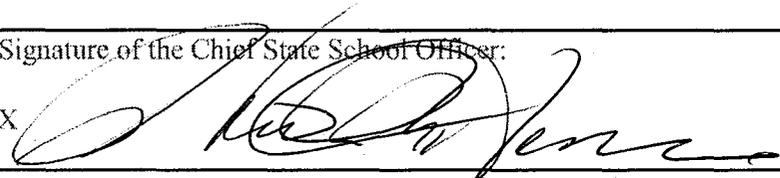


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: New Jersey Department of Education	Applicant's Mailing Address: 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500
State Contact for the School Improvement Grant Name: Suzanne Ochse Position and Office: Office of Student Achievement and Accountability Contact's Mailing Address: 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500 Telephone: 609-292-1828 Fax: 609-292-4319 Email address: Suzanne.ochse@doe.state.nj.us	
Chief State School Officer (Printed Name): Rochelle Hendricks	Telephone: 609-292-4450
Signature of the Chief State School Officer: X 	Date: 12/23/10
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

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
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, 2013

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As of January 28, 2011

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: New Jersey Department of Education</p>	<p>Applicant's Mailing Address: 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Suzanne Ochse</p> <p>Position and Office: Office of Student Achievement and Accountability</p> <p>Contact's Mailing Address: 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500</p> <p>Telephone: 609-292-1828</p> <p>Fax: 609-292-4319</p> <p>Email address: Suzanne.ochse@doe.state.nj.us</p>	
<p>Chief State School Officer (Printed Name): Christopher Cerf</p>	<p>Telephone: 609-292-4450</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>	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

<p><input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009</p>	<p><input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010</p>
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> <i>SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</i></p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input checked="" type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

TIER I Schools

New Jersey defines persistently lowest-achieving schools for Tier I as:

- Any Title I school in improvement, corrective action, or restructuring that —
- (i) Is among the lowest-achieving five percent of Title I schools in improvement, Corrective action, or restructuring or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over two years.

Determining the 5% of schools for Tier I

NJ utilized all Title I schools in improvement, corrective action, or restructuring (486) when calculating the 5% of schools. The number that represents the lowest-achieving five percent is **24 schools**.

As required all schools currently with served FY 2009 SIG Funds were included in determining the 5 %. All currently served Title I schools were excluded from the current list. (See Schools served with FY 2009 SIG Funds list). NJ does not have any currently served Tier III schools.

High School Graduation Rates

New Jersey recognizes the need to address high schools that do not adequately prepare students to graduate with the skills needed for college and employment. In compliance with 34 C.F.R. Section 200.19(b), New Jersey will be using the graduation rate, which currently is a leaver rate, to identify schools that have a graduation rate of less than 60% **over two years**. The leaver rate will be used until the four year cohort is available.

This is consistent with the federal requirements of using such a rate until the 2010-2011 school year. Beginning with the 2010-2011 school year, New Jersey will utilize the four year cohort model to identify the High Schools with graduation rates less than 60%.

NJ identified **1 Title I high school** in improvement, corrective action, or restructuring that has a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent.

List of Tier I school for FY 2010 SIG Funds

Ranking the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, plus adding the Title I

high school in improvement corrective action, or restructuring that had a graduation rate less than 60 percent this year, **25 Tier I schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of 25 schools represents the lowest-achieving five percent, and does not include any schools currently served with FY 2009 SIG Funds.

Appendix A in the NGO is the list, by LEA, of each of the 25 Tier I schools.

TIER II Schools

New Jersey's defines persistently lowest-achieving schools for Tier II as:

All secondary schools that are in improvement, corrective action, or restructuring that

(i) Is among the lowest-achieving five percent of all secondary schools or

(ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over two years.

Tier II Waiver

For Tier II, the NJDOE found that its initial Tier II list included secondary schools that were significantly higher achieving than many Title I-participating secondary schools, therefore requested a waiver to include Title I-participating secondary schools that missed AYP for two consecutive years, and are not identified as persistently lowest-achieving schools in Tier I. (Tier II waiver).

Secondary School

A secondary school is a school that provides "secondary education, as determined under state law, except that the term does not include any education beyond grade 12" ESEA section 9101(38). Grades 9-12 are identified as secondary schools in New Jersey determining the 5% of schools for Tier II.

A Title I "*eligible*" secondary school is defined as a school that is not served by Title I and has a poverty percentage above the district-wide poverty average, above the appropriate grade-span poverty average, or 35% or more.

Determining the 5% of schools for Tier II

Applying the *Tier II-waiver* permitting Title I participating secondary schools to be eligible, NJ utilized all secondary schools that are in improvement, corrective action, or restructuring (147) when calculating the 5% of schools. The number that represents the lowest-achieving five percent is **8 schools**. All secondary schools currently with served FY 2009 SIG Funds were included in determining the 5%. All currently served Tier II schools were not included in the current list. (See Schools served with FY 2009 SIG Funds list).

List of Tier II school for FY 2010 SIG Funds

Ranking the secondary schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, **8 Tier II schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of eight schools represents the lowest-achieving five percent, and does not include any schools currently served with FY 2009 SIG Funds. No schools were added to the Tier II list as a result of NJ’s “graduation rate”.

For Tier II list, using the Tier II waiver, NJDOE identified Title I secondary schools only, because the Title I schools were no higher performing than the “newly eligible” secondary schools that would have been identified in this tier.

Appendix B in the NGO lists the 8 Tier II secondary schools.

TIER III Schools

Tier III schools (160) are identified as any Title I school in improvement, corrective action, or restructuring, that is not in Tier I, Tier II, or served with FY 2009 SIG Funds, and no higher performing than the highest performing school in the Tier II.

List of Tier II school for FY 2010 SIG Funds

The 160 Tier III schools represent 36.4% of the all eligible Tier III schools (439). There are no currently served Tier III schools. The list of these schools is in Appendix C in the NGO.

LEAs are not eligible to apply for Tier III schools in this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving any of its Tier I schools by applying for this NGO it will not be eligible to apply for its Tier III schools.

Method to Identify Tier I, II and III Schools

New Jersey ranked each set of schools; (a) Title I schools in improvement, corrective action, or restructuring and (b) all secondary schools—from highest to lowest in terms of proficiency of the “all students” group on the state’s reading/language arts and mathematics assessments combined.

Adding Ranks Method

Step 1: Calculated the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 2: Calculated the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the

state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 3: Rank ordered schools based on the percent proficient for reading/language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.

Step 4: Rank ordered schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.

Step 5: Added the numerical ranks for reading/language arts and mathematics for each school.

Step 6: Rank ordered schools in each set of schools based on the **combined** reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) was the highest-achieving school within the set of schools and the school with the highest combined rate was the lowest-achieving school within the set of schools.

To determine whether a school has demonstrated a “lack of progress” on the state’s assessment, New Jersey applied, as specified in the guidance, **the Lowest Achieving Over Multiple Years** method to identify the lowest achieving schools in improvement, corrective action, or restructuring.

Lowest Achieving Over Multiple Years

The state applied the steps in the Adding Ranks Method for **two previous years** for each school, ranked from highest to lowest based on the academic achievement of the “all students “group. Then, it selected the schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the state.

The same process was used to rank each Tier.

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

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:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (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 identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

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:

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

SIG proposals submitted by the LEA are evaluated by the NJDOE for funding. Specific information about the evaluation is included in the NGO – the LEA Application which is attached. The three actions – needs assessment, LEA capacity and the budgets –are included in the SIG application for LEAs and schools. The SEA evaluation of SIG applications is described in the SIG-NGO which also includes the scoring rubric.

These actions are ones that an LEA may have taken, in whole or in part, are components in New Jersey’s SIG application included in the NGO. These five components are:

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

LEA compliance with these components is evaluated by the NJDOE using the evaluation criteria and scoring rubric as specified.

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:

Please note that Section B-1 is a new section added for the FY 2010 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? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

Pre-Implementation Costs

The SIG project period begins on September 1, 2011. LEAs may request approval for pre-implementation costs that occur prior to the start of the project period but no earlier than **the date of the NJDOE notification of the award (expected May 2011) subject to final approval providing** the costs are reasonable and necessary to support the implementation of the grant.

LEA costs such as family and community engagement, external provider review, staffing, summer instructional programs, professional development, summer leadership academy staff and travel costs, meetings with NTOs and support and preparation for accountability measures costs are examples of such allowable budget items. The request to incur pre-implementation costs that includes the specific costs being requested must be included in the budget for the first year of the grant the total of which may not exceed the first year maximum award amount of \$2 million. See Sections J-1 to J-14 of the USDE Guidance. However, activities must align to the schools’ needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

The review of budget requests for pre-implementation costs will occur during the pre-contract

review period (May 2011). This review is to determine that the costs are allowable, reasonable and necessary, address the needs of the school, support the goal of improving student achievement and ensure that the costs meet the federal supplement not supplant requirements. Pre-implementation costs are available at the time of notification of the award in May and remain available until the start of the project period in September.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

An LEA must apply to serve at least one of its Tier I schools using one of the four school intervention models. For every Tier I school that the district opts not to serve, it must demonstrate that it lacks sufficient capacity to do so as specified in the LEA's application. If an LEA claims it lacks sufficient capacity to serve each Tier I school, NJDOE evaluates the sufficiency of the LEA's claim. To analyze this capacity the NJDOE considers the total number of Tier I schools in the district as well as the AYP improvement status of the schools. Claims of lack of capacity are scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. The evaluators of the competition score the LEA's capacity using the Scoring Rubric in the SIG-NGO.

The evaluation consists of two components (1) a reader panel and (2) a NJDOE Interdivisional Committee. The Reader Panel reviews and rates each application according to how well the content addresses this NGO. SIG proposals are evaluated and rated by a panel of three readers knowledgeable in the school improvement area. Readers of grant proposals for the NJDOE are to 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 F.

After the applications are scored by the evaluators as fundable, the NJDOE Interdivisional Committee further reviews the LEA capacity and commitment to serve the schools and the proposed budget. The Interdivisional Committee membership includes senior staff along with key directors. The Interdivisional Committee review is also used during the pre-award revision period.

The applications are ranked from highest to lowest score. Only those applications that score 65 points or above are eligible for funding consideration. SIG awards are made subject to the rank

order scoring and review by the Interdivisional Committee to determine eligibility for the award. SIG awards are also respective of the availability of funds resulting from the requested three-year proposed budget for each application.

To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation with fidelity, recent history using federal funds, carryover reports and monitoring reports. Additionally, the Committee may prioritize awards based on the number of schools an LEA commits to serve, the intervention models selected, the poverty level of the school as well as the distribution of Tier I and Tier II schools throughout the state.

The committee may make determinations to reduce award amounts if it is decided that less funds are necessary to implement the interventions. As part of this review process, the NJDOE reviews the rationale and justification submitted by the LEA if it cannot serve all of its Tier I schools. The NJDOE also determines if the LEA has more capacity to serve its Title I schools than it is specifying in the SIG application. The LEA will be required to attend a meeting to discuss capacity issues in the district.

The actual award for the initial year (Year 1) is determined at the time of pre-award revisions and subject to the Interdivisional Committee review and availability of funds.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

For year 1 the SEA timeline is as below. The three year timeline is included in the NGO.

Activity	Date
Mandatory Informational Meeting with LEAs	January 7, 2011 January 14, 2011
Technical Assistance session for applicants	February 14, 2011
Application Due Date	March 31, 2011
Grant Reader Panel Review	April 2011
NJDOE Interdivisional Committee Review	April – May 2011
Notification of Awards	May 2011
Pre-Contract Review	May – June 2011
Identification of Principal	June 1, 2011
Pre-Implementation Period	May to August 31, 2011
Final Award Notices	June 30, 2011
Summer Institute for grantees	July – August 2011
Start Date of Grant	September 1, 2011

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools 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 in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) 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.

(4) 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 the LEA is approved to serve.

(5) 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.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

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

(8) 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, 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.³

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.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

2. Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier I or Tier II schools in the LEA are

not meeting those goals and making progress on the leading indicators in section III of the final requirements.

LEAs must submit a renewal application/continuation application for years 2 and 3, except the School Closure Model. At a minimum, the renewal application includes a project update, revised project description, project activity plan and a budget. 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 Network Turnaround Officer.

On-Site Visits

The NJDOE conducts quarterly 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, the model implementation, 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 audits of each persistently-low-performing school include constructive feedback and recommendations for program improvements, as appropriate.

Network Turnaround Officer

The Network Turnaround Officer (NTO) assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO is responsible for supporting 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, the NTO 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 NTO also helps the principal develop turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention plan and tracking performance metrics, including academic achievement, against the plan objectives and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO participates in the Leadership Academy along with the district and school staff. The role of the

NTO is to assist the LEA to advance the effective and efficient implementation of the SIG components with fidelity.

Renewal Decisions

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, Adequate Yearly Progress outcomes are considered as part of this process as well as using the input of the NTO, the results of the evaluation and data from the Reporting Metrics. Renewal is based on a determination that the work is proceeding according to the timelines in the grant.

- 3. 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 if one or more Tier III schools in the LEA are not meeting those goals.**

There are two NGOs attached—one for Tier I and Tier II and one for Tier III. If funding becomes available after the Tier I and Tier II competition, the second NGO for Tier III will be issued. However, if an LEA does not commit to serving any of its Tier I schools by applying for the current NGO it will not be eligible to apply for its Tier III schools.

In New Jersey, Tier III schools were not eligible for SIG funds in Cohort I and the first round of Cohort II. NJDOE uses its State System of Support to oversee all schools in need of improvement including Tier III schools. This includes the Collaborative Benchmark Meetings which would monitor each LEA that receives a School Improvement Grant to ensure that it is implementing the school intervention strategies or model fully and effectively in the Tier III schools. Collaborative Benchmark Meetings provide ongoing technical assistance to Title I schools and districts in need of improvement to aid them in implementing CAPA recommendations, conducting data analysis using one and three-year trend charts and cluster results, needs assessment and creation of the unified school improvement plan. This technical assistance is provided directly by school improvement consultants and NJDOE staff. The benchmark follow-up process consists of at least two full-day visits each year for all schools. The purpose of the two one-day follow up meetings is to build district capacity by: (1) Providing a professional learning experience by facilitating an ongoing needs assessment, data analysis, action planning and focused walkthrough process; (2) Reviewing the Title I Unified Plan to determine the level of implementation of action plans or prioritized recommendations; (3) Determining the level of implementation and effectiveness of strategies in the Title I Unified Plan, school restructuring plan, and School Improvement Grants; and (4) Determining what further assistance and intervention may be needed.

- 4. 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 the LEA is approved to serve.**

Grant recipients are required to submit quarterly program and fiscal progress reports. For additional information regarding post-award reporting requirements, review the *Grant Recipient's Manual for Discretionary Grants*, part seven, which is available online at <http://www.nj.gov/njded/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 requirements and to make satisfactory progress toward the completion of a comprehensive plan to achieve the grant goals.

- 5. 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 NJDOE is using a competitive process to award SIG funds. The scoring rubric is in the NGO. The NJDOE uses the highest score from the scoring rubric to prioritize the awarding of SIG funds to LEAs.

- 6. Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.**

NJDOE identifies Tier III schools as those Title I schools that are no higher performing than those on the Tier II list. New Jersey is using the Tier II waiver to identify Title I secondary schools on the list.

- 7. If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.**

NJDOE does not intend to take over any Tier I or Tier II schools.

- 8. 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, 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.¹**

NJDOE does not intend to provide services directly to Tier I and Tier II schools.

E. ASSURANCES

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.
- 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 that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent 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.
- 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.
- Report the specific school-level data required in section III of the final 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.

Insert response to Section F SEA Reservation here:

The NJDOE intends to reserve 5% of the SIG funds for state-level administrative activities. The State funded activities include the following:

- Leadership Academy
- Network Turnaround Officers
- External Evaluation

SIG schools also have the opportunity to continue to participate in the on-going technical assistance offered through the State System of Support. These include the following workshops: data analysis, needs assessment, the annual NCLB conference, focused Title I workshops (Supplemental Educations Services, Accountability, Fiscal and Compliance) and the Effective Case Study Project.

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:

Leadership Academy and Network

Research suggests that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development is necessary to refine and develop the skills that assist the principal in effecting dramatic change in the level of student achievement. Working in conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational school leaders, the principal and district officials participate in a leadership academy to support the SIG implementation.

This academy starts this summer (2011) by delivering an intensive training on such topics as the urgency of change, the successful opening of school, effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities,

motivating staff and students, and using data to inform management decisions. This professional-learning community serves as a resource to principals to problem-solve and share successful interventions. The academy prepares the school-turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students and to fill open positions in the school based on candidates' qualifications. The principal is given the maximum amount of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The summer sessions are integrated with LEA superintendents/leadership to assure a shared vision and coherent implementation. The formal "networks" for both principals and district officials are to be reconvened monthly throughout the year to ensure that the collaborative network is sustained.

Network Turnaround Officer

The Network Turnaround Officer (NTO) is assigned by the NJDOE to the district and school to work for at least 100 days during the project period. NJDOE conducts a selection process to find candidates who were previously principals and are outstanding and highly skilled school leaders. NJDOE has developed a NTO Job Description and notices will be posted regarding applications for the position. The NTO assignment with the LEA is renewed on an annual basis.

The NTO works to build LEA relationships necessary for the collaborative work on behalf of the SIG school. The NJDOE evaluates the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions.

The NTO assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The NTO 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 monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO 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 NTO 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 NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking 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 NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient

implementation of the SIG components with fidelity.

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 persistently-low-performing school includes constructive feedback and recommendations for program improvements, as appropriate.

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 results of this evaluation will be reported publicly. 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.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including Teachers' union representatives and civil rights leaders are members of the Committee of Practitioners.

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.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here 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.

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 2010 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.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier

III schools.

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 2010 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.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here 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, and 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 4: School improvement timeline waiver

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 2011–2012 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 2011–2012 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009

competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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 Title I 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here New Jersey requests a waiver of the requirement indicated below. The State believes that the requested waiver 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 improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

The State 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.

New Jersey provided all interested LEAs in the state with notice and a reasonable opportunity to comment as per the information posted on the following web link: <http://www.nj.gov/education/title1/program/sigwaiver.shtml>. The comment period opened on December 21,

2010 and the closing date was extended until January 21, 2011. Only one comment was received regarding Waiver 4: School improvement timeline waiver. No comments were received during the comment period for the other waivers. See below for the comment regarding Waiver 4.

Waiver #4 School Improvement Timeline Waiver

From: Deborah Polk [mailto:dpolk@camden.k12.nj.us]

Sent: Tuesday, December 21, 2010 3:51 PM

To: Title One

Subject: SIG Waiver 4

This waiver is very critical to the success of the SIAg Schools. To establish a new baseline (a new beginning) of the SIAg Schools under new leadership and wrap around services will provide a measurement of the performance based on the new programs and staff in the school.

PART II: LEA REQUIREMENTS

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

The district's SIG application is to be submitted via the state's electronic grants system. The attached LEA application is to be published by the NJDOE upon USDE approval. All information contained on the application forms in this attachment will be reflected on the state's electronic system.

The 2010 LEA application has been updated for clarity and to include additional components and examples as a result of new federal guidance and lessons learned from SIG-Cohort 1.

NEW JERSEY SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE 1
TRENTON	3416290	JOYCE KILMER	3228			X		
PleasantTech Ac	3400012	PleasantTech Ac	253			X		
TRENTON	3416290	MONUMENT	3232			X		
TRENTON	3416290	COLUMBUS	3216			X		
Trenton Comm	3400068	Trenton Comm	497			X		
TRENTON	3416290	GRANT	3220			X		
NEWARK	3411340	LOUISE A SPEN	2304			X		
CAMDEN CITY	3402640	WILSON	1406			X		
PATERSON	3412690	NUMBER 15	4902			X		
NEW BRUNSW	3411220	NEW BRUNSW	2936			X		
IRVINGTON TO	3407680	UNIVERSITY M	2120			X		
CAMDEN CITY	3402640	LANNING SQU	1378			X		
JERSEY CITY	3407830	EZRA L NOLAN	2836			X		
CAMDEN CITY	3402640	COOPERS POY	1364			X		
PLAINFIELD	3413140	HUBBARD	5606			X		
Liberty Academ	3400028	Liberty Academ	295			X		
NEWARK	3411340	QUITMAN CON	2334			X		
PATERSON	3412690	NUMBER 28	4924			X		
TRENTON	3416290	GRACE A DUNN	3210			X		
BRIDGETON	3402250	BROAD STREET	1786			X		
PATERSON	3412690	NUMBER 13	4898			X		
NEWARK	3411340	FIFTEENTH AV	2272			X		
CAMDEN CITY	3402640	EAST CAMDEN	1350			X		
JERSEY CITY	3407830	WHITNEY M YC	2798			X		
D U E Season C	3400081	D U E Season C	6133			X		
CAMDEN CITY	3402640	DAVIS ELEM	1368			X		
NEWARK	3411340	CAMDEN MIDD	2254			X		
CAMDEN CITY	3402640	BONSALL	1356			X		
BRIDGETON	3402250	CHERRY STREET	1790			X		
NEWARK	3411340	THIRTEENTH A	2364			X		
TRENTON	3416290	HEDGEPEETH W	3206			X		
PATERSON	3412690	NUMBER 12	4896			X		
SALEM CITY	3414550	SALEM MIDDLE	5094			X		
BEVERLY CITY	3401740	BEVERLY SCHO	952			X		
PATERSON	3412690	NUMBER 8	4888			X		
TRENTON	3416290	CADWALADER	3214			X		
PATERSON	3412690	NUMBER 20	4912			X		
NEWARK	3411340	CHANCELLOR A	2256			X		
PASSAIC CITY	3412540	ETTA GERO NO	4850			X		
CAMDEN CITY	3402640	SHARP	1394			X		
JERSEY CITY	3407830	JULIA A BARN	2794			X		

NEW JERSEY SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE 1
NEWARK	3411340	DR E ALMA FLA	5976			X		
JERSEY CITY	3407830	NUMBER 24	2808			X		
PATERSON	3412690	NUMBER 21	4914			X		
FAIRFIELD TOW	3405040	FAIRFIELD TOW	811			X		
NEWARK	3411340	EIGHTEENTH A	2268			X		
NEW BRUNSW	3411220	LORD STIRLING	3464			X		
EAST ORANGE	3404230	SOJOURNER TR	5932			X		
ROSELLE BORO	3414280	WILDAY	5660			X		
TRENTON	3416290	ROBBINS	3242			X		
NEWARK	3411340	MAPLE AVE SC	2308			X		
PATERSON	3412690	NUMBER 26	4920			X		
NEWARK	3411340	BRAGAW AVE	2240			X		
NEWARK	3411340	DR WILLIAM H	2280			X		
Village Charter	3400046	Village CS	329			X		
NEWARK	3411340	SOUTH SEVENT	2354			X		
Central Jersey	3400075	Central Jersey	561			X		
ATLANTIC CITY	3400960	NEW YORK AV	20			X		
JERSEY CITY	3407830	NUMBER 34	2824			X		
CAMDEN CITY	3402640	MCGRAW	1380			X		
PLAINFIELD	3413140	JEFFERSON	5622			X		
LAKEWOOD TO	3408220	LAKEWOOD M	4642			X		
Greater Brunsv	3400047	Greater Brunsv	330			X		
TRENTON	3416290	MOTT	3234			X		
Freedom Acad	3400080	Freedom Acad	566			X		
PATERSON	3412690	EDWARD W KIL	4872			X		
ELIZABETH	3404590	NO 5 MABEL H	71			X		
Lady Liberty Ac	3400077	Lady Liberty Ac	485			X		
BURLINGTON C	3402430	WILBUR WATT	976			X		
NEWARK	3411340	RAFAEL HERNAN	91			X		
CAMDEN CITY	3402640	PARKSIDE	1388			X		
JERSEY CITY	3407830	ALEXANDER D	2830			X		
PASSAIC CITY	3412540	NUMBER 11 CH	4854			X		
NEWARK	3411340	MCKINLEY	2318			X		
PLAINFIELD	3413140	MAXSON	5608			X		
ELIZABETH	3404590	NO 1 G WASHI	5492			X		
NEWARK	3411340	HAWKINS ST	2284			X		
ASBURY PARK	3400930	THURGOOD M	157			X		
NEWARK	3411340	BURNET ST	2250			X		
PLEASANTVILLE	3413200	PLEASANTVILLE	219			X		
TRENTON	3416290	WILSON	3248			X		
IRVINGTON TO	3407680	FLORENCE AVE	5965			X		
MILLVILLE	3410320	R D WOOD	1884			X		

NEW JERSEY SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE 1
TRENTON	3416290	PARKER	3238			X		
ATLANTIC CITY	3400960	DR M L KING JR	32			X		
JERSEY CITY	3407830	NUMBER 14	2796			X		
NEWARK	3411340	SUSSEX AVE	2360			X		
PATERSON	3412690	NUMBER 5	4882			X		
MILLVILLE	3410320	BACON ELEM	1872			X		
ENGLEWOOD CL	3404740	J E DISMUS M	394			X		
EAST ORANGE	3404230	JOHN L COSTL	5930			X		
BRIDGETON	3402250	INDIAN AVE	1794			X		
PERTH AMBOY	3412930	MC GINNIS MI	3542			X		
NEWARK	3411340	CLEVELAND	2262			X		
East Orange Co	3400021	East Orange Co	283			X		
NEWARK	3411340	SOUTH ST	2352			X		
Jersey City Com	3400033	Jersey City Com	303			X		
CITY OF ORAN	3412270	ORANGE MIDD	2410			X		
HOBOKEN	3407350	THOMAS G CO	65			X		
IRVINGTON TO	3407680	UNION AVE	2122			X		
PATERSON	3412690	URBAN LEADER	803			X		
LINDEN	3408610	NUMBER 1	5562			X		
JERSEY CITY	3407830	NUMBER 22	2804			X		
WILDWOOD CI	3417940	WILDWOOD M	6039			X		
ELIZABETH	3404590	NO 6 LAFAYET	5498			X		
PASSAIC CITY	3412540	NUMBER 4 LIN	4842			X		
ASBURY PARK	3400930	BRADLEY ELEM	3740			X		
IRVINGTON TO	3407680	THURGOOD G	89			X		
PLAINFIELD	3413140	EMERSON	5618			X		
ELIZABETH	3404590	NO 13 B FRAN	5506			X		
JERSEY CITY	3407830	NUMBER 4 MIL	539			X		
PATERSON	3412690	NUMBER 18	4908			X		
CITY OF ORAN	3412270	MAIN STREET S	6117			X		
PLAINFIELD	3413140	EVERGREEN	5620			X		
NEWARK	3411340	NEWTON ST	2328			X		
PATERSON	3412690	NUMBER 3	4878			X		
PASSAIC CITY	3412540	NUMBER 6 MA	4844			X		
NEW BRUNSW	3411220	LIVINGSTON	3462			X		
PASSAIC CITY	3412540	NUMBER 3 MA	4840			X		
NEWARK	3411340	MADISON ELEM	2306			X		
NEWARK	3411340	CAMDEN ST	2252			X		
NEPTUNE TOW	3411160	SUMMERFIELD	4052			X		
NEWARK	3411340	MILLER ST	2320			X		
ATLANTIC CITY	3400960	UPTOWN SCH	22			X		
WOODLYNNE E	3418270	WOODLYNNE	1700			X		
NEW BRUNSW	3411220	ROOSEVELT EL	3472			X		

NEW JERSEY SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE 1
ATLANTIC CITY	3400960	TEXAS AVENUE	18			X		
JERSEY CITY	3407830	NUMBER 23	2806			X		
NEW BRUNSW	3411220	MCKINLEY CON	3466			X		
NEWARK	3411340	LINCOLN	2302			X		
BRIDGETON	3402250	BUCKSHUTEM	1788			X		
ELIZABETH	3404590	NO 75 BATTIN	5482			X		
WILLINGBORO	3418000	LEVITT MIDDLE	705			X		
PERTH AMBOY	3412930	SAMUEL E SHU	3548			X		
NEW BRUNSW	3411220	LINCOLN	3460			X		
MILLVILLE	3410320	LAKESIDE MIDD	271			X		
EWING TOWNS	3404920	PARKWAY	3082			X		
ELIZABETH	3404590	NO 2 WINFIELD	5494			X		
WILLINGBORO	3418000	WILLINGBORO	6108			X		
PENNS GROVE	3412840	PENNS GROVE	5058			X		
NEWARK	3411340	LUIS MUNOZ M	2212			X		
NEPTUNE TOW	3411160	NEPTUNE MIDD	4036			X		
Camdens Prom	3400017	Camdens Prom	266			X		
PLAINFIELD	3413140	DEWITT D BAR	5610			X		
EAST ORANGE	3404230	WASHINGTON	2062			X		
FREEHOLD BOR	3405580	FREEHOLD LEA	3788			X		
JERSEY CITY	3407830	HEIGHTS MIDD	6114			X		
RED BANK	3413740	RED BANK MID	4078			X		
WINSLOW TOW	3418060	WINSLOW TWP	439			X		
KEANSBURG BO	3407860	JOSEPH R BOL	27			X		
LINDENWOLD	3408640	LINDENWOLD	431			X		
FREEHOLD BOR	3405580	INTERMEDIATE	3790			X		
HAMILTON TOW	3406540	GEORGE E WIL	3102			X		
PAULSBORO	3412720	LOUDENSLAGE	2612			X		
JERSEY CITY	3407830	DR CHARLES P	2832			X		
ROSELLE BORO	3414280	LEONARD V M	5656			X		
EAST ORANGE	3404230	LANGSTON HU	2048			X		
WOODBINE	3418090	WOODBINE EL	1780			X		
JERSEY CITY	3407830	JAMES F MURF	2842			X		
GUTTENBERG	3406240	ANNA L KLEIN	2734			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE[1]
CAMDEN CITY	3402640	MORGAN VILLA	1384	X				
NEWARK	3411340	AVON AVE	2232	X				
CAMDEN CITY	3402640	RILETTA CREAM	6084	X				
CAMDEN CITY	3402640	PYNE POYNT FA	1352	X				
PATERSON	3412690	Dr F Napier Jr S	4880	X				
CAMDEN CITY	3402640	HATCH MIDDLE	1376	X				
Schomburg Cha	3400067	Schomburg CS	495	X				
NEWARK	3411340	MARTIN LUTHE	2316	X				
Emily Fisher Ch	3400037	Emily Fisher CS	314	X				
ASBURY PARK	3400930	ASBURY PARK I	3742	X				
PATERSON	3412690	NUMBER 6 Aca	4884	X				
EAST ORANGE	3404230	PATRICK F HEA	5931	X				
CAMDEN CITY	3402640	CATTO DEMON	793	X				
CAMDEN CITY	3402640	YORKSHIP	1408	X				
NEWARK	3411340	GEORGE WASH	5912	X				
CAMDEN CITY	3402640	R C MOLINA EL	1386	X				
NEWARK	3411340	HAWTHORNE A	2288	X				
TRENTON	3416290	GREGORY	3222	X				
CAMDEN CITY	3402640	SUMNER	1398	X				
PATERSON	3412690	NUMBER 10	4892	X				
TRENTON	3416290	P J HILL	3236	X				
NEWARK	3411340	PESHINE AVE	2332	X				
CAMDEN CITY	3402640	VETERANS MEN	1354	X				
ASBURY PARK	3400930	Barak Obama E	3736	X				
LAKEWOOD TO	3408220	LAKEWOOD HI	4636	X			X	

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE[1]
CAMDEN CITY	3402640	CAMDEN HIGH	1346		X			
CAMDEN CITY	3402640	WOODROW W	1348		X			
ASBURY PARK	3400930	ASBURY PARK	3732		X			
NEWARK	3411340	BARRINGER	2190		X			
LEAP Academy	3400078	LEAP Academy	487		X			
NEWARK	3411340	WEST SIDE HIG	2208		X			
JERSEY CITY	3407830	LINCOLN	2776		X			
EAST ORANGE	3404230	CICELY TYSON	2064		X			

Notice of Grant Opportunity

New Jersey School Improvement Grant (SIG/COHORT 2) for Tier I and Tier II Schools

9/1/2011 – 8/31/2014

**Christopher Cerf
Acting Commissioner**

**Barbara Gantwerk
Assistant Commissioner
Division of Student Services**

**Suzanne Ochse
Director
Office of Student Achievement and Accountability
Division of Student Services**

Application Due Date: March 31, 2011

**New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500**

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

NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving or lacks the capacity to serve any of its Tier I schools by applying for this current grant opportunity it will not be eligible to apply for its Tier III schools.

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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 of ESEA), are issued through State Educational Agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement. These schools demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, available at <http://www.ed.gov/programs/sif/index.html>), school improvement funds are to be focused on each state’s “Tier I” and “Tier II” schools.

Tier I schools are a state’s persistently lowest-achieving Title I schools in improvement. Tier II schools are a state’s persistently-lowest achieving secondary schools (grades 9-12) that are Title I served and Title I eligible for, but do not receive, Title I, Part A funds. In each of the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model. At a later date, if there are remaining SIG funds after the Tier I and Tier II competition is concluded, another notice of grant opportunity (NGO) will be issued for an eligible LEA to apply for school improvement funds in Title I schools in improvement that are not identified as persistently lowest-achieving schools. These are identified as Tier III schools. Therefore, this NGO is for Tier I and Tier II schools only. These schools are listed in Appendix A (Tier I) and Appendix B (Tier II).

TIER III

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving or lacks the capacity to serve any of its Tier I schools by applying for this current grant opportunity it will not be eligible to apply for its Tier III schools.

1.2 ELIGIBILITY TO APPLY

Eligibility for this SIG program is limited to Tier I and Tier II (Appendix A and B) persistently lowest-achieving schools identified using both the academic achievement of the “all students” group in a school in terms of proficiency on the state’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and the school’s lack of progress on those assessments over three years in the “all students” group.

To determine New Jersey’s “persistently lowest-achieving” schools in terms of academic achievement, the Adding Ranks Method was utilized, as specified in the USDE guidance. See Appendix D for more details on the method used to identify the schools eligible for the SIG funds.

The SIG program requires that each Tier I and Tier II school applying for funds adopt and implement one of four models—school closure, restart, turnaround or transformation based on a comprehensive needs assessment done during the pre-implementation period. 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. **Only those applications that include models meeting these criteria will be considered eligible for funding.** The USDE Guidance provides information identifying and describing school models. This information can be found at <http://www.state.nj.us/education/arra/sig/#guidance>.

An LEA that is currently serving some of its schools with FY 2009 SIG – Cohort 1 funds is not obligated to apply for these SIG funds to serve additional schools, but if it chooses to do so, it must serve each of its Tier I schools unless it lacks sufficient capacity to do so. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to expend its capacity to serve all of its Tier I schools before serving any Tier II schools. LEAs must serve each Tier I and Tier II school it has capacity to serve.

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, CCR)

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 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 CCR database, go to www.ccr.gov

Applicants are required to submit their DUNS number and expiration date of their CCR registration as part of the application and must certify that they will ensure that their CCR registration will remain active for the entire grant period. No award will be made to an applicant not in compliance with FFATA.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The SIG program is 100% federally funded under the Elementary and Secondary Education Act and funds from the American Recovery and Reinvestment Act (ARRA) funds. There is a total of \$63,500,000 available for the Cohort 2 SIG awards over three years.

The SIG funds are available for obligation by SEAs and LEAs beginning September 1, 2011 through August 31, 2014. Funds not expended at the end of each project year may be carried over by the grantee with sufficient justification at the time of the renewal. Fund availability ends on August 31, 2014. Therefore, no 2013-2014 funds may be carried over.

Schools may apply for a minimum of \$50,000, but no more than, \$2,000,000 per year for each of the three years (except for the School Closure Model). Over the three years, each school is eligible for a minimum of \$150,000 and a maximum of \$6,000,000. A school implementing the School Closure Model may receive less than \$6,000,000 over three years. Allowable pre-implementation costs prior to the start of the grant may be included in the budget for year one. More information on pre-implementation costs is in Section 2 of this NGO. No more than five percent (5%) of funds may be retained for use by the LEA for reasonable and necessary expenses for technical assistance and evaluation activities specific to its SIG schools.

The NJDOE will obligate the SIG funds for the three-year project period to ensure that sufficient funds are available for the funded Tier I and Tier II schools. Continued funding is available in subsequent years, subject to the state's receipt of federal funds, and satisfactory performance by the grantee. In Years 2 and 3, applicants may not request funds in excess of the amount identified in their Year 1 SIG application for each of those years.

The NJDOE applied for and received approval from the USDE for the following waivers:

1. Extend the period of availability of SIG funds until September 30, 2014
2. Permit Tier I and Tier II schools implementing the turnaround model or restart model to start over in the school improvement timeline
3. Implement a Title I schoolwide program in a Tier I or Tier II school that does not meet the 40% poverty threshold
4. Permit the NJDOE to identify Title I schools in Tier II.

Appendix E has more detailed information about these waivers.

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 Appendix B, and to 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 Student Achievement and Accountability, New Jersey Department of Education, 100 River View Plaza, P.O. Box 500,

Trenton, NJ 08625-0500. For information, email the Title I helpline at Titleone@doe.state.nj.us or call (973) 727-6063.

1.6 TECHNICAL ASSISTANCE

As part of the application process, the NJDOE is providing three sessions to potential applicants for this grant program:

- two informational
- one technical assistance

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. **To apply for the SIG, LEA attendance is required at all three sessions.**

The mandatory sessions are as follows:

<p style="text-align: center;">Two Informational Sessions Dates: January 7 <u>and</u> 14, 2011 Time: 9 am to 3 pm PSE&G Conference Center 234 Pierson Avenue Edison, NJ 08625</p> <p style="text-align: center;">Technical Assistance Session Date: February 14, 2011 Time: 9 am to 1 pm PSE&G Conference Center 234 Pierson Avenue Edison, NJ 08625</p>
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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.

Note: Prior to the issuance of this NGO, the NJDOE will have conducted the two informational sessions for prospective district applicants. The focus of these sessions is to provide advance information about the SIG grant to familiarize the district of the specific requirements.

During the pre-award revision process, further technical assistance is provided to the applicants that are selected to receive the SIG grant. This process occurs prior to issuance of the final award notice. The NJDOE works with the district to further strengthen its application (program and fiscal) to ensure that it is reasonable and has the potential for a high degree of success to support its struggling schools.

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. The Application Control Center (ACC) must be received **NO LATER THAN 4:00 P.M. on March 31, 2011. 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.

The original and four copies of the application must be submitted.

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 both applications that were approved and those that were not approved. **Therefore, submit an electronic copy of the application to Pat Mitchell at: pat.mitchell@doe.state.nj.us**

1.8 REIMBURSEMENT REQUESTS

Payment of grant funds is now 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 grantee has received the grant agreement. Grantees must submit requests at least 10 business days before the end of the month, but no later than the 15th of the month in order to receive payment the following month. You may include funds in your request that will be expended through the last calendar day of the month in which you are requesting the reimbursement. 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.

A tutorial on reimbursement requests may be found at: <http://www.nj.gov/education/grants/rrt.htm>.

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.nj.gov/njded/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	September 1, 2011 – November 30, 2011	December 15, 2011
2 nd Quarter	September 1, 2011– February 28, 2012	March 15, 2012
3 rd Quarter	September 1, 2011– May 31, 2012	June 15, 2012
Final	September 1, 2011– August 31, 2012	October 31, 2012

YEAR 2

Report	Quarterly Reporting Period*	Due Date
1 st Quarter	September 1, 2012 – November 30, 2012	December 14, 2012
2 nd Quarter	September 1, 2012 – February 28, 2013	March 15, 2013
3 rd Quarter	September 1, 2012– May 31, 2013	June 18, 2013
Final	September 1, 2012 – August 31, 2013	October 31, 2013

YEAR 3

Report	Quarterly Reporting Period*	Due Date
1 st Quarter	September 1, 2013 – November 30, 2013	December 17, 2013
2 nd Quarter	September 1, 2013 – February 28, 2014	March 14, 2014
3 rd Quarter	September 1, 2013 – May 31, 2014	June 17, 2014
Final	September 1, 2013 – August 31, 2014	October 31, 2014

* Reporting is cumulative from the start date of each year.

Submission of 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 Final Fiscal Report will also include an equipment inventory tab 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.

Quarterly Implementation Status Report:

The quarterly implementation status report provides an update on the SIG component implementation. The report is submitted to the Office of Student Achievement and Accountability.

SIG Reporting Metrics

The LEA is required to submit annual data for each served Tier I and Tier II school. Baseline data is required using 2010-2011 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 Section 5. The data is one of the factors used to determine grant continuation/renewal for years 2 and 3.

1.10 AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) OF 2009 REPORTING REQUIREMENTS

All recipients of ARRA SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA). SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at https://homeroom3.state.nj.us/arra_qrs/index.html. The LEA business administrators are familiar with the ARRA reporting requirements and thus must be alerted about accounting for the SIG funds.

Other ARRA Reporting Requirements

NJDOE may be required to collect and report data elements for other surveys and/or federal government agencies or designees that will require additional data collection from SIG grantees. By submitting this application, the grantee agrees to submit the information to NJDOE in the time, form, and manner requested.

1.11 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 Network Turnaround Officer.

On-Site Visits

The NJDOE conducts quarterly 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, the model implementation, 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 audits of each persistently-low-performing school include constructive feedback and recommendations for program improvements, as appropriate.

Network Turnaround Officer

The Network Turnaround Officer (NTO) is assigned by the NJDOE to the school to work for at least 100 days during the project period. The NTO assigned to the school provides oversight to the LEA and

school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The NTO 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 monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO 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 NTO 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 NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools’ adherence to the intervention activity plan and tracking 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 NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

1.12 RENEWAL OF SIG Cohort 2 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, Adequate Yearly Progress outcomes are considered as part of this process as well as using the input of the NTO, the results of the evaluation and data from the Reporting Metrics. Renewal is based on a determination that the work is proceeding according to the timelines in the grant.

LEAs must submit a renewal application/continuation application for years 2 and 3, except the School Closure Model. At a minimum, the renewal application includes a project update, revised project description, project activity plan and a budget.

1.13 TIMELINES

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

- Fiscal Year 2012: September 1, 2011 to August 31, 2012
- Fiscal Year 2013: September 1, 2012 to August 31, 2013
- Fiscal Year 2014: September 1, 2013 to August 31, 2014

The following chart outlines the timelines for the entirety of the three-year grant program:

Activity	Date
Mandatory Informational Meeting with LEAs	January 7, 2011 & January 14, 2011
Technical Assistance session for applicants	February 14, 2011
Application Due Date	March 31, 2011
Grant Reader Panel Review	April 2011
NJDOE Interdivisional Committee Review	April – May 2011

Notification of Awards	May 2011
Pre-Contract Review	May – June 2011
Identification of Principal	June 1, 2011
Pre-Implementation Period	May to August 31, 2011
Final Award Notices	June 30, 2011
Summer Institute for grantees	July – August 2011
Fiscal Year 2012	
Project Period Begins	September 1, 2011
Quarterly on-Site Visit	October 2011
1 st Quarterly Report	December 2011
Quarterly On-Site Visit	February 2012
2 nd Quarterly Report	March 2012
Renewal/continuation application submission	March 2012
Quarterly on-Site Visit	May 2012
3 rd Quarterly Report	June 2012
Evaluation	July 2012
Renewal Decision	August 2012
Fiscal Year 2013	
Year 2 Project Period Begins	September 2012
Year 1 Final Report	October 2012
Quarterly on-Site Visit	October 2012
1st Quarterly Report	December 2012
Quarterly On-Site Visit	February 2013
2nd Quarterly Report	March 2013
Renewal/continuation application submission	March 2013
Quarterly on-Site Visit	May 2013
3rd Quarterly Report	June 2013
Evaluation	July 2013
Application & Renewal Decision	August 2013
Fiscal Year 2014	
Year 3 Project Period Begins	September 2013
Year 2 Final Report	October 2013
Quarterly on-Site Visit	October 2013
1st Quarterly Report	December 2013
Quarterly On-Site Visit	February 2014
2nd Quarterly Report	March 2014
Quarterly on-Site Visit	May 2014
3rd Quarterly Report	June 2014
Evaluation	July 2014
Project Ends	August 2014
Year 3 Final Report	October 2014

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

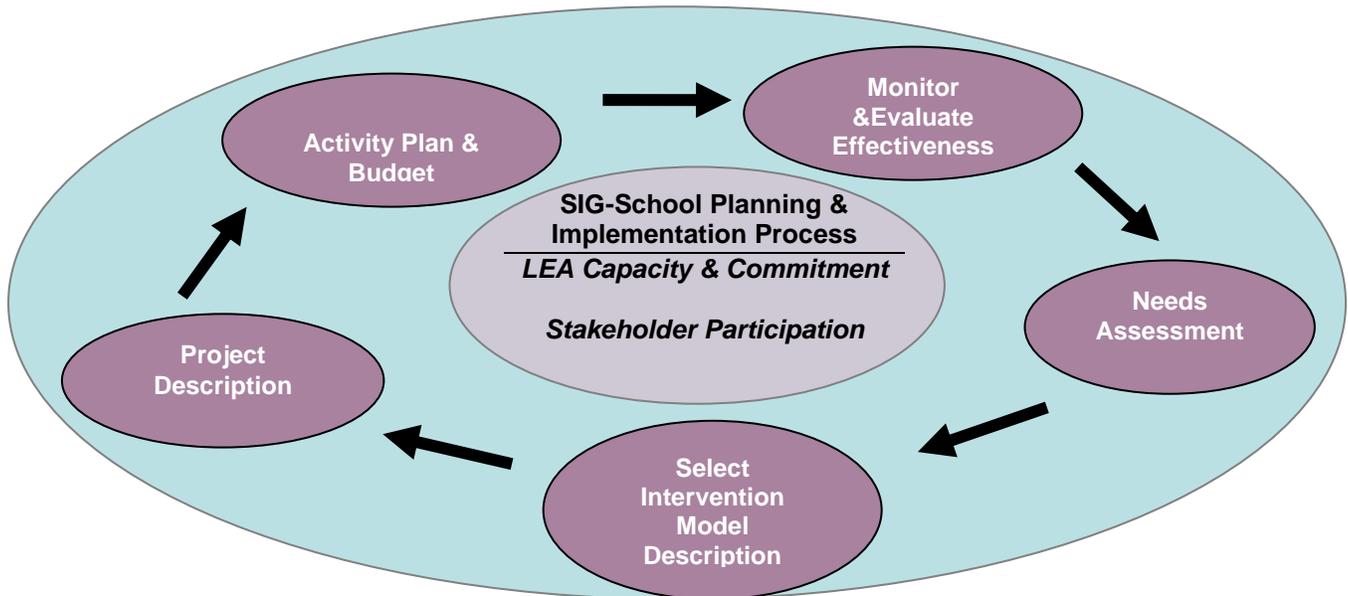
To effect change in persistently lowest performing schools, the LEA must work together with the school to conduct a comprehensive needs assessment to identify school needs and root causes of lack of achievement and what is contained in the school's Title I Unified Plan. Collaboration and genuine consultation 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 models. After the model is selected, the strategies and actions are identified to implement all the specific requirements. The project description is used to specify these strategies and actions. A timeline is set for implementation. Realistic student achievement goals are projected. The Activity 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. 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 fund subsequent years. 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. The chart below summarizes the SIG planning steps for the school taken by the LEA.

Note: The SIG plan for the approved school serves as the Title I Unified Plan which meets the federal requirements for a Title I schoolwide program and the school improvement plan. Schools not selected for the SIG grant are required to complete a Title I Unified Plan for FY 2011-2012.



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 Teaching and Learning Tool is recommended to use and is available at www.state.nj.us/education/CAPA/documents

Each Tier I and Tier II school the LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure or transformation model. While the same model may be employed in multiple schools, its implementation should differ according to the unique needs of the school. An LEA who applies for 9 or more Tier I or Tier II schools may not implement the transformation model in more than 50% of those schools. This percentage applies to the combined 2010 and 2011 Tier I and Tier II schools. Whatever model is chosen must remain in place and cannot be changed once awarded unless it is determined by NJDOE that it is reasonable and necessary.

It is expected that the model components will be fully implemented. The USDE guidance (F-2) states that some component implementation may occur later in the process.

After an application is approved, the grant may be revised – program and/or budget. The contents at the time of submission may change during the grant period by request of NJDOE in accordance with the NJDOE grant process.

Note: This grant is for a minimum of one year and maximum of three years. This NGO is for the first year of a three year award. The Year 1 project period is September 1, 2011 to August 31, 2012 and must be renewed each year for funding (Year 2 Project Period: September 1, 2012 to August 31, 2013; Year 3 Project Period: September 1, 2013 to August 31, 2014). LEAs must submit a renewal application for years 2 and 3. At a minimum, the renewal application for each year includes a project update, revised goals and objectives if appropriate, a project activity plan and a budget.

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

Model # 1: Turnaround Model

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. 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% (See USDE Guidance B-3 and B-3a); and
 - (B) Select new staff;
3. Implement such strategies as financial incentives, 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 from 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

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

Required activities

1. Replace the principal who led the school 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 financial incentives, 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 from 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, 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.

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 EMO).

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

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.

Required Activities

- 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.
- The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.
- A restart model must 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.
- 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.
- 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.
- 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

- 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.

Note: For Tier I and Tier II Title I schools that implement a turnaround or restart model, the LEA may apply for a waiver to the NJDOE for the school to “start over” in the school improvement timeline. For example: such a school that is currently in Year 7 of school improvement status may restart in a no status level. This would mean that for the school to go into improvement status, it would have to miss AYP for two consecutive years in the same content area. If the grant ends before the three years, the waiver will be rescinded.

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 supportive staff. Payment to staff is determined as per collective bargaining agreements.

Providing Flexibility

An SEA may award SIG funds to an LEA for a Tier I or Tier II 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 Tier I or Tier II 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 one of the school intervention models is in the start of the 2008-2009 school year. Therefore, the principal must have been appointed no earlier than the start of the 2008-2009 school year.

State Required Activities (See Appendix I 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 and Network
- Network Turnaround Officer
- Evaluation.

LEA Responsibilities:

- Identify schools to be served
- Engage stakeholders in the SIG application process
- Demonstrate LEA commitment and capacity
- Implement a monitoring and accountability 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 model. The applicant's budget must be well-considered, be necessary for the implementation of the project, and remain within NGO funding parameters.

In compliance with federal requirements, each school application must include at least \$50,000 in support of its model and up to \$2,000,000 for the first year. The total award for the three year grant is a minimum of \$150,000 and a maximum of \$6,000,000. The final amount awarded is subject to determination by the Interdivisional Review Committee as to an appropriate level of funding.

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.

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). Carryover amounts will be considered during the renewal decision process.

The applicant must link each cost to the specific Project Activity Plan 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 Project Activity Plan. 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 Budget Summary – for Year 1
3. For the Budget Narrative all three years of the projected SIG costs are to be included, except for the School Closure Model.

For the Budget Detail and the Budget Summary, include only 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.

Pre-Implementation Costs

The SIG project period begins on September 1, 2011. LEAs may request approval for pre-implementation costs that occur prior to the start of the project period but no earlier than **the date of the NJDOE notification of the award (expected May 2011) subject to final approval providing** the costs are reasonable and necessary to support the implementation of the grant.

LEA expenses for family and community engagement, external provider review, staffing, summer instructional programs, professional development, summer leadership academy staff and travel costs, meetings with NTOs and support and preparation for accountability measures costs are examples of such allowable budget items. The request to incur pre-implementation costs that includes the specific costs being requested must be included in the budget for the first year of the grant, the total of which may not exceed the first year maximum award amount of \$2 million. See Sections J-1 to J-14 of the USDE Guidance. However, activities must align to the schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

The review of budget requests for pre-implementation costs will occur during the pre-contract review period (May - June 2011). This review is to determine that the costs are allowable, reasonable and necessary, address the needs of the school, support the goal of improving student achievement and ensure that the costs meet the federal supplement not supplant requirements. Pre-implementation costs are available at the time of notification of the award in May and remain available until the start of the project period in September.

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 3.4. The application is submitted by the LEA and must include all components (LEA application; separate application for each school for which the LEA is applying). Schools cannot submit their own applications as a separate entity.

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 Tier I Schools
- L10. Waiver Request
- L11. 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. Project Activity Plan
- S10. Three-Year Budget Amounts and Narrative
- S11-S16. Budget Detail tabs
- S17. Budget Summary

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

3.2 LEA APPLICATION (20 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

L-3: Statement of Assurances

L-4: Documentation of Federal Compliance (NGO)

L-5: Project Abstract

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

L-6: Schools to be Served

Includes information 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 (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the NJDOE and/or the NTO 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 representative. 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 Tier I

and Tier II 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. Under the transformation model, an LEA must implement a teacher evaluation system that includes student growth as a significant factor; an LEA would not be exempt from this requirement because its collective bargaining agreement prohibits teacher evaluation based on student achievement. Therefore, an LEA that has such a collective bargaining agreement and wishes to apply for SIG funds to implement a transformation model must negotiate with its collective bargaining unit to modify the collective bargaining agreement in a manner that enables the LEA to comply with the SIG final requirements without violating the agreement. If an LEA cannot resolve the conflict in a way that permits it to implement one of the school intervention models fully and effectively, it would not be able to apply for 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 (12 points)

The LEA must demonstrate that it has the capacity to support its Tier I and Tier II schools. 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

- LEA-level activities designed to support implementation of the selected models
- How will the LEA-level activities support implementation of the selected school intervention models
- Ensure that there is a viable curriculum in place.

B. How the needs of each school were analyzed and the selected intervention model determined.

- The system to conduct classroom walkthroughs
- The development/use of a data support team
- A process to share grant expectations with the principal and staff
- Identify 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 as follows:

- Managing previous school improvement plans, programs and grants
- Supporting Tier I and/or Tier II schools in last three years with strategies and implementation of the Title I Unified 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.
- 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 the aligning effectiveness data and district actions such as tenure decisions, retention and professional development
- Providing oversight, monitoring, and support
- Focusing on school culture climate
- Establishing a SIG region for districts with more than one school

D. Recruit, screen, and select 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. Align other resources and supports

- The clear alignment of resources
- Alignment with the NJCCCS
- Use 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 teacher’s union for staffing and teacher evaluation
- Support of school board
- Support of staff
- Support of parents

F. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

- Practices and policies that will enable the leadership of the school to implement the interventions
- District level staff assignments to implement that the interventions
- 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. Sustain the reforms after the funding period ends

- LEA plan, including timelines, to continue beyond the grant funding period
- What will be different in the school(s) after three years

H. Provide for 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 1, 2011.
- The number of years in the school of the current principal

J. LEA's organizational management

- Organize a coherent work and project
- 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
- The specific and definitive roles for leaders and stakeholders in the program
- LEA activities to support the schools

L-9: LEA Lack of Capacity to Serve Each Tier I School

If an application is not submitted for each Tier I school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

L-10: Waiver Request

The NJDOE applied for and received approval from the USDE for the following waivers:

1. Permit Tier I and Tier II schools implementing the turnaround model or restart model to start over in the school improvement timeline
2. Implement a Title I schoolwide program in a Tier I or Tier II school that does not meet the 40% poverty threshold
3. Extend the period of availability of SIG funds until September 30, 2014
4. Permit the NJDOE to identify Title I schools in Tier II.

Appendix E has more detailed information about these waivers.

Only waivers 1 and 2 are applicable to LEAs; waiver 3 is a blanket waiver is applicable to all LEAs without the necessity of applying, and waiver 4 permits the NJDOE to identify Title I schools in Tier II. The LEA needs to identify for each school that is included in the SIG application and the applicable waivers (# 1 and/or 2) that the LEA intends to implement.

L-11: Monitoring and Accountability Plan (3 points)

The district's monitoring and accountability plan is used to describe on-going monitoring and accountability activities to be undertaken by the district for each school and how they 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 of the reforms and their effect on student achievement. The monitoring and accountability activities, including the data to be reviewed by the LEA is described. The goal is to ensure that the selected intervention model is being implemented fully and effectively within the applicant school.

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 (80 points total)

The LEA is required to complete a school sections 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**

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 2010-2011 data for each school. This information is to be reported for each subsequent year of the SIG grant.

S-6: Statement of Need (10 points)

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 Teaching and Learning Tool to assess the needs of the school.

Multiple data sources are reviewed. Sources analyzed should include, but are not limited to the following:

- State assessment data
- Formative data
- Student demographic/attendance/discipline data
- Professional development data
- 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 for removal of those who refuse to work extended hours, who rated unsatisfactory, and who exhibit a poor pattern of attendance.

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 cause 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 Title I Unified Plan and the school's Professional Development Plan. The needs assessment outcomes are used to develop the Project Description and Project Activity Plan.

S-7: Project Description (30 points)

A project description is required for each applicant school. The description must identify the selected intervention model to be implemented and 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 its 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. These model templates were developed by the Appalachia Regional Comprehensive Center (ARCC) & the Mid-Atlantic Comprehensive Center (MACC). Some of these activities such as replacing the principal may occur during the pre-implementation period.

S-8: Annual Student Targets (10 points)

The grant requires that schools project targets for students. 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 reading/language arts 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. Use realistic and achievable targets for each grade or grade span.

S-9: Project Activity Plan (20 points)

A Project Activity Plan 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 Project Activity Plan must provide a clear linkage to the Project Description and ultimately to the budget. List the activities accordingly. The Project Activity Plan 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.

Using the activity plan for the selected model, the applicant should clearly provide detailed information describing specific actions:

- The components of a SMART goal—Specific, Measurable, Achievable, Relevant, and Timely.
- At least two indicators of success that are specific, measurable (or observable), and rigorous.
- The name of the scientifically based research practice that will be implemented.
- 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. The amounts for pre-implementation and the LEA level activities are included if applicable. The total amount may not exceed \$6 million for all three years with an annual amount not to exceed \$2 million for one year. 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

The budget narrative should clearly:

- Delineate how the project budget is tied to the Project Activity 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 activity plan and clearly show how all aspects of the activity 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 Tier I and Tier II schools.
- 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 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	Assist with improvement plan design and implementation, including high-quality, job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title II, Part D - Ed Tech	<ul style="list-style-type: none"> • Provide staff online job-embedded professional development. • Promote the continuous use of student data through electronic means.
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 (10 points)

The budget detail is to be provided for the SIG costs for Year 1. For each staff member whose duties must be entered in more than one salary line (for example, a staff member who serves as a teacher [100-100] and a counselor [200-100]), a job description that includes the percentage of time spent or number of hours on each task, group of tasks, or responsibility, and hourly rate is necessary. The LEA administrative costs must also be reflected.

S-17: Budget Summary

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

3.4 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/CCR) 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 Lack of Capacity to Serve Each of its Tier I School	
✓	NGO	L-10: Waiver Request	
✓	NGO	L-11: 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/CCR) 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: Project Activity 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	

3.5 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 3.4 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.

3.6 EVALUATION OF APPLICATIONS

The evaluation consists of two components (1) a reader panel and (2) a NJDOE Interdivisional Committee. The Reader Panel reviews and rates each application according to how well the content addresses this NGO. SIG proposals are evaluated and rated by a panel of three readers knowledgeable in the school improvement area. 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 F.

After the applications are scored by the evaluators as fundable, the NJDOE Interdivisional Committee further reviews the LEA capacity and commitment to serve the schools and the proposed budget. The Interdivisional Committee membership includes senior staff along with key directors. The Interdivisional Committee review is also used during the pre-award revision period.

The applications are ranked from highest to lowest score. Only those applications that score 65 points or above are eligible for funding consideration. SIG awards are made subject to the rank order scoring and review by the Interdivisional Committee to determine eligibility for the award. SIG awards are also respective of the availability of funds resulting from the requested three-year proposed budget for each application.

To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation with fidelity, 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, the intervention models selected, the level of poverty of a school, as well as the distribution of Tier I and Tier II schools throughout the state.

The committee may make determinations to reduce award amounts if it is decided that less funds are necessary to implement the interventions. As part of this review process, the NJDOE reviews the rationale and justification submitted by the LEA if it cannot serve all of its Tier I schools. The NJDOE also determines if the LEA has more capacity to serve its Tier I schools than it is specifying in the SIG application. The LEA will be required to attend a meeting to discuss capacity issues in the district.

The actual award for the initial year (Year 1) is determined at the time of pre-award revisions and subject to the Interdivisional Committee review and availability of funds.

3.7 POINT VALUES FOR EACH APPLICATION SECTION

Each school's application is reviewed separately for a maximum of 80 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 – 12 points Stakeholder Participation – 5 points Monitoring Plan– 3 points	20
TOTAL LEA	20 Points
School Application Section	Point Value
Statement of Need	10
Project Description	30
Annual Student Targets	10
Project Activity Plan	20
Budget	10
TOTAL FOR EACH SCHOOL	80 points

SECTION 4: APPENDICES

A. List of Tier I Schools	.....Page 35
B. List of Tier II Schools	.....Page 36
C. List of Tier III Schools	.....Page 37
D. Definitions of Tier I, Tier II and Tier III Schools	.....Page 42
E. Waivers	.....Page 45
F. Selection and Review Guide for SIG Proposals	.....Page 47
G. LEA Scoring Guide	.....Page 49
H. School Scoring Guide	.....Page 58
I. New Jersey’s State System of Support	.....Page 66
J. Resources	.....Page 69

TIER III

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools under this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving or lacks the capacity to serve any of its Tier I schools by applying for this current grant opportunity it will not be eligible to apply for its Tier III schools.

APPENDIX A – NEW JERSEY DEPARTMENT OF EDUCATION- TIER I SCHOOLS

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	MORGAN VILLAGE MIDDLE	01384	X				
NEWARK	3411340	AVON AVENUE	02232	X				
CAMDEN CITY	3402640	RILETTA CREAM ELEMENTARY	06084	X				
CAMDEN CITY	3402640	PYNE POYNT FAMILY SCHOOL	01352	X				
PATERSON	3412690	DR. F. NAPIER Jr. SCHOOL of TECHNOLOGY	04880	X				
CAMDEN CITY	3402640	HATCH MIDDLE	01376	X				
SCHOMBURG CS	3400067	SCHOMBURG CS	00495	X				
NEWARK	3411340	MARTIN LUTHER KING JR	02316	X				
EMILY FISHER CS	3400037	EMILY FISHER CS of ADVANCED STUDIES	00314	X				
ASBURY PARK	3400930	ASBURY PARK MIDDLE SCHOOL	03742	X				
PATERSON	3412690	NUMBER 6 ACADEMY of PERFORMING ARTS	04884	X				
EAST ORANGE	3404230	PATRICK F. HEALY MIDDLE	05931	X				
CAMDEN CITY	3402640	CATTO DEMONSTRATION	00793	X				
CAMDEN CITY	3402640	YORKSHIP	01408	X				
NEWARK	3411340	GEORGE WASHINGTON CARVER	05912	X				
CAMDEN CITY	3402640	R C MOLINA ELEMENTARY	01386	X				
NEWARK	3411340	HAWTHORNE AVENUE	02288	X				
TRENTON	3416290	GREGORY	03222	X				
CAMDEN CITY	3402640	SUMNER	01398	X				
PATERSON	3412690	NUMBER 10	04892	X				
TRENTON	3416290	P J HILL	03236	X				
NEWARK	3411340	PESHINE AVENUE	02332	X				
CAMDEN CITY	3402640	VETERANS MEMORIAL MIDDLE	01354	X				
ASBURY PARK	3400930	Barak Obama Elem School	03736	X				
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD HIGH	04636	X			X	

APPENDIX B – NEW JERSEY DEPARTMENT OF EDUCATION- TIER II SCHOOLS

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	CAMDEN HIGH	01346		X			
CAMDEN CITY	3402640	WOODROW WILSON HIGH	01348		X			
ASBURY PARK	3400930	ASBURY PARK HIGH	03732		X			
NEWARK	3411340	BARRINGER	02190		X			
LEAP Academy University CS	3400078	LEAP ACADEMY UNIVERSITY CS	00487		X			
NEWARK	3411340	WEST SIDE HIGH	02208		X			
JERSEY CITY	3407830	LINCOLN	02776		X			
EAST ORANGE	3404230	CICELY TYSON SCH PER ARTS	02064		X			

APPENDIX C – New Jersey Department of Education - Tier III Schools

TIER III

The Tier III schools, listed in this Appendix are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving any of its Tier I schools by applying for this current grant opportunity it will not be eligible to apply for its Tier III schools.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
TRENTON	3416290	JOYCE KILMER	03228			X		
Pleasantech Academy Charter	3400012	Pleasantech Academy CS	00253			X		
TRENTON	3416290	MONUMENT	03232			X		
TRENTON	3416290	COLUMBUS	03216			X		
Trenton Community Charter	3400068	Trenton Community CS	00497			X		
TRENTON	3416290	GRANT	03220			X		
NEWARK	3411340	LOUISE A SPENCER	02304			X		
CAMDEN CITY	3402640	WILSON	01406			X		
PATERSON	3412690	NUMBER 15	04902			X		
NEW BRUNSWICK	3411220	NEW BRUNSWICK MIDDLE	02936			X		
IRVINGTON TOWNSHIP	3407680	UNIVERSITY MIDDLE SCHOOL	02120			X		
CAMDEN CITY	3402640	LANNING SQUARE	01378			X		
JERSEY CITY	3407830	EZRA L NOLAN 40	02836			X		
CAMDEN CITY	3402640	COOPERS POYNT	01364			X		
PLAINFIELD	3413140	HUBBARD	05606			X		
Liberty Academy Charter Sch	3400028	Liberty Academy CS	00295			X		
NEWARK	3411340	QUITMAN COMMUNITY SCHOOL	02334			X		
PATERSON	3412690	NUMBER 28	04924			X		
TRENTON	3416290	GRACE A DUNN MIDDLE SCH	03210			X		
BRIDGETON	3402250	BROAD STREET ELEM SCH	01786			X		
PATERSON	3412690	NUMBER 13	04898			X		
NEWARK	3411340	FIFTEENTH AVE	02272			X		
CAMDEN CITY	3402640	EAST CAMDEN MIDDLE	01350			X		
JERSEY CITY	3407830	WHITNEY M YOUNG	02798			X		
D U E Season Charter School	3400081	D U E Season CS	06133			X		
CAMDEN CITY	3402640	DAVIS ELEM	01368			X		
NEWARK	3411340	CAMDEN MIDDLE	02254			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	BONSALL	01356			X		
BRIDGETON	3402250	CHERRY STREET	01790			X		
NEWARK	3411340	THIRTEENTH AVE	02364			X		
TRENTON	3416290	HEDGEPEETH WILLIAMS SCH	03206			X		
PATERSON	3412690	NUMBER 12	04896			X		
SALEM CITY	3414550	SALEM MIDDLE	05094			X		
BEVERLY CITY	3401740	BEVERLY SCHOOL	00952			X		
PATERSON	3412690	NUMBER 8	04888			X		
TRENTON	3416290	CADWALADER	03214			X		
PATERSON	3412690	NUMBER 20	04912			X		
NEWARK	3411340	CHANCELLOR AVE	02256			X		
PASSAIC CITY	3412540	ETTA GERO NO 9	04850			X		
CAMDEN CITY	3402640	SHARP	01394			X		
JERSEY CITY	3407830	JULIA A BARNES No 12	02794			X		
NEWARK	3411340	DR E ALMA FLAGG	05976			X		
JERSEY CITY	3407830	NUMBER 24	02808			X		
PATERSON	3412690	NUMBER 21	04914			X		
FAIRFIELD TOWNSHIP	3405040	FAIRFIELD TOWNSHIP SCHOOL	00811			X		
NEWARK	3411340	EIGHTEENTH AVE	02268			X		
NEW BRUNSWICK	3411220	LORD STIRLING	03464			X		
EAST ORANGE	3404230	SOJOURNER TRUTH MIDDLE	05932			X		
ROSELLE BOROUGH	3414280	WILDAY	05660			X		
TRENTON	3416290	ROBBINS	03242			X		
NEWARK	3411340	MAPLE AVE SCHOOL	02308			X		
PATERSON	3412690	NUMBER 26	04920			X		
NEWARK	3411340	BRAGAW AVE	02240			X		
NEWARK	3411340	DR WILLIAM H HORTON	02280			X		
Village Charter School	3400046	Village CS	00329			X		
NEWARK	3411340	SOUTH SEVENTEENTH ST	02354			X		
Central Jersey Arts Charter School	3400075	Central Jersey Arts CS	00561			X		
ATLANTIC CITY	3400960	NEW YORK AVENUE SCHOOL	00020			X		
JERSEY CITY	3407830	NUMBER 34	02824			X		
CAMDEN CITY	3402640	MCGRAW	01380			X		
PLAINFIELD	3413140	JEFFERSON	05622			X		
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD MIDDLE	04642			X		
Greater Brunswick Charter	3400047	Greater Brunswick CS	000			X		
TRENTON	3416290	MOTT	03234			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Freedom Academy Charter School	3400080	Freedom Academy CS	00566			X		
PATERSON	3412690	EDWARD W KILPATRICK	04872			X		
ELIZABETH	3404590	NO 5 MABEL HOLMES MIDDLE	00071			X		
Lady Liberty Academy Charter School	3400077	Lady Liberty Academy CS	00485			X		
BURLINGTON CITY	3402430	WILBUR WATTS INTERMEDIATE	00976			X		
NEWARK	3411340	RAFAEL HERNANDEZ SCHOOL	00091			X		
CAMDEN CITY	3402640	PARKSIDE	01388			X		
JERSEY CITY	3407830	ALEXANDER D SULLIVAN 30	02830			X		
PASSAIC CITY	3412540	NUMBER 11 CRUISE MEMORIAL	04854			X		
NEWARK	3411340	MCKINLEY	02318			X		
PLAINFIELD	3413140	MAXSON	05608			X		
ELIZABETH	3404590	NO 1 G WASHINGTON	05492			X		
NEWARK	3411340	HAWKINS ST	02284			X		
ASBURY PARK	3400930	THURGOOD MARSHALL PRIMARY	00157			X		
NEWARK	3411340	BURNET ST	02250			X		
PLEASANTVILLE	3413200	PLEASANTVILLE MIDDLE SCH	00219			X		
TRENTON	3416290	WILSON	03248			X		
IRVINGTON TOWNSHIP	3407680	FLORENCE AVE	05965			X		
MILLVILLE	3410320	R D WOOD	01884			X		
TRENTON	3416290	PARKER	03238			X		
ATLANTIC CITY	3400960	DR M L KING JR SCH COMP	00032			X		
JERSEY CITY	3407830	NUMBER 14	02796			X		
NEWARK	3411340	SUSSEX AVE	02360			X		
PATERSON	3412690	NUMBER 5	04882			X		
MILLVILLE	3410320	BACON ELEM	01872			X		
ENGLEWOOD CITY	3404740	J E DISMUS MIDDLE	00394			X		
EAST ORANGE	3404230	JOHN L COSTLEY MIDDLE	05930			X		
BRIDGETON	3402250	INDIAN AVE	01794			X		
PERTH AMBOY	3412930	MC GINNIS MIDDLE SCHOOL	03542			X		
NEWARK	3411340	CLEVELAND	02262			X		
East Orange Community CS	3400021	East Orange Community CS	00283			X		
NEWARK	3411340	SOUTH ST	02352			X		
Jersey City Comm Charter	3400033	Jersey City Comm CS	00303			X		
CITY OF ORANGE TOWNSHIP	3412270	ORANGE MIDDLE	02410			X		
HOBOKEN	3407350	THOMAS G CONNORS	00065			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
IRVINGTON TOWNSHIP	3407680	UNION AVE	02122			X		
PATERSON	3412690	URBAN LEADERSHIP ACADEMY	00803			X		
LINDEN	3408610	NUMBER 1	05562			X		
JERSEY CITY	3407830	NUMBER 22	02804			X		
WILDWOOD CITY	3417940	WILDWOOD MIDDLE SCHOOL	06039			X		
ELIZABETH	3404590	NO 6 LAFAYETTE	05498			X		
PASSAIC CITY	3412540	NUMBER 4 LINCOLN	04842			X		
ASBURY PARK	3400930	BRADLEY ELEMENTARY	03740			X		
IRVINGTON TOWNSHIP	3407680	THURGOOD G MARSHALL	00089			X		
PLAINFIELD	3413140	EMERSON	05618			X		
ELIZABETH	3404590	NO 13 B FRANKLIN	05506			X		
JERSEY CITY	3407830	NUMBER 4 MIDDLE SCH	00539			X		
PATERSON	3412690	NUMBER 18	04908			X		
CITY OF ORANGE TOWNSHIP	3412270	MAIN STREET SCHOOL	06117			X		
PLAINFIELD	3413140	EVERGREEN	05620			X		
NEWARK	3411340	NEWTON ST	02328			X		
PATERSON	3412690	NUMBER 3	04878			X		
PASSAIC CITY	3412540	NUMBER 6 MARTIN L KING	04844			X		
NEW BRUNSWICK	3411220	LIVINGSTON	03462			X		
PASSAIC CITY	3412540	NUMBER 3 MARIO J DRAGO	04840			X		
NEWARK	3411340	MADISON ELEM	02306			X		
NEWARK	3411340	CAMDEN ST	02252			X		
NEPTUNE TOWNSHIP	3411160	SUMMERFIELD	04052			X		
NEWARK	3411340	MILLER ST	02320			X		
ATLANTIC CITY	3400960	UPTOWN SCHOOL COMPLEX	00022			X		
WOODLYNNE BOROUGH	3418270	WOODLYNNE	01700			X		
NEW BRUNSWICK	3411220	ROOSEVELT ELEM	03472			X		
ATLANTIC CITY	3400960	TEXAS AVENUE	00018			X		
JERSEY CITY	3407830	NUMBER 23	02806			X		
NEW BRUNSWICK	3411220	MCKINLEY COMM	03466			X		
NEWARK	3411340	LINCOLN	02302			X		
BRIDGETON	3402250	BUCKSHUTEM ROAD	01788			X		
ELIZABETH	3404590	NO 75 BATTIN MIDDLE SCH	05482			X		
WILLINGBORO TOWNSHIP	3418000	LEVITT MIDDLE SCHOOL	00705			X		
PERTH AMBOY	3412930	SAMUEL E SHULL MIDDLE	03548			X		
NEW BRUNSWICK	3411220	LINCOLN	03460			X		
MILLVILLE	3410320	LAKESIDE MIDDLE SCHOOL	00271			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
EWING TOWNSHIP	3404920	PARKWAY	03082			X		
ELIZABETH	3404590	NO 2 WINFIELD SCOTT	05494			X		
WILLINGBORO TOWNSHIP	3418000	WILLINGBORO MEM UPPER ELM	06108			X		
PENNS GROVE-CARNEYS POINT	3412840	PENNS GROVE MIDDLE SCHOOL	05058			X		
NEWARK	3411340	LUIS MUNOZ MARIN MIDDLE	02212			X		
NEPTUNE TOWNSHIP	3411160	NEPTUNE MIDDLE SCHOOL	04036			X		
Camdens Promise Charter	3400017	Camdens Promise CS	00266			X		
PLAINFIELD	3413140	DEWITT D BARLOW	05610			X		
EAST ORANGE	3404230	WASHINGTON ACADEMY	02062			X		
FREEHOLD BOROUGH	3405580	FREEHOLD LEARNING CENTER	03788			X		
JERSEY CITY	3407830	HEIGHTS MIDDLE SCHOOL	06114			X		
RED BANK	3413740	RED BANK MIDDLE	04078			X		
WINSLOW TOWNSHIP	3418060	WINSLOW TWP MIDDLE SCHOOL	00439			X		
KEANSBURG BOROUGH	3407860	JOSEPH R BOLGER MID SCH	00027			X		
LINDENWOLD BOROUGH	3408640	LINDENWOLD MIDDLE SCHOOL	00431			X		
FREEHOLD BOROUGH	3405580	INTERMEDIATE	03790			X		
HAMILTON TOWNSHIP	3406540	GEORGE E WILSON	03102			X		
PAULSBORO	3412720	LOUDENSLAGER	02612			X		
JERSEY CITY	3407830	DR CHARLES P DEFUCCIO 39	02832			X		
ROSELLE BOROUGH	3414280	LEONARD V MOORE	05656			X		
EAST ORANGE	3404230	LANGSTON HUGHES SCHOOL	02048			X		
WOODBINE	3418090	WOODBINE ELEM	01780			X		
JERSEY CITY	3407830	JAMES F MURRAY 38	02842			X		
GUTTENBERG	3406240	ANNA L KLEIN	02734			X		

APPENDIX D – DEFINITIONS OF TIER I, TIER II AND TIER III SCHOOLS

TIER I Schools

New Jersey defines persistently lowest-achieving schools for Tier I as:

Any Title I school in improvement, corrective action, or restructuring that —

(i) Is among the lowest-achieving 5% of Title I schools in improvement, Corrective action, or restructuring or

(ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over two years.

Determining the 5% of schools for Tier I

NJ utilized all Title I schools in improvement, corrective action, or restructuring (486) when calculating the 5% of schools. The number that represents the lowest-achieving 5% is **24 schools**. As required all schools currently with served FY 2009 SIG Funds were included in determining the 5%. All currently served Title I schools were excluded from the current list. (See Schools served with FY 2009 SIG Funds list). NJ does not have any currently served Tier III schools.

High School Graduation Rates

New Jersey recognizes the need to address high schools that do not adequately prepare students to graduate with the skills needed for college and employment. In compliance with 34 C.F.R. Section 200.19(b), New Jersey will be using the graduation rate, which currently is a leaver rate, to identify schools that have a graduation rate of less than 60% **over two years**. The leaver rate will be used until the four year cohort is available.

This is consistent with the federal requirements of using such a rate until the 2010-2011 school year. Beginning with the 2010-2011 school year, New Jersey will utilize the four year cohort model to identify the High Schools with graduation rates less than 60%.

NJ identified **1 Title I high school** in improvement, corrective action, or restructuring that has a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60%.

List of Tier I school for FY 2010 SIG Funds

Ranking the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, plus adding the Title I high school in improvement corrective action, or restructuring that had a graduation rate less than 60% this year, **25 Tier I schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of 25 schools represents the lowest-achieving 5%, and does not include any schools currently served with FY 2009 SIG Funds.

Appendix A in the NGO is the list, by LEA, of each of the 25 Tier I schools.

TIER II Schools

New Jersey’s defines persistently lowest-achieving schools for Tier II as:

All secondary schools that are in improvement, corrective action, or restructuring that

- (i) Is among the lowest-achieving 5% of all secondary schools or
- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over two years.

Tier II Wavier

For Tier II, the NJDOE found that its initial Tier II list included secondary schools that were significantly higher achieving than many Title I-participating secondary schools, therefore requested a waiver to include Title I-participating secondary schools that missed AYP for two consecutive years, and are not identified as persistently lowest-achieving schools in Tier I. (Tier II waiver)

Secondary School

A secondary school is a school that provides “secondary education, as determined under state law, except that the term does not include any education beyond grade 12” ESEA section 9101(38). Grades 9-12 are identified as secondary schools in New Jersey determining the 5% of schools for Tier II.

A Title I “*eligible*” secondary school is defined as a school that is not served by Title I and has a poverty percentage above the district-wide poverty average, above the appropriate grade-span poverty average, or 35% or more.

Determining the 5% of schools for Tier II

Applying the *Tier II-waiver* permitting Title I participating secondary schools to be eligible, NJ utilized all secondary schools that are in improvement, corrective action, or restructuring (147) when calculating the 5% of schools. The number that represents the lowest-achieving 5% is **8 schools**. All secondary schools currently with served FY 2009 SIG Funds were included in determining the 5%. All currently served Tier II schools were not included in the current list. (See Schools served with FY 2009 SIG Funds list).

List of Tier II school for FY 2010 SIG Funds

Ranking the secondary schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, **8 Tier II schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of eight schools represents the lowest-achieving 5%, and does not include any schools currently served with FY 2009 SIG Funds. No schools were added to the Tier II list as a result of NJ’s “graduation rate”.

For Tier II list, using the Tier II waiver, NJDOE identified Title I secondary schools only, because the Title I schools were no higher performing than the “newly eligible” secondary schools that would have been identified in this tier.

Appendix B in the NGO lists the 8 Tier II secondary schools.

TIER III Schools

Tier III schools (160) are identified as any Title I school in improvement, corrective action, or restructuring, that is not in Tier I, Tier II, or served with FY 2009 SIG Funds, and no higher performing than the highest performing school in the Tier II.

List of Tier II school for FY 2010 SIG Funds

The 160 Tier III schools represent 36.4% of the all eligible Tier III schools (439). There are no currently served Tier III schools. The list of these schools is in Appendix C in the NGO.

LEAs are not eligible to apply for Tier III schools in this NGO. If funding becomes available, a second NGO will be issued. However, if an LEA does not commit to serving any of its Tier I schools by applying for this NGO it will not be eligible to apply for its Tier III schools.

Method to Identify Tier I, II and III Schools

New Jersey ranked each set of schools; (a) Title I schools in improvement, corrective action, or restructuring and (b) all secondary schools—from highest to lowest in terms of proficiency of the “**all students**” group on the state’s reading/language arts and mathematics assessments combined.

Adding Ranks Method

- Step 1: Calculated the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)
- Step 2: Calculated the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)
- Step 3: Rank ordered schools based on the % proficient for reading/language arts from the highest percent proficient to the lowest % proficient. The highest % proficient received a rank of one.
- Step 4: Rank ordered schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.
- Step 5: Added the numerical ranks for reading/language arts and mathematics for each school.
- Step 6: Rank ordered schools in each set of schools based on the **combined** reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) was the highest-achieving school within the set of schools and the school with the highest combined rate was the lowest-achieving school within the set of schools.

To determine whether a school has demonstrated a “lack of progress” on the state’s assessment, New Jersey applied, as specified in the guidance, **the Lowest Achieving Over Multiple Years** method to identify the lowest achieving schools in improvement, corrective action, or restructuring.

Lowest Achieving Over Multiple Years

The state applied the steps in the Adding Ranks Method for **two previous years** for each school, ranked from highest to lowest based on the academic achievement of the “all students” group. Then, it selected the schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the state.

The same process was used to rank each Tier.

APPENDIX E – WAIVERS

NJDOE requested and received these waivers from the USDE.

New Jersey requested a waiver of the requirements it has listed 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, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the state's Tier I and Tier II schools.

1. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
2. Waive the 40% poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.
3. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014.
4. In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 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 IA.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 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.

The state assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The state assures that, prior to submitting this request in 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 this request 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 this waiver request 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 assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

APPENDIX F – 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 six 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 ORGANIZATIONAL COMMITMENT AND CAPACITY. 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 the right applicant for this project? 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?*

NEED. 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. 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?*

PROJECT ACTIVITY PLAN. The project activity plan is properly constructed and logically sequenced to substantiate the project plan, 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. 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 Project Activity 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 G: LEA APPLICATION SCORING GUIDE

Total Max Score = 20

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	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.				Points Awarded:
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, plan development and implementation.	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, plan development, and plan implementation.	
	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 12 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.				Points Awarded:
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	There is a detailed and well-organized process for the LEA support for all of the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
		selected model	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	
C. Recent history in improving schools	Poor history of supporting schools	Adequate history of supporting schools	Successfully supported its schools	
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 Tier I and/or Tier II schools in the last three years with strategies and implementation of the unified plan	The LEA has not demonstrated that it supported the implementation of strategies in the Unified Plan for Tier I and/or II schools	The LEA has demonstrated that it supported implementation of the strategies in the Unified Plan for Tier I and/or II schools	The LEA conducts regular support meetings with its Tier I and/or II schools in order to support the implementation of the Unified 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; schools continue to advance in SINI status and remain in Tier	There has been some growth with subgroups by making safe harbor; school has not advanced in SINI status	There has been increasing growth over time in the school by all subgroups; school has not advanced in SINI status	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	I, II or III			
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	
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	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 additional learning time for all students except for SES	All students participate in extended learning of some type for at least three hours each week/Saturdays, summer for a total of 300 hours per year	The school day has been extended for all students and teachers with an organized and systematic plan supported by all stakeholders exceeding the 300 hours	
8. Negotiating additional compensation for administrative staff and teachers in PLAs for implementing reforms	There has been no action to negotiate additional compensation for teachers	There is stakeholder support for some form of compensation for teachers in PLAs while implementing reforms	A negotiated compensation plan is in place for administrators and teachers in PLAs while implementing reforms	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
9. Alignment with the NJCCCS	There is no evidence of alignment of the major interventions with the NJCCCS	There is some evidence of alignment of the major interventions with the NJCCCS	There is documentation to support the alignment of major interventions and the NJCCCS	
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	
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 and has limited support	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	The process is not clearly defined	The process is adequate	The process is comprehensive and well defined, includes feedback and evidence of incorporation into teacher practices	
	The responsibilities of the external provider and the LEA	The responsibilities of the external provider and the LEA	The responsibilities of the external provider and the LEA	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	are minimally or not defined and aligned.	are broadly defined and aligned.	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.	
	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 and will be evaluated	
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.	
	Inappropriate or a few other resources have been identified for alignment.	Limited other resources have been researched and identified for alignment.	Multiple other resources have been researched and identified for alignment.	
	Ways in which to align with the interventions have not been provided, or proposed areas for alignment are not relevant to the interventions.	General ways in which to align the interventions have been provided for some of the resources available.	Specific ways in which to align the interventions have been provided for each resource available.	
	Very limited or no flexibility has been provided for hiring, retaining and transferring staff	Limited flexibility has been provided for hiring, retaining and transferring staff to	Flexibility has been provided for hiring, retaining and transferring staff to facilitate	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	to facilitate the selected model.	facilitate the selected model.	the selected model including use of specific criteria to evaluate effectiveness of staff	
	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, Saturdays, Summer hours to the calendar have been provided.	
F. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	No description is included.	The description is adequate to review the practices of the LEA.	An in-depth analysis was conducted by the LEA and adjustments anticipated.	
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.	
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 emergencies.	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
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.	
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	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
			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 3 points) The applicant must demonstrate a comprehensive plan which insures ongoing monitoring and oversight of the project and the mechanism for utilizing appropriate data and information to identify any problems and needed changes.				Points Awarded:
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.	
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	There is no plan for an annual	A plan for the annual	A detailed plan including the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
evaluating the implementation	evaluation of the implementation of the SIG program.	evaluation process used to implement the SIG program is provided.	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 H: SCHOOL APPLICATION SCORING GUIDE

Total Max Score = 80 Points

LEA: _____

SCHOOL: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
STATEMENT OF NEED (Maximum 10 Points) <i>Includes Reporting Metrics and Statement of Need</i>				Total Points:
Reporting Metrics (0 points) The district has provided all of the requested data				Points Awarded:
2009-2010 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 10 points) The district's statement of need is comprehensive by addressing all domains and reflects a quality analysis of multiple appropriate data sources.				Points Awarded:
A. Multiple Measures Analysis	Multiple measures for each of the areas 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 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.	
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-	A brief description of how at-	The identification criteria and	Detailed identification criteria	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
risk students	risk students are identified is provided	process to assist at-risk students, including migrant and homeless students, in a timely manner is provided.	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 subgroups not meeting AYP	The root cause for subgroups not meeting AYP is not provided	Root causes are identified for subgroups not meeting AYP.	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 30 POINTS) <i>Includes Project Description and Monitoring and Accountability Plan</i>				Total Points:
Program Description (Maximum 30 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.				Points Awarded:
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 is provided along with the use of multiple measures.	
G. Principal evaluation	Principal evaluation is not addressed or is the same as that used in previous years.	Some 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.	
N. Increased time for teachers	Minimal information is provided regarding increased time to teachers.	An adequate description is provided.	A detailed description of the increased time for teachers to plan and participate in PLCs is provided.	
O. Operational flexibility and sustained support	Minimal information is provided regarding operational flexibility and sustained support.	An adequate description is provided.	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.	

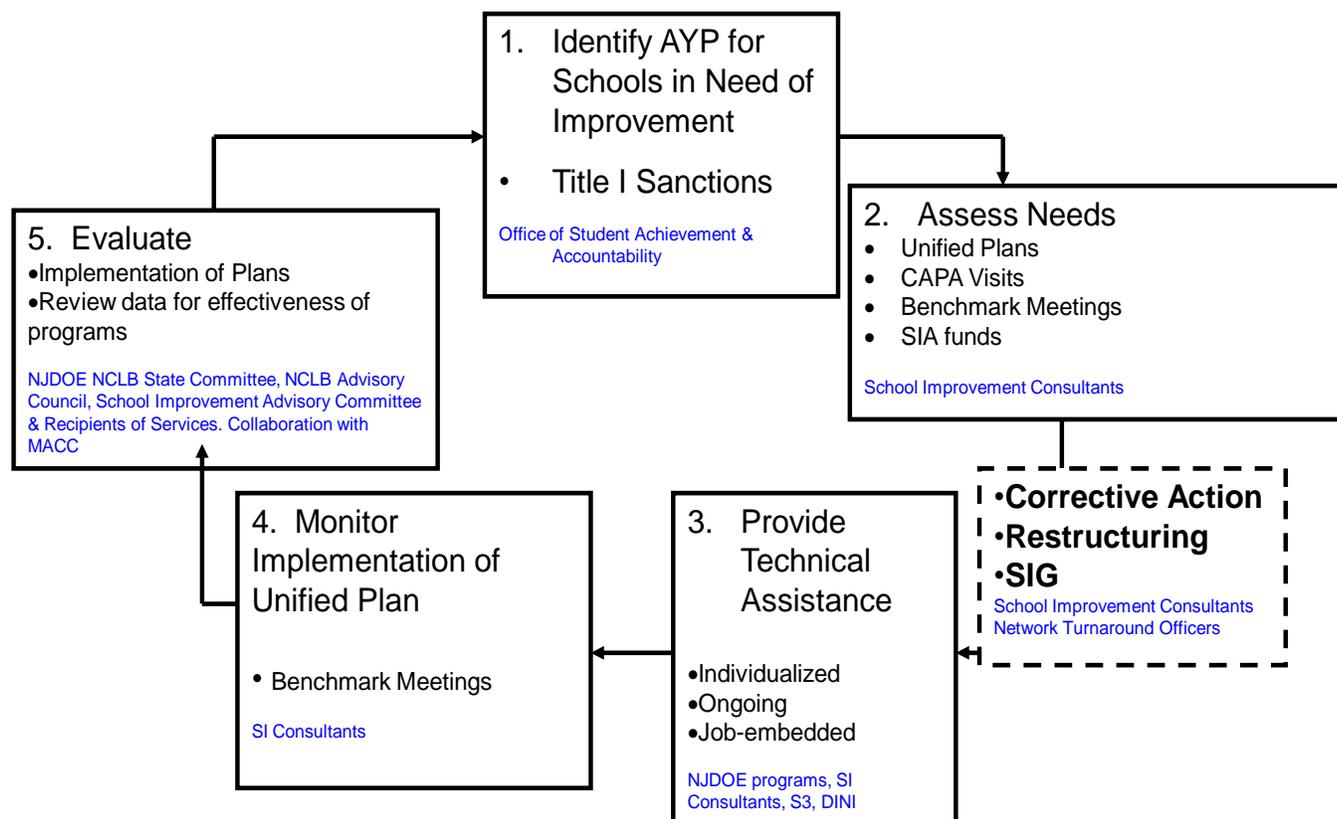
Annual Student Targets (Two Pages) (Maximum 10 points)				Points Awarded:
The applicant has identified challenging student targets utilizing state assessments and other appropriate measures that will lead to significantly improved student achievement in a relatively short time.				
A. State assessments - 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	
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	
Project Activity Plan (Maximum 20 points)				Points Awarded:
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 Timely	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.	
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 10 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.				Points Awarded:
1. SIG funds are spent exclusively on the grant program directly tied to the activity 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 cannot be linked to the program.		Travel expenses are directly linked to the program.	
6. \$50,000 in support of its model and up to \$2,000,000 for the first year minimum of \$150,000 and a maximum of \$6,000,000 budget must be created for each of three years	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 I – STATE SYSTEM OF SUPPORT

Chart A: New Jersey Framework for Continuous Improvement
Statewide System of Support for Districts & Schools



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:

- **Leadership Academy and Network**

Research suggests that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development is necessary to refine and develop the skills that assist the principal in effecting dramatic change in the level of student achievement. Working in conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational school leaders, the principal and district officials participate in a leadership academy to support the SIG implementation.

This ten-day academy starts the third week of July, 2011. The academy includes intensive training on such topics as the urgency of change, the successful opening of school, effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions. This professional-learning community serves as a resource to principals to problem-solve and share successful interventions. The academy prepares the school-turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students and to fill open positions in the school based on candidates' qualifications. The principal is given the maximum amount of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The summer sessions are integrated with LEA superintendents/leadership to assure a shared vision and coherent implementation. The formal "networks" for both principals and district officials are to be reconvened monthly throughout the year to ensure that the collaborative network is sustained. The leadership academy and network are funded by the SIG state administrative funds. Grant costs would include travel such as mileage and possibly salary if the principal and/or district person does not work in the summer.

- **Network Turnaround Officer**

The Network Turnaround Officer (NTO) is assigned by the NJDOE to the district and school to work for at least 100 days annually during the three-year project period. NJDOE conducts a selection process to find candidates who were previously principals and are outstanding and highly skilled school leaders. NJDOE has developed a NTO Job Description and notices will be posted regarding applications for the position. The NTO assignment with the LEA is renewed on an annual basis. The Network Turnaround Officer is funded by the SIG state administrative funds

The NTO works to build LEA relationships necessary for the collaborative work on behalf of the SIG school. The NJDOE evaluates the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions. The NTO assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The NTO 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 monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO 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 NTO 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 NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking 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 NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

- **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 persistently-low-performing 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 results of this evaluation will be reported publicly. 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.

APPENDIX J – RESOURCES

FEDERAL RESOURCES

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

Clarifying Guidance for Section 1512(c) of ARRA (January 6, 2010):

<http://www2.ed.gov/programs/sif/index.html>

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

To register with the CCR database: www.ccr.gov

Turning Around Chronically Low-Performing Schools, Institute of Education Sciences,
<http://ies.gov/ncee/www/practiceguides>

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>.

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>.

All recipients of SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA).

SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at https://homeroom3.state.nj.us/arra_qrs/index.html.

CAPA Teaching and Learning Tool at: <http://www.nj.gov/education/capa/docs/tool4day.pdf>

CAPA Handbook Guide at: <http://www.nj.gov/education/capa/docs/visit4day.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://www.publicimpact.com/school-turnarounds/school-turnaround-leaders>

School Turnaround Leaders: Selection Toolkit

http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf

The Interstate School Leaders Licensure Consortium Standards (ISLLC)

The National Association of Elementary School Principal Standards

The National Association of Secondary School Principals Standards

<http://www.state.nj.us/education/dsis/leadership/resources/>

School Restructuring: What Works When

http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf

SECTION 5

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

LEA & School Section

Form L-2

BOARD RESOLUTION TO APPLY

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FY

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NGO#

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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 _____, and

ending on _____.

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.
- 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.

Chief School Administrator Name

Chief School Administrator Signature

_____ 20_____
Date

Form L-4

Documentation of Federal Compliance (DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address _____

DUNS number _____

Expiration Date of CCR 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 Central Contractor Registration (CCR) website, found at www.ccr.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 Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)			
								turnaround	restart	closure	transformation
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

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 necessary

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 (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO 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.

LEA COMMITMENT AND CAPACITY

LEA : _____

See details for each item on pages 24 to 26. 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 June 1, 2010. 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 LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS
This form should ONLY be completed those districts that are applying for some but
not all Tier I schools

LEA : _____

Form L-10

Date: _____

Page ____ of ____

WAIVER REQUEST

LEA : _____

School Name	Waiver 1 “Starting over” in the school improvement timeline for turnaround or restart model only	Waiver 2 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold

Form L-11

Date: _____

Page ____ **of** ____

MONITORING AND ACCOUNTABILITY PLAN

LEA : _____

Name of School: _____

School Section

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: 9/1/11 to 8/31/12

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 Network Turnaround Officer 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.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) 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 _____

DUNS number _____

Expiration Date of CCR 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 Central Contractor Registration (CCR) website, found at www.ccr.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	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
AYP status	
Which AYP targets the school met and missed	
School improvement status	
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: _____

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

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading		
Academic Achievement - Writing		
Academic Achievement - Mathematics		
Parent Involvement		
Professional Development		
Extended Learning Opportunities		
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
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 subgroups not meeting AYP?	
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: _____

Transformation SIG Required Activity – 1

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.		
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 Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
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 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 Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
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.		

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.		

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.		

<p>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.</p>		
<p>8. Be able to sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available.</p>		

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 Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
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					MATHEMATICS				
			2012 Target	2013 Target	2014 Target			2012 Target	2013 Target	2014 Target
For Each Grade Span: _____	State Assessment	Baseline				State Assessment	Baseline			
Total Students	State Assessment					State Assessment				
Students with Disabilities	State Assessment					State Assessment				
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment					State Assessment				
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment					State Assessment				

Form S-8

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
		Baseline	2012 Target	2013 Target	2014 Target		Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: _____	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students										
Students with Disabilities										
Limited English Proficient Students										
White										
African-American										
Asian/Pacific Islander										
American Indian/Native American										
Hispanic										
Others										
Economically Disadvantaged										

Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : _____

Name of School: _____

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 2 Transformation	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.							
SMART Goal:								
Indicators of Success:	1. 2.							
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 3 Transformation		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 4 Transformation		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 6 Transformation		Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.
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SMART Goal:

Indicators of Success:
 1.
 2.

SBR Practice to Address Goal:

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 7b Transformation		Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
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SMART Goal:	
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Indicators of Success:	1. 2.
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SBR Practice to Address Goal:	
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Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - CLOSURE

LEA : _____

Name of School: _____

SIG Required Activity – 1 Closure		LEA closes a school.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 2 Closure		Enroll 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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - RESTART

LEA : _____

Name of School: _____

SIG Required Activity – 1 Restart		Replace the principal who led the school prior to commencement of the restart model. Select CMO or EMO and implement proposed model.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Activity – 2 Restart	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.							
SMART Goal:								
Indicators of Success:	1. 2.							
SBR Practice to Address Goal:								
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of

PROJECT ACTIVITY PLAN - TURNAROUND

LEA : _____

Name of School: _____

SIG Required Activity – 1 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
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SIG Required Activity – 2 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 3 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 4 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
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SIG Required Activity – 5 Turnaround	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.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 6 Turnaround	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.
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SMART Goal:	
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Indicators of Success:	1. 2.
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SBR Practice to Address Goal:	
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SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	
Indicators of Success:	1. 2.
SBR Practice to Address Goal:	

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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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
	Pre-Implementation	Year 1			
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 2 – 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

Notice of Grant Opportunity

New Jersey School Improvement Grant (SIG/COHORT 2) for Tier III Schools

9/1/2011 – 8/31/2014

**Christopher Cerf
Acting Commissioner**

**Barbara Gantwerk
Assistant Commissioner
Division of Student Services**

**Suzanne Ochse
Director
Office of Student Achievement and Accountability
Division of Student Services**

Application Due Date: June 30, 2012

**New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500**

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

<p>NOTE: LEAs are not eligible to apply for Tier III schools if an LEA <u>does not</u> commit to serving any of its Tier I schools.</p>

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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 of ESEA), are issued through State Educational Agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement. These schools demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, available at <http://www.ed.gov/programs/sif/index.html>), school improvement funds are to be focused on each state’s “Tier I, Tier II and Tier III” schools.

Tier I schools are a state’s persistently lowest-achieving Title I schools in improvement. Tier II schools are a state’s persistently-lowest achieving secondary schools (grades 9-12) that are Title I served and Title I eligible for, but do not receive, Title I, Part A funds. In each of the Tier III schools an LEA chooses to serve, the LEA must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model.

1.2 ELIGIBILITY TO APPLY

Eligibility for this SIG program is limited to Tier III (Appendix C) persistently lowest-achieving schools identified using both the academic achievement of the “all students” group in a school in terms of proficiency on the state’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and the school’s lack of progress on those assessments over three years in the “all students” group.

To determine New Jersey’s “persistently lowest-achieving” schools in terms of academic achievement, the Adding Ranks Method was utilized, as specified in the USDE guidance. See Appendix D for more details on the method used to identify the schools eligible for the SIG funds.

The SIG program requires that each Tier III school applying for funds adopt and implement one of four models—school closure, restart, turnaround or transformation based on a comprehensive needs assessment done during the pre-implementation period. 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. **Only those applications that include models meeting these criteria will be considered eligible for funding.** The USDE Guidance provides information identifying and describing school models. This information can be found at <http://www.state.nj.us/education/arra/sig/#guidance>.

An LEA that is currently serving some of its schools with FY 2009 SIG – Cohort 1 and/or Cohort 2 funds is not obligated to apply for these SIG funds to serve additional schools, but if it chooses to do so, it must serve each of its Tier I schools unless it lacks sufficient capacity to do so. An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to expend its capacity to serve all of its Tier I schools before serving any Tier II schools. LEAs must serve each Tier I and Tier II school it has capacity to serve.

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, CCR)

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 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 CCR database, go to www.ccr.gov

Applicants are required to submit their DUNS number and expiration date of their CCR registration as part of the Electronic Web Enabled Grant (EWEG) application (Document Upload) and must certify that they will ensure that their CCR registration will remain active for the entire grant period. No award will be made to an applicant not in compliance with FFATA.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The SIG program is 100% federally funded under the Elementary and Secondary Education Act and funds from the American Recovery and Reinvestment Act (ARRA) funds. There is a total of available for the Cohort 2 Tier III SIG awards over three years.

The SIG funds are available for obligation by SEAs and LEAs beginning September 1, 2011 through August 31, 2014. Funds not expended at the end of each project year may be carried over by the grantee with sufficient justification at the time of the renewal. Fund availability ends on August 31, 2014. Therefore, no 2013-2014 funds may be carried over.

Schools may apply for a minimum of \$50,000, but no more than, \$2,000,000 per year for each of the three years (except for the School Closure Model). Over the three years, each school is eligible for a minimum of \$150,000 and a maximum of \$6,000,000. A school implementing the School Closure Model may receive less than \$6,000,000 over three years. Allowable pre-implementation costs prior to the start of the grant may be included in the budget for year one. More information on pre-implementation costs is in Section 2 of this NGO. No more than five percent (5%) of funds may be retained for use by the LEA for reasonable and necessary expenses for technical assistance and evaluation activities specific to its SIG schools.

The NJDOE will obligate the SIG funds for the three-year project period to ensure that sufficient funds are available for the funded Tier III schools. Continued funding is available in subsequent years, subject to the state's receipt of federal funds, and satisfactory performance by the grantee. In Years 2 and 3, applicants may not request funds in excess of the amount identified in their Year 1 SIG application for each of those years.

The NJDOE applied for and received approval from the USDE for the following waivers:

1. Extend the period of availability of SIG funds until September 30, 2014
2. Permit Tier III schools implementing the turnaround model or restart model to start over in the school improvement timeline
3. Implement a Title I schoolwide program in a Tier III school that does not meet the 40% poverty threshold
4. Permit the NJDOE to identify Title I schools in Tier II.

Appendix E has more detailed information about these waivers.

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 C, and to 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 Student Achievement and Accountability, New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500. For information, email the Title I helpline at Titleone@doe.state.nj.us or call (973) 727-6063.

1.6 TECHNICAL ASSISTANCE

As part of the application process, the NJDOE is providing a mandatory technical assistance session on Wednesday, May 11, 2011. 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. **To apply for the SIG, LEA attendance is required.**

The mandatory session is as follows:

Technical Assistance Session
Dates: Wednesday, May 11, 2011 **Time:** 8:30 am to 3 pm
PSE&G Conference Center
234 Pierson Avenue
Edison, 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.

Note: Prior to the issuance of this NGO, the NJDOE will have conducted the two informational sessions for prospective district applicants. The focus of these sessions is to provide advance information about the SIG grant to familiarize the district of the specific requirements.

During the pre-award revision process, further technical assistance is provided to the applicants that are selected to receive the SIG grant. This process occurs prior to issuance of the final award notice. The NJDOE works with the district to further strengthen its application (program and fiscal) to ensure that it is reasonable and has the potential for a high degree of success to support its struggling schools.

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. The Application Control Center (ACC) must receive the complete application through the online EWEG system at <http://homerom.state.nj.us/> **NO LATER THAN 4:00 P.M. ON June 30, 2011. 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.

Paper copies of the grant application will not be accepted in lieu of the Electronic Web Enabled Grant application system. Each eligible applicant must have a logon ID and password to access the system. School districts (LEAs) should contact their district's Web Administrator, who will complete the

registration. Non-LEA agencies should send an email request to the EWEG Help Desk at: eweghlep@doe.state.nj.us. PLEASE NOTE: At least 24-48 hours are needed to enable set up for users. Users are urged to request access well in advance of the application due date.

Note: Paper copies of the grant application **will not** be accepted in lieu of the electronic EWEG application submission. The NJDOE is required to post on its web site all final LEA applications for the SIG grant, including both applications that were approved and those that were not approved.

1.8 REIMBURSEMENT REQUESTS

Payment of grant funds is now 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 grantee has received the grant agreement. Grantees must submit requests at least 10 business days before the end of the month, but no later than the 15th of the month in order to receive payment the following month. You may include funds in your request that will be expended through the last calendar day of the month in which you are requesting the reimbursement. 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.

A tutorial on reimbursement requests may be found at: <http://www.nj.gov/education/grants/rrt.htm>.

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.nj.gov/njded/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

<u>Report</u>	<u>Quarterly Reporting Period*</u>	<u>Due Date</u>
1 st Quarter	September 1, 2011 – November 30, 2011	December 15, 2011
2 nd Quarter	September 1, 2011– February 28, 2012	March 15, 2012
3 rd Quarter	September 1, 2011– May 31, 2012	June 15, 2012
Final	September 1, 2011– August 31, 2012	October 31, 2012

YEAR 2

<u>Report</u>	<u>Quarterly Reporting Period*</u>	<u>Due Date</u>
1 st Quarter	September 1, 2012 – November 30, 2012	December 14, 2012
2 nd Quarter	September 1, 2012 – February 28, 2013	March 15, 2013
3 rd Quarter	September 1, 2012– May 31, 2013	June 18, 2013
Final	September 1, 2012 – August 31, 2013	October 31, 2013

YEAR 3

<u>Report</u>	<u>Quarterly Reporting Period*</u>	<u>Due Date</u>
1 st Quarter	September 1, 2013 – November 30, 2013	December 17, 2013
2 nd Quarter	September 1, 2013 – February 28, 2014	March 14, 2014
3 rd Quarter	September 1, 2013 – May 31, 2014	June 17, 2014
Final	September 1, 2013 – August 31, 2014	October 31, 2014

* Reporting is cumulative from the start date of each year.

Reports

EWEG

Fiscal and Program Reports include a narrative of the project's achievements and challenges, status of implementation of model components and fiscal compliance. These reports are submitted through EWEG.

The Final Fiscal Report will also include an equipment inventory tab 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.

Quarterly Implementation Status Report

The quarterly implementation status report provides an update on the SIG component implementation. The report is submitted to the Office of Student Achievement and Accountability.

SIG Reporting Metrics

The LEA is required to submit annual data for each served Tier III school. Baseline data is required using 2011-2012 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 Appendix I, Form S-5 Reporting Metrics. The data is one of the factors used to determine grant continuation/renewal for years 2 and 3.

1.10 AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) OF 2009 REPORTING REQUIREMENTS

All recipients of ARRA SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA). SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at https://homeroom3.state.nj.us/arra_qrs/index.html. The LEA business administrators are familiar with the ARRA reporting requirements and thus must be alerted about accounting for the SIG funds.

Other ARRA Reporting Requirements

NJDOE may be required to collect and report data elements for other surveys and/or federal government agencies or designees that will require additional data collection from SIG grantees. By submitting this application, the grantee agrees to submit the information to NJDOE in the time, form, and manner requested.

1.11 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 Network Turnaround Officer.

On-Site Visits

The NJDOE conducts quarterly 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, the model implementation, 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 audits of each persistently-low-performing school include constructive feedback and recommendations for program improvements, as appropriate.

Network Turnaround Officer

The Network Turnaround Officer (NTO) is assigned by the NJDOE to the school to work for at least 100 days during the project period. The NTO assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The NTO 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 monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO 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 NTO 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 NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking 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 NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

1.12 RENEWAL OF SIG Cohort 2 TIER III 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, Adequate Yearly Progress outcomes are considered as part of this process as well as using the input of the NTO, the results of the evaluation and data from the Reporting Metrics. Renewal is based on a determination that the work is proceeding according to the timelines in the grant.

LEAs must submit a renewal application/continuation application for years 2 and 3, except the School Closure Model. At a minimum, the renewal application includes a project update, revised project description, project activity plan and a budget.

1.13 TIMELINES

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

- Fiscal Year 2012: September 1, 2011 to August 31, 2012
- Fiscal Year 2013: September 1, 2012 to August 31, 2013
- Fiscal Year 2014: September 1, 2013 to August 31, 2014

The following chart outlines the timelines for the entirety of the three-year grant program:

Activity	Date
Mandatory Technical Assistance session for applicants	May 11, 2011
Application Due Date	June 30, 2011
Grant Reader Panel Review	July 2011
NJDOE Interdivisional Committee Review	July-August 2011
Notification of Awards	July 2011
Pre-Contract Review	July-August 2011
Pre-Implementation Period	July to August 31, 2011
Final Award Notices	August 30, 2011
Summer Institute for grantees	July – August 2012
Fiscal Year 2012	
Project Period Begins	September 1, 2011
Quarterly on-Site Visit	October 2011
1 st Quarterly Report	December 2011
Quarterly On-Site Visit	February 2012
2 nd Quarterly Report	March 2012
Renewal/continuation application submission	March 2012
Quarterly on-Site Visit	May 2012
3 rd Quarterly Report	June 2012
Evaluation	July 2012
Renewal Decision	August 2012

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

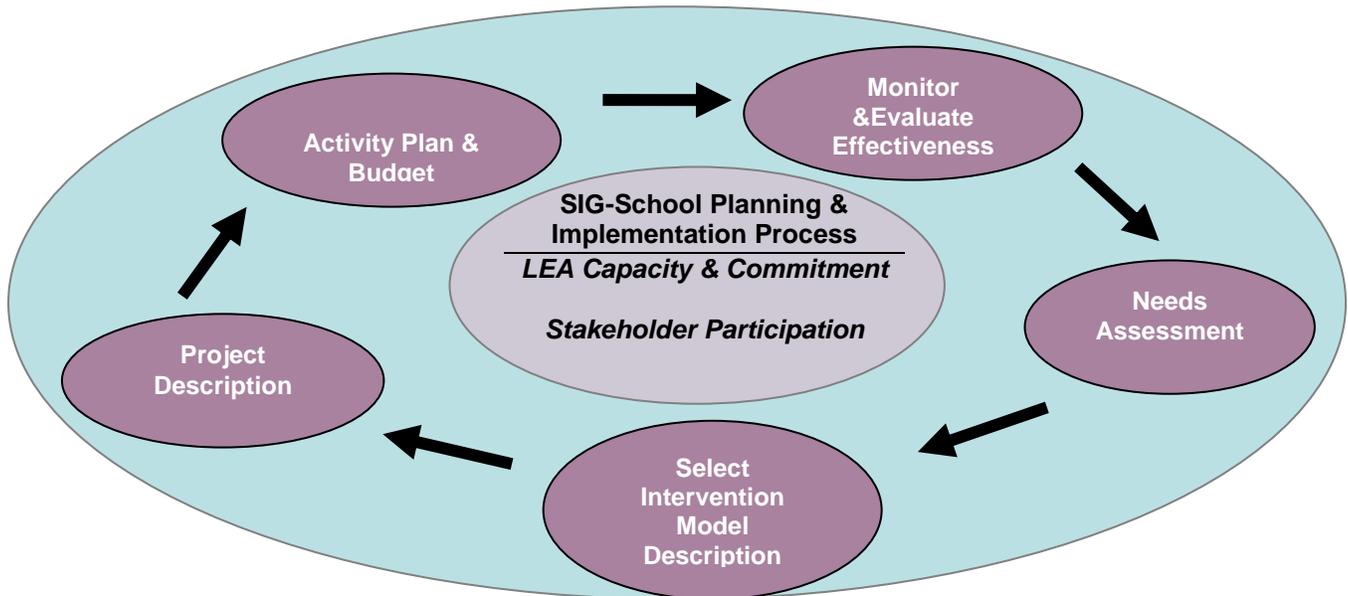
To effect change in persistently lowest performing schools, the LEA must work together with the school to conduct a comprehensive needs assessment to identify school needs and root causes of lack of achievement and what is contained in the school's Title I Unified Plan. Collaboration and genuine consultation 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 models. After the model is selected, the strategies and actions are identified to implement all the specific requirements. The project description is used to specify these strategies and actions. A timeline is set for implementation. Realistic student achievement goals are projected. The Activity 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. 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 fund subsequent years. 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. The chart below summarizes the SIG planning steps for the school taken by the LEA.

<p>Note: The SIG plan for the approved school serves as the Title I Unified Plan which meets the federal requirements for a Title I schoolwide program and the school improvement plan. Schools not selected for the SIG grant are required to complete a Title I Unified Plan for FY 2011-2012.</p>
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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 Teaching and Learning Tool is recommended to use and is available at www.state.nj.us/education/CAPA/documents

Each Tier III school the LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure or transformation model. While the same model may be employed in multiple schools, its implementation should differ according to the unique needs of the school. Whatever model is chosen must remain in place and cannot be changed once awarded unless it is determined by NJDOE that it is reasonable and necessary.

It is expected that the model components will be fully implemented. The USDE guidance (F-2) states that some component implementation may occur later in the process.

After an application is approved, the grant may be revised – program and/or budget. The contents at the time of submission may change during the grant period by request of NJDOE in accordance with the NJDOE grant process.

Note: This grant is for a minimum of one year and maximum of three years. This NGO is for the first year of a three year award. The Year 1 project period is September 1, 2011 to August 31, 2012 and must be renewed each year for funding (Year 2 Project Period: September 1, 2012 to August 31, 2013; Year 3 Project Period: September 1, 2013 to August 31, 2014). LEAs must submit a renewal application for years 2 and 3. At a minimum, the renewal application for each year includes a project update, revised goals and objectives if appropriate, a project activity plan and a budget.

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

Model # 1: Turnaround Model

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. 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% (See USDE Guidance B-3 and B-3a); and
 - (B) Select new staff;
3. Implement such strategies as financial incentives, 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 from 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

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

Required activities

1. Replace the principal who led the school 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 financial incentives, 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 from 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, 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.

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 EMO).

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

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.

Required Activities

- 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.
- The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.
- A restart model must 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.
- 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.
- 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.
- 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

- 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.

Note: For Tier III schools that implement a turnaround or restart model, the LEA may apply for a waiver to the NJDOE for the school to “start over” in the school improvement timeline. For example: such a school that is currently in Year 7 of school improvement status may restart in a no status level. This would mean that for the school to go into improvement status, it would have to miss AYP for two consecutive years in the same content area. If the grant ends before the three years, the waiver will be rescinded.

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 supportive staff. Payment to staff is determined as per collective bargaining agreements.

Providing Flexibility

An SEA may award SIG funds to an LEA for a Tier I or Tier II 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 Tier I or Tier II 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 one of the school intervention models is in the start of the 2008-2009 school year. Therefore, the principal must have been appointed no earlier than the start of the 2008-2009 school year.

State Required Activities (See Appendix G 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 and Network
- Network Turnaround Officer
- Evaluation.

LEA Responsibilities: (See Section 3.2 for detailed description of requirements)

- Identify schools to be served
- Engage stakeholders in the SIG application process
- Demonstrate LEA commitment and capacity
- Implement a monitoring and accountability 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 model. The applicant's budget must be well-considered, be necessary for the implementation of the project, and remain within NGO funding parameters.

In compliance with federal requirements, each school application must include at least \$50,000 in support of its model and up to \$2,000,000 for the first year. The total award for the three year grant is a minimum of \$150,000 and a maximum of \$6,000,000. The final amount awarded is subject to determination by the Interdivisional Review Committee as to an appropriate level of funding.

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.

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). Carryover amounts will be considered during the renewal decision process.

The applicant must link each cost to the specific Project Activity Plan 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 Project Activity Plan. 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 – Years 1, 2 and 3 (UPLOAD)
2. Budget Detail – for Year 1 (EWEG)
3. Budget Summary – for Year 1 (EWEG)

For the Budget Narrative all three years of the projected SIG costs are to be included, except for the School Closure Model.

For the Budget Detail and the Budget Summary, include only 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.

Pre-Implementation Costs

The SIG project period begins on September 1, 2011. LEAs may request approval for pre-implementation costs that occur prior to the start of the project period but no earlier than **the date of the**

NJDOE notification of the award (expected July 2011) subject to final approval providing the costs are reasonable and necessary to support the implementation of the grant.

LEA expenses for family and community engagement, external provider review, staffing, summer instructional programs, professional development, summer leadership academy staff and travel costs, meetings with NTOs and support and preparation for accountability measures costs are examples of such allowable budget items. The request to incur pre-implementation costs that includes the specific costs being requested must be included in the budget for the first year of the grant, the total of which may not exceed the first year maximum award amount of \$2 million. See Sections J-1 to J-14 of the USDE Guidance. However, activities must align to the schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

The review of budget requests for pre-implementation costs will occur during the pre-contract review period (July-August 2011). This review is to determine that the costs are allowable, reasonable and necessary, address the needs of the school, support the goal of improving student achievement and ensure that the costs meet the federal supplement not supplant requirements. Pre-implementation costs are available at the time of notification of the award in May and remain available until the start of the project period in September.

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 3.4. The application is submitted by the LEA and must include all components (LEA application; separate application for each school for which the LEA is applying). Schools cannot submit their own applications as a separate entity.

To apply for a grant under this NGO, the district must prepare and submit a complete application using the online EWEG system found at <http://homeroom.state.nj.us/> Paper copies of the application **are not accepted**.

EWEG collects the information listed below (* form contained in this NGO; all other forms will be distributed as a Supplemental package to be used for planning purposes only):

LEA Section:

- L1. Board Resolution
- L2. Statement of Assurances
- L3. Documentation of Federal Compliance *(UPLOAD)
- L4. Project Abstract
- L5. Schools to be Served
- L6 A&B. Stakeholder Participation * (UPLOAD Signature page L6B only)
- L7. LEA Commitment and Capacity
- L8. LEA Lack of Capacity to Serve All Tier I Schools
- L9. Waiver Request
- L10. Monitoring and Accountability Plan

School Section:

- S1. School Statement of Assurances* (UPLOAD)
- S2. Documentation of Federal Compliance* (UPLOAD)
- S3. Project Abstract
- S4. Reporting Metrics
- S5. Statement of Need
- S6. Project Description
- S7. Annual Student Targets
- S8. Project Activity Plan
- S9. Three-Year Budget Amounts and Narrative applicant-created– (UPLOAD)
- S10-S15. Budget Detail tabs
- S16. Budget Summary

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

3.2 LEA APPLICATION (20 Points total)

The LEA is required to complete the LEA sections one time in EWEG (not necessarily in this order) for each SIG application. The LEA section will 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: Board Resolution (EWEG)

L-2: Statement of Assurances (EWEG)

L-3: Documentation of Federal Compliance (NGO) Signature page will be UPLOADED to EWEG

L4: Project Abstract (EWEG)

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

L-5: Schools to be Served (EWEG)

Includes information about each school to be served including the model selected for each of the schools.

L-6(a): Stakeholder Participation (5 points) (EWEG)

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 (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the NJDOE and/or the NTO to discuss the following:

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

L-6(b): Stakeholder Participation – (NGO) Signature pages will be UPLOADED to EWEG

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 representative. 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 Tier III 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. Under the transformation model, an LEA must implement a teacher evaluation system that includes student growth as a significant factor; an LEA would not be exempt from this requirement because its collective bargaining agreement prohibits teacher evaluation based on student achievement. Therefore, an LEA that has such a collective bargaining agreement and wishes to apply for SIG funds to implement a transformation model must negotiate with its collective bargaining unit to modify the collective bargaining agreement in a manner that enables the LEA to comply with the SIG final requirements without violating the agreement. If an LEA cannot resolve the conflict in a way that permits it to implement one of the school intervention models fully and effectively, it would not be able to apply for 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-7: LEA Commitment and Capacity (12 points) (EWEG)

The LEA must demonstrate that it has the capacity to support its Tier III schools. 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

- LEA-level activities designed to support implementation of the selected models
- How will the LEA-level activities support implementation of the selected school intervention models
- Ensure that there is a viable curriculum in place.

B. How the needs of each school were analyzed and the selected intervention model determined.

- The system to conduct classroom walkthroughs
- The development/use of a data support team
- A process to share grant expectations with the principal and staff
- Identify 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 as follows:

- Managing previous school improvement plans, programs and grants
- Supporting Tier III schools in last three years with strategies and implementation of the Title I Unified 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.

- 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 the aligning effectiveness data and district actions such as tenure decisions, retention and professional development
 - Providing oversight, monitoring, and support
 - Focusing on school culture climate
 - Establishing a SIG region for districts with more than one school
- D. Recruit, screen, and select 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. Align other resources and supports
- The clear alignment of resources
 - Alignment with the NJCCCS
 - Use 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 teacher’s union for staffing and teacher evaluation
 - Support of school board
 - Support of staff
 - Support of parents
- F. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively
- Practices and policies that will enable the leadership of the school to implement the interventions
 - District level staff assignments to implement that the interventions
 - 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. Sustain the reforms after the funding period ends
- LEA plan, including timelines, to continue beyond the grant funding period
 - What will be different in the school(s) after three years
- H. Provide for 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
- The number of years in the school of the current principal

J. LEA’s organizational management

- Organize a coherent work and project
- 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
- The specific and definitive roles for leaders and stakeholders in the program
- LEA activities to support the schools

L-8: LEA Lack of Capacity to Serve Each Tier III School (EWEG)

If an application is not submitted for each Tier III school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier III schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier III schools.

L-19: Waiver Request (EWEG)

The NJDOE applied for and received approval from the USDE for the following waivers:

1. Permit Tier III schools implementing the turnaround model or restart model to start over in the school improvement timeline
2. Implement a Title I schoolwide program in a Tier III school that does not meet the 40% poverty threshold
3. Extend the period of availability of SIG funds until September 30, 2014
4. Permit the NJDOE to identify Title I schools in Tier II.

Appendix E has more detailed information about these waivers.

Only waivers 1 and 2 are applicable to LEAs; waiver 3 is a blanket waiver is applicable to all LEAs without the necessity of applying, and waiver 4 permits the NJDOE to identify Title I schools in Tier II. The LEA needs to identify for each school that is included in the SIG application and the applicable waivers (# 1 and/or 2) that the LEA intends to implement.

L-10: Monitoring and Accountability Plan (3 points) (EWEG)

The district’s monitoring and accountability plan is used to describe on-going monitoring and accountability activities to be undertaken by the district for each school and how they 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 of the reforms and their effect on student achievement. The monitoring and accountability activities, including the data to be reviewed by the LEA is described. The goal is to ensure that the selected intervention model is being implemented fully and effectively within the applicant school.

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 (80 points total)

The LEA is required to complete a school sections in EWEG (tabs may not necessarily be in this order) for each SIG school application.

S-1: School Statement of Assurances (NGO) UPLOAD

S-2: Documentation of Federal Compliance – (NGO) UPLOAD

S-3: Project Abstract (EWEG)

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-4: Reporting Metrics (EWEG)

This section uses 2010-2011 data for each school. This information is to be reported for each subsequent year of the SIG grant.

S-5: Statement of Need (10 points) (EWEG)

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 Teaching and Learning Tool to assess the needs of the school.

Multiple data sources are reviewed. Sources analyzed should include, but are not limited to the following:

- State assessment data
- Formative data
- Student demographic/attendance/discipline data
- Professional development data
- 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 for removal of those who refuse to work extended hours, who rated unsatisfactory, and who exhibit a poor pattern of attendance.

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 cause 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 Title I Unified Plan and the school's Professional Development Plan. The needs assessment outcomes are used to develop the Project Description and Project Activity Plan.

S-6: Project Description (30 points) (EWEG)

A project description is required for each applicant school. The description must identify the selected intervention model to be implemented and 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 its 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. These model templates were developed by the Appalachia Regional Comprehensive Center (ARCC) & the Mid-Atlantic Comprehensive Center (MACC). Some of these activities such as replacing the principal may occur during the pre-implementation period.

S-7: Annual Student Targets (10 points) (EWEG)

The grant requires that schools project targets for students. 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 reading/language arts 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. Use realistic and achievable targets for each grade or grade span.

S-8: Project Activity Plan (20 points) (EWEG)

A Project Activity Plan 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 Project Activity Plan must provide a clear linkage to the Project Description and ultimately to the budget. List the activities accordingly. The Project Activity Plan 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.

Using the activity plan for the selected model, the applicant should clearly provide detailed information describing specific actions:

- The components of a SMART goal—Specific, Measurable, Achievable, Relevant, and Timely.
- At least two indicators of success that are specific, measurable (or observable), and rigorous.

- The name of the scientifically based research practice that will be implemented.
- 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-9: Three Year Budget Amounts and Narrative – (CREATED BY APPLICANT) UPLOAD

Budget Amounts

Identify the budget amounts for each of the three years. The amounts for pre-implementation and the LEA level activities are included if applicable. The total amount may not exceed \$6 million for all three years with an annual amount not to exceed \$2 million for one year. The final amount awarded is subject to determination by the NJDOE Interdivisional Review Committee as to an appropriate level of funding. The three-year budget plan will be uploaded to EWEG as a PDF, .doc or .xls file.

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

Budget Narrative

The budget narrative should clearly:

- Delineate how the project budget is tied to the Project Activity 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 activity plan and clearly show how all aspects of the activity 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 Tier III schools.
- 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 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	Assist with improvement plan design and implementation, including high-quality, job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title II, Part D - Ed Tech	<ul style="list-style-type: none"> • Provide staff online job-embedded professional development. • Promote the continuous use of student data through electronic means.
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	Provide afterschool services and programs

Community Learning Centers	
IDEA	Provide support to the special education students, teachers and parents.
State and Local Funds	Provide support to implement the model

S-10 to S-15: Budget Detail (10 points) (EWEG)

The budget detail is to be provided for the SIG costs for Year 1. For each staff member whose duties must be entered in more than one salary line (for example, a staff member who serves as a teacher [100-100] and a counselor [200-100]), a job description that includes the percentage of time spent or number of hours on each task, group of tasks, or responsibility, and hourly rate is necessary. The LEA administrative costs must also be reflected.

S-16: Budget Summary (EWEG)

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

3.4 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)			
✓	EWEG	L-1: Board Resolution to Apply	
✓	EWEG	L-2: Statement of Assurances	
✓	NGO	L-3: Documentation of Federal Compliance (DUNS/CCR) Form (UPLOAD)	
✓	EWEG	L-4: Project Abstract	
✓	EWEG	L5: Schools to Be Served	
✓	EWEG	L-6: Stakeholder Participation (Two Parts; one Uploaded)	
✓	EWEG	L-7: LEA Commitment and Capacity	
✓	EWEG	L-8: LEA Lack of Capacity to Serve Each of its Tier III School	
✓	EWEG	L-9: Waiver Request	
✓	EWEG	L-10: Monitoring & Accountability Plan	

School Section (one for each school)			
✓	NGO	S-1: Statement of Assurances (UPLOAD)	
✓	NGO	S-2: Documentation of Federal Compliance (DUNS/CCR) Form (UPLOAD)	
✓	EWEG	S-3: Project Abstract	
✓	EWEG	S-4: Reporting Metrics	
✓	EWEG	S-5: Statement of Need	
✓	EWEG	S-6: Project Description	
✓	EWEG	S-7: Annual Student Targets (Two Parts)	
✓	EWEG	S-8: Project Activity Plan	
✓	NGO	S-9 Three-Year Budget Amounts and Narrative (Created by applicant and Uploaded)	
*	EWEG	S-10: Budget Form A: Personal Services	
*	EWEG	S-11: Budget Form B: Personal Services – Employee Benefits	
*	EWEG	S-12: Budget Form C: Purchased Professional and Technical Services	
*	EWEG	S-13: Budget Form D: Supplies and Materials	
*	EWEG	S-14: Budget Form E: Equipment	
*	EWEG	S-15: Budget Form F: Other Costs	
✓	EWEG	S-16: Budget Summary	
If applicable	EWEG	LEA/School Refusal to Apply	

3.5 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, a complete application must be prepared and submitted to the NJDOE through the EWEG system. A list of the components can be found in Section 3.4 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.

3.6 EVALUATION OF APPLICATIONS

The evaluation consists of two components (1) a reader panel and (2) a NJDOE Interdivisional Committee. The Reader Panel reviews and rates each application according to how well the content addresses this NGO. SIG proposals are evaluated and rated by a panel of three readers knowledgeable in the school improvement area. 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 F.

After the applications are scored by the evaluators as fundable, the NJDOE Interdivisional Committee further reviews the LEA capacity and commitment to serve the schools and the proposed budget. The Interdivisional Committee membership includes senior staff along with key directors. The Interdivisional Committee review is also used during the pre-award revision period.

The applications are ranked from highest to lowest score. Only those applications that score 65 points or above are eligible for funding consideration. SIG awards are made subject to the rank order scoring and review by the Interdivisional Committee to determine eligibility for the award. SIG awards are also respective of the availability of funds resulting from the requested three-year proposed budget for each application.

To determine district capacity, the Interdivisional Committee uses information from NJQSAC (the state monitoring system), LEA plans, site reviews, audits, spending, previous SIG implementation with fidelity, 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, the intervention models selected, the level of poverty of a school, as well as the distribution of Tier I and Tier II schools throughout the state.

The committee may make determinations to reduce award amounts if it is decided that less funds are necessary to implement the interventions. As part of this review process, the NJDOE reviews the rationale and justification submitted by the LEA if it cannot serve all of its Tier I schools. The NJDOE also determines if the LEA has more capacity to serve its Tier I schools than it is specifying in the SIG application. The LEA will be required to attend a meeting to discuss capacity issues in the district.

The actual award for the initial year (Year 1) is determined at the time of pre-award revisions and subject to the Interdivisional Committee review and availability of funds..

3.7 POINT VALUES FOR EACH APPLICATION SECTION

Each school's application is reviewed separately for a maximum of 80 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 – 12 points Stakeholder Participation – 5 points Monitoring Plan– 3 points	20
TOTAL LEA	20 Points
School Application Section	Point Value
Statement of Need	10
Project Description	30
Annual Student Targets	10
Project Activity Plan	20
Budget	10
TOTAL FOR EACH SCHOOL	80 points

SECTION 4: APPENDICES

A. List of Tier I Schools	Page 35
B. List of Tier II Schools	Page 36
C. List of Tier III Schools	Page 37
D. Definitions of Tier I, Tier II and Tier III Schools	Page 42
E. Waivers	Page 45
F. Selection and Review Guide for SIG Proposals	Page 47
G. New Jersey’s State System of Support	Page 66
H. Resources	Page 69

THE FOLLOWING FORMS ARE TO BE UPLOADED TO EWEG:

I. LEA Documentation of Federal Compliance (DUNS/CCR) FORM	Page 71
J. Stakeholder Participation Signature Form	Page 72
K. School Documentation of Federal Compliance (DUNS/CCR) FORM	Page 73
L. LEA/School Statement of Assurances	Page 74

TIER III

LEAs are not eligible to apply for Tier I and II schools in this NGO. If an LEA does not commit to serving any of its Tier I schools by applying in the 2009 Cohort 1 or 2010 Cohort 2 opportunity, it will not be eligible to apply for its Tier III schools.

APPENDIX A – NEW JERSEY DEPARTMENT OF EDUCATION- TIER I SCHOOLS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	MORGAN VILLAGE MIDDLE	01384	X				
NEWARK	3411340	AVON AVENUE	02232	X				
CAMDEN CITY	3402640	RILETTA CREAM ELEMENTARY	06084	X				
CAMDEN CITY	3402640	PYNE POYNT FAMILY SCHOOL	01352	X				
PATERSON	3412690	DR. F. NAPIER Jr. SCHOOL of TECHNOLOGY	04880	X				
CAMDEN CITY	3402640	HATCH MIDDLE	01376	X				
SCHOMBURG CS	3400067	SCHOMBURG CS	00495	X				
NEWARK	3411340	MARTIN LUTHER KING JR	02316	X				
EMILY FISHER CS	3400037	EMILY FISHER CS of ADVANCED STUDIES	00314	X				
ASBURY PARK	3400930	ASBURY PARK MIDDLE SCHOOL	03742	X				
PATERSON	3412690	NUMBER 6 ACADEMY of PERFORMING ARTS	04884	X				
EAST ORANGE	3404230	PATRICK F. HEALY MIDDLE	05931	X				
CAMDEN CITY	3402640	CATTO DEMONSTRATION	00793	X				
CAMDEN CITY	3402640	YORKSHIP	01408	X				
NEWARK	3411340	GEORGE WASHINGTON CARVER	05912	X				
CAMDEN CITY	3402640	R C MOLINA ELEMENTARY	01386	X				
NEWARK	3411340	HAWTHORNE AVENUE	02288	X				
TRENTON	3416290	GREGORY	03222	X				
CAMDEN CITY	3402640	SUMNER	01398	X				
PATERSON	3412690	NUMBER 10	04892	X				
TRENTON	3416290	P J HILL	03236	X				
NEWARK	3411340	PESHINE AVENUE	02332	X				
CAMDEN CITY	3402640	VETERANS MEMORIAL MIDDLE	01354	X				
ASBURY PARK	3400930	Barak Obama Elem School	03736	X				
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD HIGH	04636	X			X	

APPENDIX B – NEW JERSEY DEPARTMENT OF EDUCATION- TIER II SCHOOLS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	CAMDEN HIGH	01346		X			
CAMDEN CITY	3402640	WOODROW WILSON HIGH	01348		X			
ASBURY PARK	3400930	ASBURY PARK HIGH	03732		X			
NEWARK	3411340	BARRINGER	02190		X			
LEAP Academy University CS	3400078	LEAP ACADEMY UNIVERSITY CS	00487		X			
NEWARK	3411340	WEST SIDE HIGH	02208		X			
JERSEY CITY	3407830	LINCOLN	02776		X			
EAST ORANGE	3404230	CICELY TYSON SCH PER ARTS	02064		X			

APPENDIX C – New Jersey Department of Education - Tier III Schools

TIER III

LEAs are not eligible to apply for Tier I and II schools in this NGO. If an LEA does not commit to serving any of its Tier I schools by applying in the 2009 Cohort 1 or 2010 Cohort 2 opportunity, it will not be eligible to apply for its Tier III schools.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
TRENTON	3416290	JOYCE KILMER	03228			X		
Pleasantech Academy Charter	3400012	Pleasantech Academy CS	00253			X		
TRENTON	3416290	MONUMENT	03232			X		
TRENTON	3416290	COLUMBUS	03216			X		
Trenton Community Charter	3400068	Trenton Community CS	00497			X		
TRENTON	3416290	GRANT	03220			X		
NEWARK	3411340	LOUISE A SPENCER	02304			X		
CAMDEN CITY	3402640	WILSON	01406			X		
PATERSON	3412690	NUMBER 15	04902			X		
NEW BRUNSWICK	3411220	NEW BRUNSWICK MIDDLE	02936			X		
IRVINGTON TOWNSHIP	3407680	UNIVERSITY MIDDLE SCHOOL	02120			X		
CAMDEN CITY	3402640	LANNING SQUARE	01378			X		
JERSEY CITY	3407830	EZRA L NOLAN 40	02836			X		
CAMDEN CITY	3402640	COOPERS POYNT	01364			X		
PLAINFIELD	3413140	HUBBARD	05606			X		
Liberty Academy Charter Sch	3400028	Liberty Academy CS	00295			X		
NEWARK	3411340	QUITMAN COMMUNITY SCHOOL	02334			X		
PATERSON	3412690	NUMBER 28	04924			X		
TRENTON	3416290	GRACE A DUNN MIDDLE SCH	03210			X		
BRIDGETON	3402250	BROAD STREET ELEM SCH	01786			X		
PATERSON	3412690	NUMBER 13	04898			X		
NEWARK	3411340	FIFTEENTH AVE	02272			X		
CAMDEN CITY	3402640	EAST CAMDEN MIDDLE	01350			X		
JERSEY CITY	3407830	WHITNEY M YOUNG	02798			X		
D U E Season Charter School	3400081	D U E Season CS	06133			X		
CAMDEN CITY	3402640	DAVIS ELEM	01368			X		
NEWARK	3411340	CAMDEN MIDDLE	02254			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	BONSALL	01356			X		
BRIDGETON	3402250	CHERRY STREET	01790			X		
NEWARK	3411340	THIRTEENTH AVE	02364			X		
TRENTON	3416290	HEDGEPEETH WILLIAMS SCH	03206			X		
PATERSON	3412690	NUMBER 12	04896			X		
SALEM CITY	3414550	SALEM MIDDLE	05094			X		
BEVERLY CITY	3401740	BEVERLY SCHOOL	00952			X		
PATERSON	3412690	NUMBER 8	04888			X		
TRENTON	3416290	CADWALADER	03214			X		
PATERSON	3412690	NUMBER 20	04912			X		
NEWARK	3411340	CHANCELLOR AVE	02256			X		
PASSAIC CITY	3412540	ETTA GERO NO 9	04850			X		
CAMDEN CITY	3402640	SHARP	01394			X		
JERSEY CITY	3407830	JULIA A BARNES No 12	02794			X		
NEWARK	3411340	DR E ALMA FLAGG	05976			X		
JERSEY CITY	3407830	NUMBER 24	02808			X		
PATERSON	3412690	NUMBER 21	04914			X		
FAIRFIELD TOWNSHIP	3405040	FAIRFIELD TOWNSHIP SCHOOL	00811			X		
NEWARK	3411340	EIGHTEENTH AVE	02268			X		
NEW BRUNSWICK	3411220	LORD STIRLING	03464			X		
EAST ORANGE	3404230	SOJOURNER TRUTH MIDDLE	05932			X		
ROSELLE BOROUGH	3414280	WILDAY	05660			X		
TRENTON	3416290	ROBBINS	03242			X		
NEWARK	3411340	MAPLE AVE SCHOOL	02308			X		
PATERSON	3412690	NUMBER 26	04920			X		
NEWARK	3411340	BRAGAW AVE	02240			X		
NEWARK	3411340	DR WILLIAM H HORTON	02280			X		
Village Charter School	3400046	Village CS	00329			X		
NEWARK	3411340	SOUTH SEVENTEENTH ST	02354			X		
Central Jersey Arts Charter School	3400075	Central Jersey Arts CS	00561			X		
ATLANTIC CITY	3400960	NEW YORK AVENUE SCHOOL	00020			X		
JERSEY CITY	3407830	NUMBER 34	02824			X		
CAMDEN CITY	3402640	MCGRAW	01380			X		
PLAINFIELD	3413140	JEFFERSON	05622			X		
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD MIDDLE	04642			X		
Greater Brunswick Charter	3400047	Greater Brunswick CS	00330			X		
TRENTON	3416290	MOTT	03234			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Freedom Academy Charter School	3400080	Freedom Academy CS	00566			X		
PATERSON	3412690	EDWARD W KILPATRICK	04872			X		
ELIZABETH	3404590	NO 5 MABEL HOLMES MIDDLE	00071			X		
Lady Liberty Academy Charter School	3400077	Lady Liberty Academy CS	00485			X		
BURLINGTON CITY	3402430	WILBUR WATTS INTERMEDIATE	00976			X		
NEWARK	3411340	RAFAEL HERNANDEZ SCHOOL	00091			X		
CAMDEN CITY	3402640	PARKSIDE	01388			X		
JERSEY CITY	3407830	ALEXANDER D SULLIVAN 30	02830			X		
PASSAIC CITY	3412540	NUMBER 11 CRUISE MEMORIAL	04854			X		
NEWARK	3411340	MCKINLEY	02318			X		
PLAINFIELD	3413140	MAXSON	05608			X		
ELIZABETH	3404590	NO 1 G WASHINGTON	05492			X		
NEWARK	3411340	HAWKINS ST	02284			X		
ASBURY PARK	3400930	THURGOOD MARSHALL PRIMARY	00157			X		
NEWARK	3411340	BURNET ST	02250			X		
PLEASANTVILLE	3413200	PLEASANTVILLE MIDDLE SCH	00219			X		
TRENTON	3416290	WILSON	03248			X		
IRVINGTON TOWNSHIP	3407680	FLORENCE AVE	05965			X		
MILLVILLE	3410320	R D WOOD	01884			X		
TRENTON	3416290	PARKER	03238			X		
ATLANTIC CITY	3400960	DR M L KING JR SCH COMP	00032			X		
JERSEY CITY	3407830	NUMBER 14	02796			X		
NEWARK	3411340	SUSSEX AVE	02360			X		
PATERSON	3412690	NUMBER 5	04882			X		
MILLVILLE	3410320	BACON ELEM	01872			X		
ENGLEWOOD CITY	3404740	J E DISMUS MIDDLE	00394			X		
EAST ORANGE	3404230	JOHN L COSTLEY MIDDLE	05930			X		
BRIDGETON	3402250	INDIAN AVE	01794			X		
PERTH AMBOY	3412930	MC GINNIS MIDDLE SCHOOL	03542			X		
NEWARK	3411340	CLEVELAND	02262			X		
East Orange Community CS	3400021	East Orange Community CS	00283			X		
NEWARK	3411340	SOUTH ST	02352			X		
Jersey City Comm Charter	3400033	Jersey City Comm CS	00303			X		
CITY OF ORANGE TOWNSHIP	3412270	ORANGE MIDDLE	02410			X		
HOBOKEN	3407350	THOMAS G CONNORS	00065			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
IRVINGTON TOWNSHIP	3407680	UNION AVE	02122			X		
PATERSON	3412690	URBAN LEADERSHIP ACADEMY	00803			X		
LINDEN	3408610	NUMBER 1	05562			X		
JERSEY CITY	3407830	NUMBER 22	02804			X		
WILDWOOD CITY	3417940	WILDWOOD MIDDLE SCHOOL	06039			X		
ELIZABETH	3404590	NO 6 LAFAYETTE	05498			X		
PASSAIC CITY	3412540	NUMBER 4 LINCOLN	04842			X		
ASBURY PARK	3400930	BRADLEY ELEMENTARY	03740			X		
IRVINGTON TOWNSHIP	3407680	THURGOOD G MARSHALL	00089			X		
PLAINFIELD	3413140	EMERSON	05618			X		
ELIZABETH	3404590	NO 13 B FRANKLIN	05506			X		
JERSEY CITY	3407830	NUMBER 4 MIDDLE SCH	00539			X		
PATERSON	3412690	NUMBER 18	04908			X		
CITY OF ORANGE TOWNSHIP	3412270	MAIN STREET SCHOOL	06117			X		
PLAINFIELD	3413140	EVERGREEN	05620			X		
NEWARK	3411340	NEWTON ST	02328			X		
PATERSON	3412690	NUMBER 3	04878			X		
PASSAIC CITY	3412540	NUMBER 6 MARTIN L KING	04844			X		
NEW BRUNSWICK	3411220	LIVINGSTON	03462			X		
PASSAIC CITY	3412540	NUMBER 3 MARIO J DRAGO	04840			X		
NEWARK	3411340	MADISON ELEM	02306			X		
NEWARK	3411340	CAMDEN ST	02252			X		
NEPTUNE TOWNSHIP	3411160	SUMMERFIELD	04052			X		
NEWARK	3411340	MILLER ST	02320			X		
ATLANTIC CITY	3400960	UPTOWN SCHOOL COMPLEX	00022			X		
WOODLYNNE BOROUGH	3418270	WOODLYNNE	01700			X		
NEW BRUNSWICK	3411220	ROOSEVELT ELEM	03472			X		
ATLANTIC CITY	3400960	TEXAS AVENUE	00018			X		
JERSEY CITY	3407830	NUMBER 23	02806			X		
NEW BRUNSWICK	3411220	MCKINLEY COMM	03466			X		
NEWARK	3411340	LINCOLN	02302			X		
BRIDGETON	3402250	BUCKSHUTEM ROAD	01788			X		
ELIZABETH	3404590	NO 75 BATTIN MIDDLE SCH	05482			X		
WILLINGBORO TOWNSHIP	3418000	LEVITT MIDDLE SCHOOL	00705			X		
PERTH AMBOY	3412930	SAMUEL E SHULL MIDDLE	03548			X		
NEW BRUNSWICK	3411220	LINCOLN	03460			X		
MILLVILLE	3410320	LAKESIDE MIDDLE SCHOOL	00271			X		

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
EWING TOWNSHIP	3404920	PARKWAY	03082			X		
ELIZABETH	3404590	NO 2 WINFIELD SCOTT	05494			X		
WILLINGBORO TOWNSHIP	3418000	WILLINGBORO MEM UPPER ELM	06108			X		
PENNS GROVE-CARNEYS POINT	3412840	PENNS GROVE MIDDLE SCHOOL	05058			X		
NEWARK	3411340	LUIS MUNOZ MARIN MIDDLE	02212			X		
NEPTUNE TOWNSHIP	3411160	NEPTUNE MIDDLE SCHOOL	04036			X		
Camdens Promise Charter	3400017	Camdens Promise CS	00266			X		
PLAINFIELD	3413140	DEWITT D BARLOW	05610			X		
EAST ORANGE	3404230	WASHINGTON ACADEMY	02062			X		
FREEHOLD BOROUGH	3405580	FREEHOLD LEARNING CENTER	03788			X		
JERSEY CITY	3407830	HEIGHTS MIDDLE SCHOOL	06114			X		
RED BANK	3413740	RED BANK MIDDLE	04078			X		
WINSLOW TOWNSHIP	3418060	WINSLOW TWP MIDDLE SCHOOL	00439			X		
KEANSBURG BOROUGH	3407860	JOSEPH R BOLGER MID SCH	00027			X		
LINDENWOLD BOROUGH	3408640	LINDENWOLD MIDDLE SCHOOL	00431			X		
FREEHOLD BOROUGH	3405580	INTERMEDIATE	03790			X		
HAMILTON TOWNSHIP	3406540	GEORGE E WILSON	03102			X		
PAULSBORO	3412720	LOUDENSLAGER	02612			X		
JERSEY CITY	3407830	DR CHARLES P DEFUCCIO 39	02832			X		
ROSELLE BOROUGH	3414280	LEONARD V MOORE	05656			X		
EAST ORANGE	3404230	LANGSTON HUGHES SCHOOL	02048			X		
WOODBINE	3418090	WOODBINE ELEM	01780			X		
JERSEY CITY	3407830	JAMES F MURRAY 38	02842			X		
GUTTENBERG	3406240	ANNA L KLEIN	02734			X		

APPENDIX D – DEFINITIONS OF TIER I, TIER II AND TIER III SCHOOLS

TIER I Schools

New Jersey defines persistently lowest-achieving schools for Tier I as:

Any Title I school in improvement, corrective action, or restructuring that —

(i) Is among the lowest-achieving 5% of Title I schools in improvement, Corrective action, or restructuring or

(ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over two years.

Determining the 5% of schools for Tier I

NJ utilized all Title I schools in improvement, corrective action, or restructuring (486) when calculating the 5% of schools. The number that represents the lowest-achieving 5% is **24 schools**. As required all schools currently with served FY 2009 SIG Funds were included in determining the 5%. All currently served Title I schools were excluded from the current list. (See Schools served with FY 2009 SIG Funds list). NJ does not have any currently served Tier III schools.

High School Graduation Rates

New Jersey recognizes the need to address high schools that do not adequately prepare students to graduate with the skills needed for college and employment. In compliance with 34 C.F.R. Section 200.19(b), New Jersey will be using the graduation rate, which currently is a leaver rate, to identify schools that have a graduation rate of less than 60% **over two years**. The leaver rate will be used until the four year cohort is available.

This is consistent with the federal requirements of using such a rate until the 2010-2011 school year. Beginning with the 2010-2011 school year, New Jersey will utilize the four year cohort model to identify the High Schools with graduation rates less than 60%.

NJ identified **1 Title I high school** in improvement, corrective action, or restructuring that has a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60%.

List of Tier I school for FY 2010 SIG Funds

Ranking the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, plus adding the Title I high school in improvement corrective action, or restructuring that had a graduation rate less than 60% this year, **25 Tier I schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of 25 schools represents the lowest-achieving 5%, and does not include any schools currently served with FY 2009 SIG Funds.

Appendix A in the NGO is the list, by LEA, of each of the 25 Tier I schools.

TIER II Schools

New Jersey’s defines persistently lowest-achieving schools for Tier II as:

All secondary schools that are in improvement, corrective action, or restructuring that

(i) Is among the lowest-achieving 5% of all secondary schools or

- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over two years.

Tier II Waiver

For Tier II, the NJDOE found that its initial Tier II list included secondary schools that were significantly higher achieving than many Title I-participating secondary schools, therefore requested a waiver to include Title I-participating secondary schools that missed AYP for two consecutive years, and are not identified as persistently lowest-achieving schools in Tier I. (Tier II waiver)

Secondary School

A secondary school is a school that provides “secondary education, as determined under state law, except that the term does not include any education beyond grade 12” ESEA section 9101(38). Grades 9-12 are identified as secondary schools in New Jersey determining the 5% of schools for Tier II.

A Title I “*eligible*” secondary school is defined as a school that is not served by Title I and has a poverty percentage above the district-wide poverty average, above the appropriate grade-span poverty average, or 35% or more.

Determining the 5% of schools for Tier II

Applying the *Tier II-waiver* permitting Title I participating secondary schools to be eligible, NJ utilized all secondary schools that are in improvement, corrective action, or restructuring (147) when calculating the 5% of schools. The number that represents the lowest-achieving 5% is **8 schools**. All secondary schools currently with served FY 2009 SIG Funds were included in determining the 5%. All currently served Tier II schools were not included in the current list. (See Schools served with FY 2009 SIG Funds list).

List of Tier II school for FY 2010 SIG Funds

Ranking the secondary schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group; applying the lack of progress to the rank order list; and counting up from the bottom of the list, **8 Tier II schools** were identified for purposes of using SIG funds under section 1003(g) of the ESEA. This list of eight schools represents the lowest-achieving 5%, and does not include any schools currently served with FY 2009 SIG Funds. No schools were added to the Tier II list as a result of NJ’s “graduation rate”.

For Tier II list, using the Tier II waiver, NJDOE identified Title I secondary schools only, because the Title I schools were no higher performing than the “newly eligible” secondary schools that would have been identified in this tier.

Appendix B in the NGO lists the 8 Tier II secondary schools.

TIER III Schools

Tier III schools (160) are identified as any Title I school in improvement, corrective action, or restructuring, that is not in Tier I, Tier II, or served with FY 2009 SIG Funds, and no higher performing than the highest performing school in the Tier II.

List of Tier II school for FY 2010 SIG Funds

The 160 Tier III schools represent 36.4% of the all eligible Tier III schools (439). There are no currently served Tier III schools. The list of these schools is in Appendix C in the NGO.

LEAs are not eligible to apply for Tier I and II schools in this NGO. If an LEA does not commit to serving any of its Tier I schools by applying in the 2009 Cohort 1 or 2010 Cohort 2 opportunity, it will not be eligible to apply for its Tier III schools.

Method to Identify Tier I, II and III Schools

New Jersey ranked each set of schools; (a) Title I schools in improvement, corrective action, or restructuring and (b) all secondary schools—from highest to lowest in terms of proficiency of the “**all students**” group on the state’s reading/language arts and mathematics assessments combined.

Adding Ranks Method

Step 1: Calculated the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 2: Calculated the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the state reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 3: Rank ordered schools based on the % proficient for reading/language arts from the highest percent proficient to the lowest % proficient. The highest % proficient received a rank of one.

Step 4: Rank ordered schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.

Step 5: Added the numerical ranks for reading/language arts and mathematics for each school.

Step 6: Rank ordered schools in each set of schools based on the **combined** reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) was the highest-achieving school within the set of schools and the school with the highest combined rate was the lowest-achieving school within the set of schools.

To determine whether a school has demonstrated a “lack of progress” on the state’s assessment, New Jersey applied, as specified in the guidance, **the Lowest Achieving Over Multiple Years** method to identify the lowest achieving schools in improvement, corrective action, or restructuring.

Lowest Achieving Over Multiple Years

The state applied the steps in the Adding Ranks Method for **two previous years** for each school, ranked from highest to lowest based on the academic achievement of the “all students” group. Then, it selected the schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the state.

The same process was used to rank each Tier.

APPENDIX E – WAIVERS

NJDOE requested and received these waivers from the USDE.

New Jersey requested a waiver of the requirements it has listed 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, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the state's Tier I and Tier II schools.

1. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
2. Waive the 40% poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.
3. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014.
4. In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 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 IA.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 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.

The state assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The state assures that, prior to submitting this request in 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 this request 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 this waiver request 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 assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

APPENDIX F – 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 six 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 ORGANIZATIONAL COMMITMENT AND CAPACITY. 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 the right applicant for this project? 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?*

NEED. 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. 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?*

PROJECT ACTIVITY PLAN. The project activity plan is properly constructed and logically sequenced to substantiate the project plan, 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. 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 Project Activity 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 G LEA APPLICATION SCORING GUIDE

Total Max Score = 20

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	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.				Points Awarded:
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, plan development and implementation.	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, plan development, and plan implementation.	
	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 12 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.				Points Awarded:
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	There is a detailed and well-organized process for the LEA support for all of the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
		selected model	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	
C. Recent history in improving schools	Poor history of supporting schools	Adequate history of supporting schools	Successfully supported its schools	
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 Tier III schools in the last three years with strategies and implementation of the unified plan	The LEA has not demonstrated that it supported the implementation of strategies in the Unified Plan for Tier III schools	The LEA has demonstrated that it supported implementation of the strategies in the Unified Plan for Tier III schools	The LEA conducts regular support meetings with its Tier I II schools in order to support the implementation of the Unified 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; schools continue to advance in SINI status and remain in Tier	There has been some growth with subgroups by making safe harbor; school has not advanced in SINI status	There has been increasing growth over time in the school by all subgroups; school has not advanced in SINI status	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	III			
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	
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	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 additional learning time for all students except for SES	All students participate in extended learning of some type for at least three hours each week/Saturdays, summer for a total of 300 hours per year	The school day has been extended for all students and teachers with an organized and systematic plan supported by all stakeholders exceeding the 300 hours	
8. Negotiating additional compensation for administrative staff and teachers in PLAs for implementing reforms	There has been no action to negotiate additional compensation for teachers	There is stakeholder support for some form of compensation for teachers in PLAs while implementing reforms	A negotiated compensation plan is in place for administrators and teachers in PLAs while implementing reforms	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
9. Alignment with the NJCCCS	There is no evidence of alignment of the major interventions with the NJCCCS	There is some evidence of alignment of the major interventions with the NJCCCS	There is documentation to support the alignment of major interventions and the NJCCCS	
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	
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 and has limited support	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	The process is not clearly defined	The process is adequate	The process is comprehensive and well defined, includes feedback and evidence of incorporation into teacher practices	
	The responsibilities of the external provider and the LEA	The responsibilities of the external provider and the LEA	The responsibilities of the external provider and the LEA	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	are minimally or not defined and aligned.	are broadly defined and aligned.	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.	
	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 and will be evaluated	
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.	
	Inappropriate or a few other resources have been identified for alignment.	Limited other resources have been researched and identified for alignment.	Multiple other resources have been researched and identified for alignment.	
	Ways in which to align with the interventions have not been provided, or proposed areas for alignment are not relevant to the interventions.	General ways in which to align the interventions have been provided for some of the resources available.	Specific ways in which to align the interventions have been provided for each resource available.	
	Very limited or no flexibility has been provided for hiring, retaining and transferring staff	Limited flexibility has been provided for hiring, retaining and transferring staff to	Flexibility has been provided for hiring, retaining and transferring staff to facilitate	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	to facilitate the selected model.	facilitate the selected model.	the selected model including use of specific criteria to evaluate effectiveness of staff	
	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, Saturdays, Summer hours to the calendar have been provided.	
F. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	No description is included.	The description is adequate to review the practices of the LEA.	An in-depth analysis was conducted by the LEA and adjustments anticipated.	
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.	
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 emergencies.	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
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.	
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	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
			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 3 points) The applicant must demonstrate a comprehensive plan which insures ongoing monitoring and oversight of the project and the mechanism for utilizing appropriate data and information to identify any problems and needed changes.				Points Awarded:
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.	
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	There is no plan for an annual	A plan for the annual	A detailed plan including the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
evaluating the implementation	evaluation of the implementation of the SIG program.	evaluation process used to implement the SIG program is provided.	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 H – SCHOOL APPLICATION SCORING GUIDE

Total Max Score = 80 Points

LEA: _____

SCHOOL: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
STATEMENT OF NEED (Maximum 10 Points) <i>Includes Reporting Metrics and Statement of Need</i>				Total Points:
Reporting Metrics (0 points) The district has provided all of the requested data				Points Awarded:
2009-2010 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 10 points) The district’s statement of need is comprehensive by addressing all domains and reflects a quality analysis of multiple appropriate data sources.				Points Awarded:
A. Multiple Measures Analysis	Multiple measures for each of the areas 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 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.	
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-	A brief description of how at-	The identification criteria and	Detailed identification criteria	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
risk students	risk students are identified is provided	process to assist at-risk students, including migrant and homeless students, in a timely manner is provided.	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 subgroups not meeting AYP	The root cause for subgroups not meeting AYP is not provided	Root causes are identified for subgroups not meeting AYP.	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 30 POINTS) <i>Includes Project Description and Monitoring and Accountability Plan</i>				Total Points:
Program Description (Maximum 30 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.				Points Awarded:
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 is provided along with the use of multiple measures.	
G. Principal evaluation	Principal evaluation is not addressed or is the same as that used in previous years.	Some 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.	
N. Increased time for teachers	Minimal information is provided regarding increased time to teachers.	An adequate description is provided.	A detailed description of the increased time for teachers to plan and participate in PLCs is provided.	
O. Operational flexibility and sustained support	Minimal information is provided regarding operational flexibility and sustained support.	An adequate description is provided.	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.	

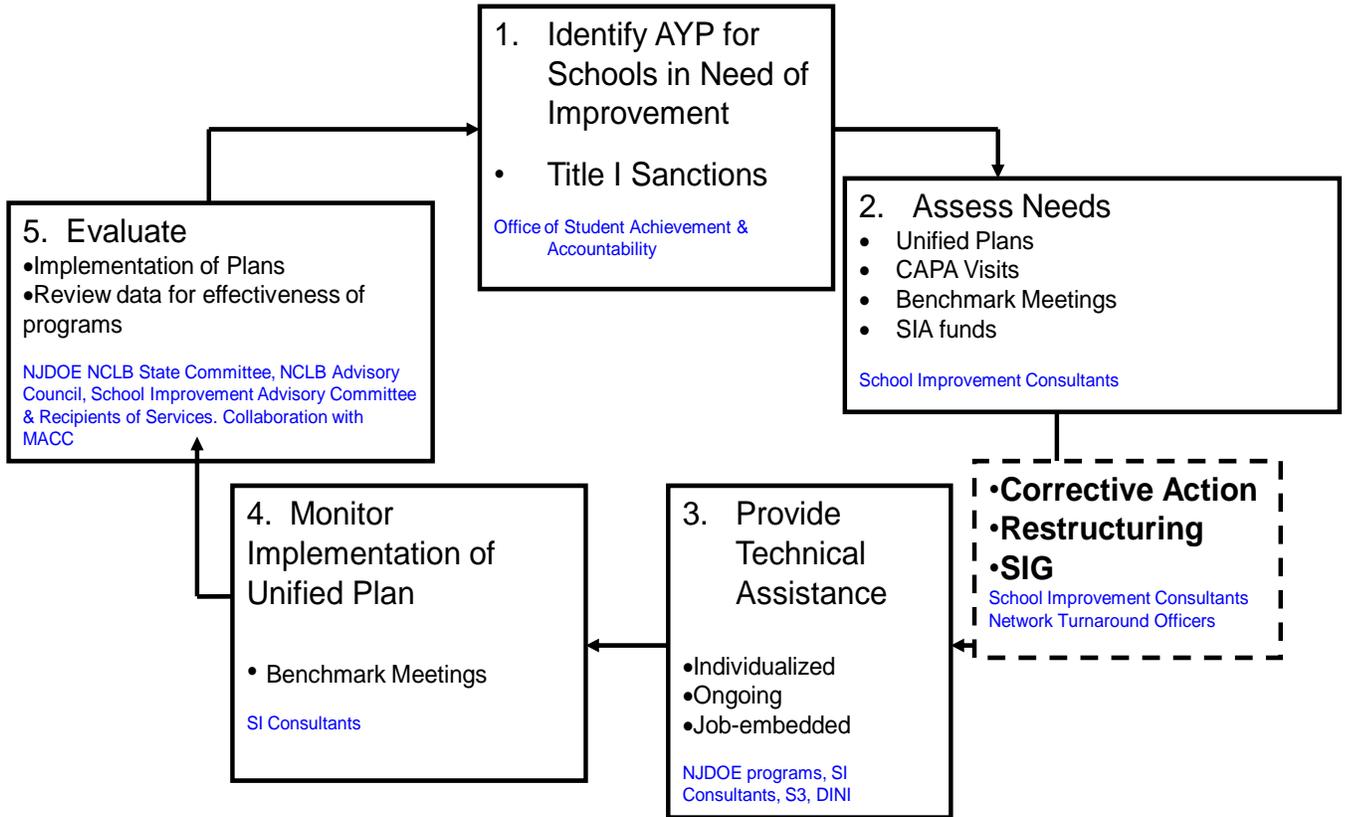
Annual Student Targets (Two Pages) (Maximum 10 points)				Points Awarded:
The applicant has identified challenging student targets utilizing state assessments and other appropriate measures that will lead to significantly improved student achievement in a relatively short time.				
A. State assessments - 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	
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	
Project Activity Plan (Maximum 20 points)				Points Awarded:
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 Timely	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.	
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 10 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.				Points Awarded:
1. SIG funds are spent exclusively on the grant program directly tied to the activity 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 cannot be linked to the program.		Travel expenses are directly linked to the program.	
6. \$50,000 in support of its model and up to \$2,000,000 for the first year minimum of \$150,000 and a maximum of \$6,000,000 budget must be created for each of three years	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 G – STATE SYSTEM OF SUPPORT

Chart A: New Jersey Framework for Continuous Improvement
Statewide System of Support for Districts & Schools



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:

- **Leadership Academy and Network**

Research suggests that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development is necessary to refine and develop the skills that assist the principal in effecting dramatic change in the level of student achievement. Working in conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational

school leaders, the principal and district officials participate in a leadership academy to support the SIG implementation.

This ten-day academy starts the third week of July, 2012. The academy includes intensive training on such topics as the urgency of change, the successful opening of school, effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions. This professional-learning community serves as a resource to principals to problem-solve and share successful interventions. The academy prepares the school-turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students and to fill open positions in the school based on candidates' qualifications. The principal is given the maximum amount of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The summer sessions are integrated with LEA superintendents/leadership to assure a shared vision and coherent implementation. The formal "networks" for both principals and district officials are to be reconvened monthly throughout the year to ensure that the collaborative network is sustained. The leadership academy and network are funded by the SIG state administrative funds. Grant costs would include travel such as mileage and possibly salary if the principal and/or district person does not work in the summer.

- **Network Turnaround Officer**

The Network Turnaround Officer (NTO) is assigned by the NJDOE to the district and school to work for at least 100 days annually during the three-year project period. NJDOE conducts a selection process to find candidates who were previously principals and are outstanding and highly skilled school leaders. NJDOE has developed a NTO Job Description and notices will be posted regarding applications for the position. The NTO assignment with the LEA is renewed on an annual basis. The Network Turnaround Officer is funded by the SIG state administrative funds

The NTO works to build LEA relationships necessary for the collaborative work on behalf of the SIG school. The NJDOE evaluates the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions. The NTO assigned to the school provides oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO is used during the decision making process regarding ongoing implementation and during the annual renewal of the grant. The NTO 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 monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO 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 NTO 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 NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking 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 NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

- **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 persistently-low-performing 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 results of this evaluation will be reported publicly. 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.

APPENDIX H – RESOURCES

FEDERAL RESOURCES

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

Clarifying Guidance for Section 1512(c) of ARRA (January 6, 2010):

<http://www2.ed.gov/programs/sif/index.html>

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

To register with the CCR database: www.ccr.gov

Turning Around Chronically Low-Performing Schools, Institute of Education Sciences,
<http://ies.gov/ncee/www/practiceguides>

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>.

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>.

All recipients of SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA).

SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at https://homeroom3.state.nj.us/arra_qrs/index.html.

CAPA Teaching and Learning Tool at: <http://www.nj.gov/education/capa/docs/tool4day.pdf>

CAPA Handbook Guide at: <http://www.nj.gov/education/capa/docs/visit4day.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://www.publicimpact.com/school-turnarounds/school-turnaround-leaders>

School Turnaround Leaders: Selection Toolkit

http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf

The Interstate School Leaders Licensure Consortium Standards (ISLLC)

The National Association of Elementary School Principal Standards

The National Association of Secondary School Principals Standards

<http://www.state.nj.us/education/dsis/leadership/resources/>

School Restructuring: What Works When

http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf

APPENDIX I
LEA Documentation of Federal Compliance
(DUNS/CCR) Form

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

Part I – Applicant Organization

Organizational Name of Applicant _____

Address _____

DUNS number _____

Expiration Date of CCR 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 Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator

Date

Name and Title

APPENDIX J

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.

APPENDIX K

**Documentation of Federal Compliance (DUNS/CCR) Form
UPLOAD TO EWEG**

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 _____

DUNS number _____

Expiration Date of CCR 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 Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator

Name and Title

APPENDIX L

LEA/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.
- The district and the school(s) will partner with the NJDOE's Network Turnaround Officer assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- 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.

Applicant LEA

Signature: *Chief School Administrator*

Applicant School

Date

SECTION 5

SCHOOL IMPROVEMENT GRANT TIER III LEA AND SCHOOL APPLICATION

LEA & School Section

Form L-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____

Mission	
Vision	
Project Implementation Summary	

Form L-5

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

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
									turnaround	restart	closure	transformation
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

Form L-6(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 necessary

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 (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO 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 6(b) can be found in the Appendices of the NGO as Appendix J

LEA COMMITMENT AND CAPACITY

LEA : _____

See details for each item on pages 24 to 26. 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 June 1, 2010. 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-8

Date: _____

Page ____ of ____

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

This form should ONLY be completed those districts that are applying for some but not all Tier I or Tier II schools

LEA : _____

If an application is not submitted for each Tier I school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

Form L-9

Date: _____

Page ____ of ____

WAIVER REQUEST

LEA : _____

School Name	Waiver 1 “Starting over” in the school improvement timeline for turnaround or restart model only	Waiver 2 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold

Form L-10

Date: _____

Page ____ **of** ____

MONITORING AND ACCOUNTABILITY PLAN

LEA : _____

Name of School: _____

School Section

FOR PLANNING PURPOSES ONLY

Form S-3

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : _____ Name of School: _____

Mission	
Vision	
Project Implementation Summary	

Form S-4

Date: _____

Page ____ of ____

REPORTING METRICS

LEA : _____

Name of School: _____

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	
AYP status	
Which AYP targets the school met and missed	
School improvement status	
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-5

Date: _____

Page ____ of ____

STATEMENT OF NEED

LEA : _____

Name of School: _____

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

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading		
Academic Achievement - Writing		
Academic Achievement - Mathematics		
Parent Involvement		
Professional Development		
Extended Learning Opportunities		
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
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 subgroups not meeting AYP?	
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-6

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>		
<p>Evidence of Implementation Indicators</p>	<p>Implementation Description</p>	<p>Timeline</p>
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>		
<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>		
<p>3. The LEA establishes a pipeline of potential turnaround leaders.</p>		
<p>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.</p>		

Transformation SIG Required Activity – 2

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

Implementation Guidance

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

Evidence of Implementation Indicators	Implementation Description	Timeline
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 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 Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
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.		

Form S-6

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.		

Form S-6

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.		

<p>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.</p>		
<p>8. Be able to sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available.</p>		

Form S-6

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 Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
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					MATHEMATICS				
			2012 Target	2013 Target	2014 Target			2012 Target	2013 Target	2014 Target
For Each Grade Span: _____	State Assessment	Baseline				State Assessment	Baseline			
Total Students	State Assessment					State Assessment				
Students with Disabilities	State Assessment					State Assessment				
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment					State Assessment				
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment					State Assessment				

Form S-7

Date: _____

Page ____ of ____

ANNUAL STUDENT TARGETS

LEA : _____

Name of School: _____

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS					
		Name of Measurement	Baseline	2012 Target	2013 Target		2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: _____											
Total Students											
Students with Disabilities											
Limited English Proficient Students											
White											
African-American											
Asian/Pacific Islander											
American Indian/Native American											
Hispanic											
Others											
Economically Disadvantaged											

Form S-8

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : _____

Name of School: _____

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 2 Transformation	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.
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SMART Goal:	
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Indicators of Success:	1. 2.
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SBR Practice to Address Goal:	
--------------------------------------	--

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 3 Transformation		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 4 Transformation		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 5 Transformation		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 6 Transformation		Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

SIG Required Activity – 7a Transformation		Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1								
2								
3								
4								
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SIG Required Activity – 7b Transformation		Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).							
SMART Goal:								
Indicators of Success:	1. 2.							
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - CLOSURE

LEA : _____

Name of School: _____

SIG Required Activity – 1 Closure		LEA closes a school.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 2 Closure		Enroll 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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - RESTART

LEA : _____

Name of School: _____

SIG Required Activity – 1 Restart		Replace the principal who led the school prior to commencement of the restart model. Select CMO or EMO and implement proposed model.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Activity – 2 Restart	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.
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SMART Goal:	
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Indicators of Success:	1. 2.
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SBR Practice to Address Goal:	
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Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

Use only one model template for each school.

Date: _____

Page ____ of ____

PROJECT ACTIVITY PLAN - **TURNAROUND**

LEA : _____

Name of School: _____

SIG Required Activity – 1 Turnaround	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.						
SMART Goal:							
Indicators of Success:	1. 2.						
SBR Practice to Address Goal:							
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 2 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 3 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 4 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 5 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 6 Turnaround		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.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 7 Turnaround		Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 8 Turnaround		Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 9 Turnaround		Provide appropriate social-emotional and community-oriented services and supports for students.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:								
Indicators of Success:		1. 2.						
SBR Practice to Address Goal:								
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
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Form S-9

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THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : _____

Name of School: _____

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
LEA					
Total Budget					

Budget Narrative

Form S-16

NJ DEPARTMENT OF EDUCATION

APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: _____

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

NGO Title: School Improvement Grant (Cohort 2 – 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