOTE:** The standard FICA rate is already entered on the form.

Enter in the "Position/Name" column the title and person's name (where known) for each position. Make certain that this entry matches the Budget Detail Form A entry for the same staff position/staff member. **NOTE:** If a staff member has been entered more than once on Budget Detail Form A, the staff member should be entered more than once on Budget Detail Form B.

Enter in the "Salary Grant Request Amount" column the amount of the staff member's salary that is being requested from the grant.

Complete each column by multiplying the total salary requested from the grant for the position by the appropriate percentage of the fringe benefit.

Example: For a staff member whose salary from the grant equals \$15,000: to enter requested FICA amount, multiply \$15,000 x 7.65%. which equals \$1,147.50.

Add all the fringe benefits for the position entered in this line.

Calculate the total percentage of fringe benefits by dividing the total fringe benefits by the grant-funded salary ("Salary Grant Request Amount" column). Enter this percentage in the "Total % of Benefits" column.

NOTES:

FICA/TPAF

7.65% has already been entered in the "FICA" column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee's salary.

For grant projects funded with **state funds**, you may **not** charge to the grant FICA or TPAF benefits calculated on the base salary for any employee of an LEA who holds a New Jersey teaching certificate.

For grant projects funded with both **state and federal funds**, you **must** use the federal funds for FICA and TPAF costs for all full-time employees whose salaries are fully or partially funded with federal funds and who hold New Jersey teaching certificates unless otherwise instructed in the *NGO*.

Health Benefits

Health benefits are frequently determined by the coverage chosen by the employee rather than by percentage of salary. Where this is the case, enter a phrase such as “Varies” or “Employee Choice” to provide an explanation for the costs. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Health benefits are sometimes fixed (the coverage is the same for every employee). In this case enter “Fixed” and the fixed amount in the column heading.

Example: If your agency pays \$8,000 in health benefits for each employee, you would enter “Fixed: \$8,000” at top of the column. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Form C: Purchased Professional and Technical Services

100-300: Purchased Professional and Technical Services (instructional)

200-300: Purchased Professional and Technical Services (noninstructional/support)

Use Form C for purchased professional and technical services, *i.e.*, consultant costs. Consultants are paid on an hourly, daily, or flat fee basis, and are **not** employees of the applicant (lead) agency.

Group all costs in the same Function & Object Code together. Enter the Function & Object Codes sequentially, *e.g.*, enter all costs for 100-300 before entering costs for 200-300.

Provide a description of the type(s) of consultants to be engaged (an individual and/or company) and the purpose for which the consultant(s) will be hired. Identify, where possible, the services and/or products to be purchased.

Identify the rate of compensation, *e.g.*, \$10/hour or \$200/workshop or \$300/day.

NOTE: If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

Enter the time for which you are contracting with the consultant. The time should refer to the fee basis, *e.g.*, if the fee shown in the “Rate” column is \$10/hour, show the number of hours (*e.g.*, 15 hours) in the “Time Required” column.

Form D: Supplies and Materials

100-600 Instructional Supplies and Textbooks

200-600 Noninstructional Supplies and Materials

Use Budget Detail Form D for classroom/instructional supplies and materials, noninstructional supplies and materials, and textbooks.

Identify the specific supplies to be purchased, *e.g.*, paper, notebooks, printer toner cartridges, envelopes, *etc.*

NOTE: In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure.

In the case of textbooks, workbooks, reference or library books, software programs, *etc.*, it is **not** necessary to identify the specific titles of the books or software programs to be purchased. However, it **is** necessary to identify the course(s) or subjects for which the books or software programs will be purchased.

Where itemization is required, enter in the “Unit Cost” column the cost for **one** item as the item is priced for purchase (*i.e.*, by individual item, by the box, case, carton, *etc.*). Enter the number of items (*i.e.*, individual items, boxes, cases, cartons, *etc.*) in the “Quantity” column for each particular supply to be purchased.

Form E: Equipment

400-731: Instructional Equipment

400-732: Noninstructional Equipment

Use Budget Detail Form E for instructional and noninstructional equipment.

An item to be purchased is categorized as equipment if it meets ALL of the following criteria:

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*
- 4. Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
- 5. The unit cost is more than \$2,000.*

Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of desktop computers, along with any peripherals that are included). Include in the “Item Description” column information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). This will help the reviewer to assess the appropriateness of the funds requested. You may also include any additional information that will clarify the relevance to the grant project of the proposed costs that will help the reviewer determine whether the costs have been entered into the correct Function & Object Code.

Where equipment is purchased from a single vendor as a “package,” identify the full “package price” and the package components (*e.g.*, computer packaged with software, printer, *etc.*). Do not show the cost of the components separately if they are not purchased separately.

Form F: Other Costs

100-500 Other Purchased Services

100-800: Other Objects

200-400: Purchased Property Services

200-500: Other Purchased Services

200-580: Travel

200-800: Other Objects

200-860: Indirect Costs

400-720: Buildings

Use Budget Detail Form F for all Function & Object Codes that are **not** properly entered on Budget Detail Forms A through E.

When requesting mileage costs for staff travel, identify the staff member who will be traveling and the purpose for which the travel will be undertaken.

Example: Project director round trip from Anytown to Trenton for meeting with DOE Program Officer, 100 miles round trip.

Enter the description of the requested cost and the cost calculation. Both the description and the cost calculation must provide enough detail to clarify the relevance of the requested cost to the grant project and to enable the reviewer to assess the reasonableness of your request.

Special Cost Considerations on Form F:

Purchased Property Services

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective leaser. However, it isn't necessary to provide this documentation as part of your proposed budget.

Indirect Costs

Many DOE discretionary grant programs do not allow grant funds to be used for indirect costs. (Indirect costs are costs incurred for support services that are not readily identifiable as direct program costs.) Check the “Budget Considerations” section of the *NGO* to determine whether indirect costs are allowable for your grant project. **Where indirect costs are allowed, the Department of Education reserves the right to limit the percentage charged, in order to ensure that the majority of discretionary grant funds are allocated to direct program costs.**

NOTE: *Local education agencies (LEAs) receive approved indirect cost rates from the NJDOE. Other agencies receive approved indirect cost rates from their cognizant federal agency.*

Documentation of the approved indirect cost rate must be submitted with the application.

(For more information on indirect costs see <http://www.ed.gov/about/offices/list/ocfo/intro.html>) To calculate **restricted** indirect costs, multiply the total direct costs (minus equipment and subgrant costs) by the approved restricted indirect cost rate.

STEP 2: COMPLETING THE APPLICATION FOR FUNDS – BUDGET SUMMARY FORM

The Application for Funds - Budget Summary is prepared only after all appropriate lead agency and subgrant budget detail forms have been completed. The purpose of the form is to provide a summary of all planned expenditures for the lead agency, which includes a summary of total subgrantee costs (where applicable) under line 200-320. The **Application for Funds – Budget Summary** is for use by **all** applicants and shows the total of all grant funds requested.

Required for All Applicants:

Complete the “Applicant (Lead) Agency” and “CO/Lead Agency Code,” “NGO Title” and “NGO #” lines at the top of the form(s).

Enter a total for each Function & Object Code in the appropriate column. (Refer to the “Statutory/Regulatory Source and Funding” section of the *NGO* for the correct funding source information, *i.e.*, state, federal, other, and use the appropriate column.)

Verify all figures for accuracy. Ensure that funds requested are shown on the correct Function & Object Code line, and that the amounts and assignments (by Function & Object Code) are consistent with those shown on the corresponding set of budget detail forms.

Verify that the total in each line equals the sum of the amounts for that line entered on the budget detail forms. Amounts requested on the Application for Funds - Budget Summary and on the Subgrant Budget Summary must be fully supported by information provided on the corresponding set of budget detail forms.

Show all entries in whole dollars only. Cents will be deleted.

Required Only Where Directed by the NGO: (In addition to the above)

Complete the “Administrative Cost Summary” Column:

Enter a total for each Function & Object Code based on the grant funds requested under the Subgrant Budget Summary that represents administrative costs.

Enter subtotals in the lines shaded and titled: “Subtotal – Support Services” and “Subtotal – Facilities.”

NOTE: Instructional costs will never be considered “administrative.” Therefore, these rows have been blocked out so that figures are not inadvertently entered into them.

Complete the “Total Cost” line.

SIG School Improvement Plan Template - Closure

Template Version 1.0

Date of Version 11/13/13

INSTRUCTIONS: Please follow the 10 steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file RACREGION#_SCHOOLNAME_CDS.xls. Example RAC4_NJELEMENTARY_00000001.xls

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Input the principal's name.
- 4 State assessment goals for 2014-15 can be found on the Title 1 Accountability website. Please use the link and access information located on the Goals tab.
- 5 Go to sheet "QSR Summary." Follow the instructions on the sheet
- 6 Go to sheet "Highest Priority Issues." Follow the instructions on the sheet.
- 7 Go to sheet "Required Activity (1)." Follow the instructions on the sheet. Go to a new 'Required Activity' or 'Other Intervention Strategy' sheet for each intervention.

Review output and check quality of information

- 8 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 9 Review pages and correct any sheets as necessary.
- 10 Submit file to both (1) the Application Control Center with the remainder of the 2013 SIG Renewal Application and (2) your State Turnaround Coach.

For questions, please contact your State Turnaround Coach.

*New Jersey School Improvement Grant
COHORT 3*

7/1/2014 – 8/31/2017

**School Application
for Restart Model**

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500

Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

Internal use only	____ _ School Code	____ _ Type	____ _ Region	____ _ Sequence
-------------------	-----------------------	----------------	------------------	--------------------

School Name	
School Address	School Principal Name Phone #
School City, State, Zip	School Program Director Name
Grade Span of School	School Program Director Telephone
	School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$ _____ Year 2 \$ _____ Year 3 \$ _____

Duration of the Year 1 project: 7/1/14 to 8/31/15

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator Date

SECTION II PART B

The school application has been duly authorized by the governing body of the _____ school district (county code __ __, District Code __ __ __ __, School Code _____).

Signature of Chief School Administrator Title Date

Business Manager: _____ Phone: _____ Fax: _____

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A State Turnaround Coach is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

Form S-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address (including zip + 4 code) _____

DUNS number _____

Expiration Date of SAM registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Name and Title

Form S-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Name of School: _____

Mission	
Vision	
Project Implementation Summary	

Form S-5

Date: _____

Page ____ of ____

REPORTING METRICS

LEA : _____

Name of School: _____

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
Number of minutes within the school year	
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	
College enrollment rates	
Student Connection and School Climate	
Discipline incidents	
Truants	
Talent	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate	

Form S-6

Date: _____

Page ____ of ____

STATEMENT OF NEED

LEA : _____

Name of School: _____

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled “QSR Summary”.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)		
Academic Achievement – Writing		
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind		
Subgroup: Homeless		
Subgroup: Students with Disabilities		
Subgroup: English Language Learners		
Subgroup: Economically Disadvantaged		
Parent Involvement		

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Professional Development		
Extended Learning Opportunities		
School Culture		
Leadership		
Highly Qualified Staff		
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	
2.	Describe methods used to collect and compile data for student subgroups.	
3.	Explain how the data from the collection methods are valid and reliable.	
4.	What did the data analysis reveal regarding classroom instruction?	
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	
6.	How are educationally at-risk students identified in a timely manner?	
7.	How are educationally at-risk students provided with effective assistance?	
8.	How does the needs assessment address migrant student(s) needs?	
9.	How does the needs assessment address homeless student(s) needs?	

10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	
11	Describe the transition plan for preschool to kindergarten, if applicable.	
12	Describe the process used to select the priority problems and root causes for this plan?	
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	
15	What is the process for removal of staff members deemed to be ineffective?	
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	

Form S-7

Use only one model template for each school

Date: _____

Page ____ of ____

RESTART PROJECT DESCRIPTION

LEA : _____

Name of School: _____

Restart SIG Required Activity – 1

Select the charter school operator, charter management organization or education management organization using a rigorous review process.

Implementation

Guidance

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. Provide operators flexibility and freedom to implement their own reform plans and strategies.		
2. Enroll, within the grades it serves, any former student who wishes to attend the school.		
3. Implement activities with respect to other models (turnaround and transformation).		

Restart SIG Activity – 2

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.		
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.		
3. The LEA establishes a pipeline of potential turnaround leaders.		
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.		
5. Have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model.		
6. Through a rigorous review process, an LEA might require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		

7. The LEA must ensure that there is a direct relationship between any management fees and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted.		
8. Be able to sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available.		

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2013 Base line	2014 Target	2014 Outcome	2015 Target	2016 Target		Other Measure	2013 Base line	2014 Target	2014 Outcome	2015 Target
For Each Grade Span: _____	Other Measure											
Total Students												
Students with Disabilities												
Limited English Proficient Students												
White												
African-American												
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged												

Analysis of Year 1 Outcomes

Form S-9

Date: _____

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:

The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.

The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: _____

Page ____ of ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____ Name of School: _____

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA				
Total Budget				

Budget Narrative

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

LEA Name: _____

School Name: _____ County/LEA/School Code: ____ / ____ / ____

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION						
SUPPORT SERVICES						
Personal Services - Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES						
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST						

 Business Administrator/Chief Fiscal Officer

 Date

APPENDIX I: COMPLETING THE BUDGET INSTRUCTIONS

The budget section of your grant application should be as specific and detailed as the narrative section of your application. It should reflect the estimated costs of activities outlined in your Project Activity Plan, and contain no surprises or unjustified requests.

This information does not supersede the rules and regulations for procurement purposes.

Note that grant funds provided through any discretionary grant program may **not** be expended for costs prohibited by federal OMB circulars A-87, A-21, or A-122, as applicable

The School Improvement Grant (SIG) has specific components that are required to be completed – for example: Extended Learning Time and Incentives/Rewards. Please be aware that salaries and benefits for extended learning times **must be for hours outside of the employees’ normal contract hours**. Additionally, incentives/rewards may not have any “personal value” for the recipient. For example, disallowed costs may include but are not limited to: gift cards to restaurants or book stores, IPADS, IPods, or personal computers to mention a few. However, grants can be awarded to a teacher to buy supplies to do something different or creative in a classroom; IPADS/IPODS may be purchased by the school for staff to sign out and use but not own.

STEP 1: COMPLETING THE BUDGET DETAIL FORMS

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.** Itemization and/or detail are required to ensure that the cost is eligible generally under the Federal Cost Principles, specifically under the *NGO*, and that it is budgeted in the appropriate line.

NOTE: The same set of forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget. There is a space on each form to identify a specific subgrant agency as opposed to the applicant (lead) agency.

General Instructions

Complete all identifying information at the top of each budget detail form and **complete all columns** on each form. (Check the subgrantee box and enter the subgrantee name when the forms are used for subgrant partners.)

Show on the budget detail forms the cost basis for each proposed expenditure. The cost basis shows how you arrived at the estimate you have provided. In most cases it includes a calculation (*e.g.*, 50 notebooks @ \$1.00 = \$50.00). If any cost is unusual, you may be asked to provide documentation or an explanation to support your estimate.

Itemized List: Where the instructions here and/or on the budget detail form call for an itemized list, provide the following information for each item:

- Item name and/or description, if the name does not readily describe the purpose or use for the item

- Unit cost (the cost of one unit of the item, as packaged)
- Quantity of the item to be purchased
- Total Cost (unit cost x quantity)
- Grant request amount for this item.

Check all calculations for accuracy.

Show all entries in whole dollars only. Cents will be deleted if included; therefore, your approved budget may reflect money lost through rounding errors.

Link each proposed expenditure to the Project Activity Plan by entering in the “Project Goal/Objective/Activity” column the codes for all goals, objectives and activities that provide direct programmatic support for each proposed expenditure.

Form A: Personal Services – Salaries

100-100: Full-Time & Part-Time Salaries – Instruction

200-100: Full-Time & Part-Time Salaries – Support Services

Use Form A for the salaries of all employees whose duties include grant-related activities.

List separately the title of each position and the name of the staff person who holds the position, or enter “vacant” after the position title if the position is unfilled at the time of application. If the duties of the position are not clear from the title, enter enough information to make the duties of the staff person clear and/or the reason for requesting the funds evident.

Example: “Teacher/Smith for curriculum development,” or “4 substitutes for teachers attending professional development workshops.”

If a staff member serves in more than one capacity, enter that staff member in each applicable Function & Object Code. For example, if a staff member serves as a teacher and as a counselor, enter that staff member in two separate budget lines under the appropriate Function & Object Codes, i.e., 100-100 (“Salaries–Instruction”) for *Teacher/ Murphy*, and 200-100 (“Salaries– Support Services”) for *Counselor/ Murphy*.

Show in the “Cost Calculation” column how the total cost for the position was determined.

Example - Part-Time Salary: 2 teachers x \$75/day x 5 days each = \$750

Example - Full-Time Salary: 1 math teacher at \$50,000/yr annual salary x 50% time on the grant = \$25,000.

Enter in the “Grant Request Amount” column the amount of grant funds being requested for this salary. If only a portion of the salary for this position is to be paid from grant funds, enter the amount to be paid from grant funds in the “Grant Request Amount” column.

Form B: Personal Services – Employee Benefits

200-200: Personal Services - Employee Benefits

Use Form B for fringe benefits for all employees whose salaries will be wholly or partially funded by the grant.

Ensure that all fringe benefits calculations are based on the correct corresponding grant -requested salaries.

Ensure that the percentage of an individual's fringe benefits charged to the grant does not exceed the corresponding percentage of that individual's salary charged to the grant.

Example: If 25% of a staff member's salary is charged to the grant project, up to 25% of his/her fringe benefits can be charged to the grant project.

Complete the heading on each column by filling in the appropriate "%" for each fringe benefit. **NOTE:** The standard FICA rate is already entered on the form.

Enter in the "Position/Name" column the title and person's name (where known) for each position. Make certain that this entry matches the Budget Detail Form A entry for the same staff position/staff member. **NOTE:** If a staff member has been entered more than once on Budget Detail Form A, the staff member should be entered more than once on Budget Detail Form B.

Enter in the "Salary Grant Request Amount" column the amount of the staff member's salary that is being requested from the grant.

Complete each column by multiplying the total salary requested from the grant for the position by the appropriate percentage of the fringe benefit.

Example: For a staff member whose salary from the grant equals \$15,000: to enter requested FICA amount, multiply \$15,000 x 7.65%. which equals \$1,147.50.

Add all the fringe benefits for the position entered in this line.

Calculate the total percentage of fringe benefits by dividing the total fringe benefits by the grant-funded salary ("Salary Grant Request Amount" column). Enter this percentage in the "Total % of Benefits" column.

NOTES:

FICA/TPAF

7.65% has already been entered in the "FICA" column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee's salary.

For grant projects funded with **state funds**, you may **not** charge to the grant FICA or TPAF benefits calculated on the base salary for any employee of an LEA who holds a New Jersey teaching certificate.

For grant projects funded with both **state and federal funds**, you **must** use the federal funds for FICA and TPAF costs for all full-time employees whose salaries are fully or partially funded with federal funds and who hold New Jersey teaching certificates unless otherwise instructed in the *NGO*.

Health Benefits

Health benefits are frequently determined by the coverage chosen by the employee rather than by percentage of salary. Where this is the case, enter a phrase such as “Varies” or “Employee Choice” to provide an explanation for the costs. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Health benefits are sometimes fixed (the coverage is the same for every employee). In this case enter “Fixed” and the fixed amount in the column heading.

Example: If your agency pays \$8,000 in health benefits for each employee, you would enter “Fixed: \$8,000” at top of the column. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Form C: Purchased Professional and Technical Services

100-300: Purchased Professional and Technical Services (instructional)

200-300: Purchased Professional and Technical Services (noninstructional/support)

Use Form C for purchased professional and technical services, *i.e.*, consultant costs. Consultants are paid on an hourly, daily, or flat fee basis, and are **not** employees of the applicant (lead) agency.

Group all costs in the same Function & Object Code together. Enter the Function & Object Codes sequentially, *e.g.*, enter all costs for 100-300 before entering costs for 200-300.

Provide a description of the type(s) of consultants to be engaged (an individual and/or company) and the purpose for which the consultant(s) will be hired. Identify, where possible, the services and/or products to be purchased.

Identify the rate of compensation, *e.g.*, \$10/hour or \$200/workshop or \$300/day.

NOTE: If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

Enter the time for which you are contracting with the consultant. The time should refer to the fee basis, *e.g.*, if the fee shown in the “Rate” column is \$10/hour, show the number of hours (*e.g.*, 15 hours) in the “Time Required” column.

Form D: Supplies and Materials

100-600 Instructional Supplies and Textbooks

200-600 Noninstructional Supplies and Materials

Use Budget Detail Form D for classroom/instructional supplies and materials, noninstructional supplies and materials, and textbooks.

Identify the specific supplies to be purchased, *e.g.*, paper, notebooks, printer toner cartridges, envelopes, *etc.*

NOTE: In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure.

In the case of textbooks, workbooks, reference or library books, software programs, *etc.*, it is **not** necessary to identify the specific titles of the books or software programs to be purchased. However, it **is** necessary to identify the course(s) or subjects for which the books or software programs will be purchased.

Where itemization is required, enter in the “Unit Cost” column the cost for **one** item as the item is priced for purchase (*i.e.*, by individual item, by the box, case, carton, *etc.*). Enter the number of items (*i.e.*, individual items, boxes, cases, cartons, *etc.*) in the “Quantity” column for each particular supply to be purchased.

Form E: Equipment

400-731: Instructional Equipment

400-732: Noninstructional Equipment

Use Budget Detail Form E for instructional and noninstructional equipment.

An item to be purchased is categorized as equipment if it meets ALL of the following criteria:

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*
- 4. Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
- 5. The unit cost is more than \$2,000.*

Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of desktop computers, along with any peripherals that are included). Include in the “Item Description” column information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). This will help the reviewer to assess the appropriateness of the funds requested. You may also include any additional information that will clarify the relevance to the grant project of the proposed costs that will help the reviewer determine whether the costs have been entered into the correct Function & Object Code.

Where equipment is purchased from a single vendor as a “package,” identify the full “package price” and the package components (*e.g.*, computer packaged with software, printer, *etc.*). Do not show the cost of the components separately if they are not purchased separately.

Form F: Other Costs

100-500 Other Purchased Services

100-800: Other Objects

200-400: Purchased Property Services

200-500: Other Purchased Services

200-580: Travel

200-800: Other Objects

200-860: Indirect Costs

400-720: Buildings

Use Budget Detail Form F for all Function & Object Codes that are **not** properly entered on Budget Detail Forms A through E.

When requesting mileage costs for staff travel, identify the staff member who will be traveling and the purpose for which the travel will be undertaken.

Example: Project director round trip from Anytown to Trenton for meeting with DOE Program Officer, 100 miles round trip.

Enter the description of the requested cost and the cost calculation. Both the description and the cost calculation must provide enough detail to clarify the relevance of the requested cost to the grant project and to enable the reviewer to assess the reasonableness of your request.

Special Cost Considerations on Form F:

Purchased Property Services

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective leaser. However, it isn't necessary to provide this documentation as part of your proposed budget.

Indirect Costs

Many DOE discretionary grant programs do not allow grant funds to be used for indirect costs. (Indirect costs are costs incurred for support services that are not readily identifiable as direct program costs.) Check the “Budget Considerations” section of the *NGO* to determine whether indirect costs are allowable for your grant project. **Where indirect costs are allowed, the Department of Education reserves the right to limit the percentage charged, in order to ensure that the majority of discretionary grant funds are allocated to direct program costs.**

NOTE: *Local education agencies (LEAs) receive approved indirect cost rates from the NJDOE. Other agencies receive approved indirect cost rates from their cognizant federal agency.*

Documentation of the approved indirect cost rate must be submitted with the application.

(For more information on indirect costs see <http://www.ed.gov/about/offices/list/ocfo/intro.html>) To calculate **restricted** indirect costs, multiply the total direct costs (minus equipment and subgrant costs) by the approved restricted indirect cost rate.

STEP 2: COMPLETING THE APPLICATION FOR FUNDS – BUDGET SUMMARY FORM

The Application for Funds - Budget Summary is prepared only after all appropriate lead agency and subgrant budget detail forms have been completed. The purpose of the form is to provide a summary of all planned expenditures for the lead agency, which includes a summary of total subgrantee costs (where applicable) under line 200-320. The **Application for Funds – Budget Summary** is for use by **all** applicants and shows the total of all grant funds requested.

Required for All Applicants:

Complete the “Applicant (Lead) Agency” and “CO/Lead Agency Code,” “NGO Title” and “NGO #” lines at the top of the form(s).

Enter a total for each Function & Object Code in the appropriate column. (Refer to the “Statutory/Regulatory Source and Funding” section of the *NGO* for the correct funding source information, *i.e.*, state, federal, other, and use the appropriate column.)

Verify all figures for accuracy. Ensure that funds requested are shown on the correct Function & Object Code line, and that the amounts and assignments (by Function & Object Code) are consistent with those shown on the corresponding set of budget detail forms.

Verify that the total in each line equals the sum of the amounts for that line entered on the budget detail forms. Amounts requested on the Application for Funds - Budget Summary and on the Subgrant Budget Summary must be fully supported by information provided on the corresponding set of budget detail forms.

Show all entries in whole dollars only. Cents will be deleted.

Required Only Where Directed by the NGO: (In addition to the above)

Complete the “Administrative Cost Summary” Column:

Enter a total for each Function & Object Code based on the grant funds requested under the Subgrant Budget Summary that represents administrative costs.

Enter subtotals in the lines shaded and titled: “Subtotal – Support Services” and “Subtotal – Facilities.”

NOTE: Instructional costs will never be considered “administrative.” Therefore, these rows have been blocked out so that figures are not inadvertently entered into them.

Complete the “Total Cost” line.

SIG School Improvement Plan Template - Restart

Template Version 1.0

Date of Version 11/13/13

INSTRUCTIONS: Please follow the 10 steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file RACREGION#_SCHOOLNAME_CDS.xls. Example RAC4_NJELEMENTARY_00000001.xls

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Input the principal's name.
- 4 State assessment goals for 2014-15 can be found on the Title 1 Accountability website. Please use the link and access information located on the Goals tab.
- 5 Go to sheet "QSR Summary." Follow the instructions on the sheet
- 6 Go to sheet "Highest Priority Issues." Follow the instructions on the sheet.
- 7 Go to sheet "Required Activity (1)." Follow the instructions on the sheet. Go to a new 'Required Activity' or 'Other Intervention Strategy' sheet for each intervention.

Review output and check quality of information

- 8 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 9 Review pages and correct any sheets as necessary.
- 10 Submit file to both (1) the Application Control Center with the remainder of the 2013 SIG Renewal Application and (2) your State Turnaround Coach.

For questions, please contact your State Turnaround Coach.

*New Jersey School Improvement Grant
COHORT 3*

7/1/2014 – 8/31/2017

**School Application
for Transformation Model**

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500

Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

Internal use only	____ _ School Code	____ _ Type	____ _ Region	____ _ Sequence
-------------------	-----------------------	----------------	------------------	--------------------

School Name	
School Address	School Principal Name Phone #
School City, State, Zip	School Program Director Name
Grade Span of School	School Program Director Telephone
	School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$ _____ Year 2 \$ _____ Year 3 \$ _____

Duration of the Year 1 project: 7/1/14 to 8/31/15

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator

Date

SECTION II PART B

The school application has been duly authorized by the governing body of the _____ school district (county code __ __, District Code __ __ __ __, School Code _____).

Signature of Chief School Administrator

Title

Date

Business Manager: _____

Phone: _____

Fax: _____

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A State Turnaround Coach is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

Form S-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address (including zip + 4 code) _____

DUNS number _____

Expiration Date of SAM registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Name and Title

Form S-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Name of School: _____

Mission	
Vision	
Project Implementation Summary	

Form S-5

Date: _____

Page ____ of ____

REPORTING METRICS

LEA : _____

Name of School: _____

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
Number of minutes within the school year	
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	
College enrollment rates	
Student Connection and School Climate	
Discipline incidents	
Truants	
Talent	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate	

Form S-6

Date: _____

Page ____ of ____

STATEMENT OF NEED

LEA : _____

Name of School: _____

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled “QSR Summary”.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)		
Academic Achievement – Writing		
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind		
Subgroup: Homeless		
Subgroup: Students with Disabilities		
Subgroup: English Language Learners		
Subgroup: Economically Disadvantaged		
Parent Involvement		

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Professional Development		
Extended Learning Opportunities		
School Culture		
Leadership		
Highly Qualified Staff		
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	
2.	Describe methods used to collect and compile data for student subgroups.	
3.	Explain how the data from the collection methods are valid and reliable.	
4.	What did the data analysis reveal regarding classroom instruction?	
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	
6.	How are educationally at-risk students identified in a timely manner?	
7.	How are educationally at-risk students provided with effective assistance?	
8.	How does the needs assessment address migrant student(s) needs?	
9.	How does the needs assessment address homeless student(s) needs?	

10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	
11	Describe the transition plan for preschool to kindergarten, if applicable.	
12	Describe the process used to select the priority problems and root causes for this plan?	
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	
15	What is the process for removal of staff members deemed to be ineffective?	
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	

Form S-7

Use only one model template for each school

Date: _____

Page ____ of ____

TRANSFORMATION PROJECT DESCRIPTION

LEA : _____

Name of School: _____

<p>Transformation SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.</p>		
<p>Implementation Guidance Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.		
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.		
3. The LEA establishes a pipeline of potential turnaround leaders.		
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.		

Transformation SIG Required Activity – 2

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

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Priority School to implement that model beginning in the 2014-2015 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.		
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.		
3. The SEA and LEA document and provide training regarding the evaluation process.		
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.		
5. The LEA monitors the evaluation process and reviews results.		

Transformation SIG Required Activity – 3

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

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.		
2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.		
3. The SEA and LEA develop policies that facilitate performance-based dismissals.		
4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.		
5. LEAs and schools provide targeted assistance to underperforming teachers.		

Transformation SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students’ learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.		
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.		
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.		
4. The LEA and school promote professional learning communities and a school culture of continuous learning.		
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.		

Transformation SIG Permissible Activity: A transformation model ¹³ may also implement other strategies.

Implementation Guidance

An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- b) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Evidence of Implementation Indicators	Implementation Description	Timeline

Transformation SIG Required Activity – 5

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA secure funding for long-term program sustainability.		
2. The SEA and LEA ensure that students have equal access to high-quality teachers.		
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.		
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.		
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.		
6. The LEA includes non-monetary incentives for performance.		

Transformation SIG Required Activity – 6

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.		
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.		
3. LEA and school ensure that school aligns instruction with standards and benchmarks.		
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.		
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.		

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

Implementation Guidance

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

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

Evidence of Implementation Indicators	Implementation Description	Timeline

Transformation SIG Required Activity – 7a

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.		
2. The LEA identifies community needs and partnership opportunities.		
3. The LEA allocates funding for extended-learning programs.		
4. The LEA supports school leadership in developing and sustaining community partnerships.		
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.		
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.		

Transformation SIG Required Activity – 7b

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.		
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).		
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.		
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.		
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement		

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline

Transformation SIG Required Activity - 8

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

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.		
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.		
3. The LEA has established annual goals for student achievement.		
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.		
5. The LEA and school share student progress data with parents and students.		

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

Implementation Guidance

The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- b) Implementing a per-pupil school-based budget formula that is weighted based on

Evidence of Implementation Indicators	Implementation Description	Timeline

Transformation SIG Required Activity – 9

Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.		
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.		

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2013 Base line	2014 Target	2014 Outcome	2015 Target	2016 Target		Other Measure	2013 Base line	2014 Target	2014 Outcome	2015 Target
For Each Grade Span: _____	Other Measure											
Total Students												
Students with Disabilities												
Limited English Proficient Students												
White												
African-American												
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged												

Analysis of Year 1 Outcomes

Form S-9

Date: _____

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:

The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.

The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: _____

Page ____ of ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____ Name of School: _____

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA				
Total Budget				

Budget Narrative

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

LEA Name: _____

School Name: _____ County/LEA/School Code: ____ / ____ / ____

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION						
SUPPORT SERVICES						
Personal Services - Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES						
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST						

 Business Administrator/Chief Fiscal Officer

 Date

APPENDIX I: COMPLETING THE BUDGET INSTRUCTIONS

The budget section of your grant application should be as specific and detailed as the narrative section of your application. It should reflect the estimated costs of activities outlined in your Project Activity Plan, and contain no surprises or unjustified requests.

This information does not supersede the rules and regulations for procurement purposes.

Note that grant funds provided through any discretionary grant program may **not** be expended for costs prohibited by federal OMB circulars A-87, A-21, or A-122, as applicable

The School Improvement Grant (SIG) has specific components that are required to be completed – for example: Extended Learning Time and Incentives/Rewards. Please be aware that salaries and benefits for extended learning times **must be for hours outside of the employees’ normal contract hours**. Additionally, incentives/rewards may not have any “personal value” for the recipient. For example, disallowed costs may include but are not limited to: gift cards to restaurants or book stores, IPADS, IPods, or personal computers to mention a few. However, grants can be awarded to a teacher to buy supplies to do something different or creative in a classroom; IPADS/IPODS may be purchased by the school for staff to sign out and use but not own.

STEP 1: COMPLETING THE BUDGET DETAIL FORMS

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.** Itemization and/or detail are required to ensure that the cost is eligible generally under the Federal Cost Principles, specifically under the *NGO*, and that it is budgeted in the appropriate line.

NOTE: The same set of forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget. There is a space on each form to identify a specific subgrant agency as opposed to the applicant (lead) agency.

General Instructions

Complete all identifying information at the top of each budget detail form and **complete all columns** on each form. (Check the subgrantee box and enter the subgrantee name when the forms are used for subgrant partners.)

Show on the budget detail forms the cost basis for each proposed expenditure. The cost basis shows how you arrived at the estimate you have provided. In most cases it includes a calculation (*e.g.*, 50 notebooks @ \$1.00 = \$50.00). If any cost is unusual, you may be asked to provide documentation or an explanation to support your estimate.

Itemized List: Where the instructions here and/or on the budget detail form call for an itemized list, provide the following information for each item:

- Item name and/or description, if the name does not readily describe the purpose or use for the item

- Unit cost (the cost of one unit of the item, as packaged)
- Quantity of the item to be purchased
- Total Cost (unit cost x quantity)
- Grant request amount for this item.

Check all calculations for accuracy.

Show all entries in whole dollars only. Cents will be deleted if included; therefore, your approved budget may reflect money lost through rounding errors.

Link each proposed expenditure to the Project Activity Plan by entering in the “Project Goal/Objective/Activity” column the codes for all goals, objectives and activities that provide direct programmatic support for each proposed expenditure.

Form A: Personal Services – Salaries

100-100: Full-Time & Part-Time Salaries – Instruction

200-100: Full-Time & Part-Time Salaries – Support Services

Use Form A for the salaries of all employees whose duties include grant-related activities.

List separately the title of each position and the name of the staff person who holds the position, or enter “vacant” after the position title if the position is unfilled at the time of application. If the duties of the position are not clear from the title, enter enough information to make the duties of the staff person clear and/or the reason for requesting the funds evident.

Example: “Teacher/Smith for curriculum development,” or “4 substitutes for teachers attending professional development workshops.”

If a staff member serves in more than one capacity, enter that staff member in each applicable Function & Object Code. For example, if a staff member serves as a teacher and as a counselor, enter that staff member in two separate budget lines under the appropriate Function & Object Codes, i.e., 100-100 (“Salaries–Instruction”) for *Teacher/ Murphy*, and 200-100 (“Salaries– Support Services”) for *Counselor/ Murphy*.

Show in the “Cost Calculation” column how the total cost for the position was determined.

Example - Part-Time Salary: 2 teachers x \$75/day x 5 days each = \$750

Example - Full-Time Salary: 1 math teacher at \$50,000/yr annual salary x 50% time on the grant = \$25,000.

Enter in the “Grant Request Amount” column the amount of grant funds being requested for this salary. If only a portion of the salary for this position is to be paid from grant funds, enter the amount to be paid from grant funds in the “Grant Request Amount” column.

Form B: Personal Services – Employee Benefits

200-200: Personal Services - Employee Benefits

Use Form B for fringe benefits for all employees whose salaries will be wholly or partially funded by the grant.

Ensure that all fringe benefits calculations are based on the correct corresponding grant -requested salaries.

Ensure that the percentage of an individual's fringe benefits charged to the grant does not exceed the corresponding percentage of that individual's salary charged to the grant.

Example: If 25% of a staff member's salary is charged to the grant project, up to 25% of his/her fringe benefits can be charged to the grant project.

Complete the heading on each column by filling in the appropriate "%" for each fringe benefit. **NOTE:** The standard FICA rate is already entered on the form.

Enter in the "Position/Name" column the title and person's name (where known) for each position. Make certain that this entry matches the Budget Detail Form A entry for the same staff position/staff member. **NOTE:** If a staff member has been entered more than once on Budget Detail Form A, the staff member should be entered more than once on Budget Detail Form B.

Enter in the "Salary Grant Request Amount" column the amount of the staff member's salary that is being requested from the grant.

Complete each column by multiplying the total salary requested from the grant for the position by the appropriate percentage of the fringe benefit.

Example: For a staff member whose salary from the grant equals \$15,000: to enter requested FICA amount, multiply \$15,000 x 7.65%. which equals \$1,147.50.

Add all the fringe benefits for the position entered in this line.

Calculate the total percentage of fringe benefits by dividing the total fringe benefits by the grant-funded salary ("Salary Grant Request Amount" column). Enter this percentage in the "Total % of Benefits" column.

NOTES:

FICA/TPAF

7.65% has already been entered in the "FICA" column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee's salary.

For grant projects funded with **state funds**, you may **not** charge to the grant FICA or TPAF benefits calculated on the base salary for any employee of an LEA who holds a New Jersey teaching certificate.

For grant projects funded with both **state and federal funds**, you **must** use the federal funds for FICA and TPAF costs for all full-time employees whose salaries are fully or partially funded with federal funds and who hold New Jersey teaching certificates unless otherwise instructed in the *NGO*.

Health Benefits

Health benefits are frequently determined by the coverage chosen by the employee rather than by percentage of salary. Where this is the case, enter a phrase such as “Varies” or “Employee Choice” to provide an explanation for the costs. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Health benefits are sometimes fixed (the coverage is the same for every employee). In this case enter “Fixed” and the fixed amount in the column heading.

Example: If your agency pays \$8,000 in health benefits for each employee, you would enter “Fixed: \$8,000” at top of the column. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Form C: Purchased Professional and Technical Services

100-300: Purchased Professional and Technical Services (instructional)

200-300: Purchased Professional and Technical Services (noninstructional/support)

Use Form C for purchased professional and technical services, *i.e.*, consultant costs. Consultants are paid on an hourly, daily, or flat fee basis, and are **not** employees of the applicant (lead) agency.

Group all costs in the same Function & Object Code together. Enter the Function & Object Codes sequentially, *e.g.*, enter all costs for 100-300 before entering costs for 200-300.

Provide a description of the type(s) of consultants to be engaged (an individual and/or company) and the purpose for which the consultant(s) will be hired. Identify, where possible, the services and/or products to be purchased.

Identify the rate of compensation, *e.g.*, \$10/hour or \$200/workshop or \$300/day.

NOTE: If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

Enter the time for which you are contracting with the consultant. The time should refer to the fee basis, *e.g.*, if the fee shown in the “Rate” column is \$10/hour, show the number of hours (*e.g.*, 15 hours) in the “Time Required” column.

Form D: Supplies and Materials

100-600 Instructional Supplies and Textbooks

200-600 Noninstructional Supplies and Materials

Use Budget Detail Form D for classroom/instructional supplies and materials, noninstructional supplies and materials, and textbooks.

Identify the specific supplies to be purchased, *e.g.*, paper, notebooks, printer toner cartridges, envelopes, *etc.*

NOTE: In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure.

In the case of textbooks, workbooks, reference or library books, software programs, *etc.*, it is **not** necessary to identify the specific titles of the books or software programs to be purchased. However, it **is** necessary to identify the course(s) or subjects for which the books or software programs will be purchased.

Where itemization is required, enter in the “Unit Cost” column the cost for **one** item as the item is priced for purchase (*i.e.*, by individual item, by the box, case, carton, *etc.*). Enter the number of items (*i.e.*, individual items, boxes, cases, cartons, *etc.*) in the “Quantity” column for each particular supply to be purchased.

Form E: Equipment

400-731: Instructional Equipment

400-732: Noninstructional Equipment

Use Budget Detail Form E for instructional and noninstructional equipment.

An item to be purchased is categorized as equipment if it meets ALL of the following criteria:

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*
- 4. Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
- 5. The unit cost is more than \$2,000.*

Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of desktop computers, along with any peripherals that are included). Include in the “Item Description” column information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). This will help the reviewer to assess the appropriateness of the funds requested. You may also include any additional information that will clarify the relevance to the grant project of the proposed costs that will help the reviewer determine whether the costs have been entered into the correct Function & Object Code.

Where equipment is purchased from a single vendor as a “package,” identify the full “package price” and the package components (*e.g.*, computer packaged with software, printer, *etc.*). Do not show the cost of the components separately if they are not purchased separately.

Form F: Other Costs

100-500 Other Purchased Services

100-800: Other Objects

200-400: Purchased Property Services

200-500: Other Purchased Services

200-580: Travel

200-800: Other Objects

200-860: Indirect Costs

400-720: Buildings

Use Budget Detail Form F for all Function & Object Codes that are **not** properly entered on Budget Detail Forms A through E.

When requesting mileage costs for staff travel, identify the staff member who will be traveling and the purpose for which the travel will be undertaken.

Example: Project director round trip from Anytown to Trenton for meeting with DOE Program Officer, 100 miles round trip.

Enter the description of the requested cost and the cost calculation. Both the description and the cost calculation must provide enough detail to clarify the relevance of the requested cost to the grant project and to enable the reviewer to assess the reasonableness of your request.

Special Cost Considerations on Form F:

Purchased Property Services

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective leaser. However, it isn't necessary to provide this documentation as part of your proposed budget.

Indirect Costs

Many DOE discretionary grant programs do not allow grant funds to be used for indirect costs. (Indirect costs are costs incurred for support services that are not readily identifiable as direct program costs.) Check the “Budget Considerations” section of the *NGO* to determine whether indirect costs are allowable for your grant project. **Where indirect costs are allowed, the Department of Education reserves the right to limit the percentage charged, in order to ensure that the majority of discretionary grant funds are allocated to direct program costs.**

NOTE: *Local education agencies (LEAs) receive approved indirect cost rates from the NJDOE. Other agencies receive approved indirect cost rates from their cognizant federal agency.*

Documentation of the approved indirect cost rate must be submitted with the application.

(For more information on indirect costs see <http://www.ed.gov/about/offices/list/ocfo/intro.html>) To calculate **restricted** indirect costs, multiply the total direct costs (minus equipment and subgrant costs) by the approved restricted indirect cost rate.

STEP 2: COMPLETING THE APPLICATION FOR FUNDS – BUDGET SUMMARY FORM

The Application for Funds - Budget Summary is prepared only after all appropriate lead agency and subgrant budget detail forms have been completed. The purpose of the form is to provide a summary of all planned expenditures for the lead agency, which includes a summary of total subgrantee costs (where applicable) under line 200-320. The **Application for Funds – Budget Summary** is for use by **all** applicants and shows the total of all grant funds requested.

Required for All Applicants:

Complete the “Applicant (Lead) Agency” and “CO/Lead Agency Code,” “NGO Title” and “NGO #” lines at the top of the form(s).

Enter a total for each Function & Object Code in the appropriate column. (Refer to the “Statutory/Regulatory Source and Funding” section of the *NGO* for the correct funding source information, *i.e.*, state, federal, other, and use the appropriate column.)

Verify all figures for accuracy. Ensure that funds requested are shown on the correct Function & Object Code line, and that the amounts and assignments (by Function & Object Code) are consistent with those shown on the corresponding set of budget detail forms.

Verify that the total in each line equals the sum of the amounts for that line entered on the budget detail forms. Amounts requested on the Application for Funds - Budget Summary and on the Subgrant Budget Summary must be fully supported by information provided on the corresponding set of budget detail forms.

Show all entries in whole dollars only. Cents will be deleted.

Required Only Where Directed by the NGO: (In addition to the above)

Complete the “Administrative Cost Summary” Column:

Enter a total for each Function & Object Code based on the grant funds requested under the Subgrant Budget Summary that represents administrative costs.

Enter subtotals in the lines shaded and titled: “Subtotal – Support Services” and “Subtotal – Facilities.”

NOTE: Instructional costs will never be considered “administrative.” Therefore, these rows have been blocked out so that figures are not inadvertently entered into them.

Complete the “Total Cost” line.

SIG School Improvement Plan Template - Transformation

Template Version 1.2

Date of Version 11/12/13

INSTRUCTIONS: Please follow the 10 steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

1 Rename the file RACREGION#_SCHOOLNAME_CDS.xls. Example RAC4_NJELEMENTARY_00000001.xls

Steps to input the information

2 Go to sheet "Title." Select the school from the drop down menu.

3 Input the principal's name.

4 State assessment goals for 2014-15 can be found on the Title 1 Accountability website. Please use the link and access information located on the Goals tab.

5 Go to sheet "QSR Summary." Follow the instructions on the sheet

6 Go to sheet "Highest Priority Issues." Follow the instructions on the sheet.

7 Go to sheet "Required Activity (2)." Follow the instructions on the sheet. Go to a new 'Required Activity' or 'Other Intervention Strategy' sheet for each intervention.

Review output and check quality of information

8 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.

9 Review pages and correct any sheets as necessary.

10 Submit file to both (1) the Application Control Center with the remainder of the 2013 SIG Renewal Application and (2) your State Turnaround Coach.

For questions, please contact your State Turnaround Coach.

*New Jersey School Improvement Grant
COHORT 3*

7/1/2014 – 8/31/2017

**School Application
for Turnaround Model**

Application Due Date: March 13, 2014

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500

Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

Internal use only	____ _ School Code	____ _ Type	____ _ Region	____ _ Sequence
-------------------	-----------------------	----------------	------------------	--------------------

School Name	
School Address	School Principal Name Phone #
School City, State, Zip	School Program Director Name
Grade Span of School	School Program Director Telephone
	School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$ _____ Year 2 \$ _____ Year 3 \$ _____

Duration of the Year 1 project: 7/1/14 to 8/31/15

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator

Date

SECTION II PART B

The school application has been duly authorized by the governing body of the _____ school district (county code __ __, District Code __ __ __ __, School Code _____).

Signature of Chief School Administrator

Title

Date

Business Manager: _____

Phone: _____

Fax: _____

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A State Turnaround Coach is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

Form S-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address (including zip + 4 code) _____

DUNS number _____

Expiration Date of SAM registration _____

Congressional District _____

Part II – Primary Place of Performance under this award

City _____

County _____

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

Signature of Chief School Administrator

Name and Title

Form S-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Name of School: _____

Mission	
Vision	
Project Implementation Summary	

Form S-5

Date: _____

Page ____ of ____

REPORTING METRICS

LEA : _____

Name of School: _____

Metric	2012-2013 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
Number of minutes within the school year	
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	
College enrollment rates	
Student Connection and School Climate	
Discipline incidents	
Truants	
Talent	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate	

Form S-6

Date: _____

Page ____ **of** ____

STATEMENT OF NEED

LEA : _____

Name of School: _____

If the Quality School Review (QSR) rubric was used to assess needs of the school, please indicate the results in the SIG School Improvement Plan template in the tab labeled “QSR Summary”.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading - to include indicators of students 2 or more grade levels behind, and K-2 literacy (in elementary schools)		
Academic Achievement – Writing		
Academic Achievement – Math - to include indicators of students 2 or more grade levels behind		
Subgroup: Homeless		
Subgroup: Students with Disabilities		
Subgroup: English Language Learners		
Subgroup: Economically Disadvantaged		
Parent Involvement		

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Professional Development		
Extended Learning Opportunities		
School Culture		
Leadership		
Highly Qualified Staff		
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	
2.	Describe methods used to collect and compile data for student subgroups.	
3.	Explain how the data from the collection methods are valid and reliable.	
4.	What did the data analysis reveal regarding classroom instruction?	
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	
6.	How are educationally at-risk students identified in a timely manner?	
7.	How are educationally at-risk students provided with effective assistance?	
8.	How does the needs assessment address migrant student(s) needs?	
9.	How does the needs assessment address homeless student(s) needs?	

10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	
11	Describe the transition plan for preschool to kindergarten, if applicable.	
12	Describe the process used to select the priority problems and root causes for this plan?	
13	What did the data analysis reveal regarding the root causes of lower subgroup performance?	
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	
15	What is the process for removal of staff members deemed to be ineffective?	
16	Describe the incentive for Nationally Board Certified Teachers and Principals.	

Form S-7

Use only one model template for each school

Date: _____

Page ____ of ____

TURNAROUND PROJECT DESCRIPTION

LEA : _____

Name of School: _____

Turnaround SIG Required Activity – 1: Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.		
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.		
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.		
4. The LEA establishes a pipeline of potential turnaround leaders.		
5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.		

Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.

Implementation Guidance

The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.		
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.		
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.		
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.		
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.		
6. The LEA monitors the evaluation process and reviews results.		

Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Implementation Guidance
 Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.		
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers’ unions, and other relevant stakeholders.		
3. The SEA and LEA develop policies that facilitate performance-based dismissals.		
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.		
5. LEA and school provide targeted assistance to underperforming teachers.		

Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students’ learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.		
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.		
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.		
4. The LEA and school promote professional learning communities and a school culture of continuous learning.		
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.		

Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Implementation Guidance

Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.		
2. The LEA allocates resources to support the turnaround office or team.		
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.		
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.		
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.		
6. The LEA and school align SIG resources with other resources to sustain interventions.		

Turnaround SIG Required Activity – 6: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.		
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.		
3. LEA and school ensure that instruction is aligned with standards and benchmarks.		
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.		
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.		

Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA provide access to timely data to schools.		
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.		
3. The LEA has established annual goals for student achievement.		
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.		
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.		
6. The LEA and school share student progress data with parents and students.		

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.		
2. The LEA and school identify community needs and partnership opportunities.		
3. The LEA allocates funding for extended learning programs.		
4. The LEA supports school leadership in developing and sustaining community partnerships.		
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.		
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.		

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Implementation Guidance

Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.		
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).		
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.		
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.		
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.		

Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.		
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.		

Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.

Implementation Guidance

The strategies include:

- (i) Any of the required and permissible activities under the transformation model;
- (ii) A new school model (e.g., themed, dual language academy).
- (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or
- (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Evidence of Implementation Indicators	Implementation Description	Timeline

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
		2013 Base line	2014 Target	2014 Outcome	2015 Target	2016 Target		Other Measure	2013 Base line	2014 Target	2014 Outcome	2015 Target
For Each Grade Span: _____	Other Measure											
Total Students												
Students with Disabilities												
Limited English Proficient Students												
White												
African-American												
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged												

Analysis of Year 1 Outcomes

Form S-9

Date: _____

SIG SCHOOL IMPROVEMENT PLAN

PLEASE NOTE:

The SIG School Improvement Plan template is a Microsoft Excel document. Please download and complete the SIG School Improvement Plan template that corresponds to the model you have chosen.

The SIG School Improvement Plan must be submitted in accordance with the Application Submission section of the NGO.

Form S-10

Date: _____

Page ____ of ____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____ Name of School: _____

BUDGET AMOUNTS

School	Year 1	Year 2	Year 3	Total
LEA				
Total Budget				

Budget Narrative

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

LEA Name: _____

School Name: _____ County/LEA/School Code: ____ / ____ / ____

NGO Title: School Improvement Grant (Cohort 3 – Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION						
SUPPORT SERVICES						
Personal Services - Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES						
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST						

 Business Administrator/Chief Fiscal Officer

 Date

APPENDIX I: COMPLETING THE BUDGET INSTRUCTIONS

The budget section of your grant application should be as specific and detailed as the narrative section of your application. It should reflect the estimated costs of activities outlined in your Project Activity Plan, and contain no surprises or unjustified requests.

This information does not supersede the rules and regulations for procurement purposes.

Note that grant funds provided through any discretionary grant program may **not** be expended for costs prohibited by federal OMB circulars A-87, A-21, or A-122, as applicable

The School Improvement Grant (SIG) has specific components that are required to be completed – for example: Extended Learning Time and Incentives/Rewards. Please be aware that salaries and benefits for extended learning times **must be for hours outside of the employees' normal contract hours**. Additionally, incentives/rewards may not have any “personal value” for the recipient. For example, disallowed costs may include but are not limited to: gift cards to restaurants or book stores, IPADS, IPods, or personal computers to mention a few. However, grants can be awarded to a teacher to buy supplies to do something different or creative in a classroom; IPADS/IPODS may be purchased by the school for staff to sign out and use but not own.

STEP 1: COMPLETING THE BUDGET DETAIL FORMS

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.** Itemization and/or detail are required to ensure that the cost is eligible generally under the Federal Cost Principles, specifically under the *NGO*, and that it is budgeted in the appropriate line.

NOTE: The same set of forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget. There is a space on each form to identify a specific subgrant agency as opposed to the applicant (lead) agency.

General Instructions

Complete all identifying information at the top of each budget detail form and **complete all columns** on each form. (Check the subgrantee box and enter the subgrantee name when the forms are used for subgrant partners.)

Show on the budget detail forms the cost basis for each proposed expenditure. The cost basis shows how you arrived at the estimate you have provided. In most cases it includes a calculation (*e.g.*, 50 notebooks @ \$1.00 = \$50.00). If any cost is unusual, you may be asked to provide documentation or an explanation to support your estimate.

Itemized List: Where the instructions here and/or on the budget detail form call for an itemized list, provide the following information for each item:

- Item name and/or description, if the name does not readily describe the purpose or use for the item

- Unit cost (the cost of one unit of the item, as packaged)
- Quantity of the item to be purchased
- Total Cost (unit cost x quantity)
- Grant request amount for this item.

Check all calculations for accuracy.

Show all entries in whole dollars only. Cents will be deleted if included; therefore, your approved budget may reflect money lost through rounding errors.

Link each proposed expenditure to the Project Activity Plan by entering in the “Project Goal/Objective/Activity” column the codes for all goals, objectives and activities that provide direct programmatic support for each proposed expenditure.

Form A: Personal Services – Salaries

100-100: Full-Time & Part-Time Salaries – Instruction

200-100: Full-Time & Part-Time Salaries – Support Services

Use Form A for the salaries of all employees whose duties include grant-related activities.

List separately the title of each position and the name of the staff person who holds the position, or enter “vacant” after the position title if the position is unfilled at the time of application. If the duties of the position are not clear from the title, enter enough information to make the duties of the staff person clear and/or the reason for requesting the funds evident.

Example: “Teacher/Smith for curriculum development,” or “4 substitutes for teachers attending professional development workshops.”

If a staff member serves in more than one capacity, enter that staff member in each applicable Function & Object Code. For example, if a staff member serves as a teacher and as a counselor, enter that staff member in two separate budget lines under the appropriate Function & Object Codes, i.e., 100-100 (“Salaries–Instruction”) for *Teacher/ Murphy*, and 200-100 (“Salaries– Support Services”) for *Counselor/ Murphy*.

Show in the “Cost Calculation” column how the total cost for the position was determined.

Example - Part-Time Salary: 2 teachers x \$75/day x 5 days each = \$750

Example - Full-Time Salary: 1 math teacher at \$50,000/yr annual salary x 50% time on the grant = \$25,000.

Enter in the “Grant Request Amount” column the amount of grant funds being requested for this salary. If only a portion of the salary for this position is to be paid from grant funds, enter the amount to be paid from grant funds in the “Grant Request Amount” column.

Form B: Personal Services – Employee Benefits

200-200: Personal Services - Employee Benefits

Use Form B for fringe benefits for all employees whose salaries will be wholly or partially funded by the grant.

Ensure that all fringe benefits calculations are based on the correct corresponding grant -requested salaries.

Ensure that the percentage of an individual's fringe benefits charged to the grant does not exceed the corresponding percentage of that individual's salary charged to the grant.

Example: If 25% of a staff member's salary is charged to the grant project, up to 25% of his/her fringe benefits can be charged to the grant project.

Complete the heading on each column by filling in the appropriate "%" for each fringe benefit. **NOTE:** The standard FICA rate is already entered on the form.

Enter in the "Position/Name" column the title and person's name (where known) for each position. Make certain that this entry matches the Budget Detail Form A entry for the same staff position/staff member. **NOTE:** If a staff member has been entered more than once on Budget Detail Form A, the staff member should be entered more than once on Budget Detail Form B.

Enter in the "Salary Grant Request Amount" column the amount of the staff member's salary that is being requested from the grant.

Complete each column by multiplying the total salary requested from the grant for the position by the appropriate percentage of the fringe benefit.

Example: For a staff member whose salary from the grant equals \$15,000: to enter requested FICA amount, multiply \$15,000 x 7.65%. which equals \$1,147.50.

Add all the fringe benefits for the position entered in this line.

Calculate the total percentage of fringe benefits by dividing the total fringe benefits by the grant-funded salary ("Salary Grant Request Amount" column). Enter this percentage in the "Total % of Benefits" column.

NOTES:

FICA/TPAF

7.65% has already been entered in the "FICA" column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee's salary.

For grant projects funded with **state funds**, you may **not** charge to the grant FICA or TPAF benefits calculated on the base salary for any employee of an LEA who holds a New Jersey teaching certificate.

For grant projects funded with both **state and federal funds**, you **must** use the federal funds for FICA and TPAF costs for all full-time employees whose salaries are fully or partially funded with federal funds and who hold New Jersey teaching certificates unless otherwise instructed in the *NGO*.

Health Benefits

Health benefits are frequently determined by the coverage chosen by the employee rather than by percentage of salary. Where this is the case, enter a phrase such as “Varies” or “Employee Choice” to provide an explanation for the costs. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Health benefits are sometimes fixed (the coverage is the same for every employee). In this case enter “Fixed” and the fixed amount in the column heading.

Example: If your agency pays \$8,000 in health benefits for each employee, you would enter “Fixed: \$8,000” at top of the column. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee’s salary charged to the grant.

Form C: Purchased Professional and Technical Services

100-300: Purchased Professional and Technical Services (instructional)

200-300: Purchased Professional and Technical Services (noninstructional/support)

Use Form C for purchased professional and technical services, *i.e.*, consultant costs. Consultants are paid on an hourly, daily, or flat fee basis, and are **not** employees of the applicant (lead) agency.

Group all costs in the same Function & Object Code together. Enter the Function & Object Codes sequentially, *e.g.*, enter all costs for 100-300 before entering costs for 200-300.

Provide a description of the type(s) of consultants to be engaged (an individual and/or company) and the purpose for which the consultant(s) will be hired. Identify, where possible, the services and/or products to be purchased.

Identify the rate of compensation, *e.g.*, \$10/hour or \$200/workshop or \$300/day.

NOTE: If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

Enter the time for which you are contracting with the consultant. The time should refer to the fee basis, *e.g.*, if the fee shown in the “Rate” column is \$10/hour, show the number of hours (*e.g.*, 15 hours) in the “Time Required” column.

Form D: Supplies and Materials

100-600 Instructional Supplies and Textbooks

200-600 Noninstructional Supplies and Materials

Use Budget Detail Form D for classroom/instructional supplies and materials, noninstructional supplies and materials, and textbooks.

Identify the specific supplies to be purchased, *e.g.*, paper, notebooks, printer toner cartridges, envelopes, *etc.*

NOTE: In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure.

In the case of textbooks, workbooks, reference or library books, software programs, *etc.*, it is **not** necessary to identify the specific titles of the books or software programs to be purchased. However, it **is** necessary to identify the course(s) or subjects for which the books or software programs will be purchased.

Where itemization is required, enter in the “Unit Cost” column the cost for **one** item as the item is priced for purchase (*i.e.*, by individual item, by the box, case, carton, *etc.*). Enter the number of items (*i.e.*, individual items, boxes, cases, cartons, *etc.*) in the “Quantity” column for each particular supply to be purchased.

Form E: Equipment

400-731: Instructional Equipment

400-732: Noninstructional Equipment

Use Budget Detail Form E for instructional and noninstructional equipment.

An item to be purchased is categorized as equipment if it meets ALL of the following criteria:

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*
- 4. Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
- 5. The unit cost is more than \$2,000.*

Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of desktop computers, along with any peripherals that are included). Include in the “Item Description” column information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). This will help the reviewer to assess the appropriateness of the funds requested. You may also include any additional information that will clarify the relevance to the grant project of the proposed costs that will help the reviewer determine whether the costs have been entered into the correct Function & Object Code.

Where equipment is purchased from a single vendor as a “package,” identify the full “package price” and the package components (*e.g.*, computer packaged with software, printer, *etc.*). Do not show the cost of the components separately if they are not purchased separately.

Form F: Other Costs

100-500 Other Purchased Services

100-800: Other Objects

200-400: Purchased Property Services

200-500: Other Purchased Services

200-580: Travel

200-800: Other Objects

200-860: Indirect Costs

400-720: Buildings

Use Budget Detail Form F for all Function & Object Codes that are **not** properly entered on Budget Detail Forms A through E.

When requesting mileage costs for staff travel, identify the staff member who will be traveling and the purpose for which the travel will be undertaken.

Example: Project director round trip from Anytown to Trenton for meeting with DOE Program Officer, 100 miles round trip.

Enter the description of the requested cost and the cost calculation. Both the description and the cost calculation must provide enough detail to clarify the relevance of the requested cost to the grant project and to enable the reviewer to assess the reasonableness of your request.

Special Cost Considerations on Form F:

Purchased Property Services

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective leaser. However, it isn't necessary to provide this documentation as part of your proposed budget.

Indirect Costs

Many DOE discretionary grant programs do not allow grant funds to be used for indirect costs. (Indirect costs are costs incurred for support services that are not readily identifiable as direct program costs.) Check the “Budget Considerations” section of the *NGO* to determine whether indirect costs are allowable for your grant project. **Where indirect costs are allowed, the Department of Education reserves the right to limit the percentage charged, in order to ensure that the majority of discretionary grant funds are allocated to direct program costs.**

NOTE: *Local education agencies (LEAs) receive approved indirect cost rates from the NJDOE. Other agencies receive approved indirect cost rates from their cognizant federal agency.*

Documentation of the approved indirect cost rate must be submitted with the application.

(For more information on indirect costs see <http://www.ed.gov/about/offices/list/ocfo/intro.html>) To calculate **restricted** indirect costs, multiply the total direct costs (minus equipment and subgrant costs) by the approved restricted indirect cost rate.

STEP 2: COMPLETING THE APPLICATION FOR FUNDS – BUDGET SUMMARY FORM

The Application for Funds - Budget Summary is prepared only after all appropriate lead agency and subgrant budget detail forms have been completed. The purpose of the form is to provide a summary of all planned expenditures for the lead agency, which includes a summary of total subgrantee costs (where applicable) under line 200-320. The **Application for Funds – Budget Summary** is for use by **all** applicants and shows the total of all grant funds requested.

Required for All Applicants:

Complete the “Applicant (Lead) Agency” and “CO/Lead Agency Code,” “NGO Title” and “NGO #” lines at the top of the form(s).

Enter a total for each Function & Object Code in the appropriate column. (Refer to the “Statutory/Regulatory Source and Funding” section of the *NGO* for the correct funding source information, *i.e.*, state, federal, other, and use the appropriate column.)

Verify all figures for accuracy. Ensure that funds requested are shown on the correct Function & Object Code line, and that the amounts and assignments (by Function & Object Code) are consistent with those shown on the corresponding set of budget detail forms.

Verify that the total in each line equals the sum of the amounts for that line entered on the budget detail forms. Amounts requested on the Application for Funds - Budget Summary and on the Subgrant Budget Summary must be fully supported by information provided on the corresponding set of budget detail forms.

Show all entries in whole dollars only. Cents will be deleted.

Required Only Where Directed by the NGO: (In addition to the above)

Complete the “Administrative Cost Summary” Column:

Enter a total for each Function & Object Code based on the grant funds requested under the Subgrant Budget Summary that represents administrative costs.

Enter subtotals in the lines shaded and titled: “Subtotal – Support Services” and “Subtotal – Facilities.”

NOTE: Instructional costs will never be considered “administrative.” Therefore, these rows have been blocked out so that figures are not inadvertently entered into them.

Complete the “Total Cost” line.

SIG School Improvement Plan Template - Turnaround

Template Version 1.2

Date of Version 11/12/13

INSTRUCTIONS: Please follow the 10 steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file RACREGION#_SCHOOLNAME_CDS.xls. Example RAC4_NJELEMENTARY_00000001.xls

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Input the principal's name.
- 4 State assessment goals for 2014-15 can be found on the Title 1 Accountability website. Please use the link and access information located on the Goals tab.
- 5 Go to sheet "QSR Summary." Follow the instructions on the sheet
- 6 Go to sheet "Highest Priority Issues." Follow the instructions on the sheet.
- 7 Go to sheet "Required Activity (1)." Follow the instructions on the sheet. Go to a new 'Required Activity' or 'Other Intervention Strategy' sheet for each intervention.

Review output and check quality of information

- 8 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 9 Review pages and correct any sheets as necessary.
- 10 Submit file to both (1) the Application Control Center with the remainder of the 2013 SIG Renewal Application and (2) your State Turnaround Coach.

For questions, please contact your State Turnaround Coach.