

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140026

Grants.gov Tracking#: GRANT11654030

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="226002199"/>	* c. Organizational DUNS: <input type="text" value="0793058920000"/>
---	---

d. Address:

* Street1:	<input type="text" value="90 Delaware Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Paterson"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="07503-1804"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Dorothy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Dougé"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="973-321-0646"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Paterson's Authentic Learning for Turn-Around Schools (PALTS):
Strengthening Paterson, New Jersey's Aspiring Leaders Project Leadership Pipeline

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,499,999.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,499,999.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, 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 standards or agency directives.
3. 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.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) 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), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Livio DiRubbo"/>	TITLE <input type="text" value="Grants"/>
APPLICANT ORGANIZATION <input type="text" value="City of Paterson Board of Education"/>	DATE SUBMITTED <input type="text" value="05/23/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/> CFDA Number, if applicable: <input type="text" value="84.377"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S377B140026

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION City of Paterson Board of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Livio"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="DiRubbo"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Grants"/>	
* SIGNATURE: <input type="text" value="Livio DiRubbo"/>	* DATE: <input type="text" value="05/23/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

***Paterson's Authentic Learning for Turn-Around Schools (PALTS):
Strengthening Paterson, New Jersey's Aspiring Leaders Project Leadership Pipeline***

SUMMARY: The Paterson Public Schools will strengthen its existing turnaround school leadership pipeline by extending the candidate group for leadership, by adding ELL and special education as topics and by making our own and our university partners' leadership preparation content more authentic, compelling and convenient by incorporating it in web-enabled, interactive computer simulations of the sort originally pioneered with a grant from the US Department of Education's School Leadership Program (*Project ALL*).

APPLICANT: Board of Education, City of Paterson, on behalf of Paterson Public School District. The Paterson Public School District (PPS) is an urban district in northern New Jersey. The third largest district in New Jersey and one of its most diverse, PPS enrolls 29,400 students in grades pre-K to 12. Driven by an urgent need to further improve student academic outcomes, PPS is aggressively and successfully implementing school and district-level initiatives to transform itself into a high-performing district.

THE GOAL of *Paterson's Authentic Learning for Turn-Around Schools (PALTS)* is to increase student achievement by enhancing our leadership pipeline (*Aspiring Leaders Project*) to develop future leaders for the SIG and SIG-eligible schools. The project has three objectives:

OBJECTIVE 1: To enhance the current PPS leadership pipeline with web-enabled, computer simulations of *A Year in the Life of a Paterson School Leader* tailored for PPS.

OBJECTIVE 2: To recruit and prepare 45 exemplary administrators and teacher leaders to excel as leaders in SIG/SIG-eligible schools in the Paterson Public School District.

OBJECTIVE 3: To create a sustainable and effective model for turnaround school leadership preparation that can be used for additional schools and additional settings..

PROPOSED PROJECT ACTIVITIES: The District will augment and extend Project *Aspire*, the PPS’s existing pipeline activities, by adding a state-of-the-art, next generation tool for professional learning – web-enabled interactive and immersive computer simulations, *Paterson’s Authentic Learning for Turn-Around Schools (PALTS)*, in our SIG/SIG eligible schools to support our multiple transformation goals for all stakeholders. The project activities will enhance the district’s current pipeline that consists of multiple leadership development modalities, including, principal coaching, 360° coaching, and additional leadership roles (e.g., assistant principals, teacher leaders). Typically, participants engage in a yearlong program with eight developmental sessions that focus on the research-based *Effective Schools Model*. These are supplemented with eight professional coaching sessions from Seton Hall University. Our simulations will be integrated in program to provide participants with the opportunity to see (filmed) world-of-practice problems, make choices, see consequences and experience the changing trajectories of their students’ achievement, their faculties and their communities.

ABSOLUTE PRIORITY 1: Non-rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program. Paterson includes two SIG and four SIG-eligible schools:

School	SIG/SIG-eligible	NCES ID
Number 4: Dr. F Napier Jr School of Technology	SIG	341269004880
Number 6: Academy of Performing Arts	SIG-eligible	341269004884
Number 10	SIG	341269004892
Number 13	SIG-eligible	341269004898
Number 28	SIG-eligible	341269004924
New Roberto Clemente	SIG-eligible	341269003003

COMPETITIVE PREFERENCE PRIORITY 1: The Paterson Public School District has included documentation of Paterson’s policies that provide school leaders with decision-making autonomy (staffing, scheduling, and budgeting) and provide the LEA with flexibility in the selection,

preparation, placement, support, and retention of school leaders to successfully turn around SIG schools and/or SIG-eligible schools. See Appendix B.1.

COMPETITIVE PREFERENCE PRIORITY 2: The Paterson Public School District has included documentation of Paterson’s previous success in preparing and supporting school leaders or leadership teams in SIG schools and/or SIG-eligible schools as demonstrated by increased graduation rates and academic growth. See Appendix B.2.

OUTCOMES #1: (a) Our leadership development simulations will provide PPS emerging leaders’ authentic experience in applying best practices; (b) PPS will implement *A Year in the Life of a Paterson School Leader* as a supplement to its *Aspiring Leaders Project* leadership pipeline; and (c) the PPS simulations will be available for use by other organizations as a cost-effective and exemplary school leadership development tool.

OUTCOMES #2: (a) Emerging leaders’ performance on job-related skills will improve after completion of our comprehensive pipeline and simulation experiences; (b) Participants will have authentic experiences related to the NJDOE/RAC turnaround principles; and (c) Candidates will experience fit or lack of fit between their job aspirations and how it really feels to do the job.

OUTCOMES #3: Schools led by PALTS completers will improve: (1) student results, including all student/and all subgroups’ performance levels in LA and math, student attendance, suspensions and graduation; and (2) teacher results, including teacher attendance, teacher retention, and school climate and staff morale.

PROPOSED NUMBER OF PROGRAM PARTICIPANTS: 45

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

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***Paterson’s Authentic Learning for Turn-Around Schools (PALTS):
Strengthening Paterson, New Jersey’s Aspiring Leaders Project Leadership Pipeline***

A. Design: *Aspiring Leaders Project & PALTS*

Driven by an urgent need to continue improving student academic outcomes, school/district culture, family and community involvement, and operational functions, the Paterson Public School District (PPS) is aggressively implementing school and district-level initiatives to transform its schools into high performing institutions of learning. Paterson Public Schools are increasing student test scores, graduation rates and college application and admissions rates – a record of achievement that is distinguishing Paterson among the state’s ‘takeover’ districts. One of the district’s reform goals is to build capacity among staff, specifically, teacher leaders, principals, and vice-principals. The district is proposing to augment and extend existing pipeline activities of the *Aspiring Leaders Project* by adding a state-of-the-art, next generation tool for professional learning – a web-enabled computer simulation, *Paterson’s Authentic Learning for Turn-Around Schools (PALTS)*, for our two SIG schools and four SIG-eligible schools to support our multiple transformation goals for all our stakeholders.

1. Selection and placement of school leaders to turn around SIG schools

Paterson has 54 public schools with 2,526 certified teachers and enrolls 29,400 students in preschool to grade 12. As the result of significant reforms to a failing district in the past five years, city high school students scored higher on state standardized tests in 2013 than at any other time in the past decade; and for the fourth consecutive year, the graduation rate for city high school students increased, rising from 66.4 percent in 2012 to 71.9 percent in 2013.

Paterson’s turn-around school leadership pipeline: *Aspiring Leaders Project*. PPS maintains its own systematic and programmatic preparation, selection, placement, autonomy,

incentives and support for the leaders of its most needy schools and it augments that with a range of services including personalized coaching from Seton Hall University. The *Aspiring Leaders Project* pipeline activities are directly linked to the district's "Transformation Initiatives" – the Bright Futures Strategic Plan, the Transformation Objectives, the Transformation Initiatives and the research-based Effective Schools Model. Our local and state-linked competencies are described below. Principals in the target schools operate within a Board of Education resolution guaranteeing autonomy which includes: (1) individual school goal setting; (2) educator performance criteria linked to local conditions; (3) tenure tied to performance evaluation and student outcomes; and (4) staffing and placement flexibility. Our principals' performance is recognized through a merit-pay system and monitored by the Department of Accountability (among others) and those data are used for continuous improvement of the *Aspiring Leaders Project* pipeline and of school operations.

The *Aspiring Leaders Project* is contributing to the district's success, but it can be strengthened. For example, with grant resources we seek to: (1) add an emphasis on leadership in Special Education and ELL programs; (2) include next generation assistant principals and vice principals; (3) recruit and support teacher leaders; and (4) potentially make the grant resources [especially our proposed interactive training simulation(s)] available to schools that are low-performing although not (yet) SIG-eligible. Our intention to augment the existing pipeline comes from criticisms that lecture-based professional learning is unrealistic and ineffective, from the logistic difficulties of conventional PD delivery (time away from schools, absences, etc.) and from the stakeholder requests that we continue to improve the quality of our administrators and teacher leaders. Those needs are particularly acute in our SIG schools.

As a district with a history of low academic achievement, located in a city with high rates of poverty and crime, PPS seeks leaders for SIG/SIG eligible schools with the following locally adopted competencies: strong and proven management skills, strong and demonstrated leadership skills and abilities, and a track record as a change agent who has (1) knowledge of change strategies; (2) strong interpersonal skills; (3) organizational savvy; (4) resourcefulness; and (5) capacity for effective problem-solving. Examples of relevant prior experiences in a PPS school turnaround principal would be the ability to inspire parents to become more active in school events, the ability to improve the school's culture and climate, and the ability to lead in a manner that results in improved student outcomes.

Our leadership principles are local adaptations of the New Jersey Department of Education's Regional Achievement Centers (RACs) eight Turnaround Principles to foster school turnaround and improved student achievement. The RACs' proven turnaround principles serve as the overarching tenets that frame the criteria which PPS uses to identify and select candidates to participate in the Turnaround Leaders Program These principles are:

- School Leadership: Ensuring the principal has the ability to lead the turnaround effort;
- School Climate and Culture: Establishing school environments with a climate conducive to learning and a culture of high expectations;
- Effective Instruction: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;
- Curriculum, Assessment, and Intervention System: Ensuring teachers have the materials to teach rigorous college and career ready standards
- Effective Staffing Practices: Developing the skills to better recruit, retain and develop effective administrators and teacher leaders;

- Enabling the Effective Use of Data: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;
- Effective Use of Time: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and
- Effective Family and Community Engagement: Increasing academically focused family and community engagement.

Leadership competencies aligned to these eight turnaround principles and the focus of leader development initiatives are: organizational development, leadership, management, interpersonal / relational, instructional leadership, change management, and problem-solving.

Paterson actively recruits, supports and, as necessary, replaces its turnaround school leaders. In 2013 the principals at School 6 and the New Roberto Clemente School (NRC) were replaced as part of the district's plan for restructuring of failing schools. The selection process for identifying the most highly qualified turnaround leaders available was based on the US DOE's "Doing What Works" database and a tool entitled "District Reflection: Identifying the School Turnaround Principal" (Appendix C.1).

The School 6 principal was hired based on her experience at Barringer High School in Newark, her extensive understanding of the turnaround and transformation models, and her commitment to the process. In the short time she has been with School 6, the principal has made changes leading to the improvement of the school's climate; has set tough and high staff expectations; and is very specific on walkthroughs and providing feedback. The second turnaround replacement principal has been in the district for seven years with six of those years serving as principal of School 12. He was selected based on his ability to manage school buildings and staff. In the past year, he has successfully implemented the changes related to

NRC becoming a middle school as well as expanding the turnaround activities under the district's restructuring plans.

2. Comprehensive and differentiated professional development for school

The Comprehensive and Complementary Aspects of Paterson's <i>Aspiring Leaders Project</i> System of Turnaround School Leadership: By Function and By Source	
<p>Paterson Competencies & NJDOE/RAC</p> <ul style="list-style-type: none"> • Turnaround school leadership • School climate and culture • Effective instruction • Curriculum, assessment and intervention systems • Effective staffing practices • Effective use of data • Effective use of time • Effective family and community engagement • Organization development • Management • Interpersonal/relational instructional leadership 	<p>PALTS's <i>Project ALL</i> federally-funded base for its simulations</p> <ul style="list-style-type: none"> • Instructional leadership • Teacher supervision • Professional development • Student performance assessment • Professional development • Budgeting and business • Planning • Safety • Communications • Community relations • Professionalism
<p>Aspiring Leaders Program (Seton Hall University)</p> <ul style="list-style-type: none"> • School leadership • Instructional management • Business management & administration • Organizational development • Change management • Problem solving • Preparation for diverse future positions • 360° co-worker feedback • <i>My Portfolio Professional Growth Planning</i> (individualized) • Coaching aligned to individual development plans • 8 individual face-to-face coaching sessions • 8 half-day trainings on the Effective Schools model • End-of-year surveys 	<p>Aspiring Leaders Personalized Coaching for PPS (Seton Hall University)</p> <ul style="list-style-type: none"> • 23-32 personal coaching sessions • 6 topical seminars, individually determined • Basics of (a) research and preparation, (b) application process, (c) hiring process, (d) interviewing, and (e) references; • Paterson Transformation Initiatives: (a) Bright Futures Strategic Plan, (b) Transformation Objectives, and (c) Transformation Initiatives; • Paterson Effective Schools Model. • Principles of Management: (a) planning, (b) directing, (c) organizing, and (d) staffing; • Leadership: (a) leadership style, (b) instructional leadership, and (c) leading change; and, • Leading During Difficult Times.

PPS is committed to the development of district personnel and provides comprehensive and differentiated professional development to prepare and support school leaders who are placed in SIG schools and/or SIG-eligible schools. Multiple professional development resources are available to PPS school leaders and aspiring leaders. The table above summarizes the school transformation resources on which the PPS pipeline is built. The proposed project draws upon the best of district resources plus those of the State Department of Education, a leading university and a path-breaking new set of tools supported by the US Department of Education's Program in School Leadership.

[1] The Aspiring Leaders Program by Seton Hall University (SHU): The purpose of this program is to develop instructional leaders and build organizational capacity for leadership. Its goal is to provide a training program that will develop existing staff for formal positions of authority. The program is designed to develop a cadre of individuals who can: (a) accomplish the task of setting direction, creating alignment, maintaining commitment in groups of people who share common work; and (b) meet future requirements of one or more leadership positions.

Features of the program are: (a) the 360 Degree Feedback Survey is administered as a method of systematically collecting opinions about an individual's performance from a wide range of coworkers. The person being assessed selects a number of people to participate in the feedback process. Surveys are assessed, a written report prepared, report reviewed with an assigned coach, and a development plan is created that is geared toward increasing effectiveness in one's job assignment. (b) Eight individual in-school coaching sessions. (c) Eight half-day developmental training sessions aligned to the tenets of the Effective Schools Model where group activities provide challenge through goal-directed, live-action, task-based interactions. (d) Post program activities: administration of an end of year survey to participants. The program develops the

following competencies: (a) school leadership; (b) instructional leadership; (c) management; (d) organizational development; (e) change management; and (f) problem-solving.

[2] Leadership Seminar and Personalized Coaching Interventions by SHU: A leadership seminar is provided for school leaders identified as needing additional, personalized professional development. The program consists of six seminars and 23 to 32 personalized coaching sessions. Seminar topics include: #1. The basics of (a) research and preparation, (b) application process, (c) hiring process, (d) interviewing, and (e) references; #2. Paterson Transformation Initiatives: (a) Bright Futures Strategic Plan, (b) Transformation Objectives, and (c) Transformation Initiatives; #3. Paterson Effective Schools Model. #4. Principles of Management: (a) planning, (b) directing, (c) organizing, and (d) staffing; #5. Leadership: (a) leadership style, (b) instructional leadership, and (c) leading change; and, #6. Leading During Difficult Times.

[3] PD 360, an On-line Professional Development Management System: In spring 2014, PPS introduced PD 360 to all School and District Administrators. PD 360 is to be used as part of the professional learning network that the district is designing to ensure that staff have access to high-quality professional learning resources that will expand their capacity to increase performance outcomes. PD 360 offers on-demand professional learning tools that are designed to improve and sustain educator effectiveness via the following features and benefits: (1) 2000+ video training segments; (2) 3500+ real classroom examples; (3) 125+ differentiated topics; (4) 900,000 educators on a private professional learning community; (5) focus objective folders; and (6) *My Portfolio Professional Growth Planning Software*.

[4] Paterson's Authentic Learning for Turnaround Schools (PALTS): In addition to the comprehensive and differentiated professional development currently provided to prepare and support school leaders who are placed in SIG schools and/or SIG-eligible schools, through the

proposed grant, PPS plans to strengthen its leadership pipeline by adding next generation interactive and web-enabled simulations of a virtual school that will challenge Paterson's school leaders to make real-time decisions and see real consequences. PALTS will be based on the work of Interactive, Inc. and Virginia Commonwealth University as PPS develops its customized virtual school to train next generation turnaround school principals in Paterson, NJ.

The federally-funded prototype, *Project ALL's "Charles Thompson Jones Middle School"* drops the user into the work of leading a virtual middle school over an academic year and then tracks his/her performance through 400+ authentic tasks" (Mann, D., Shakeshaft, C., Becker, J.D., Reardon, R. M., 2011; Mann, D., and Shakeshaft, C., "Virtual School, Real Experience," 2013). (See, http://www.youtube.com/watch?v=3pfGgy7_hOE). With this technology, Project ALL connects capacity-building for school principals to the world of practice by depicting cinema verité problems, offering choices and coupling immediate and long term consequences to those decisions. The virtual *Charles Thompson Jones Middle School* is the functional equivalent of an internship and/or the next step beyond the case method of teaching. The project has created an additional tool for teaching and learning and, potentially, this generation of simulations will increase the alignment between job candidates and job performance.

With a grant from the U.S. Department of Education, Dale Mann, Professor Emeritus from Columbia University¹ (and chair of the Department of Educational Administration) and Managing Director of Interactive, Inc. and Charol Shakeshaft, professor of education leadership at Virginia Commonwealth University began in 2008 to develop, test, and refine this new tool.

Please note: The new generation of simulations are not simply videotapes of, for example,

¹ Paterson and Seton Hall University use the Effective Schools Model as the armature of much of its school transformation. Dr. Mann is the founding chair of the International Congress for Effective Schools and Improvement, a 27-year old organization with 66 member countries focused on improving schooling for the most needy students in the world.

classroom teaching. Those traditional “training tapes” are linear, they run start to finish and they require that the user be spectator only, not a decision maker. Paterson’s immersive and interactive simulations will show PPS emerging leaders real problems of practice, require that they make decisions and then present them with dramatic consequences – the virtual faculty will be happy or unhappy, the parents will be supportive or not, the available budget will go up or down, and critically the virtual school’s performance and the achievement of its students will change as a consequence of the user’s decisions. The simulation presents real-world opportunities, problems, and challenges that are not always covered in lectures, textbooks, or workshops. For example, using the simulation requires dealing — on-screen and in real time — with demanding parents, observing classrooms, completing personnel evaluations, coping with budget cuts, and enforcing curriculum decisions.

As the pattern of a participant’s decisions emerges, those choices affect the trajectory of the school: teacher morale goes up or down, student-related metrics change, the attitudes of the principal’s central office supervisors become more or less favorable. As the decisions accumulate, algorithms calculate a profile of the participant’s strengths and weaknesses. Project ALL’s profile of user abilities was organized according to the Interstate School Leadership Licensure Consortium Policy Standards (ISLLC) standards. Paterson’s profile will be specific to the PPS locally-developed competencies.

Next-generation simulations are as different from conventional professional learning as board games are from video games. PALTS’s role-playing simulation will use point-of-view camera work and full-motion video produced on location in an urban school. Next-generation simulations succeed where other learning media — especially print and lectures — do not because of three features: (1) simulations require first-person involvement that forces

participation, and that learn-by-doing increases understanding and facilitates behavior change; (2) simulations can be made specific to Paterson’s educators and Paterson’s context; and (3) simulations couple consequences to decisions and make learning authentic and practical.

3. Support of a strong theory: The Theoretical Base of the Aspiring Leaders Project and Paterson’s Authentic Learning for Turnaround School Leaders

Paterson’s theory of action is grounded in the general and practical precepts of urban school improvement and more particularly in the effective schools movement. We emphasize working on accessible, malleable variables, not on the things over which we have less control. The quality of administrators and teacher leaders is high on our list of things that we can affect, witness our *Aspiring Leaders Project*. The next graphic depicts our theory of action, the array of activities and the outcomes that we expect. Our grant-funded *Paterson Authentic Learning for Turnaround School Principals* will exist inside, and will support, our existing *Aspiring Leaders Project* pipeline including the Seton Hall-provided activities and, inside PALTS, the project partners will create, deploy and refine the new professional learning tool of virtual school, web-enabled computer simulation(s). Taken together, we anticipate a strengthened leadership pipeline, as per the following graphic:

**Paterson’s *Aspiring Leaders Project* pipeline system –
THE BASE OF OUR THEORY OF ACTION**

- Recruitment, preparation, placement, support, evaluation, retention and/or replacement of SIG school leaders – principals, APs, vice principals, teacher leaders
- Local and state leadership competencies
- School building autonomy
- Performance-based personnel evaluation with performance and retention incentives
- The Paterson Transformation initiatives – Bright Futures strategic plan, Transformation Objectives and Initiatives, the Effective Schools model

IS SUPPORTED BY



Seton Hall University's Support for PPS Aspiring Leaders Project	
<p>Training and content</p> <ul style="list-style-type: none"> • Leadership & instructional management (effective schools model) • Business management & administration • Organizational development, change management, problem-solving • 360° co-worker feedback • <i>My Portfolio Professional Growth Planning</i> (individualized) 	<p>Personalized coaching</p> <ul style="list-style-type: none"> • 23-32 personal face to face coaching sessions • Basics of personnel management • Patterson Transformation Initiatives: (a) Bright Futures Strategic Plan, (b) Transformation Objectives, and (c) Transformation Initiatives;



AND THOSE RESOURCES ARE THE FOUNDATION FOR...

Interactive, Inc.'s Authentic Learning for Turnaround School Leaders
<p>Virtual School Simulation</p> <ul style="list-style-type: none"> • Virtual school creation based on PPS characteristics • Content developed from PPS educators, SHU partners and national best-practice sources • Specific attention to leadership in ELL and Special Education • Instructional leadership, teacher supervision • Student performance assessment • Professional development • Professional development • Planning, budgeting and business administration • Safety, communications, community relations and professionalism



RESULTING IN

- Turnaround school leadership for an urban turnaround district
- Increased leader effectiveness, retention and deployment to diverse environments
- Increased alignment between candidate strengths and world-of-practice demands
- Preparation for diverse future leadership environments
- A national model for next generation support of turnaround school leaders.

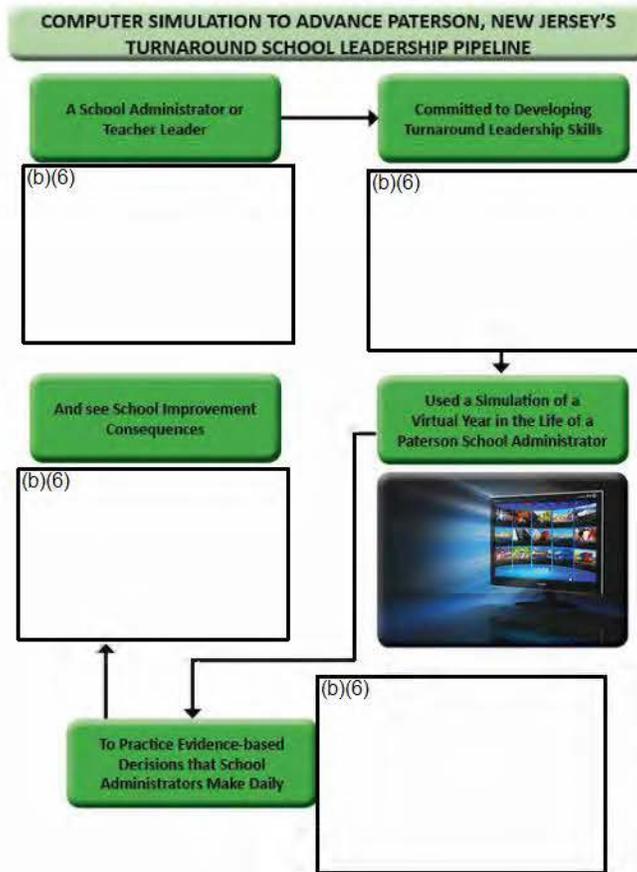
The ability of next generation simulations to advance school leaders is well documented by *Project ALL*. The first group to participate in *Project ALL* included teachers from Richmond, VA Public Schools who were interested in being school administrators. The group completed the simulation as a companion to a conventional graduate preparation curriculum. During 2011-12, every participant completed every simulation assignment, often at home and on weekends.

Participants spent an average of 4.5 hours running the school over the simulated academic year. Their administrative skills increased from the first to second semester. The average correct score (that is, decisions that would promote the improvement of the school) earned in the first semester was 53% (range 44% to 64%) of correct responses vs. 63% (range 54% to 71%) in the second semester (Shakeshaft, Becker, Mann, Reardon, & Robinson, 2013). To test the authenticity of the tasks presented in the simulation, program leaders recruited 22 principals who were identified by peers and supervisors as exceptionally effective. These practitioners rated the simulation on realism, importance, and comprehensiveness. The principals also analyzed the distribution of the content, the scoring, and the point distributions. There was a moderate correlation among the principals on the decisions they scored as most preferable. Of the 63 sequences examined, 53 (84%) had higher than 52% agreement on the best course of action. The mean agreement among the exemplary practitioner group across all items was 67%.

The evidence about the effectiveness of simulations in adult learning is compelling. “Simulation games refer to instruction delivered via personal computer that immerses trainees in a decision-making exercise in an artificial environment in order to learn the consequences of their decisions” (Sitzmann, 2011, p. 490). Sitzmann conducted a meta-analysis of the research on the instructional effectiveness of computer-based simulation games for teaching work-related knowledge and skills. Based on a review of 55 studies representing 65 samples, Sitzmann concluded that computer-based simulation games are highly effective for learning job-related skills. “Self-efficacy, declarative knowledge, procedural knowledge, and retention results all suggest that training outcomes are superior for trainees taught with simulation games relative to the comparison group” (Sitzmann, 2011, p. 513).

Simulations are unique instructional strategies because they are representations of reality that when used in an instructional context are repeatable, consistent, take less time and cost less to use than other instructional strategies. And, they make possible some unique discernments that are central to Paterson’s success. After experiencing the reality of administrative work, one-fourth of the teachers concluded that they would rather stay in the classroom. The decisions of another one-fourth of the teachers never improved what was a dramatically needy school; instead, their decisions reflected whatever the last person they ‘talked with’ had told them. As with other districts, PPS makes the best personnel decisions possible based on a variety of credentials and evidence. The applicant expects that adding this new tool will give PPS additional insight into the prospects of true turnaround school leadership.

Paterson’s Authentic Learning for Turnaround School Leadership Logic Model



4. Addressing the needs of traditionally underserved populations

In order to address the special needs of underserved student subgroups, PPS will recruit, incentivize, and select building level leaders with expertise in special education and in language instruction educational programs to be instructional leaders in these schools. For its first cohort supported by PALTS, the district will recruit and select school administrators (including next generation assistant principals and vice principals) who have extensive knowledge and demonstrated success in working with students from traditionally underserved populations; and for its second cohort, it will target highly effective school leaders with expertise in special education and/or language instruction. Also, the district is committed to offering merit pay incentives to Turnaround School Principals that are in accordance with academic and operational goals that will be established by the Superintendent of Schools, and agreed upon by the Principal and the Superintendent. Goals identified (and achieved) in the School Improvement Plan will be the basis upon which merit incentives are formulated.

The need for school leaders with strengths in special education and language instruction is evident in the profile of the SIG and SIG- eligible student profiles. Ninety-six percent (96%) of the 2400+ students enrolled in the six target schools are members of traditionally underserved populations; with the following demographics: 41% Black; 55% Hispanic; 18% with disabilities; 13% with limited English proficiency; and 93% economically disadvantaged. Note: the proportions of Black and Hispanic students are similar in all but two of the schools; however, in the New Roberto Clemente (NRC) School, 81% are Hispanic, 18% are Black and 20% are LEP students; and in School 6, 79% are Black and 19% are Hispanic. Also, nearly one-fourth of the students at School 10 have a disability.

Students' levels of proficiency in language arts (LA) and in mathematics on the NJ ASK are low in all of these schools, and lowest among students with disabilities and limited English proficiency. The percentage of students who scored proficient or advanced in LA were 20% at School 4; 21.2% at School 28; 25.8% at School 6; 28.2% at NRC; 29.3% at School 10; and 37.7% at School 13. At half of these schools none of the students with disabilities demonstrated proficiency in LA; and LEP students underperformed total test-takers by as much as 21.2% at School 28 and 16.3% at NRC.

Students' scored better in mathematics than in LA, however, they fell short of state targets. The percentage of students who scored proficient or advanced in mathematics were 35.6% at School 4; 38.7% at School 6; 39.4% at School 28; 43.4% at School 13; 44.2% at NRC; and 50% at School 10. Approximately 15% fewer students with disabilities than all test-takers demonstrated proficiency in mathematics; and 9% fewer LEP students.

5. Use of data to inform professional development, retention and incentive decisions

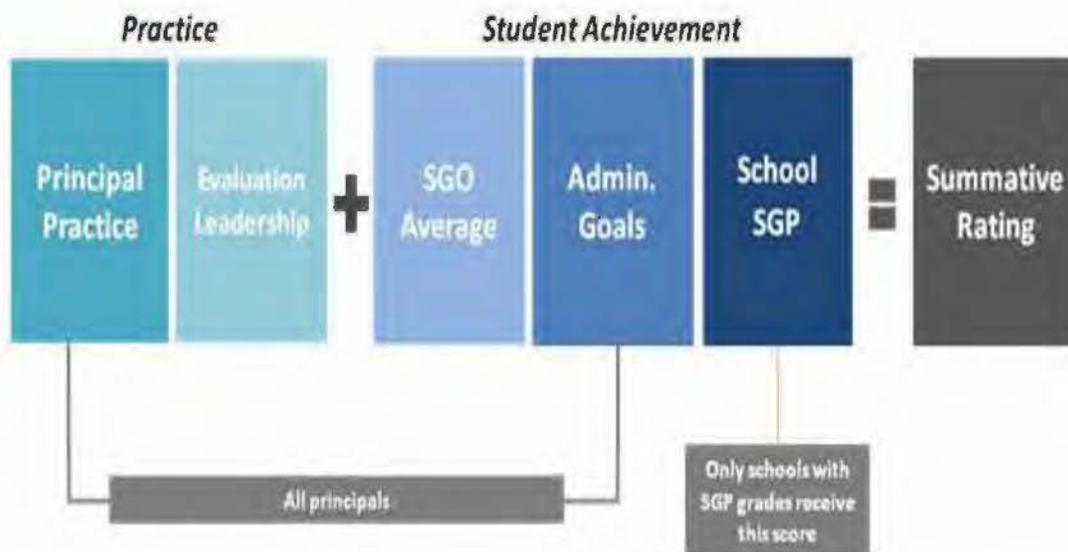
The district maintains a Department of Accountability, which oversees the revised, rigorous, transparent, and equitable teacher and administrator evaluation system currently in place with special reference to recognizing and supporting performance, incentivizing and retaining excellent leaders and replacing less effective leaders. The system is intended to ensure that the school leaders have the ability to implement and lead the school turnaround reforms. It uses rigorous, transparent, and equitable evaluation systems for teachers and principals that 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 are designed and developed with teacher and principal involvement.

Data gathered in PPS’s comprehensive teacher and administrator performance review system will be used to inform professional development, retention and incentive decisions related to PALTS. The performance review system uses multiple sources of data relating to student outcomes and staff performance as measured by personnel review rubrics for model leadership in turnaround schools. See the *Quality School Review Rubric Indicators* in Appendix C.2.

PPS recently adopted a new principal evaluation system. Within this system, the principal evaluation consists of two primary components:

- **Principal Practice** (measured by observations and evaluation leadership,) and
- **Student Achievement** (measured by Student Growth Objectives, Administrative Goals, and for a select group of principals, Student Growth Percentiles).

Components of the principal and vice/assistant principal evaluations are depicted below:



- **Principal Practice:** Based upon at least two observations using a state-approved, research-based principal practice instrument. Information sources for the observations may include: school walkthrough; case studies; observation of staff meeting, school assembly; parent conference observation; and /or teacher conference observation.

- **Evaluation Leadership:** The State Evaluation Leadership Instruments measure how effective school leaders are. Rubrics are used to evaluate how well principals and vice /assistant principals do the following: prepare teachers for success; build collaboration; fulfill requirements of the evaluation system; provide feedback, coaching and planning for growth; ensure reliable, valid observation results; and/or ensure high-quality SGOs (principals only).
- **Student Growth Objective Average:** This measure is an average of every teacher's SGO rating for the year. Vice/Assistant principals may use only the SGO ratings of a subset of teachers for whom they are more directly responsible.
- **School-wide Student Growth Percentile (School-wide SGP):** This measure is the median score of all the SGPs scores in a school. SGPs at the student level assess how much a student improves on his or her NJ ASK score from the previous year as compared to students across the state with the same previous score.
- **Administrator Goals:** These student achievement goals are set by principals in consultation with their Assistant Superintendents of School Administration each year. Districts have discretion to determine the total number of goals (between one and four) set by each administrator. Assistant/vice-principals may set the same goals as principals or may set others that more closely reflect their responsibilities within the school. A wide variety of measures of student achievement are available for Administrator Goals, including: nationally norm-referenced tests; annual measurable objectives; Advanced Placement scores; SAT, ACT scores; and/or college acceptance rates.
- **Summative Rating:** A combination of component scores using state-defined weightings.

How a principal evaluation is scored: Principal evaluation scores are the combination of principal practice ratings, the evaluation leadership score, and student achievement measures.

These weights vary depending on how many grades in a principal's school have SGP scores.

Relationship between principal evaluation and teacher evaluation: The efforts of teachers and principals in driving student achievement are closely connected. For principals, this means establishing an optimal learning environment where teachers are able to do their best work and grow professionally. How well principals establish this environment is measured by the Principal Practice and Evaluation Leadership Instruments. Rubrics are used by principals' supervisors to evaluate how principals establish collaborative structures and provide teachers training, feedback, coaching, and professional learning opportunities in implementing *AchieveNJ*. Also, principals must demonstrate that they and their staff are conducting high quality observations that fairly and accurately reflect teaching performance and that teachers are using high quality measures of student achievement. Principals who do these things well should receive higher evaluation ratings. As with teachers, principals are evaluated based on the growth and achievement of their students (Educator Evaluation in New Jersey pages at the NJDOE website: <http://www.state.nj.us/education/AchieveNJ/>).

6. Plan to identify and use data to inform continuous improvement of the Aspiring Leaders Project

Over the course of the project period, PPS will use data to inform continuous improvement to the proposed enhanced leadership pipeline. PPS will monitor progress through multiple assessments related to the project objectives and desired outcomes (see goal, objectives, and outcomes in the Management Plan). In year 1 of the grant period, PPS will identify baseline data against which to measure annual progress of the program. This data will allow PPS to track its progress on the Government Performance and Results Act (GPRA) performance indicators that

have been established for the US DOE to evaluate the overall effectiveness of the Turnaround School Leaders program. The district will use this data to (a) inform continuous improvement of the leadership pipeline during the award period, and (b) determine the efficacy of sustaining the program as part of its overall PD plan after the end of the grant period.

Baseline Data Need for SIG/SIG-Eligible Schools

- Graduation rates
- Academic results on State assessments in reading/language arts for “all students” group
- Academic results on State assessments in mathematics for the “all students” group
- Teacher attendance rates
- Student attendance rates

The project director will maintain a database of these fields through the 2017-2018 school year to identify needs for project improvement. Other data that will be maintained to inform continuous improvement are:

- The number and percent of school leaders selected from all applicants for the project to begin preparation for placement in SIG and/or SIG-eligible schools.
- The number and percent of school leaders that complete the preparation component of the pipeline for every year through the 2017-2018 school year.
- The number and percent of school leaders placed in SIG and/or SIG-eligible schools for every year through the 2017-2018 school year.
- The leadership pipeline cost per school leader who increased graduation rates and academic growth on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group and for each subgroup served by the project.

Additionally, PPS will track project participants' scores on their Achieve NJ Mid-Year and Annual reviews; that include attainment of SIG/SIG-eligible schools' Annual Progress Target. (See Appendix C.3 for the Annual Progress Targets for each of the proposed project Schools).

PPS will assess and refine Paterson's PALTS virtual school simulation program with participant outcomes data. Paterson is committed to continuously improving all dimensions of its turnaround leadership pipeline. One of the strengths of the web-enabled training simulation is that data from all dimensions of all users are automatically stored on a server and reported according to the armature elements that describe leader behavior in connection with their operation of the virtual school. The project director will analyze the data to discern, e.g. (1) whether there are variations in student achievement growth by users of different descriptive characteristics; (2) whether or not aspiring building administrators or teacher leaders score higher on classroom supervision; (3) whether there is a relation between virtual '360' colleague assessments or field-of-practice '360' colleague assessments. The project will apply user self-report data to successive improvements in PPS pipeline activities.

B. Significance

Paterson is one of the districts taken over by the State of New Jersey. In the recent past our accomplishments have been recognized by the SEA, and we have continued our progress. As a turnaround district, we depend on turnaround schools and their leaders – thus, the centrality of this initiative to our future and, perhaps to other similar districts.

The proposed project will contribute to best practices and lessons that will promote and support reforms in the turnaround field and it will do that with web-enabled materials that can easily be adapted in other jurisdictions. The project addresses the need to develop leaders who are ready for action from “day one” of their assignments as leaders of turnaround schools,

schools with many challenges that need principals who can make the best possible decisions in response to problems that arise throughout each day in real life. PALTS is designed to prepare the new turnaround principal to effectively apply abstract knowledge learned regarding theories of school leadership into effective action on a daily basis.

Project Based Learning (PBL) is a method previously discussed as a viable approach to educational leadership programs. Hmelo-Silver (2004) suggested that the additional value added to learning in a PBL approach came as a result of the participant learning both content and thinking strategies. Hmelo-Silver envisaged the mental activities of the learner in a PBL environment as a cycle. The initial iteration of this cycle (which is prompted by a problem scenario) culminates in the learner developing an abstraction from his or her application of the new knowledge acquired. This abstraction helps to identify new facts and generate new hypotheses in the subsequent iteration of the cycle. The ideal juncture for the introduction of a new problem scenario is when this process reaches saturation (i.e., when no new abstractions are being generated). However, Hmelo-Silver's (2004) cycle stops short of the two things that characterize school leadership in practice: (1) there is no decision, no choice, no commitment, and, even more critically, (2) there are no consequences from those decisions and choices. That shortfall is the chronic gap between theory and practice, between the university classroom and the principal's desk, and between the repertoire of conventional professors and school leaders desirous of teaching and learning that replicates the complexity and significance of their work (Mann et. al, 2011).

The PALTS simulation will create a virtual school, populated with data derived from the PPS district and informed by the research on urban school improvement. The simulated school will be crafted to display a range of challenges, dysfunctions, opportunities and satisfactions

characteristic of a chronically low-performing school. The simulation will be designed with careful consideration of local and state performance standards, and the characteristics of a turnaround principal. The standards and characteristics will be integrated into the overall program, but nowhere more clearly than in the role-playing simulations using point-of-view camera work and full-motion video, both of which add immediacy to the participants' learning experiences. In the simulation, visual and audio materials make the problems that confront the learner vivid and authentic. Further, each decision a participant makes is attended by consequences tailored to each choice. Paterson's simulation will be grounded in data from a prototypical field-of-practice setting and anchored to the evidentiary base of how high-performing school leaders turn around low-performing schools. This evidentiary base has been firmly established by the Council of Chief State School Officers (1996, 2008), and underpins the educational leadership standards and guidelines developed by states and professional organizations (e.g., the National Board for Professional Teaching Standards, see http://www.nbpts.org/products_and_services/national_board_certifica).

Interim and Summative Information about Simulation Performance: One of the critical advances in teaching and learning available from this generation of simulations is the availability of knowledge about one's choices or decisions. Every decision in running the virtual school is scored and the scores are aggregated by leadership domain, both during the course of the simulated school year and in sum at the end of the year. Each user's data (essentially, the trajectory of leadership decisions and consequences over a year-in-the-life of running a school) are stored so that individuals can be compared and the group can be assessed as a whole on various dimensions of school leadership.

Other features of this approach that make it a highly desirable practice to replicate in other settings include: (a) the relevance of the content used in the simulations; (b) the costs of the approach over time; and (c) the accessibility to the program for populations that may have been underserved in the past. (a) In the past decade there have been a number of criticisms of principal preparation programs, with a consistent theme of the lack of real life, authentic learning. Adult learners, in particular, are impatient with messages that they believe are not realistic or relevant to their personal career path. The PALTS simulation will replicate the world of practice in Paterson schools and connect consequences to behavior; this type of simulation is therefore a next step in professional learning. The content to be developed in Paterson will be all about real issues in the very school system in which the PPS emerging leaders hope to work. (b) Simulations are a cost effective method for professional development. By using simulations, Paterson will not have to pay for the cost of substitutes, travel, or lodging. Instead of paying consultants for each presentation, the simulation can be reused and revised at a fraction of the cost of conventional professional learning. (c) The online availability of the simulation invites the extension of principal preparation programs to include those who have difficulty physically attending class meetings held at customary times. Additionally, this expanded availability may empower those who otherwise might not be able to demonstrate their leadership potential.

C. Capacity to implement the proposed project

1. Paterson's systems for determining teacher and leader effectiveness

PPS is committed to its mission "To prepare all students to be successful in the institution of higher education of their choosing," and in their chosen profession; and to its vision "To be the statewide leader in urban education." To attain these high ideals, the district places teacher and leader effectiveness as high priorities; and it adheres to the state's *AchieveNJ*, New Jersey's new

educator evaluation and support system, designed in collaboration with New Jersey educators through a two-year pilot. Extensive details regarding *AchieveNJ* can be found at: www.paterson.k12.nj.us/11_pages/ee4nj.php. This system provides district and school leaders with a critical tool for recognizing effective educators and identifying meaningful opportunities for professional growth; and is an evaluation and support system structured around several guiding principles:

- Educator effectiveness can and should be measured to ensure our students have the best teachers in the classroom. A three-year study by the Bill & Melinda Gates Foundation recently affirmed the impact of evaluations and showed that huge variations exist between the most and least effective teachers — in some cases, up to an 11-month difference in student learning.
- Evaluations should always be based on multiple measures that include both learning outcomes and effective practice. No teacher or principal should ever be assessed based on test scores alone, much less a single test. Therefore, *AchieveNJ* includes a combination of student growth on objective measures and observations of a teacher’s classroom practices and a principal’s leadership practices conducted by appropriately trained observers.
- Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve. Evaluations provide educators with more opportunities to engage in high-quality professional conversations and nuanced data that can be used to tailor professional development to staff needs. Evaluations that do not contribute to these types of growth and development offer limited value.

- Evaluation and support systems should be developed with significant input from educators. PPS has been working diligently over the past two years with those most affected: teachers and principals.
- Tenure and other forms of recognition should be based on effectiveness. As codified in the new tenure law passed in 2012, educators should be recognized and rewarded based on the outcome of meaningful evaluations rather than simply time served.

The PPS District Evaluation Advisory Committee, or DEAC, was formed in 2011 to serve as an advisor to PPS in implementation of the state’s Teacher and Principal Evaluation Systems; and is now required to support the district in effectively implementing *AchieveNJ* through at least SY16-17. Functions of the DEAC include:

- Coordinate efforts to plan and implement educator evaluation;
- Maintain open lines of communication and provide a consistent message about evaluation throughout the district;
- Provide an integrated vision connecting multiple initiatives that districts are implementing; and
- Provide a coherent professional development plan for PPS based on evaluation data.

A March 2014 memorandum to all NJ district principals, vice/assistant principals, and teaching staff members from Peter Shulman, Acting Commissioner, specified that “districts are required to submit their evaluation rubrics for Commissioner approval by June 1st each year. Two major components of these rubrics are the teacher practice and principal practice instruments (also referred to as observation instruments, i.e., Danielson, Marzano, McREL). Districts may continue to use the instruments in place for the 2013-14 school year, may select other state-approved instruments, or may submit new or modified instruments for state approval for use in

2014-15. All districts will indicate their instrument choice (even if keeping the same instrument) in the survey referenced above.” Documentation relating to *AchieveNJ* is attached in Appendix C 4 and includes a copy of the Acting Commissioner’s memorandum and related lists of recommendations for principal evaluation and for all school staff.

2. Decision-making autonomy of school leaders in SIG/SIG-eligible schools

In 2009, with approval of Bright Futures, the five-year strategic transformational plan, the Paterson Public School District embarked upon a major effort to transform the system from a struggling and low performing district to one that is a leader in educating New Jersey’s urban youth. During the past five years, the district has implemented a number of transformation strategies and initiatives to build internal capacity, change its school and district cultures, and redesign critical processes and procedures all aimed at improving outcomes for its students. As evidenced by increasing test scores, graduation rates, and college application admission rates, these and other initiatives have created forward movement toward the accomplishment of its mission to prepare all students for success in college and careers. One of these initiatives was to “Improve principal autonomy and remove ineffective teachers from the school setting – currently using a new, redesigned teacher evaluation system.”

Documentation of the district’s commitment to extend decision-making autonomy (with regard to staffing, school schedules, and budgeting) to school leaders placed in SIG and/or SIG-eligible schools is evident in its Resolution number 8-17-11/A-25, which stated “Whereas the requirements of the Transformation and Turnaround models call for greater school-level autonomy and more flexibility for the leadership of the school including the following: selection of staff; scheduling, budgeting...” (Appendix B 1).

3. Memorandum of Understanding

A Memorandum of Understanding between the Paterson Public School District, Seton Hall University and Interactive, Inc. is included in Appendix A 2. It is signed by the superintendent of the Paterson Public School District and by the appropriate representatives of project partners, Seton Hall University and Interactive, Inc. The terms of the partnership are described as follows: The three partners will collaborate in development of a national school leadership training model through steps of development, testing, refinement and delivery of a process and product (simulation) to support recruiting, orienting, placing, supporting, retaining and replacing school leaders for national adoption.

#1. PPS will appoint an individual to oversee district responsibilities associated with the proposed project:

- Confirm district's pipeline capacities and needs for improvement.
- Establish a database to monitor and inform continuous of the proposed leadership development program
- Identify best practices in selection, placement, retention, and support of SIG/SIG eligible turnaround principals.
- Provide location and amateur/volunteer talent for A/V production.
- Deploy simulation as supplement to district's pipeline activities.
- Grant management.

#2. SHU will appoint a professor of Educational Leadership to implement and or oversee university responsibilities associated with the proposed project:

- Identify best practice elements of turnaround school management and support for principals.

- Participate in scripting, scoring and other A/V production activities.
- Serve as liaison with PPS and Interactive, Inc.

#3. Interactive, Inc. will create and refine web-enabled computer simulations to enhance professional development of turnaround school leaders in the Paterson Public Schools by fulfilling the responsibilities listed below:

- Simulation Development Planning
- Incorporating Paterson’s Pipeline Characteristics
- Replicating School, Classrooms, Community and Other Settings
- Simulation Scripting And Web-Sequence Control Specification
- Video and Computer Programming Production and Post-Production
- Revise and extend simulation, added functions: place, promote and or replace.
- Report evidence.

4. Opportunity for the public feedback on the proposed leadership pipeline plan during the past five years, the Paterson Public School district has been engaged in a major effort to transform the system from a struggling and low performing district to one that is a leader in educating New Jersey’s urban youth. As part of their process, stakeholders have been invited to provide input at many forums designed to inform and engage stakeholders in the planning process. Many of these stakeholder meetings have addressed PPS plans and design for implementing the SIG School Turnaround model (documentation of the SIG Focus Group Meetings is included in Appendix A 3).

Relevant feedback from the focus groups included: (a) Students indicated that they would like to have more respectful teachers; and (b) Parents expressed a need for better relationships between teachers and parents. (c) Teachers expressed a need for more professional development

(PD) in areas other than specific curriculum, evaluations or student growth outcomes and that it is difficult to get external professional development training authorized by the District due to time constraints. Teachers also expressed vehement concern that PD is not relevant to their needs and that the lecture model of many PD sessions is not helpful. This feedback all suggests a need for school leadership that is prepared to effectively improve school climate.

Subsequent to these meetings, PPS administered surveys regarding the proposed enhancement of the current PPS plan to parents and school staff in the six SIG and SIG-eligible schools. An online survey was completed by eight parents and 176 school teachers and administrators. Participants rated the importance of key features of the proposed project in eight survey questions and the effectiveness of current school leaders in two survey questions. Among parents, 100% felt that six of the program features were very important; all but one (13%) or two parents (29%) rated the other two features as very important and the others rated them as somewhat important: Recruit and support qualified instructional leaders and teaching personnel to best meet the needs of our children; and Prepare current and future school leaders to strengthen college and career readiness of our high school graduates. Ratings of the level of effectiveness of project related issues were lower than ratings of their importance. Only 25% of parents consider current school leaders as very effective; 63% consider them effective; and the others do not know. One fourth rated the district as not effective in identification of potential school/district leaders.

Among staff, between 1% and 4% rated each of the eight features as not important and another 1% to 4% indicated they did not know the level of importance. The highest rated feature was “Train current and future school leaders in techniques that will create a safe and caring school environment” with 92% of staff considering this as very important; and the lowest rated

was “Train current and future school leaders in fiscal responsibility and directing school funds to maximize the impact of expenditure on student achievement.” Among staff, as among parents, ratings of the level of effectiveness of project related issues were lower than ratings of their importance. Forty-one percent (41%) rated the district as not effective in identification of potential school/district leaders; and 25% rated current school leaders as not effective. Survey results can be found in Appendix A 4.

D. Sustainability

1. Plan to sustain the leadership pipeline developed as a result of this grant

Based on outcomes of the proposed project, the district plans to sustain the enhancements made to the leadership pipeline as a result of the grant. The project design includes a plan to use data to inform continuous improvement of the effectiveness of the simulation as it is being developed, including periodic reports to all stakeholders on the impact of the simulation on quality of leaders and their capacity to lead turnaround schools. If the simulation has a positive impact on development of turnaround school leaders, then this pipeline initiative will become part of the repository of leader development programs that are maintained by the District’s Department of Professional Development.

In addition to developing the simulated *Year in the Life of a Paterson School Principal*, PPS will define processes and procedures for including this innovation in the district’s Professional Development Program. The project director will work closely with the Department of Professional Development to institute this tool as a prerequisite to leaders taking over turnaround schools. It will need commitment from the top at PPS with a mandate to continue its use in keeping with the following:

- Staffing structures that facilitate collaboration and the development of a professional learning community. (Principal selects staff and professional development; focus groups, PLCs, grade level and vertical meetings)
- A comprehensive system for evaluation of teachers and principals that is closely tied to professional development and based on multiple measures. (PPS reformed teacher and administrator evaluation system)
- A range of strategies and activities to meet school challenges. (Operation flexibility in areas of staffing, scheduling, budgeting and professional development)

The timeline for implementing the sustainability plan will be in the third year of the grant period to ensure a smooth transition to the fourth year. Included in Appendix A 5 are a letter of commitment to sustain the project innovations and a Board Resolution to apply for the grant.

2. Adequacy of the proposed budget to sustain the leadership pipeline

Virtually all grant funding will be committed to the production and development of the project product and related policies and procedures. There should be no cost for continuing use of the simulation. This high leverage training resource will continue to supplement and strengthen existing pipeline initiatives at no additional cost to the district as it is the district's intellectual property.

3. The adequacy of the plan to sustain stakeholder support

PPS plans to sustain stakeholder support of the project by keeping them informed of its development beginning on "day one" and to keep stakeholders abreast of its development throughout each stage of the grant.

PPS will invite stakeholders to provide input into making the simulations by, for example, asking them to identify issues and situations a principal needs to know how to handle. These

could be issues that have been important to them in their respective capacity in the school community (parent, teacher, board members, administrator, student, etc.). Stakeholders may also be invited to act in the vignettes as appropriate to their role in the school community.

As a result of the strategies implemented under this project, PPS expects improved test scores, a decrease in disciplinary actions, increased community and parent support, college and career-ready curriculum implemented, a collaborative environment for high quality teaching, and a positive school climate for student learning. PPS will publicize and report on the project outcomes throughout each year of the grant period.

E. Management Plan

1. The management plan will achieve the objectives on time and within budget

The Management Plan is designed to achieve the objectives of the proposed project on time and within budget, and to result in the district carrying out clearly defined responsibilities, meeting articulated timelines, and achieving specified and measurable milestones for developing and implementing the leadership pipeline for SIG and/or SIG-eligible schools. The project goal, objectives, and expected outcomes are described below:

Project Goal, Objectives, and Expected Outcomes	
GOAL: To increase student achievement by enhancing and implementing a leadership pipeline to develop future leaders for the SIG/SIG-eligible schools in the Paterson Public School District.	
Objective 1: To enhance the current PPS leadership pipeline with a web-enabled, computer simulation of <i>A Year in the Life of a Paterson School Principal</i> tailored for PPS.	
Expected Outcome	Time Line
Leadership development simulation is tailored to provide PPS emerging leaders authentic experience applying best practices	October 2014-June 2015
PPS implements of <i>A Year in the Life of a Paterson School Principal</i> as a supplement to its school leadership pipeline	October 2015-June 2016 October 2016-June 2017
The PPS simulation is available for use by other organizations as an exemplary school leadership development tool	June 2017

Objective 2: To recruit and prepare 45 exemplary administrators and teacher leaders to excel as leaders in SIG/SIG-eligible schools in the Paterson Public School District.	
Expected Outcome	Time Line
Emerging leaders' performance on job-related skills improves after completion of simulation experiences	October 2015-June 2016 October 2016-June 2017
Participants have authentic experiences related to the RAC turnaround principles	October 2015-June 2016 October 2016-June 2017
Candidates experience fit or lack of fit between their job aspirations and how it really feels to do the job	October 2015-June 2016 October 2016-June 2017
Objective 3: To turnaround the performance of SIG/SIG-eligible PPS schools.	
Expected Outcome	Time Line
Schools led by PALTS participants will improve student results:	September 2016-June 2019
<ul style="list-style-type: none"> increase all student and all subgroups' performance levels in language arts and mathematics 	
<ul style="list-style-type: none"> increase student attendance decrease suspensions 	
Schools led by PALTS participants will improve teacher results:	September 2016-June 2019
<ul style="list-style-type: none"> improve teacher attendance 	
<ul style="list-style-type: none"> increase teacher retention improve school climate and staff morale 	

To achieve the project goal, objectives, and expected outcomes, the project director will meet monthly and/or as needed with project staff and consulting partners to coordinate interrelated roles for which each partner is responsible throughout the grant period. Also, the project director will meet regularly with a representative of the PPS business office to ensure compliance with all fiscal policies, grant regulations, and timely spending of budget resources in relation to administration of project activities.

Major project tasks, responsible parties, and timelines are presented in the table below:

Tasks	Responsibilities	Timeline
Confirm district's pipeline capacities and needs for improvement.	Project Director	Fall each year
Manage the district's pipeline	Project Director	On-going
Identify best practices in selection, placement, retention, and support of SIG/SIG eligible turnaround principals	Project Director	October 2014-June 2015
Provide location and amateur/volunteer talent for A/V production.	Project Director	October each year

Deploy simulation as supplement to district's pipeline activities.	Project Director	Oct. '15-June '16 Oct. '16-June '17
Collect baseline data and oversee maintenance of project database	Project Director	Fall each year
Grant management	Project Director	On-going
Identify best practice elements of turnaround school management and support for principals.	University	Fall each year
Participate in scripting, scoring and other A/V production activities.	University	On-going
Serve as resource and liaison with PPS and Interactive, Inc.	University	On-going
Plan Simulation Development	Interactive, Inc.	Fall each year
Incorporate Paterson's Pipeline Characteristics	Interactive, Inc.	Fall each year
Replicate School, Classrooms, Community and Other Settings	Interactive, Inc.	Fall each year
Simulation Scripting And Web-Sequence Control Specification	Interactive, Inc.	Winter each year
Video and Computer Programming Production and Post-Production	Interactive, Inc.	January-June each year

Key milestones for creating and refining the web-enabled computer simulations will be completed by Interactive, Inc. and are listed below:

Annual Milestones to create & refine web-enabled computer simulations	Timeline each year
1.0 Simulation Development Planning	Fall
Paterson locally-developed turnaround school competencies identified	
Research-validated administrator/user curriculum and issue analysis	
Behaviors, skills and attitudes from Paterson specified as learning objectives	
High level design: Initial specification of vignettes, choices and consequences across turnaround school leader domains	
Story-line/Character development, character bibles, continuity, cast balance	
Initial configuration of vignettes balanced to reflect world-of-practice demands and research-based training and capacity-building features	
Fly-over map of decision flow across functions, across time and over web-enabled simulation	
Print mock-up for review of GUI, FMV, stills, computer graphics, balance plus scoring algorithms	Fall
2.0 Incorporating Paterson's Pipeline Characteristics	
Focus group identification of world-of-practice occurrences connected to recruiting, selecting, placing and supporting turnaround school leaders	
Stakeholder commentary	
Identify how user records and user experience with simulation will supplement,	

augment personnel procedures	
3.0 Replicating School, Classrooms, Community and Other Settings	Fall
Populate simulated school and classrooms with data: student and family bio-socials, student IEPs, achievement, multiple performance domains & assessment	
Link to Paterson turnaround school planning – selection, placement, support, retention and replacement standards	
Vignettes by domain, administrator factors, temporal sequence, diurnal needs of schools and classrooms	
Identify alternate trajectories through simulation linked to choices	
4.0 Simulation Scripting And Web-Sequence Control Specification	Winter
Decision point flow boards and story boards, front matter, audio, video by type	
Vignette flow and story boards	
Event specification and story boards	
Specify links to school data and or other contextual material	
Specify end-matter, interpretation, link to further resources, invitation to re-play	
Scoring algorithms; specify computer programming to score <i>each</i> action (including delay, defer, decline to act) and to compile user/learner action summaries	
Allocate importance points across groups of decision points and vignettes by component, by issue	
Point user, as indicated by performance, to re-play, to additional training and/or to other sources of new capacity, for example, state and national web-sites	
5.0 Video and Computer Programming Production and Post-Production	Jan-Jun
Pre-Production, location scout, permissions, property specification	
Audition, cast and permission amateur and professional talent (industrial, non-SAG rates)	
Establish hosting servers: edit Sequence Editing Tool; secure URL	
Production: support and field logistics; FMV location shoot (average 4:1 shoot ratios); still and FMV shot production; video-graphics, computer graphics, audio-tracks, voice-overs, music & mix.	
Establish communication among database schema, server, and website. Programming for Sequence Editing Tool to allow visual mapping of simulation sequences	
Create digital publishing management clients for dashboard items: e-mail, telephone, f2f incidents, tours, etc.	
Post-production: Programming for website to allow user login and tiered levels of access	
Programming to control simulation (hot spots, conditional triggers, vignettes and consequences on adjacent real estate, trajectories, score compilation, custom de-brief triggers, etc.)	
Integrate CAS into website, allowing communication between online resources and simulation	
QA testing, debug (all paths, all tracks, all consequences, all scoring	

combinations, etc.)	
Revise yearly web-enabled simulation releases as indicated from user test results	Spring

2. Time commitment and qualifications of the project director and key personnel

Project Director: The project director’s position is half-time (20 hours per week) for 26 weeks per year. This will be sufficient time to coordinate the work of the project team. In filling the position, the District will seek a candidate with an advanced degree in education; and a minimum of 5-years’ experience in educational leadership positions. Preference will be given to candidates with knowledge and success in working with underserved populations, urban, low-income, special education, and/or language instruction. Strong communication and organizational skills are essential.

School Leadership Coaching Coordinator: This role will be filled by Dr. Michael J Osnato, Chair of the Leadership Department of Seton Hall University and director of the University’s Institute for Education Leadership, Research and Renewal (IELRR). The IELRR is designed to attract, instruct and support school administrators so they can successfully meet the challenges posed by today’s educational climate. Dr. Osnato served over twenty five years as a Superintendent and has worked with approximately sixty Boards of Education in a leadership consulting role. He will work directly with PPS in this capacity and coordinate the efforts of Seton Hall professors for a combined 26 hours per week for 22 weeks annually.

Leadership Simulation Director: We have projected that this role will be filled by Dr. Dale Mann, a professor emeritus at Teachers College, Columbia University and chair of its Department of Educational Administration. An expert in urban school administration, Dr. Mann is the founding chair of the International Congress for School Effectiveness and has been identified as one of America’s ten most influential leaders in the field of e-learning. He is also

the founder and Managing Director of Interactive Inc., a pioneer group in the creation of web-enabled immersive and interactive computer simulations for social purposes. The firm was a principal in the creation of the US Department of Education-funded virtual school for leadership training, a project that is directly and comprehensively related to PPS's proposal and future. In project years one through three, respectively, Dr. Mann himself would provide 15, 10, and 7 hours of service, with the total time commitment of Interactive, Inc. personnel projected at 4.5 FTE, 2.75 FTE, and 1.75 FTE.

*Included in Appendix A 1 are resumes of representatives of Seton Hall and Interactive, Inc., the highly accomplished project partners.

**A bibliography is included in Appendix C 5.

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Appendix A 1

Individual Resumes for Project Partners

Michael J Osnato, Ed.D.

ELMP Chair and IELRR Executive Director
Department of Education Leadership, Management and Policy

Profile

Dr. Osnato specializes in leadership, consulting, teaching and mentoring positions at the university and dist level.

Dr. Osnato is the Chair of the Leadership Department of Seton Hall University and teaches School Law and School Finance. He also directs the University Leadership Institute which runs the program for aspiring superintendents and the mentoring program for first and second year superintendents. In addition, Dr. Osnato is considered an expert on the superintendency and Board Superintendent Relations. He has served over twenty five years as a Superintendent. He has worked with approximately sixty Boards of Education as a consultant, primarily in New Jersey and New York. His firm, Leadership Advantage (formerly J D Associates), has conducted about eighty superintendent searches in New Jersey. He has personally conducted over thirty five searches since he left the Superintendency in Montclair, New Jersey. Dr. Osnato received his Ed.D. in Administration and Supervision from Columbia University Teachers College in 1990. Since then, he pursued post graduate studies at prestigious universities such as Harvard and Oxford. In summary, Dr. Osnato's experience in leadership, consulting, teaching and mentoring positions within the university setting and with superintendents and Boards in the district setting is both extensive and ongoing.

Education

- Post Graduate, Oxford University, England, 2000 and Harvard University, 1999, 1997, 1996, 1994, and 1992
- Ed.D., Columbia University Teachers College, Administration and Supervision, 1990
- P.D, 1982 and MS, 1972 Fordham University, Administration and Supervision

Academic Distinctions

- 2009 - IMANI (Essex County Minority Achievement)
- 2003 - Superintendent of the Year - New Jersey
- 2003 - Quality Award - New Jersey
- 2002 - Quality Award - New Jersey
- 1996 - NY State Governors Award for Quality



Dale Mann, Ph.D., is Professor Emeritus at Columbia University (Teachers College and the School for International & Public Affairs) and Founder and Managing Director of

(b)(6)

Interactive, Inc. Since 1985, he has concentrated in e-learning, a field in which Mr. Mann has been identified as one of America's ten most influential leaders.

At VCU, Dr. Mann is creating the first virtual school to train school administrators. *"Project ALL: Authentic Learning for Leaders"* is an immersive, interactive, and individualized web-enabled replication of a middle school with day-in-the-life scenarios that must be dealt with by school principals on a real-time and scored basis. *Project ALL* is supported by a grant from the US Department of Education and can be previewed at: <http://www.youtube.com/watch?v=7vLmo7GBCf8>.

Through Interactive, Inc.'s new division, *Rehearsals4Health.com*, Dr. Mann is adding next generation simulations to patient education in support of networks of physicians and hospitals, health insurers and pharmaceutical companies.

Interactive, Inc. has pioneered the use of simulations for social purposes.

- The Company created the first role-playing computer simulations for at-risk students. *"What's Next?"* has been credited with changing the secondary school dropout rate in some of the 35 states where it was used.
- *"Money Masters"* was jointly developed with IBM. This immersive, interactive simulation taught basic math skills to high school dropouts twice as fast as any other medium while changing the attitudes of young people toward their personal money management.
- With the support from the federal Environmental Protection Agency the Company designed and produced, *"Out of Sight/Out of Mind"* a role-playing simulation to increase the capability of municipal officials with environmental decisions.

Interactive, Inc. is listed on the US Department of Education's Institute of Education *ScienceRegistry of Outcome Evaluators* with 200+ R&E projects.

Dr. Mann has been involved with educational reform since the 1960's when his Washington service included responsibility as Special Analyst for Education in the Executive Office of President Lyndon Johnson. Dr. Mann is the author of *Policy Decision Making in Education* and *Making Change Happen?* He is the founding chair of the International Congress for School Effectiveness, an organization with members from 66 countries focused on improving schools for the most-needy children. With the Soros Foundations and the World Bank, he created networks to reform the school systems of 8 countries of the former Soviet Union and has worked in 30 countries.

Appendix A 2

Memorandum of Understanding for Partnership

**Turnaround School Leaders Program
MEMORANDUM OF UNDERSTANDING**

Between

The Paterson Public School District,

Seton Hall University

and

Interactive, Inc.

A. Purpose

The Paterson Public School District (PPS), Seton Hall University (SHU), and Interactive, Inc. agree to collaborate in the implementation of the proposed Turnaround School Leaders grant-funded program in order to improve upon the district's current Turnaround School Leaders professional development programs. If selected for this grant, our project will:

- Recruit and select promising current and prospective school leaders, using locally adopted competencies identified by the applicant as necessary to turn around a SIG school or SIG-eligible school;
- Provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools;
- Place school leaders in SIG schools and/or SIG-eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management and is based on individual needs consistent with the LEA's plan for turning around its SIG schools and/or SIG-eligible schools; and
- Retain effective school leaders, using financial or other incentives, and replace ineffective school leaders.

B. Terms

The three partners will collaborate in development of a national school leadership training model through steps of development, testing, refinement and delivery of a process and product (simulation) to support recruiting, orienting, placing, supporting, retaining and replacing school leaders for national adoption.

PPS will appoint an individual to oversee district responsibilities associated with the proposed project:

- Confirm district's pipeline capacities and needs for improvement.
- Establish a database to monitor and inform continuous of the proposed leadership development program
- Identify best practices in selection, placement, retention, and support of SIG/SIG eligible turnaround principals.
- Provide location and amateur/volunteer talent for A/V production.
- Deploy simulation as supplement to district's pipeline activities.
- Grant management.

SHU will appoint a professor of Educational Leadership to implement and or oversee university responsibilities associated with the proposed project:

- Identify best practice elements of turnaround school management and support for principals.
- Participate in scripting, scoring and other A/V production activities.
- Serve as liaison with PPS and Interactive, Inc.

Interactive, Inc. will create and refine web-enabled computer simulations to enhance professional development of turnaround school leaders in the Paterson Public Schools by fulfilling the responsibilities listed below:

- Simulation Development Planning
- Incorporating Paterson's Pipeline Characteristics
- Replicating School, Classrooms, Community and Other Settings
- Simulation Scripting And Web-Sequence Control Specification
- Video and Computer Programming Production and Post-Production
- Revise and extend simulation, added functions: place, promote and or replace.
- Report evidence.

This agreement will become effective upon receipt of the proposed federal grant.

Furthermore, PPS is committed to implementing and sustaining the proposed plan after the grant period.

District Representative:

Donnie W. Evans
Signature

DONNIE W. EVANS
Print Name

5/20/2014
Date

STATE DISTRICT SUPERINTENDENT
Title

University Representative:

(b)(6)
Signature

MANUEL OSWATO
Print Name

5-20-14
Date

Executive Director Leadership
Institute - Seton Hall
University
Title

Interactive, Inc. Representative:

(b)(6)
Signature

DALE MANN
Print Name

052/14
Date

MANAGING DIRECTOR
Title

Appendix A 3

SIG Focus Group Meetings Signatures

Form L-7(b)

Date: March 14, 2014

Stakeholder Committee Meeting #1

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*
(b)(6)	Stakeholder Committee #1	X	-----	(b)(6)
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
	Stakeholder Committee #1	X	-----	
(b)(6)		X	-----	

(*) The signature does not assume full approval of the needs assessment and application development participation.

Conv form as needed.
 (b)(6)

PR/Award # S377B140026
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Form L-7(b)

Date: March 20, 2014

SIG Stakeholder Committee Meeting #2

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*
(b)(6)	Stakeholder Committee #2	X	X	(b)(6)
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	

PR/Award # S377B140026
Page e63

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

Form L-7(b)

Date: March 20, 2014

SIG Stakeholder Committee Meeting #2

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*
(b)(6)	Stakeholder Committee #2	X	X	(b)(6)
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	
	Stakeholder Committee #2	X	X	

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Page e64

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Form L-7(b)

Date: March 26, 2014

SIG Stakeholder Meeting #3

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*
(b)(6)	SIG Stakeholder Meeting #3	X	X	(b)(6)
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	(b)(6) Stakeholder Meeting #3	X	X	
	(b)(6) Stakeholder Meeting #3	X	X	
	(b)(6) Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	
	SIG Stakeholder Meeting #3	X	X	

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Page 665

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Copy form as needed.**

Form L-7(b)

Date: Feb 20, 2014

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*
(b)(6)	Community Services	X	X	(b)(6)
	Community Services	X	X	
	Community Services	X	X	
	Community Services	X	X	
	Community Services	X	X	
	Community Services	X	X	

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Form L-7(b)

Date: Feb 24, 2014

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*
(b)(6)	Legal		X	(b)(6)
	Legal		X	
	Legal		X	
	Legal		X	

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Form L-7(b)

Date: 2/25/14

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*
(b)(6)	Assessment	X		(b)(6)
	Assessment	X		

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Page 668

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Form L-7(b)

Date: February 26, 2014

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*
(b)(6)	District Administration	(b)(6)	X	(b)(6)
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	
	District Administration		X	

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Copy form as needed.**

Start: 6:20 pm
End: 7:30 pm

Form L-7(b)

Date: March 4, 2014 School 6 Parent Focus Group

Page 1 of 1

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*
(b)(6)	School 6 Parent Focus Group	X	N/A	(b)(6)
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	
	School 6 Parent Focus Group	X	N/A	

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Form L-7(b)

Date: March 5, 2014 SIG Cohort 3 and ELA

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*
(b)(6)	English Language Arts	X	X	(b)(6)
	English Language Arts	X	X	

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Page e71

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Copy form as needed.**

1st Group

Start 10:00a
End 11:25a

Form L-7(b)

Date: March 6, 2014 School 6 Student Focus Group

Page 1 of 2

STAKEHOLDER PARTICIPATION

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

U. 017

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
(b)(6)	School 6 Student Focus Group	X	N/A	(b)(6)
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	

PR/Award # S377B140026
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1st Group

Form L-7(b)

Date: March 6, 2014 School 6 Student Focus Group

Page 2 of 2

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*
(b)(6)	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	

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2nd group

Start 11:55am
End 12:30pm

Form L-7(b)

Date: March 6, 2014 School 6 Student Focus Group

Page 1 of 2

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*
(b)(6)	5 Student Focus Group	X	N/A	(b)(6)
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	
	5 Student Focus Group	X	N/A	

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2nd group

Form L-7(b)

Date: March 6, 2014 School 6 Student Focus Group

Page 2 of 2

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*
(b)(6)	School 6 Student Focus Group	X	N/A	(b)(6)
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	
	School 6 Student Focus Group	X	N/A	

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Form L-7(b)

Start: 6:20pm
End: 7:20pm

Date: March 6, 2014 NRC Parent Focus Group

Page 1 of 2

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*
(b)(6)	NRC Parent Focus Group	X	N/A	(b)(6)
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	
	NRC Parent Focus Group	X	N/A	

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PR/Award # S377B140026
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Form L-7(b)

Date: March 6, 2014 SIG Cohort 3 and PBSIS

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*
(b)(6)	PBSIS	X	X	(b)(6)
	PBSIS	X	X	
	PBSIS	X	X	
	PBSIS	X	X	

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Page e77

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Form L-7(b)

Date: March 6, 2014 SIG Cohort 3 and BIL/ELL

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*
(b)(6)	Bilingual and English Language Learners	X	X	(b)(6)
	Bilingual and English Language Learners	X	X	
	Bilingual and English Language Learners	X	X	
	Bilingual and English Language Learners	X	X	
	<i>Fed Prog</i>			

PRI/Award # S377B140026
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Start 9:30 AM
 End: 10:30 am

Form L-7(b)

Date: March 7, 2014 NRC Student Focus Group

Page 1 of 2

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*
(b)(6)	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	

PR/Award # S377B140026
 Page e79

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Start 9:00 AM

End: 10:30am

Form L-7(b)

Date: March 7, 2014 NRC Student Focus Group

Page 2 of 2

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*
(b)(6)	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	
	NRC Student Focus Group	X	N/A	

PR/Award # S377B140026
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11AM-12PM

Form L-7(b)

Date: March 7, 2014 NRC Teacher Focus Group

Page 1 of 3

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*
(b)(6)	NRC Teacher Focus Group	X	N/A	(b)(6)
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	

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11AM - 12PM

Form L-7(b)

Date: March 7, 2014 NRC Teacher Focus Group

Page 2 of 3

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*
(b)(6)	NRC Teacher Focus Group	X	N/A	(b)(6)
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	

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PR/Award # S37B140026
Page 682

11AM-12PM

Form L-7(b)

Date: March 7, 2014 NRC Teacher Focus Group

Page 3 of 3

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*
(b)(6)	NRC Teacher Focus Group	X	N/A	(b)(6)
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	
	NRC Teacher Focus Group	X	N/A	

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PR/Award # S377B140026
Page e63

1:50 PM - 1:35

Form L-7(b)

Date: March 8, 2014 School 6 Teacher Focus Group

Page 1 of 2

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*
(b)(6)	School 6 Teacher Focus Group	X	N/A	(b)(6)
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	

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Page 684

1:30PM-2:35

Form L-7(b)

Date: March 7, 2014 School 6 Teacher Focus Group

Page 2 of 2

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*
(b)(6)	School 6 Teacher Focus Group	X	N/A	(b)(6)
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	
	School 6 Teacher Focus Group	X	N/A	

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Form L-7(b)

Date: March 7, 2014

SIG FSCS and Family Engagement

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*
(b)(6)	SIG FSCS and Family Engagement	X	X	(b)(6)
	SIG FSCS and Family Engagement	X	X	
	SIG FSCS and Family Engagement	X	X	
	SIG FSCS and Family Engagement	X	X	
	SIG FSCS and Family Engagement	X	X	
	SIG FSCS and Family Engagement	X	X	

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Form L-7(b)

Date: March 7, 2014

SIG Cohort 3 and Math

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*
(b)(6)	SIG Cohort 3 and Math	X	X	(b)(6)
	SIG Cohort 3 and Math	X	X	
	SIG Cohort 3 and Math	X	X	
	SIG Cohort 3 and Math	X	X	
	SIG Cohort 3 and Math	X	X	
	SIG Cohort 3 and Math	X	X	

DRAFT
 FORM # S377B140026
 Page e87

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Form L-7(b)

Date: March 10, 2014 SIG Cohort 3 and SPED

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*
(b)(6)	Special Education	X	X	(b)(6)
	Special Education	X	X	
	Special Education	X	X	
	Special Education	X	X	
	Special Education	X	X	

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Page e88

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Form L-7(b)

Date: March 11, 2014

SIG Cohort 3 and Accountability

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*
(b)(6)	SIG Cohort 3 and Accountability		X	(b)(6)
	SIG Cohort 3 and Accountability		X	
	SIG Cohort 3 and Accountability		X	
	SIG Cohort 3 and Accountability		X	
	SIG Cohort 3 and Accountability		X	
	SIG Cohort 3 and Accountability		X	

PR/Award # S377B140026
Page 689

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

Form L-7(b)

Date: March 11, 2014

SIG Cohort 3 and Governance

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*
(b)(6)	SIG Cohort 3 and Governance		X	(b)(6)
	SIG Cohort 3 and Governance		X	
	SIG Cohort 3 and Governance		X	
	SIG Cohort 3 and Governance		X	
	SIG Cohort 3 and Governance		X	

PR/AWA/IG # S377B140026
Page e90

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

HP LaserJet 400 color M451nw

HP Web Services

Enable HP Web Services

NOTE: HP Web Services requires the printer to be connected to a network.

1. Once the printer is connected to a network, enter the printer's network IP address into a Web browser. To find the printer's IP address, refer to the printer's user guide, or reprint this page after the printer is connected to the network.
2. On the Web page that appears, click on the HP Web Services tab.
3. Review and accept the terms of use, and then click the Enable button.

HP ePrint

Print from Anywhere

HP's free ePrint service provides an easy way to print from e-mail, anywhere and anytime. Simply attach a file to an e-mail, and send it to this printer's e-mail address. The attachment will print automatically on this printer. Supported attachment file types include .pdf, .jpg, .tif, and Microsoft Office(R) documents.

NOTE: Attachments may print differently than they appear in the software program which created them, depending on the original fonts and layout options used.

Your Printer is Protected

To help prevent unauthorized e-mail, HP assigns a random e-mail address to your printer, never publicizes this address, and by default does not respond to any sender. ePrint also provides industry-standard spam filtering and transforms e-mail and attachments to a print-only format to reduce the threat of a virus or other harmful content.

NOTE: The ePrint service does not filter e-mails based on content, so it cannot prevent objectionable or copyrighted material from being printed.

HP ePrintCenter

Use the HP ePrintCenter Web Site

Use HP's free ePrintCenter Web site to set up increased security for ePrint, specify the e-mail addresses that are allowed to send e-mail to your printer, get Print Apps (if available for your product), and access other free services.

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www.hpPrintCenter.com

Appendix A 4

Survey Results

Turnaround School Leaders Program - Staff Survey

Paterson Public Schools plan to expand and strengthen its existing turnaround school leader activities by partnering with Seton Hall University and Interactive, Inc. in implementing an interactive computer simulation for training school leaders. The purpose of this survey is to obtain your feedback on the importance of the following areas in developing effective school leaders.

1. Please select your school location from the drop down menu below:

*2. Select one answer for each statement.

	Very Important	Somewhat Important	Not Important	Don't Know
1. Recruit and support qualified instructional leaders and teaching personnel to best meet the needs of our children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepare district teachers to become instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Prepare current and future school leaders to effectively implement curriculum for special needs children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepare current and future school leaders to improve the instruction programs for English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prepare current and future school leaders to strengthen college and career readiness of our high school graduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Train current and future school leaders in techniques that will create a safe and caring school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Train current and future school leaders in best instructional practices that will increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Train current and future school leaders in fiscal responsibility and directing school funds to maximize the impact of expenditure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turnaround School Leaders Program - Staff Survey

on student achievement.

*3. Select one answer for each question asked

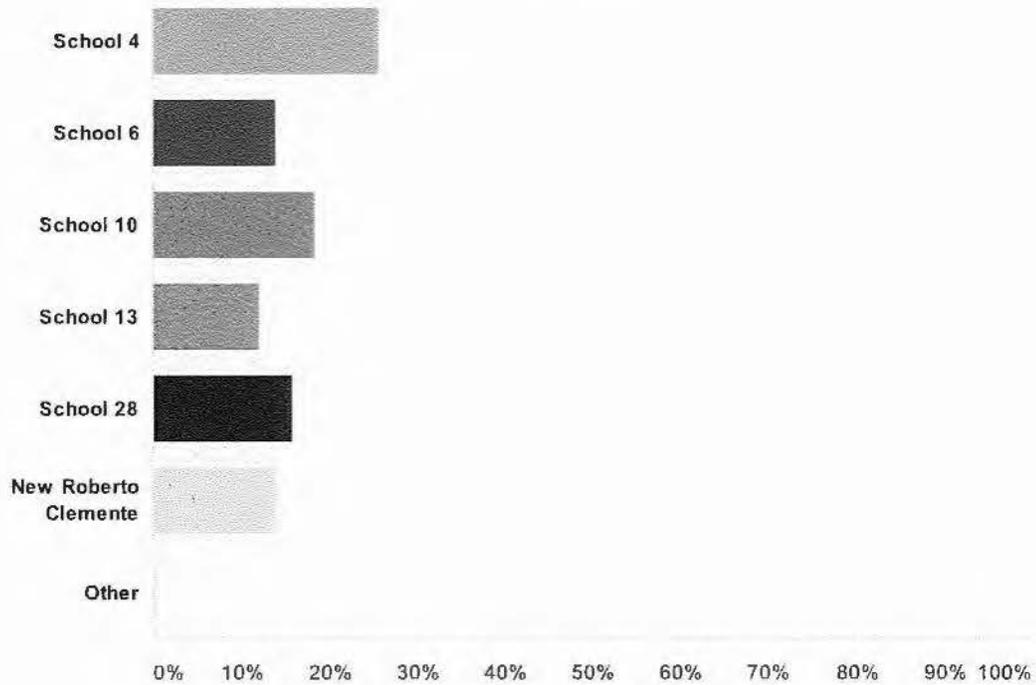
	Highly Effective	Effective	Not Effective	Don't Know
9. Thinking of the above areas, how effective are current school leaders?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How effective is Paterson's identification of potential effective school/district leaders?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please add any comments that you would like to share with the district as we continue to develop ways to build leadership capacity.

Turnaround School Leaders Program - Staff Survey

Q1 Please select your school location from the drop down menu below:

Answered: 164 Skipped: 12

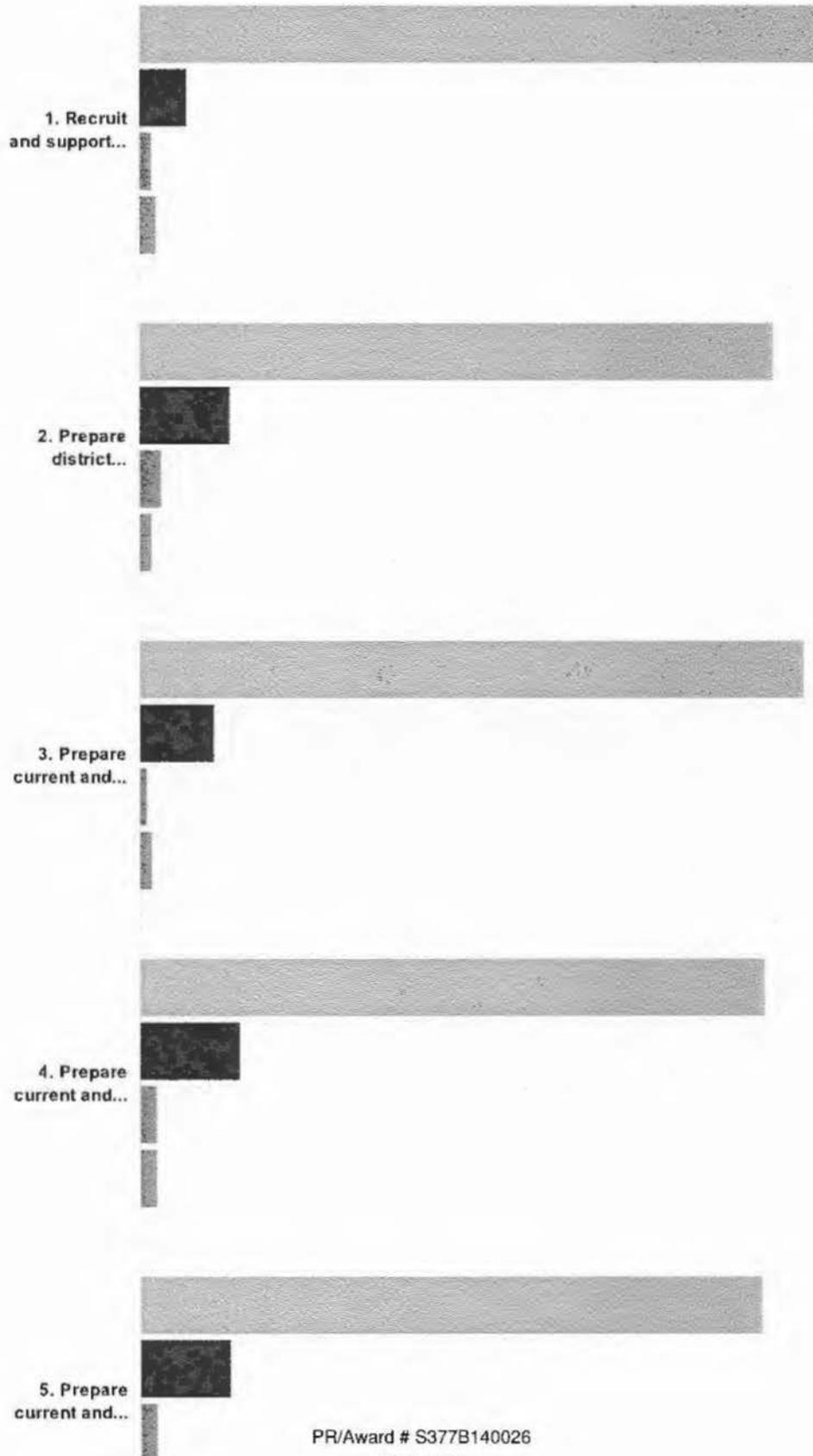


Answer Choices	Responses	
School 4	25.61%	42
School 6	14.02%	23
School 10	18.29%	30
School 13	12.20%	20
School 28	15.85%	26
New Roberto Clemente	14.02%	23
Other	0.00%	0
Total		164

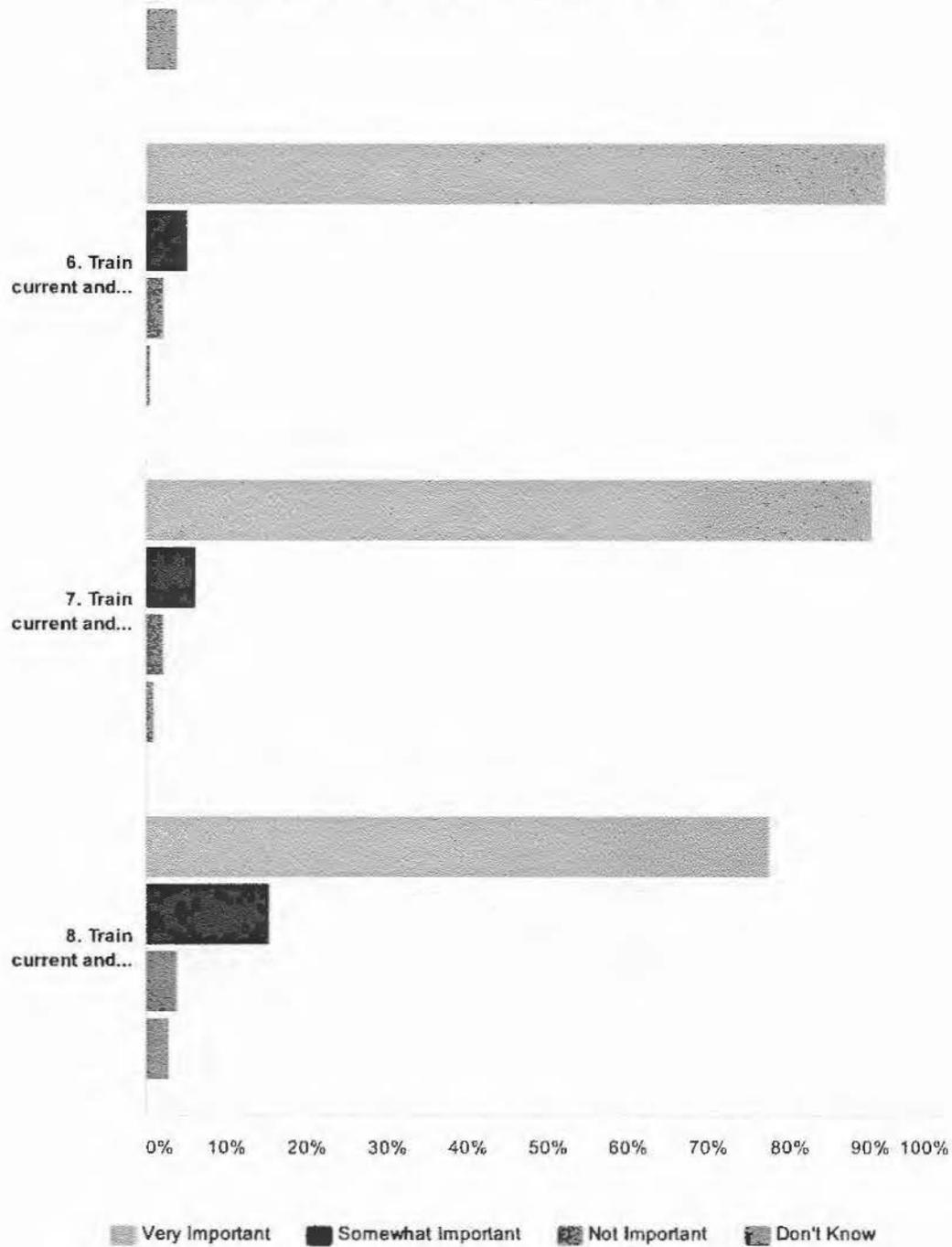
Turnaround School Leaders Program - Staff Survey

Q2 Select one answer for each statement.

Answered: 176 Skipped: 0



Turnaround School Leaders Program - Staff Survey



	Very Important	Somewhat Important	Not Important	Don't Know	Total
1. Recruit and support qualified instructional leaders and teaching personnel to best meet the needs of our children.	89.77% 158	6.25% 11	1.70% 3	2.27% 4	176
2. Prepare district teachers to become instructional leaders.	83.52% 147	11.93% 21	2.84% 5	1.70% 3	176
3. Prepare current and future school leaders to effectively implement curriculum for special needs children.	87.43% 153	9.71% 17	1.14% 2	1.71% 3	175
4. Prepare current and future school leaders to improve the instruction programs for English language learners.	82.29% 144	13.14% 23	2.29% 4	2.29% 4	175
5. Prepare current and future school leaders to strengthen college and career readiness of our high school graduates. PR/Award # S377B140026	81.82% 144	11.93% 21	2.27% 4	3.98% 7	176

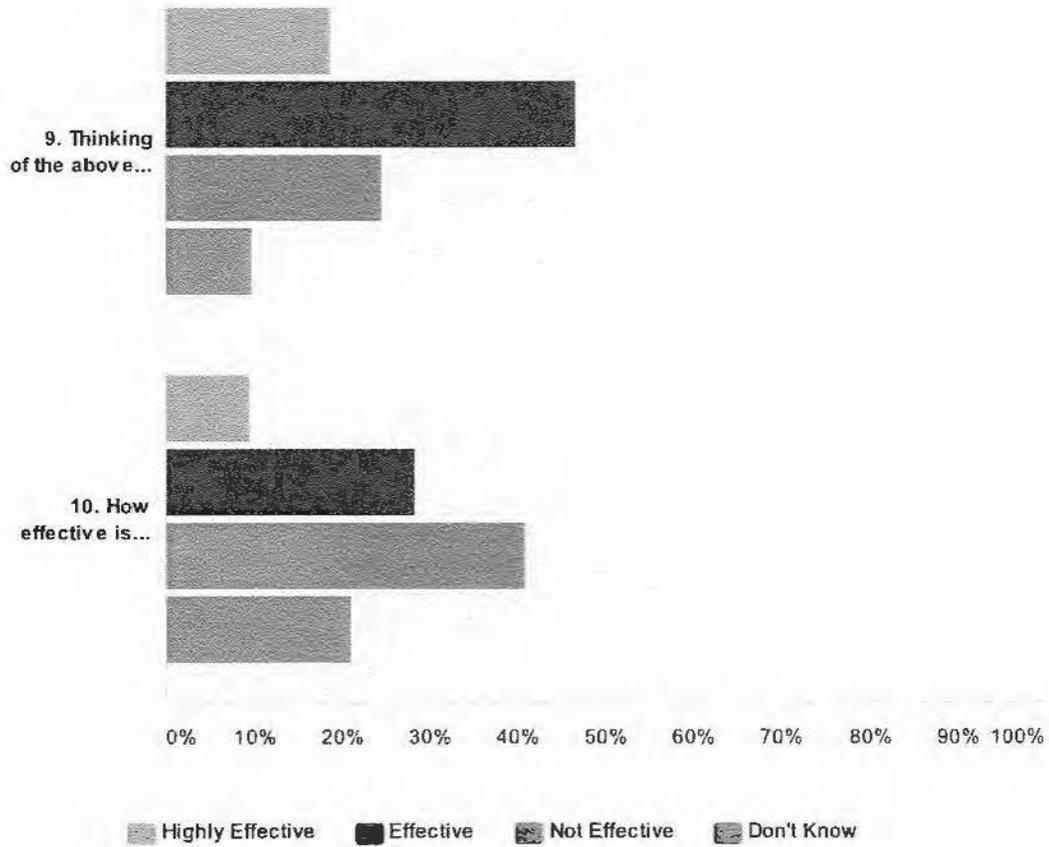
Turnaround School Leaders Program - Staff Survey

6. Train current and future school leaders in techniques that will create a safe and caring school environment.	92.00% 161	5.14% 9	2.29% 4	0.57% 1	175
7. Train current and future school leaders in best instructional practices that will increase student achievement.	90.34% 159	6.25% 11	2.27% 4	1.14% 2	176
8. Train current and future school leaders in fiscal responsibility and directing school funds to maximize the impact of expenditure on student achievement.	77.59% 135	15.52% 27	4.02% 7	2.87% 5	174

Turnaround School Leaders Program - Staff Survey

Q3 Select one answer for each question asked

Answered: 176 Skipped: 0



	Highly Effective	Effective	Not Effective	Don't Know	Total
9. Thinking of the above areas, how effective are current school leaders?	18.86% 33	46.86% 82	24.57% 43	9.71% 17	175
10. How effective is Paterson's identification of potential effective school/district leaders?	9.66% 17	28.41% 50	40.91% 72	21.02% 37	176

Tumaround School Leaders Program - Staff Survey

Q4 Please add any comments that you would like to share with the district as we continue to develop ways to build leadership capacity.

Answered: 40 Skipped: 100

Turnaround School Leaders Program - Parent Survey

Paterson Public Schools plan to expand and strengthen its existing turnaround school leader activities by partnering with Seton Hall University and Interactive, Inc. in implementing an interactive computer simulation for training school leaders. The purpose of this survey is to obtain your feedback on the importance of the following areas in developing effective school leaders.

1. Please select the school location for your child(ren). Check all that apply.

- School 4
- School 6
- School 10
- School 13
- School 28
- New Roberto Clemente

2. Please select the grade level of your child(ren).

- K-2
- 3-5
- 6-8
- 9-12

Turnaround School Leaders Program - Parent Survey

*3. Select one answer for each statement.

	Very Important	Somewhat Important	Not Important	Don't Know
1. Recruit and support qualified instructional leaders and teaching personnel to best meet the needs of our children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepare district teachers to become instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Prepare current and future school leaders to effectively implement curriculum for special needs children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepare current and future school leaders to improve the instruction programs for English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prepare current and future school leaders to strengthen college and career readiness of our high school graduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Train current and future school leaders in techniques that will create a safe and caring school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Train current and future school leaders in best instructional practices that will increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Train current and future school leaders in fiscal responsibility and directing school funds to maximize the impact of expenditure on student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turnaround School Leaders Program - Parent Survey

***4. Select one answer for each question asked.**

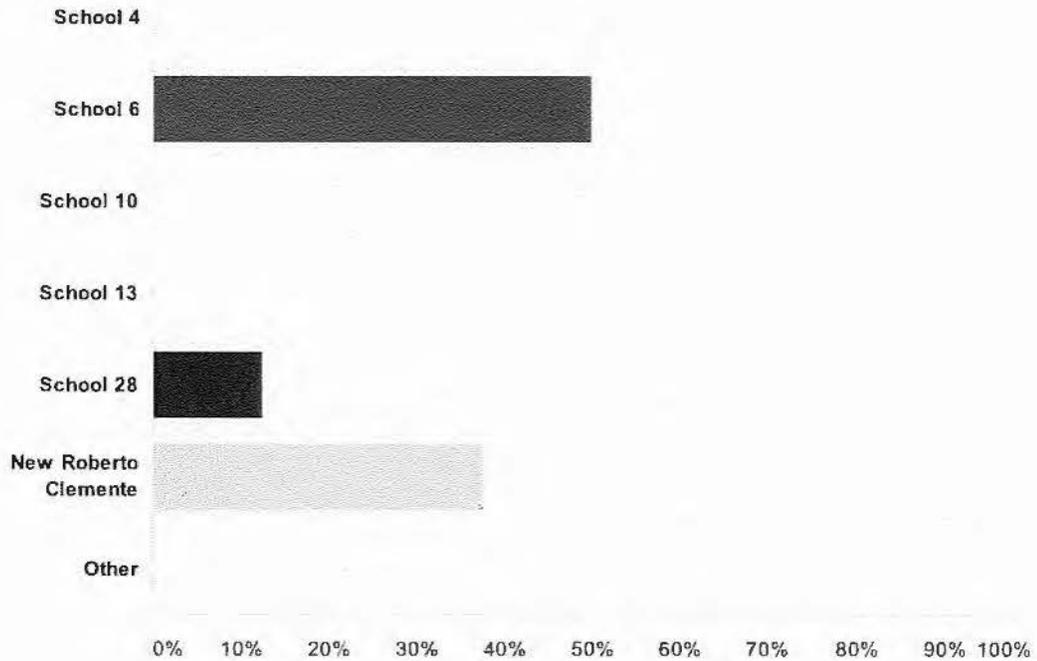
- | | Highly Effective | Effective | Not Effective | Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. Thinking of the above areas, how effective are current school leaders? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. How effective is Paterson's identification of potential effective school/district leaders? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Please add any comments that you would like to share with the district as we continue to develop ways to build leadership capacity.

Turnaround School Leaders Program - Parent Survey

Q1 Please select the school location for your child(ren). Check all that apply.

Answered: 8 Skipped: 0

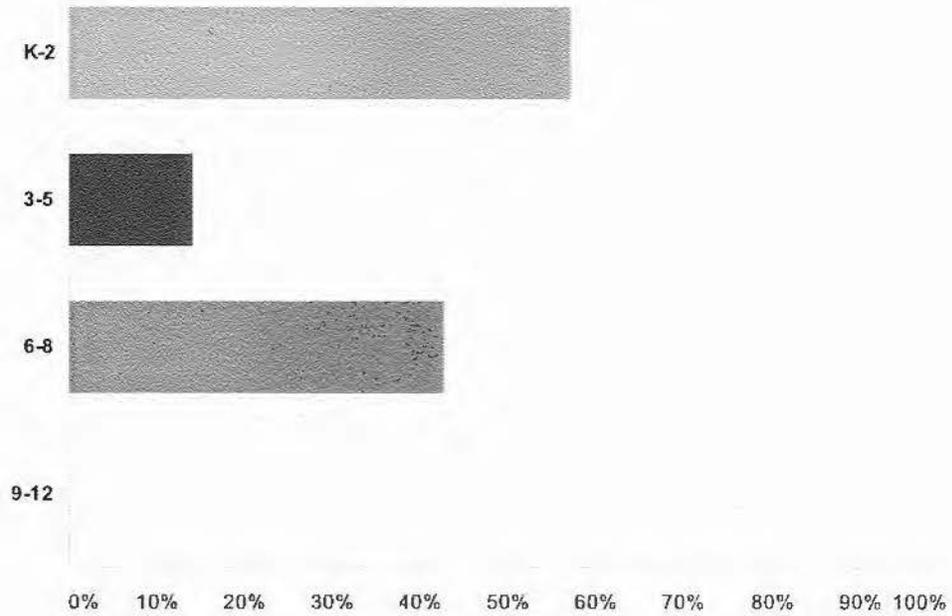


Answer Choices	Responses
School 4	0.00% 0
School 6	50.00% 4
School 10	0.00% 0
School 13	0.00% 0
School 28	12.50% 1
New Roberto Clemente	37.50% 3
Other	0.00% 0
Total Respondents: 8	

Turnaround School Leaders Program - Parent Survey

Q2 Please select the grade level of your child(ren).

Answered: 7 Skipped: 1



Answer Choices	Responses	
K-2	57.14%	4
3-5	14.29%	1
6-8	42.86%	3
9-12	0.00%	0
Total Respondents: 7		

Turnaround School Leaders Program - Parent Survey

Q3 Select one answer for each statement.

Answered: 8 Skipped: 0

1. Recruit and support...



2. Prepare district...



3. Prepare current and...



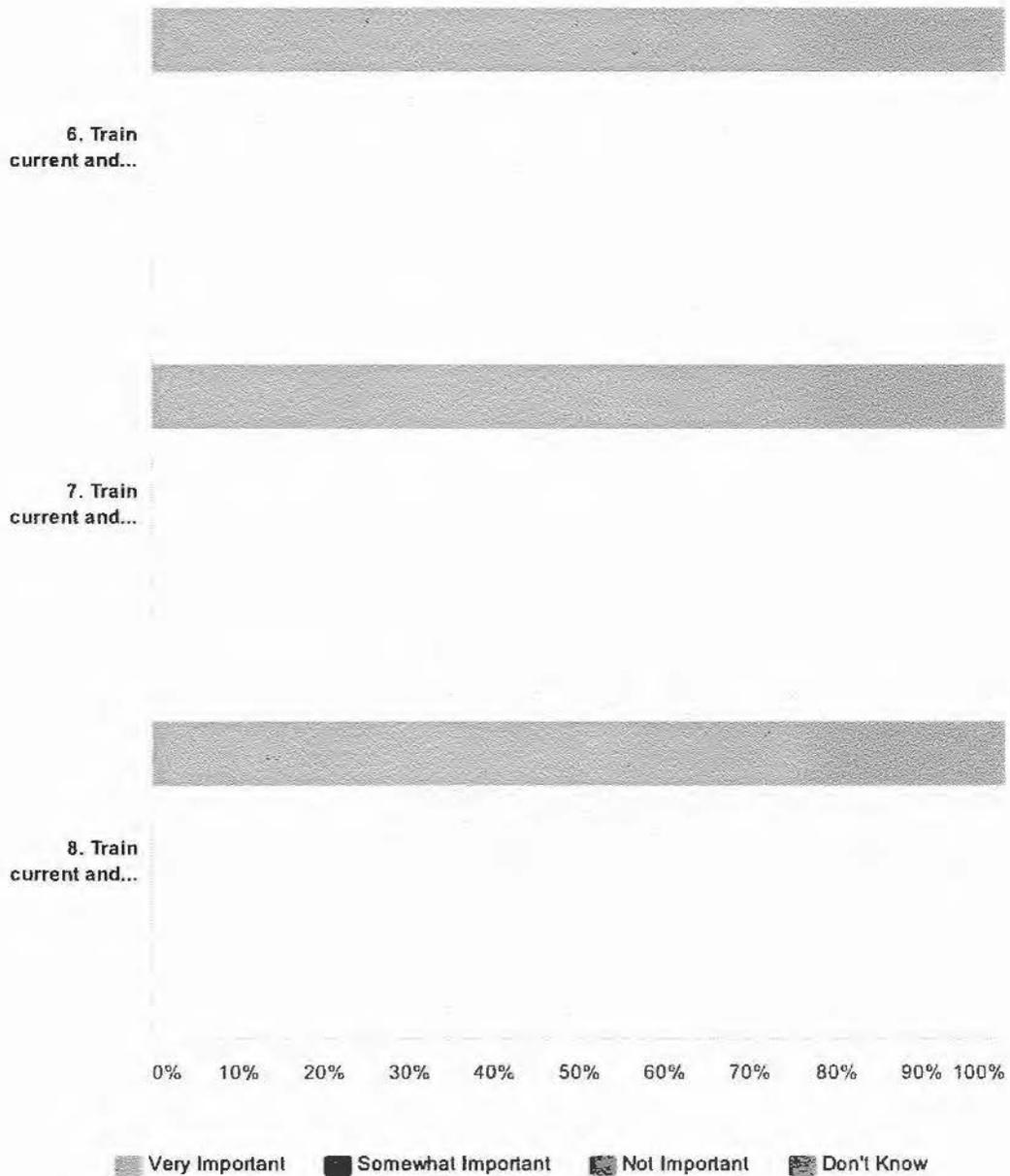
4. Prepare current and...



5. Prepare current and...



Turnaround School Leaders Program - Parent Survey



	Very Important	Somewhat Important	Not Important	Don't Know	Total
1. Recruit and support qualified instructional leaders and teaching personnel to best meet the needs of our children.	87.50% 7	12.50% 1	0.00% 0	0.00% 0	8
2. Prepare district teachers to become instructional leaders.	100.00% 8	0.00% 0	0.00% 0	0.00% 0	8
3. Prepare current and future school leaders to effectively implement curriculum for special needs children.	100.00% 8	0.00% 0	0.00% 0	0.00% 0	8
4. Prepare current and future school leaders to improve the instruction programs for English language learners.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7
5. Prepare current and future school leaders to strengthen college and career readiness of our high school graduates.	71.43% 5	28.57% 2	0.00% 0	0.00% 0	7

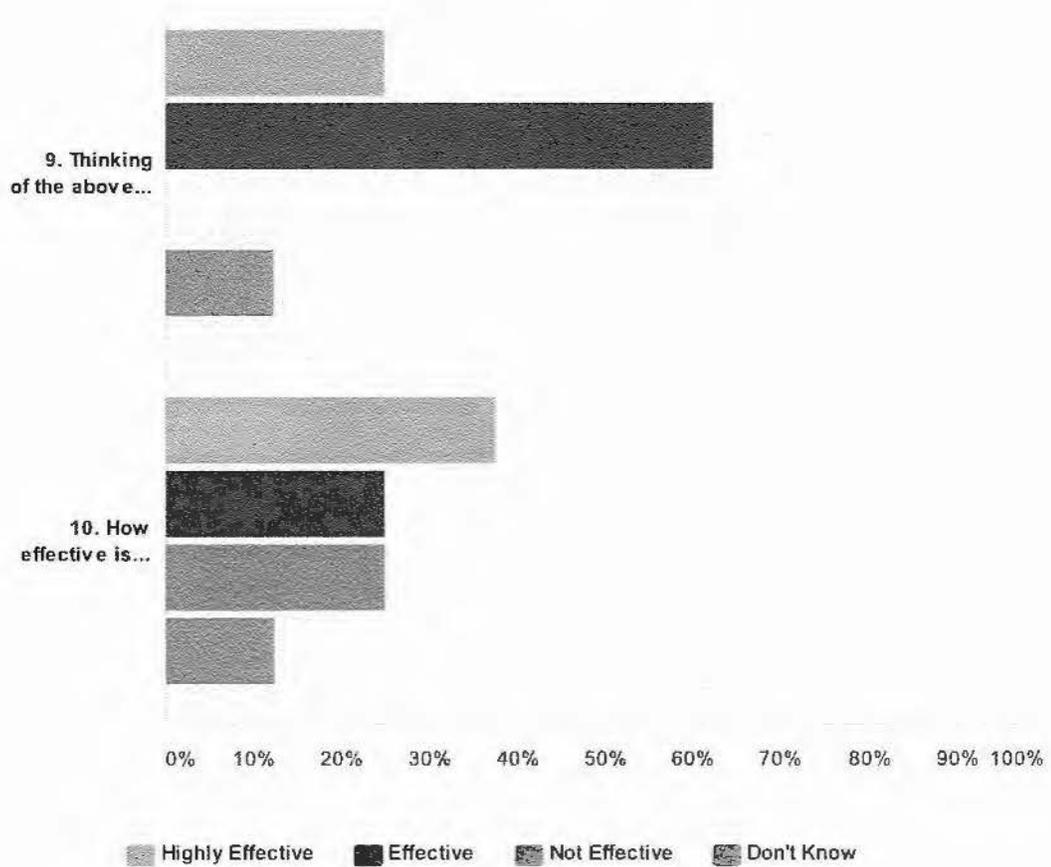
Turnaround School Leaders Program - Parent Survey

6. Train current and future school leaders in techniques that will create a safe and caring school environment.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7
7. Train current and future school leaders in best instructional practices that will increase student achievement.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7
8. Train current and future school leaders in fiscal responsibility and directing school funds to maximize the impact of expenditure on student achievement.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7

Turnaround School Leaders Program - Parent Survey

Q4 Select one answer for each question asked.

Answered: 8 Skipped: 0



	Highly Effective	Effective	Not Effective	Don't Know	Total
9. Thinking of the above areas, how effective are current school leaders?	25.00% 2	62.50% 5	0.00% 0	12.50% 1	8
10. How effective is Paterson's identification of potential effective school/district leaders?	37.50% 3	25.00% 2	25.00% 2	12.50% 1	8

Turnaround School Leaders Program - Parent Survey

Q5 Please add any comments that you would like to share with the district as we continue to develop ways to build leadership capacity.

Answered: 2 Skipped: 0

Appendix A 5

**Superintendent's Letter of Commitment to Sustain the Project &
a Board Resolution to Apply for the Grant**



PATERSON PUBLIC SCHOOLS



Office of the State District Superintendent
90 Delaware Avenue, Paterson, NJ 07503
Office: (973) 321-0980 Fax: (973) 321-0470

Donnie W. Evans, Ed.D.
State District Superintendent

May 20, 2014

Mr. Scott Sargrad, Deputy Assistant Secretary
Office of Elementary and Secondary Education
Office of School Turnaround
United States Department of Education

RE: Turnaround School Leaders Program, CFDA 84.377B

Dear Deputy Assistant Secretary:

Please accept this letter of commitment in support of the Paterson Public School (PPS) District's application for a grant through the federal Turnaround School Leaders Program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education.

To ensure the success of the project and its capacity to impact favorably on successful school improvement, the district is committed to offering merit pay incentives to Turnaround School Principals that are in accordance with academic and operational goals that will be established by the Superintendent of Schools, and agreed upon by the Principal and the Superintendent. Goals identified (and achieved) in the School Improvement Plan will be the basis upon which merit incentives are formulated.

Additionally, as described in the plan to sustain the proposed project after the award period ends, the district, pending positive project outcomes, is committed to sustaining the enhancements made to the leadership pipeline as a result of the grant. The project design includes a plan to use data to inform continuous improvement of the effectiveness of the simulation as it is being developed, including periodic reports to all stakeholders on the impact of the simulation on quality of leaders and their capacity to lead turnaround schools. If the simulation has a positive impact on development of turnaround school leaders, then this pipeline initiative will become part of the repository of leader development programs that is maintained by the PPS Department of Professional Development.

Sincerely,

Donnie W. Evans, Ed.D.

Turnaround School Leaders Program

CFDA 84.377B

BOARD RESOLUTION TO APPLY FOR FUNDS

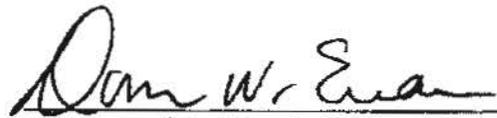
The Paterson Board of Education certifies that permission has been granted to apply for funds to support implementation of the *Turnaround School Leaders* for the purposes described in the application, in the amount of,

\$1,500,000.00,

starting on September 1, 2014, and ending on August 31, 2017.

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

5/20/2014.



Secretary of the Board of Education (signature)

5/20/2014

Date

Appendix B 1

COMPETITIVE PREFERENCE PRIORITY 1:

Documentation Source: Paterson Public Schools, System-Wide Framework for Transformation, May 2012 Page 2

Improve principal autonomy and remove ineffective teachers from school settings using an aggressive performance evaluation system linked to student achievement. PPS will enhance principal autonomy by implementing a “no forced placement” policy, removing “excess educators” from the classroom due to poor performance. Excess educators will receive enhanced professional development, will be reassigned to support district initiatives, and will be evaluated throughout the year to determine if they are ready to return to the classroom. PPS will continue to work with University of Pittsburg’s Institute for Learning (IFL) and Mike Miles’ Focal Point education consulting group to enhance teacher and principal capacity. Also, PPS will expand the *Effective Schools Leadership Program* in partnership with Seton Hall University to train more principals and vice principals on effective teacher recruitment and hiring methods, school building budgeting, and managing positive school environments.

Documentation Source: Resolution number 8-17-11/A-25

“Whereas the requirements of the Transformation and Turnaround models call for greater school-level autonomy and more flexibility for the leadership of the school including the following: selection of staff; scheduling, budgeting...”

SYSTEM-WIDE FRAMEWORK FOR TRANSFORMATION - 2012
PATERSON PUBLIC SCHOOLS

Executive Summary

The purpose of this plan is to accelerate improvements in the overall performance of Paterson Public Schools through a bold system-wide framework for transformation developed to increase focus on 3 key areas: *School-based Transformation, Effective Academic Programs, and Staffing Changes and Reductions*. It represents a major step toward the attainment local control for the school district as desired academic and non-academic outcomes are realized and sustained. The ten components of the plan are as follow:

School-Based Transformation

1. **Close and reconfigure or restart the district's lowest performing schools**, targeting six (6) elementary schools and two (2) high school academies (see attached chart). The strategically selected schools will undergo specific changes including: administration and/or teaching staff, grade reconfiguration, curriculum, or closure and restart based upon the educational program and facility needs of the district. The newly configured schools will also have an increased focus on family and community engagement. *Paterson Public Schools (PPS) is committed to achieving at least 10% gains per year based on the in 2012 NJ ASK and HSPA scores in all reconfigured schools.*
2. **Create more high-performing district magnet schools** to support accelerated learning opportunities for academic achievers. PPS will open the *Paterson Academy for the Gifted & Talented* for high performing students in grades 4-8 by September 2012. PPS will also begin a process to open a magnet *International Baccalaureate (IB) Middle School* linked to Paterson's International High School by September 2014. Additionally, PPS will reinstate the *Academy for Performing Arts* for grades 5-8 linked to Rosa L. Parks School of Fine and Performing Arts.
3. **Continue to partner with charters** to support reforms, share services and collaborate on innovative practices within the district.

Effective Academic Programs

4. **Expand early childhood opportunities and strengthen K-4 program to focus on literacy**. Early childhood classrooms will be created or expanded at schools located in neighborhoods that are currently underserved for pre-school (see chart). The expansion of district-run early childhood programs will allow PPS to discontinue costly contracts with underperforming pre-school providers and align the Pre-K curriculum with that of K-4 Common Core standards. PPS will also implement a comprehensive early childhood literacy campaign in all district schools from Kindergarten through 4th grade. *PPS will increase the number of district-run early childhood seats by 150 in 2 years and will have every student reading on grade level by 3rd grade.*
5. **Strengthen programs for Limited English Proficient (LEP) and Special Education (SPED) students**. PPS will develop a "newcomers" program that will promote rapid language acquisition and foundational literacy skills for LEP students in order to successfully transition into mainstream district classrooms. Additionally, recommendations from Montclair State University's study on the district's special education program will be implemented to improve SPED performance. SPED students will be reassigned to schools in

their neighborhoods to reduce travel time and to increase “time on task”. Similarly, recommendations from the University of Pittsburgh’s study of the district’s programs for LEP students will inform restructuring this program. *PPS will pilot a Newcomers’ Learning Center at School 11 to serve approximately 300 Spanish-speaking LEP students by September 2012. PPS will also transition 160 SPED students back to schools in their neighborhood.*

6. **Expand effective academic interventions** such as the Innovation Zone, to all priority and focus schools. The Innovation Zone was designed to accelerate student achievement by creating an aligned instructional system, building capacity among teachers and principals through intensive professional development, creating a strong district-level support system, and involving parents and community partners. Each school will employ the essential components of the Innovation Zone, which includes: a managed instruction “theory of action”; analysis of performance data, establishing academic targets; providing extensive professional development; lesson plan development; frequent formative assessments; and end of the year summative assessments.
7. **End Social Promotion** by enforcing the district’s policy on retention and providing a required summer intervention to students who failed to meet performance targets. The summer intervention will include an intensive and integrated extended learning opportunities in math and/or language arts.

Staffing Changes and Reductions

8. **Reduce, replace and reconfigure district’s Central Administration** to increase capacity and to support and assist with the re-design, implementation and sustainability transformation initiatives and to support processes that will constitute a transformational support system for all schools and academic programs. PPS will continue to work with American Productivity Quality Center (APQC) to redesign costly key processes that impede organizational change and will implement management shifts to prepare the organization for the process design/redesign activities.
9. **Improve principal autonomy and remove ineffective teachers from school settings** using an aggressive performance evaluation system linked to student achievement. PPS will enhance principal autonomy by implementing a “no forced placement” policy, removing “excess educators” from the classroom due to poor performance. Excess educators will receive enhanced professional development, will be reassigned to support district initiatives, and will be evaluated throughout the year to determine if they are ready to return to the classroom. PPS will continue to work with University of Pittsburgh’s Institute for Learning (IFL) and Mike Miles’ Focal Point education consulting group to enhance teacher and principal capacity. Also, PPS will expand the *Effective Schools Leadership Program* in partnership with Seton Hall University to train more principals and vice principals on effective teacher recruitment and hiring methods, school building budgeting, and managing positive school environments.
10. **Implement new Teacher and Administrator Evaluation Systems** that tie teacher and administrator performance to student achievement and academic results. This reform element will make the teacher evaluation process more rigorous and accurate and will differentiate teacher effectiveness by enabling the district and school leaders to use evaluation information to make better decisions related to tenure, assignments, and non-renewals.

Methodology and Stakeholder Engagement

In 2009, the Paterson Public School District developed a college-ready mission for its 29,000 students. Over the past two years, the district has significantly restructured at the high school level by implementing twelve thematic programs and converting each to “schools of choice”. Additionally, in our efforts to greatly improve student achievement district-wide, PPS has implemented numerous intervention strategies for its elementary and high schools (e.g. advanced professional development for staff, creation of an Innovation Zone, implementation of ongoing assessments and the development of a new teacher and administrator evaluation system tied to student achievement).

In November 2011, Acting Commissioner Cerf visited PPS and addressed the ongoing challenges of the school district and its hope to regain local control. In a follow-up visit in February 2012, Commissioner Cerf encouraged the district to develop a bold, transformative proposal to dramatically improve student academic performance in 25 schools (6 priority schools and 19 focus schools) as a first step to returning local control of Paterson’s public school system.

The development of the System-Wide Framework Transformation Plan began with Superintendent Evans convening a committee of School Board members, district personnel, NJDOE personnel, and community stakeholders. This committee, deemed the Paterson School District Transformation Committee, participated in a thorough review and discussion of the scope and design of Paterson’s Transformation Plan, and provided critical analysis and feedback of the interventions being proposed. The committee specifically sought to address the unique challenges of the school district including but not limited to: improving student outcomes, creating healthy school cultures, managing high mobility, and balancing contractual obligations with staffing considerations.

The Transformation Committee met biweekly during the months of February, March, and April. The State Superintendent reviewed comments and feedback provided during each meeting, prepared modifications to the draft of the Transformation Plan based on stakeholder feedback, and submitted a redrafted proposal at each subsequent meeting. Stakeholders were encouraged to engage in discussion and debate about each individual component of the plan in order to select a thoughtful course of action that was aligned to district realities and the needs of the affected students and families within the Paterson Public School District. The meetings of the Transformation Committee were open to the general public. The general public was invited to attend by way of local media and district’s televised School Board meetings.

A discussion of the Transformation Plan by the School Board occurred on April 24, 2012 during a special workshop meeting that was scheduled and publicized pursuant to the Open Public Meetings Act and made open to the public. During this meeting, School Board members reviewed and critiqued the components of the Plan, as drafted by District Administration. At this meeting, the public was also encouraged to provide verbal feedback to the plan.

A Community Forum was held on April 30, 2012. In attendance were 250-300 parents, students, teachers, and school and district administrators. The Superintendent presented an overview of the Transformation Plan and answered questions from parents, staff, and community stakeholders. The final plan was edited to reflect stakeholder issues before final adoption. On May 2, 2012 during their regularly scheduled meeting, the Paterson Public School Board voted to support the Transformation Plan.

Components of the Plan

The following is a description of each of the ten (10) components of the System-Wide Framework for the Transformation Plan; its purpose is to outline and provide more detailed explanations of Paterson’s strategic efforts to improve student achievement. It is designed to aid in the realization of the district

mission to prepare all students for success in the college or university of their choosing and in their chosen professions by:

- Building healthy school cultures & climates
- Redesigning critical processes & procedures
- Revising teacher & administrator evaluation systems
- Implementing the state common core standards
- Strengthening the district's assessment system
- Building capacity among staff
 - Teachers
 - Principals & vice-principals
 - District administrators & supervisors

Close and Reconfigure the District's lowest performing schools

Of PPS's six Priority schools, two have received School Improvement Grants (SIG), and as such, they are implementing interventions and support services consistent with the three year grant. In previous years, the remaining four schools have undergone various levels of district imposed interventions with varying degrees of success. With the creation of this plan and consistent with the direction in which the district is moving, it was important to demonstrate to all stakeholders that PPS is committed to student achievement and will no longer tolerate failure. To that end PPS will be closing and restarting four underperforming schools and reconfiguring others (see attached chart).

Since parents and community stakeholders are seen as partners in the district, PPS works with families and the community at-large on interventions to increase student achievement. Based upon an informal survey of parents, teachers and students at PS #6 and PS #15, stakeholders identified school safety and school climate as one of the biggest contributing factors to the poor academic performance of students in these schools. Both of these schools have been identified as Priority Schools. Located in two of the city's most challenging neighborhoods, each school currently requires school personnel to simultaneously address the diverse academic, social, behavioral, and emotional issues of not only very young children, but also adolescent age students – issues which are oftentimes very different in nature and require unique attention.

Therefore, in consideration of the best academic and social interests of students in *both* age groups, PPS will reconfigure these schools into middle schools in order to adequately address the daily realities of adolescent children while removing challenges which negatively impact the younger students. With the reconfiguration of School 15 and 6 into middle school settings, PPS will select talented school leaders who will maintain a disciplined environment conducive to positive school culture. These exemplary middle schools will focus on the intellectual, social, emotional, moral, and physical developmental needs of adolescents. These schools will also implement small learning communities, positive behavior supports, character education, and problem-based learning to prepare students for high school both academically and socially. Characteristics of the schools will include:

- *Small Learning Communities:* Implement (SLC) grade teams that utilize common planning time to collaborate on interdisciplinary projects and cross-curricular skill development. This allows for more focused leadership and personalized academic engagement.
- *Positive Behavior Support:* Establish a school-wide system that rewards model behavior and uses preventative and proactive efforts to foster positive social behaviors, minimize disruptions and provide a continuum of support. PBS uses anecdotal data to make informed decision and document best practices.
- *Program Advisory/Character Education Class:* Integrate a curriculum that promotes healthy social and emotional learning and builds leadership skills. This course would serve as a safe forum to discuss conflict resolution techniques and make meaningful connections to the academic culture.

- *Problem Based Learning:* Implement student-centered learning for real-world problem solving through content-skill application. PBL projects allow students to be team oriented, hone interests, drive motivation and deepen understanding of community and global needs.

Two small high schools, Public Safety Academy and Sports Business Academy will close at their current facilities. A pathway for Public Safety Academy will be added to the School of Government at Eastside High School. A pathway for the Sports Business Academy will be added to Business Technology and Management Academy at John F. Kennedy High School.

Create more high-performing district magnet schools

In our continued efforts to be a leader in urban education, PPS plans to offer differentiated programs and services (beyond the core curriculum) for students who demonstrate exceptional abilities in mathematics, language arts, world languages, science and the fine and performing arts.

The magnet schools' learning environments will prepare students to be leaders in a global society by promoting a culture of rigorous expectations, student-centered learning, and safe risk-taking designed to enhance their potential for creative production. To maximize academic, social, and emotional needs of students, the district will offer these students a comprehensive articulated program which develops talents in the areas of greatest aptitude and interest and fosters longevity in the program through high school. Collaborative efforts of educators, parents and students will provide a variety of learning opportunities, designed to meet the needs of learners in a dedicated program setting.

Paterson Academy for the Gifted and Talented: will employ a variety of specialized learning activities for the academically gifted and talented students, including but not limited to the following emphases at relevant levels:

- Instructional grouping in mathematics, reading and language arts, and science for advanced students
- Interdisciplinary and cross-disciplinary learning around key concepts and issues
- Accelerated or specialized academic programs and independent studies based upon individual educational needs
- Development of leadership skills and habits of mind
- Academic, athletic, and performing arts competitions and /or performing groups
- Counseling services that include psychosocial issues and academic planning
- Special classes in talent development areas

Administrators/Teachers: Administrators and teachers selected for the program will be required to complete course work (12 credits) in gifted education recommended by the National Standards and offered through the certificate program at Rutgers University.

Students: The screening stage will use existing student data at target grade levels. The NJASK test results will be used as a measure for achievement in assessed academic areas. Other screening measures may include parent and teacher nominations and student grades. The identification stage will use the Cognitive Abilities test at all grade levels to discern the most promising students in three domains: verbal, mathematical, and nonverbal. A selection committee will review the files of students selected for the program. Students will be placed in grouped classes according to their grade level designations. Thus, it is anticipated that students would be cross-grade grouped for English language arts, math and science.

Paterson Academy of Fine and Performing Arts: PPS recognizes that the Arts allow students to explore a variety of creative expression forms and have the opportunities to think, build, create, and perform, building confidence in self-expression enhancing their educational experience. The Academy of Fine and Performing Arts can be sustained as a feeder academy for Rosa Parks High School of Fine and Performing Arts. The fine and

performing arts foci will include the following: creative writing, visual arts, vocal music, instrumental music, drama, and dance. The adjudication process will allow cross curricular studies for students completing a successful audition and application process in one of the art genres.

The total population for the first year then will be 200 students. Once the adjudication process is completed, students will complete their course of studies prepared to audition for RPHS. Core subjects which will be offered only on a grade specific basis will include Mathematics, English Language Arts, Social Studies, Science and Physical Education. Presently the district arts curriculum is being aligned with the NJCCS and the State core standards for the arts. A spiral interdisciplinary curriculum will drive the instruction. This approach will allow the arts to stand alone as core content. Professional development for all staff will help to shape, support and sustain a viable school for the arts and allow certified staff an opportunity to understand arts inclusion where applicable.

The revitalization design will develop into three professional learning communities K-2, 3-5 and 6-8. To ensure that middle school students are guided by a distinct arts prerequisite course of study, the new arts curriculum scope and sequence will establish a foundation of core content in the arts as well as skills and strategies for cross-content integration. This will better prepare students to direct a tripod focus to include the following: 1) Competency in utilizing skills learned through explicit instruction while focusing on one of the genres, vocal music, instrumental music, dance, or drama. 2) Audition requirements for RPHS and finally, 3) Cross content knowledge necessary to move seamlessly from middle school, through high school, and on to college.

Paterson Academy for International Studies – IB Middle School: The *International Baccalaureate (IB) Middle Years Program (MYP)* is an educational program intended for students in grades 6-10 in international schools in the United States, Canada, and Australia. In the United States the program is taught throughout the middle school years and the first two years of high school. It provides a foundation of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical, reflective thinkers. Thus, the International Baccalaureate (IB) middle school program would work in coordination with and in support of International High School's IB program with the complete IB sequence lasting 5 years.

Initial Steps: In order to attain IB World School status, the middle school must first go through the authorization process. Since the IB is a challenging program that demands the best from both motivated students and teachers, the authorization process is designed to ensure that the school is well prepared to implement the program successfully.

Consideration Phase: Before starting the application process to become an IB World School, the school must conduct a feasibility study. The purpose of this study is not only to ensure thorough school-based understanding of the IB philosophy, program structure, and other program requirements, but also to define and plan what needs to be so that the IB program is implemented with fidelity to the specific and rigorous requirements of the IB model.

Request for Candidacy: After completing the consideration phase, the school will decide whether to start the authorization process by requesting to become a candidate school. In order to formally apply for candidate status, a school must complete an Application for Candidacy which includes submission of a Middle Years Program form and supporting documentation.

Candidate Phase and Request for Authorization: Following the acceptance of application for candidacy the school will be recognized as an IB candidate school. During this period, the school will take the actions necessary to address the IB requirements for authorization and will start trial implementation of the program, a process which will last at least one academic year. During this process, special attention will be given to timely implementation of the professional development plan to ensure that teachers are duly trained in adherence with IB-recognized professional development activities.

Continue to partner with charters

The District will continue to partner with the Community Charter School of Paterson. CCSP maintains a strong working relationship with PPS as part of the District's Innovation Zone. CCSP adheres to a strict non-selective admissions process by conducting a blind lottery which offers all Paterson families the opportunity to apply regardless of students' academic records or IEP status. CCSP will help support district reforms, participate in district professional development, make a concerted effort to recruit struggling students, implement the district's benchmark assessments and share data, abide by the district's policies on enrollment/expulsion, and collaborate on innovative practices. The district has also agreed to partner with Rutgers University and Passaic County Community College in a virtual charter school for students who have dropped out of high school.

Expand early childhood opportunities and strengthen K-4 program to focus on literacy

The District plans to align our early childhood preschool programs with our K-4 classrooms to develop a seamless system of early education. The premise is based on the fact that in order for a child to succeed in school and in life we must address the needs of the whole child- *i.e.*, physical and mental well-being, as well as intellectual and social-emotional developmental skills. This plan attempts to provide everyone who works with students and families from preschool through fourth grade with a common road map and unified goals.

The Paterson Public School District will strengthen the P-4 continuum by:

- Aligning the curriculum, instruction and assessment;
- Providing high-quality staff;
- Supporting student-centered learning environments and appropriate grouping practices;
- Developing consistent schedules and a strong parent involvement component;
- Training Administrators in Early Childhood theory and teachings; and
- Enhancing and creating literacy rich classroom environments.

Current and future activities to support our P-4 initiative include:

- Implementing the Core Curriculum Standards for Mathematics and Language Arts with uncompromising fidelity;
- Aligning the Guidelines for Preschool learning experiences and Kindergarten learning experiences with the new standards;
- Rolling out and implementing the new kindergarten guidelines;
- Integrating content areas to create an interdisciplinary curriculum;
- Revising and refining existing early education curriculum that focuses on literacy and language;
- Ensuring developmentally appropriate practice in P-4 classrooms;
- Providing shared professional development opportunities to teachers, administrators and assistants in the areas of child development, differentiated instruction, tiered systems of support, and literacy learning experiences for children;
- Considering additional policies during the next few years involving mandatory attendance, class-size and/or ratio regulations in grades K – 4;
- Implementing Phonics training and teaching, *i.e.* Phonics First;
- Employing Reading Specialist trainers;
- Increasing the use of Professional Learning Communities to strengthen transition activities;
- Expanding and enhancing the Intervention system across grade levels;
- Implementing pilot Dual Language programs in PK-K 2012-2013 adding a grade level every year;
- Implementing character education program;
- Expanding health services and training for Administrators, Teachers and Parents;
- Enhancing Family Outreach programs; and
- Implementing a seamless assessment system to track student's progress over time.

Strengthen programs for Limited English Proficient (LEP) and Special Education (SPED) students

Paterson Newcomers Program will be created to provide immigrant students with an academic program geared to achieve excellence by responding to their unique needs. In accomplishing this goal, the district will design an instructional program while, at the same time, providing our students and their parents with a supportive environment in their new country.

The school's staff will work with each student in identifying abilities, strengths, needs and interests, while offering programs that meet these needs. The instructional program will emphasize learning objectives such as the acquisition of English with intensive English as a Second Language Program, the developing of native language skills, and the appreciation of cultural diversity.

The Newcomers Program will provide a safe and caring environment to help newly arrived immigrant students adjust academically, culturally, and socially. It will serve as a centralized program that will bring staff, resources and specialized personnel to one location. The continuum of services and programs will be expanded into School No. 9 for the Arabic population, School No. 5 for the Bengali population, and designated elementary and high school programs throughout the district for Spanish-speaking students.

The centerpiece of the program is its intensive bilingual instruction. Since the Newcomers Program will only accept non-English speakers, students will be placed in tracks on the basis of their assessment results on a series of diagnostic tests. The program will also ensure that high quality support for English Language Learners is embedded in the core instructional program.

The Newcomers Program will employ a variety of specialized learning activities for the students, including but not limited to the following:

- Multiage classes for instruction;
- Intensive intervention approach for the attainment of basic, foundational skills in literacy and math;
- Intensive English as a second Language approach incorporating methods such as Total Physical Response (TPR) and the Natural Approach to language;
- Specialized academic programs and a literacy curriculum that includes phonics, decoding strategies and vocabulary development;
- Bicultural learning units to provide students with American culture and U.S. history;
- Thematic and interdisciplinary units inclusive of music, physical education, and art;
- Sheltered Instruction Observation Protocol (SIOP) as an instructional strategy;
- Transition Activities; and
- Family Outreach and involvement and support services: counseling and health.

Administrators and Teachers selected for the program will be required to have the appropriate teaching certification in Bilingual/ Bicultural studies and English as a Second Language. Appropriate Grade Level/Subject and Language Certifications.

The process for *Student Identification and Placement* will take into consideration a variety of factors including but not limited to age, language proficiency, literacy in native language, and years of schooling. Students selected for admission will have low English language proficiency levels or very low levels of literacy or formal education in any language.

At present, there are 124 self-contained special education programs in Paterson serving students in restricted environments. These students attend programs at locations in the district that require extensive transportation between various schools limiting "time on task" lost in travel and making it hard for parents without transportation to get involved in their child's school. Based on recommendations from Montclair State University's study on PPS's special education program and services, as well as on the need to create equity

amongst all schools within the district, we have identified neighborhood schools which could feed into one another. PPS will ensure the equity of classroom and or categories distributed throughout the district. It is proposed that each community of schools have at least and not exceed the following make-up of Special Education classrooms:

- Two (2) Learning Language Disabled classes
- One (1) Multiple Disabled or Cog. Moderate
- One (1) Behavioral Disorder

Expand effective academic interventions

The Innovation Zone (Zone) was created in an effort to provide systematic support and interventions to focus and priority schools. The Zone is designed to accelerate student achievement by creating an aligned instructional system, building capacity among teachers and principals through intensive professional development, creating a strong district-level support system, and involving parents and community partners. The Zone has a dedicated team of content/department Supervisors (Leaders) who work inclusively with the Zone schools to collectively monitor the academic progress of the students. Toward this end, tasks consist of the planning, implementation, assessment, and maintenance of new initiatives, which include, but are not limited to:

- Institute for Learning (IFL). University of Pittsburgh
- IFL Learning walks
- School Based PD around the *Principles of Learning*
- Grade Level PD for Math, ELA, Science, and Social Studies
- Renaissance Interventions (ELA/Math)

In addition to facilitating Zone-specific initiatives, the Supervisors also facilitate the streamlining of district-wide initiatives into the Zone schools, including but not limited to Renaissance STAR Assessment, CCSS, The Mike Miles Focal Point Spot Observation Tool, and new Teacher Evaluation Pilot. The Zone also houses two SIG schools (Rev. Dr. Frank Napier, Jr. School and PS #10) and the district's three Full Service Community Schools (PS#5, Rev. Dr. Frank Napier, Jr. School and New Roberto Clemente). Thus, all Zone schools can access and adopt successful practices from the field. The Zone will increase from 17 to 25 district schools that includes all priority and focus schools.

End Social Promotion

In 2011 almost two-thirds of students in the 3rd through 8th grades scored below proficient in English/Language Arts (ELA) and half of these students scored below proficient in mathematics. At the high school level, 40 % of eleventh graders taking HSPA for the first time scored below proficient in ELA and 66% of these students scored below proficient in mathematics.

It is clear that one contributing factor to our district's low performance is the continuous promotion of students who are not reading or numerating at or above proficiency (grade level). This practice is compounded by the impact of regression for students who are not exposed to extended learning activities during the summer.

Therefore, the district will require a mandatory 4 week summer school program for students who do not meet the district's promotion policy and continue to score below proficient in English/Language Arts and/or Mathematics on district or state assessments. In order to be considered for promotion, students attending summer school must demonstrate achievement growth, as illustrated by their growth rates on Renaissance STAR assessments.

Extended Learning Opportunities: Renaissance Star assessment spring results will be used by teachers during summer school to inform instructional strategies and to provide students with the targeted skills needed for

improvement. The spring data and next year's fall assessment will be used to create individual student progression plans that are specific to students' instructional needs and may signal the need for extended learning opportunities.

Reduce, replace and reconfigure District's Central Administration

The Superintendent is continuing to restructure the central administrative staff with the intent of reducing redundancy and assisting with the re-design, implementation and sustainability of processes that will provide a transformational support system for all schools and academic programs. PPS will continue to work with American Productivity and Quality Center (APQC) to identify key processes that impede organizational change and will implement management shifts to prepare the organization for the process design/redesign activities.

Metrics have been created for all staff to directly align actions and support to principals/teachers. Principals' metrics encompass coaching, providing feedback to teachers, improving the quality of instruction and measuring growth on district administered assessments. Implementing these new metrics requires a full retooling of Assistant Superintendents, all evaluators of teachers, and central office supports to teaching and learning.

As additional transformation strategies are instituted and capacity of principals and teachers increases, their support and guidance needs will change. To this end, the nature and focus of the work of district office staff will change accordingly. As a result, changes in district office departments and divisions that directly support the delivery of instruction will be restructured and re-staffed to provide school staff the support they require. These include, but may not be limited to: the Division of Academic Services; the Department for Special Education; and the Department of English Language Learners. This restructuring will also ensure needed support systems for the new teacher and administrator evaluation systems and overall coordination of all district and school-level reforms.

Improve principal autonomy and remove ineffective teachers from school settings

At the heart of improving student achievement in New Jersey and Paterson Public Schools is a thorough review of educator effectiveness. The Paterson Effective Schools Initiative includes ten dimensions of school effectiveness designed to fundamentally change the culture and climate of schools. The ten dimensions are:

- 1) ***Principal as Leader:*** The principal leads, manages and communicates the total instructional program to staff, students and parents.
- 2) ***Clearly Stated Vision and Mission:*** The school's vision/mission is clearly articulated and understood.
- 3) ***High Expectations:*** The staff believes, demonstrates and promotes the belief that all students can achieve at a high level.
- 4) ***Assessment and Monitoring:*** Students' academic progress is monitored frequently with a variety of assessment tools.
- 5) ***Instructional Delivery:*** Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas.
- 6) ***Safe, Caring and Orderly Environment:*** The school's atmosphere is orderly, caring, purposeful and professional.
- 7) ***Parent and Community Involvement:*** Parents support the school's mission and play an active role in its achievement.
- 8) ***Professional Development:*** Professional development for all faculty and staff supports the instructional program.
- 9) ***School Culture:*** The school's culture and climate are responsive to and support the needs of the students, parents and community.
- 10) ***Ethics in Learning:*** The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Paterson Public Schools is committed to providing all schools in the district with highly qualified and capable teachers. District leadership will focus on controlling resource allocation to ensure the equitable distribution of the district's work force and eliminating forced placement of educators into core teaching positions within the district. Additionally, PPS will provide extensive teacher and principal staff development to build capacity among staff in order to gain the human capital necessary to achieve the district's goals for teaching and learning.

Therefore, teachers who are excessed will be considered for vacancies where a better "goodness of fit" can be achieved. Teachers who have been excessed will have priority over voluntary transfers and new hires. The unplaced excessed teachers will be assigned through the collaborative work of the Assistant Superintendents and HRS as follows:

- Substitute teachers
- Temporary assignments in lieu of hiring outside consultants or temporary employees
- Other positions as appropriate

The district will create a teachers academy to retrain excessed teachers for one year to prepare them for reassignment in their certificated fields. Teachers who are determined to be inadequate for reassignment after the training will either be reassigned to other positions for which there is a good fit or counseled out of the district.

IFL will conduct a Summer Launch, PD training for principals, central office staff, and teachers at specified grade levels and in defined subjects or courses. Descriptions of the professional development are divided into sections by content/subject area, and then subdivided by instructional levels and cohorts.

Implement new Teacher and Administrator Evaluations System

Based on our pilot model, the district will begin implementation of a new teacher and principal performance evaluation system that includes four categories of effectiveness and includes at least 50 percent weighing attributable to objective measures of student achievement and 50 percent attributable to teacher practice.

In concert with the district's Bright Futures Strategic Plan and the Effective Schools Initiative, we are committed to fully adopt and implement a new teacher practice model framework, a new Teacher Performance Evaluation and Principal Performance Evaluation. As part of the NJDOE support to DINJ districts, we have continued the work with Mike Miles and Focal Point that began in the spring of 2010. Ongoing professional development for our principals targets the required focus and skills which promote the shift from management to instructional leadership.

In reviewing our current evaluation system for teachers and administrators, we noted the lack of scoring accuracy; no rubrics accompany the ratings defining performance on a continuum of improvement, no inter-rater reliability for evaluators within buildings or across schools, and no consistent coaching or monitoring support for teachers or evaluators are embedded in our system. As a result, based on this current system, few, if any, tenure charges have been successful, non-renewals and withholding of increment(s) are sparse, and our student achievement scores at the district or school level are not congruent with our current rating system. Moreover, the current system does not include measures of student achievement as part of teachers' or principal's evaluation. This lack of congruence between student achievement and teachers' evaluations as well as other considerations which affect our students' academic achievement have called for a specific review of "what" we are measuring and "how" we are evaluating our professional staff.

The additional elements to be considered to fully implement the system include: identifying and calibrating effective teaching practice; building capacity and consistency to utilize classroom observation as a major

component; reconciling the collection of evidence-based data on teacher practice (the learning environment, planning and preparation, instructional practice/classroom strategies and behaviors, self-reflection on teaching practice, professional responsibilities and collegiality inclusive of collaborative practice and ethical professional behavior); providing on-going professional development to train administrative evaluators in using rubrics with a minimum of 4 levels of performance ratings for assessing teacher practice.

Beginning July 2011, the district established and implemented progress-monitoring metrics outlining the accountability measures for Principals during the 2011-2012 school year. The Progress Monitoring Metric included four essential components:

1. Review of the school’s action plan for 2011-2012 by Mike Miles and Focal Point. A score of proficient was established as the target.
2. Student Achievement results (K-12) on Renaissance Reading and Math for three quarters was reviewed. The target benchmark in both content areas was the 40th percentile.
3. Quality of Instruction which required that principals conduct focused “Spot Observations” and provide “instructional feedback” to all teachers. The data for the spot observations was documented on McCrel software where PD needs were determined by building, grade, and individual teacher and provided when and where appropriate. Assistant Superintendents accessed the data and were able to monitor the implementation of the Spot Observations and subsequent PD.
4. Mid-Year Reviews were conducted in January by Assistant Superintendents accompanied by Focal Point Team Members who provided rubric scores and narrative/recommendation(s) for each principal.

The “Progress Monitoring Metric” will establish “accountability measures” in conjunction with the New Principal Evaluation Performance Areas. The five areas on the new Principal Evaluation will pinpoint expectations in the following: leadership, the instructional program, staff development, effective management and professional responsibilities. The district has adopted the Mike Miles Focal Point Principal Evaluation System and is gearing up for full implementation during the 2012-2013 school year. Eleven schools will pilot the new teacher evaluation in 2012-13 and all schools will participate in 2013-14. The evaluation model for school and district administrators system-wide will be implemented beginning 2012-13.

Paterson Public Schools Implementation Timeline

SYSTEM-WIDE FRAMEWORK FOR TRANSFORMATION				
Activity	Person(s) Leading	Planning year	Implementation year	Current Status
1. Close and restart lowest performing schools a. NRC & Schools 11 & 15 b. School 28 c. Schools 6 & 21	Assistant Superintendents for Administration (ASA)	2011-12 2011-12 2012-13	2012-13 2012-13 2013-14	Planning underway Planning underway
2. Create more magnet schools a. Gifted and Talented b. Literacy c. Elementary performing arts d. International baccalaureate	Deputy Superintendent	2011-12 2011-12 2012-13 2012-13	2012-13 2012-13 2013-14 2013-14	Planning complete Planning underway

3. Partner with charters	Chief Reform & Innovations Officer (CRIO)	2011-12	2012-13	Implementing
4. Expand early childhood and strengthen K-4 program a. Expand Early childhood b. Strengthen K-4 literacy	Assistant Superintendent for Early Childhood and Special Programs (ASEC)	2011-12 2011-12	2012-13 2012-13	Implementing Planning underway
5. Strengthen Limited English Proficient (LEP) and Special Education (SPED) programs	ASEC	2011-12	2012-13	Planning
6. Expand effective academic interventions	Chief Academic Officer (CAO) & CRIO	2011-12	2012-13	Planning
7. End Social Promotion	ASA	2011-12	2012-13	Implementing
8. Reduce, replace and reconfigure district's Central Administration	Superintendent/Executive Director for HR	2011-12	2012-13	Planning
9. Expand principal autonomy and remove ineffective teachers	Executive Director for HR	2011-12	2012-13	Planning Complete
10. New Teacher and Administrator Evaluation Systems	Chief Accountability Officer	2011-12	2012-13 (Pilot) 2013-14 (All)	Planning Complete

Appendix B.2.

COMPETITIVE PREFERENCE PRIORITY 2:

Documentation Source: Report Card Narrative 2011-2012

Report Card Narratives

NEW JERSEY DEPARTMENT OF EDUCATION

PATERSON CITY (31-4010)

Report Card Narrative 2011-2012
Paterson Public School District

The Paterson Public School District (PPS) is an urban school district located in northern New Jersey, 18 miles west of New York City. The third largest school district in New Jersey and one of its most diverse, PPS enrolls 29,400 students in preschool to grade 12. The population in PPS mirrors the demographic trend of urban communities in New Jersey: 62% of all students are of Hispanic origin; 28% are African-American and approximately 10% are of Caucasian, Middle Eastern or Asian descent. Nearly 50% of all students in Paterson speak a primary language other than English, with a total of 37 languages spoken in district schools.

The Paterson Public School District is led by state appointed District Superintendent, Dr. Donnie W. Evans, who works closely with the New Jersey Department of Education and nine elected members of the Paterson Board of Education. After state takeover in 1991, the district began to establish and implement stringent controls and monitoring procedures related to school and district office operations. To ensure consistent operations, all board policies and regulations were reviewed, updated and are currently accessible on the district's website.

This district has 54 schools that house 2,526 certified teachers to accommodate students in kindergarten through grade 12. District high schools were recently restructured and reorganized into "thematic choice schools." At the elementary level (K-8), four schools are schools of choice.

Preparing our students for success begins at an early age. To that end, the Paterson Public School District provides a comprehensive preschool program, serving 3,447 three- and four-year-old students in 30 early childhood community provider centers and four in-district sites. The program provides a full day of developmentally appropriate instruction that promotes children's social-emotional development and learning in the core areas of language and literacy, mathematics, science and social studies. Teachers utilize a research-based comprehensive curriculum adopted by the Paterson Board of Education in order to provide a seamless transition to the kindergarten curriculum.

During the 2009-2010 school year the Paterson Public School District developed an ambitious five-year Strategic Plan for transforming itself into a high performing urban school system. The Plan known as Bright Futures, includes the vision for Paterson Public Schools "to be a leader in educating New Jersey's urban youth" and its college ready mission "to prepare each student for success in the institution of higher education of their choosing and in their chosen career."

Bright Futures driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions is organized by four priorities:

2. The percent of students in grades three through eight performing at or above proficiency in mathematics on NJASK increased 1.7% and 2.5% in language arts literacy (2011 versus 2012 results).
3. Our graduation rate using the cohort method (a comparison of students entering 9th grade as a cohort to those who graduated as a cohort four years later) for the 2012 graduating class increased to 64.6%, which is an increase from 58.7% in 2011, 50.4% in 2010 and 45% in 2009.

The district is realizing significant academic improvements at the high school level and is working toward accomplishing similar gains at our elementary schools. To that end, the district is taking major steps to accelerate improvements in academic and non-academic outcomes. These steps are designed to:

- Building healthy school cultures & climate
- Redesigning critical processes & procedures
- Revising teacher & administrator evaluation systems
- Implementing the Common Core State Standards
- Implementing high impact academic interventions for low performing students
- Strengthening the district's assessment system
- Building capacity among staff
 - o Teachers
 - o Principals & vice-principals
 - o District administrators & supervisors

The Paterson Public School district is aggressively implementing school and district-level initiatives to transform the system into a high performing organization. In doing so, it is confident that its mission to prepare every student for success in the institution of higher education of their choosing and in their chosen career will be realized.

Dr DONNIE EVANS
(973) 321-1000

<file:///H:/0%20-%20School%20Leaders/NJDOE%20-%20PPS%20Report%20Card%20Narratives.htm>

ACTION FORM

1. Curricular recommendations must include, if appropriate, school, student initials, tuition rate and/or other needed information.
2. Fiscal recommendations must include all appropriate fiscal information.
3. This Action Form must be in the State District Superintendent's office according to cutoff date before the meeting of the Board of Education.

Recommendation/Resolution:

Page 1 of 2

RESOLUTION FOR SIG GRANTS

Whereas Paterson Public Schools received School Improvement Grants (SIG) for School 10 and Dr. Frank Napier, Jr., School of Technology, and;

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

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

A. **Whereas** the requirements of the Transformation and Turnaround models call for greater school-level autonomy and more flexibility for the leadership of the school including the following;

- Selection of staff
- Scheduling
- Budgeting
- Greater accountability for results
- Enhanced decision making of school programming (academics, social/emotional needs, schedule, etc.) to address the needs of the students
- Enhanced selection of professional development services and providers within the requirements of federal and state statute and regulations regarding bid and competitive contracting.

B. **Whereas**, with respect to all schools in the district, the NJ Department of Education requires that any Local Education Agency (LEA) receiving new SIG awards for the 2011-12 school year additionally must have district wide policies and/or programs in the following areas for all schools. Therefore, each LEA must submit a plan for each of the following to the Commissioner by October 15:

- Implementation of the Common Core State Standards by 2014. Such plan should include review, modification, and replacement of existing curricula consistent with the State Board of Education's schedule for transition to Common Core (e.g., K-2 by 2012),
- Process to develop or purchase a robust formative assessment system that produces timely data that teachers and administrators can use to diagnose student learning progress, design personalized instruction strategies, and/or use to design student or school wide instructional strategies that improve student learning or growth.
- Implementation of a nationally recognized and Department of Education-approved observational assessment protocol for all teachers and principals. The plan should delineate how the LEA will ensure that any investment in such a protocol will include professional development for its proper use and objective third-party measurement of the efficacy of its implementation. The plan should also ensure that products and services used for this purpose are able to capture data for use in educator evaluation systems and such data can also be stored and used to research and improve inter-rater reliability.

- Implementation of a teacher and principal performance evaluation system that includes four categories of effectiveness and includes at least 50 percent weighting attributable to objective measures of student achievement. (Note: such measure need not consist exclusively of summative tests such as the NJ ASK or HSPA).
Policy to eliminate forced placements of educators into core teaching positions.
- Implementation of a dropout identification system and intervention program.

Now therefore be it resolved that the Paterson Public School District assembled in open public meeting on August 17, 2011, and that the Board will implement the requirements listed in A, greater school-level flexibility and faithful implementation of the select federal model(s) using the provisions; and, in above, the added requirements specified by the NJ Department of Education for recipients of SIG funds as specified.

APPROVALS REQUIRED

1. Submitted by Brenda Patterson, Assistant Superintendent 7/27/11
(Print Name, Title, and Sign) (b)(6) Date

2. Approval by Divisional Administrator _____
Superintendent, Assistant Superintendent, School Business Administrator Date

3. Account No. _____
 Certification of Funds (b)(6) 7-28-11
Office of the School Business Administration

Funds Available	Funds Not Available	Funds Not Needed	<input checked="" type="checkbox"/> Non-Budget Item
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4. Verification by Legal Department, if required _____

5. Approval – State District Superintendent *Don W. Swa* 7/27/11

6. Board Adoption Date _____ Resolution Number 8-17-11/A-25

Copies as follows:

White-To Board Office Green-To #5 Yellow-To Business Administrator Pink-To #1 Gold-To #2

Appendix B 2

COMPETITIVE PREFERENCE PRIORITY 2:

Documentation Source: Report Card Narrative 2011-2012

Report Card Narratives

NEW JERSEY DEPARTMENT OF EDUCATION

PATERSON CITY (31-4010)

Report Card Narrative 2011-2012
Paterson Public School District

The Paterson Public School District (PPS) is an urban school district located in northern New Jersey, 18 miles west of New York City. The third largest school district in New Jersey and one of its most diverse, PPS enrolls 29,400 students in preschool to grade 12. The population in PPS mirrors the demographic trend of urban communities in New Jersey: 62% of all students are of Hispanic origin; 28% are African-American and approximately 10% are of Caucasian, Middle Eastern or Asian descent. Nearly 50% of all students in Paterson speak a primary language other than English, with a total of 37 languages spoken in district schools.

The Paterson Public School District is led by state appointed District Superintendent, Dr. Donnie W. Evans, who works closely with the New Jersey Department of Education and nine elected members of the Paterson Board of Education. After state takeover in 1991, the district began to establish and implement stringent controls and monitoring procedures related to school and district office operations. To ensure consistent operations, all board policies and regulations were reviewed, updated and are currently accessible on the district's website.

This district has 54 schools that house 2,526 certified teachers to accommodate students in kindergarten through grade 12. District high schools were recently restructured and reorganized into "thematic choice schools." At the elementary level (K-8), four schools are schools of choice.

Preparing our students for success begins at an early age. To that end, the Paterson Public School District provides a comprehensive preschool program, serving 3,447 three- and four-year-old students in 30 early childhood community provider centers and four in-district sites. The program provides a full day of developmentally appropriate instruction that promotes children's social-emotional development and learning in the core areas of language and literacy, mathematics, science and social studies. Teachers utilize a research-based comprehensive curriculum adopted by the Paterson Board of Education in order to provide a seamless transition to the kindergarten curriculum.

During the 2009-2010 school year the Paterson Public School District developed an ambitious five-year Strategic Plan for transforming itself into a high performing urban school system. The Plan known as Bright Futures, includes the vision for Paterson Public Schools "to be a leader in educating New Jersey's urban youth" and its college ready mission "to prepare each student for success in the institution of higher education of their choosing and in their chosen career."

Bright Futures driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions is organized by four priorities:

- Effective Academic Programs: Programs are research-based and outcomes driven
- Safe, Caring, and Orderly Schools: Schools are safe which enable teachers to teach and students to learn
- Family and Community Engagement: District and school staff collaborate with and engage families and community institutions, organizations, and agencies
- Efficient and Responsive Operations: Operations support the district and school's core business and are responsive to the needs of staff, students, and community

Twenty-three measurable goals and numerous school improvement strategies are aligned with each priority. These priorities, goals, and strategies are intended to create an aligned instructional system, build capacity among teachers and principals, create a strong district-level support system, and involve parents and community partners.

Since the development of Bright Futures, the district has aggressively implemented many of its strategies, such as:

1. Transforming (reorganizing and re-staffing) its large comprehensive high schools into autonomous small schools (Eastside and John F. Kennedy High Schools)
2. Restructuring and re-staffing its lowest performing elementary schools (Schools 4, 6, & 10)
3. Converting all high schools into "thematic schools of choice"
4. Creating three full service community schools (Schools 4, 5, & New Roberto Clemente)
5. Reorganizing and re-staffing district operational divisions (finance, human resources, and facilities)
6. Creating the state's first curriculum based, student operated credit union
7. Creating and implementing the Paterson Effective Schools' Initiative to change the culture in district schools and the District Office.
8. Significant expansion of alternative schools in the district.
9. Implementing academic interventions for each student performing below proficient in mathematics and/or language arts literacy on NJASK and HSPA.
10. Establishing parent-teacher organizations in each school.
11. Acquired grant funding to support school improvement initiatives
 - a. Promise Community Grant to support Full Service Community Schools - \$2.3 million
 - b. Affordable Care Act Grant for School-Based Health Centers in full service schools - \$500,000
 - c. Talent 21 grant to support technology initiatives - \$2.2 million
 - d. School Improvement Grants (SIG) for Schools 4 & 10 - \$12 million

These and other changes have contributed to improvements in student outcomes including:

1. The percent of first-time takers of HSPA performing at or above proficient in language arts literacy, increased from 51.7% in 2010 to 59.5% in 2011 to 66.4% in 2012, with 80% of General Education students at proficient or above.

2. The percent of students in grades three through eight performing at or above proficiency in mathematics on NJASK increased 1.7% and 2.5% in language arts literacy (2011 versus 2012 results).
3. Our graduation rate using the cohort method (a comparison of students entering 9th grade as a cohort to those who graduated as a cohort four years later) for the 2012 graduating class increased to 64.6%, which is an increase from 58.7% in 2011, 50.4% in 2010 and 45% in 2009.

The district is realizing significant academic improvements at the high school level and is working toward accomplishing similar gains at our elementary schools. To that end, the district is taking major steps to accelerate improvements in academic and non-academic outcomes. These steps are designed to:

- Building healthy school cultures & climate
- Redesigning critical processes & procedures
- Revising teacher & administrator evaluation systems
- Implementing the Common Core State Standards
- Implementing high impact academic interventions for low performing students
- Strengthening the district's assessment system
- Building capacity among staff
 - o Teachers
 - o Principals & vice-principals
 - o District administrators & supervisors

The Paterson Public School district is aggressively implementing school and district-level initiatives to transform the system into a high performing organization. In doing so, it is confident that its mission to prepare every student for success in the institution of higher education of their choosing and in their chosen career will be realized.

Dr DONNIE EVANS
(973) 321-1000

<file:///H:/0%20-%20School%20Leaders/NJDOE%20-%20PPS%20Report%20Card%20Narratives.htm>

Appendix C 1

District Reflection: Identifying the School Turnaround Principal

DISTRICT REFLECTION: IDENTIFYING THE SCHOOL TURNAROUND PRINCIPAL

Purpose	Districts considering changes in school leadership can use this tool to examine whether the current principal has the skills and will to lead a turnaround effort and, if not, to compare other principal candidates. The information needed to complete the tool can come from interviews with the principal and principal candidates, review of school and professional development records, reviews of resumes, and interviews with references or colleagues.
Materials	None
Media	None
Topic	Turning Around Chronically Low-Performing Schools
Practice	Improved Leadership

Identifying the School Turnaround Principal

School: _____

Current Principal Name: _____

Date: _____

	Response (source of information)	Strength or Weakness?
Experience or Training		
<p>Has the principal had experience leading a school turnaround effort?</p> <p>Experience is an asset, although not a requirement if the principal has had turnaround-specific training.</p>		
<p>If so, did the effort yield positive results?</p> <p>Consider whether the principal had demonstrated success or, if not clear success, has improved his/her strategies. Attributing failure to circumstances beyond the principal's control is a warning sign that the principal may not be flexible enough to overcome or work around challenges.</p>		
<p>What was the evidence of success?</p> <p>Consider whether this past success is relevant to the current challenge. If, for example, the principal reduced disciplinary actions moderately, but you are thinking about a school that needs to raise test scores dramatically, will this principal's approaches work in the current situation?</p>		
<p>How long was this effort, from beginning to positive results?</p> <p>Consider whether the principal turned around the school in one to three years.</p>		

	Response (source of information)	Strength or Weakness?
<p>Has the principal had training specifically for leading a turnaround effort?</p> <p>There are few experienced turnaround principals, so training may be considered an alternative to experience. Consider whether the principal has had training specifically on leading a turnaround effort, which calls for different skills and strategies than many other leadership roles.</p>		
<p>If so, what skills did the training cover?</p> <p>Consider whether the training covered shared leadership strategies, setting and maintaining focus on a limited number of goals, analyzing data to shape instruction, accomplishing quick wins, working with the district and community, evaluating and changing staffing, and other similar skills.</p>		
<p>What was the time period and intensity of the training?</p> <p>Consider whether the training covered at least six months, and whether it involved on-the-job coaching or other opportunities to practice turnaround principal skills.</p>		
Competencies¹		
<p>Driving for results: Does the principal maintain a relentless focus on improving achievement?</p>		
<p>Does the principal set challenging goals and reach a high standard of performance despite barriers?</p>		
<p>Does the principal demonstrate the ability to do more than expected or required in order to accomplish a challenging task?</p>		

¹ These questions come from Public Impact (2008). Leaders for School Turnaround: Selection Toolkit. Chapel Hill, NC: Public Impact, downloaded 11/12/08 from http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf. More detailed questions are available from this source.

	Response (source of information)	Strength or Weakness?
Does the principal set clear expectations and hold others accountable for performance?		
Does the principal plan ahead to prepare for future goals and avoid potential problems?		
Influencing for results: Does the principal work with and through others?		
Does the principal deliberately affect the perceptions, thinking, and actions of others?		
Does the principal assume authoritative leadership for the benefit of the school?		
Does the principal influence others with the specific intent of increasing their short- and long-term effectiveness?		
Problem solving: Does the principal solve and simplify complex problems?		
Does the principal break down things in a logical way and recognize cause and effect?		
Does the principal see patterns and links among seemingly unrelated things?		
Showing confidence to lead: Does the principal stay focused, committed, and self-assured?		
Does the principal demonstrate a personal belief in his/her ability to accomplish difficult tasks and does his/her actions reflect that belief?		

Appendix C 2

Quality School Review Rubric Indicators

Quality School Review Rubric Indicators

SCHOOL LEADERSHIP	
TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.	
INDICATORS	
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

SCHOOL CLIMATE & CULTURE

TURNAROUND PRINCIPLE 2: Establish a school environment that supports the social, emotional, and learning needs of all students.

INDICATOR

2.1	The school community supports a safe, orderly and equitable learning environment.
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them. <i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families</i>

EFFECTIVE INSTRUCTION

TURNAROUND PRINCIPLE 3: Ensure that teachers utilize research-based effective instruction to meet the needs of all students.

INDICATORS

3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4	Teachers demonstrate necessary content knowledge.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

TURNAROUND PRINCIPLE 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards that have been adopted.

INDICATORS

4.1	The district or school curriculum is aligned with the Common Core State Standards (CCSS).
4.2	Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum.
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.
4.5	An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

EFFECTIVE STAFFING PRACTICES

TURNAROUND PRINCIPLE 5: Develop skills to better recruit, retain and develop effective teachers.

INDICATORS

5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.
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ENABLING the EFFECTIVE USE of DATA

TURNAROUND PRINCIPLE 6: Ensure the school-wide use of data focused on improving teaching and learning.

INDICATORS

6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
6.3	A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

EFFECTIVE USE of TIME

TURNAROUND PRINCIPLE 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.

INDICATORS

7.1	The master schedule is clearly designed and structured to meet the needs of all students.
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.

EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT

TURNAROUND PRINCIPLE 8: Increase academically focused family and community engagement.

INDICATORS

8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Appendix C 3

Annual Progress Targets of SIG/SIG-Related Schools

ESEA Waiver - Annual Progress Targets

GDS CODE : 31-4010-080
DISTRICT : PATERSON PUBLIC SCHOOLS
SCHOOL : REV DR FRANK NAPIER JR SCHOOL

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	256	24.2	6.3	30.5	36.8	43.1	49.4	55.7	62
White	-	-	-	-	-	-	-	-	-
Black	145	22.1	6.5	28.6	35.1	41.6	48.1	54.6	61.1
Hispanic	100	26	6.2	32.2	38.4	44.6	50.8	57	63.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	54	9.3	7.6	16.9	24.5	32.1	39.7	47.3	54.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	219	25.1	6.3	31.4	37.7	44	50.3	56.6	62.9

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	257	31.9	5.7	37.6	43.3	49	54.7	60.4	66.1
White	-	-	-	-	-	-	-	-	-
Black	146	24	6.3	30.3	36.6	42.9	49.2	55.5	61.8
Hispanic	100	41	4.9	45.9	50.8	55.7	60.6	65.5	70.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	54	7.4	7.7	15.1	22.8	30.5	38.2	45.9	53.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	220	32.3	5.7	38	43.7	49.4	55.1	60.8	66.5

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

⊘ Indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 31-4010-100
 DISTRICT : PATERSON PUBLIC SCHOOLS
 SCHOOL : SCHOOL 6/ACADEMY OF PERFORMING ARTS

The tables represent the annual proficiency targets, established for this school under ESEA Waiver
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	331	18.1	6.8	24.9	31.7	38.5	45.3	52.1	58.9
White	-	-	-	-	-	-	-	-	-
Black	266	16.6	7	23.6	30.6	37.6	44.6	51.6	58.6
Hispanic	59	25.4	6.2	31.6	37.8	44	50.2	56.4	62.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	62	6.4	7.8	14.2	22	29.8	37.6	45.4	53.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	302	16.5	7	23.5	30.5	37.5	44.5	51.5	58.5

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	333	27.3	6.1	33.4	39.5	45.6	51.7	57.8	63.9
White	-	-	-	-	-	-	-	-	-
Black	267	22.9	6.4	29.3	35.7	42.1	48.5	54.9	61.3
Hispanic	60	45	4.6	49.6	54.2	58.8	63.4	68	72.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	62	14.5	7.1	21.6	28.7	35.8	42.9	50	57.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	304	27.6	6	33.6	39.6	45.6	51.6	57.6	63.6

Baseline Year 2010-2011

Only includes full year students (Time In School < Year students are removed)

- indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 31-4010-140
 DISTRICT : PATERSON PUBLIC SCHOOLS
 SCHOOL : SCHOOL 10

The tables represent the annual proficiency targets, established for this school under ESEA Waiver
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	335	24.5	6.3	30.8	37.1	43.4	49.7	56	62.3
White	-	-	-	-	-	-	-	-	-
Black	163	22.7	6.5	29.2	35.7	42.2	48.7	55.2	61.7
Hispanic	163	26.3	6.1	32.4	38.5	44.6	50.7	56.8	62.9
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	70	12.8	7.3	20.1	27.4	34.7	42	49.3	56.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	281	24.9	6.3	31.2	37.5	43.8	50.1	56.4	62.7

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	336	27.4	6.1	33.5	39.6	45.7	51.8	57.9	64
White	-	-	-	-	-	-	-	-	-
Black	164	21.3	6.6	27.9	34.5	41.1	47.7	54.3	60.9
Hispanic	163	31.9	5.7	37.6	43.3	49	54.7	60.4	66.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	71	21.1	6.6	27.7	34.3	40.9	47.5	54.1	60.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	282	28	6	34	40	46	52	58	64

Baseline Year 2010-2011

Only includes full year students (Time In School < Year students are removed)

∞ Indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 31-4010-170
DISTRICT : PATERSON PUBLIC SCHOOLS
SCHOOL : SCHOOL 13

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	343	30.3	5.8	36.1	41.9	47.7	53.5	59.3	65.1
White	-	-	-	-	-	-	-	-	-
Black	150	25.3	6.2	31.5	37.7	43.9	50.1	56.3	62.5
Hispanic	192	34.3	5.5	39.8	45.3	50.8	56.3	61.8	67.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	48	6.3	7.8	14.1	21.9	29.7	37.5	45.3	53.1
Limited English Proficiency	31	6.5	7.8	14.3	22.1	29.9	37.7	45.5	53.3
Economically Disadvantaged	297	31	5.8	36.8	42.6	48.4	54.2	60	65.8

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	343	34.1	5.5	39.6	45.1	50.6	56.1	61.6	67.1
White	-	-	-	-	-	-	-	-	-
Black	150	26.7	6.1	32.8	38.9	45	51.1	57.2	63.3
Hispanic	192	39.6	5	44.6	49.6	54.6	59.6	64.6	69.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	48	6.3	7.8	14.1	21.9	29.7	37.5	45.3	53.1
Limited English Proficiency	31	22.6	6.5	29.1	35.6	42.1	48.6	55.1	61.6
Economically Disadvantaged	297	34	5.5	39.5	45	50.5	56	61.5	67

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

- Indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 31-4010-310
 DISTRICT : PATERSON PUBLIC SCHOOLS
 SCHOOL : SCHOOL 28

The tables represent the annual proficiency targets, established for this school under ESEA Waiver
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	199	16.1	7	23.1	30.1	37.1	44.1	51.1	58.1
White	-	-	-	-	-	-	-	-	-
Black	131	14.5	7.1	21.6	28.7	35.8	42.9	50	57.1
Hispanic	63	20.6	6.6	27.2	33.8	40.4	47	53.6	60.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	195	14.8	7.1	21.9	29	36.1	43.2	50.3	57.4

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	200	21	6.6	27.6	34.2	40.8	47.4	54	60.6
White	-	-	-	-	-	-	-	-	-
Black	132	22.8	6.5	29.3	35.8	42.3	48.8	55.3	61.8
Hispanic	63	17.5	6.9	24.4	31.3	38.2	45.1	52	58.9
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	196	20.4	6.6	27	33.6	40.2	46.8	53.4	60

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

⌘ Indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 31-4010-316
DISTRICT : PATERSON PUBLIC SCHOOLS
SCHOOL : NEW ROBERTO CLEMENTE

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2016.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	481	35.5	5.4	40.9	46.3	51.7	57.1	62.5	67.9
White	-	-	-	-	-	-	-	-	-
Black	70	34.3	5.5	39.8	45.3	50.8	56.3	61.8	67.3
Hispanic	403	35.7	5.4	41.1	46.5	51.9	57.3	62.7	68.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	66	4.5	8	12.5	20.5	28.5	36.5	44.5	52.5
Limited English Proficiency	35	20	6.7	26.7	33.4	40.1	46.8	53.5	60.2
Economically Disadvantaged	444	37.1	5.2	42.3	47.5	52.7	57.9	63.1	68.3

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	481	52.8	3.9	56.7	60.6	64.5	68.4	72.3	76.2
White	-	-	-	-	-	-	-	-	-
Black	70	38.5	5.1	43.6	48.7	53.8	58.9	64	69.1
Hispanic	403	54.6	3.8	58.4	62.2	66	69.8	73.8	77.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	66	13.6	7.2	20.8	28	35.2	42.4	49.6	56.8
Limited English Proficiency	35	20	6.7	26.7	33.4	40.1	46.8	53.5	60.2
Economically Disadvantaged	444	55.2	3.7	58.9	62.6	66.3	70	73.7	77.4

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

- Indicates too few students to determine (N<30)

Title I Accountability System

10/11/2013

Appendix C 4

AchieveNJ Update March 2014



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

March 11, 2014

TO: Chief School Administrators
Charter School Lead Persons
School Leaders

ROUTE TO: All district principals, assistant/vice principals, and teaching staff members

FROM: Peter Shulman, Acting Commissioner *PS*

SUBJECT: AchieveNJ Update

IN THIS MEMO:

I. New Resources

- A. Guidance on Evaluating Educators with Extended Absences
- B. Finishing Strong: Preparing for School Year End
- C. Data Collection for Evaluation Leadership Instrument
- D. Summary Conference and Scoring Resources
- E. Summary of Legal Requirements for Evaluation and Tenure Cases

II. 2014-15 Evaluation Rubrics

- A. Process and Timeline
- B. New Request for Qualifications for Educator Practice Instruments

III. Announcements

- A. Final Report on Teacher Evaluation Pilot from Rutgers University
- B. Improved AchieveNJ Website

In an ongoing effort to support implementation of AchieveNJ, the Department of Education ("the Department") continues to develop guidance and resources about educator evaluation. Please share this information directly with all educators in your district. As always, we encourage you to visit the [AchieveNJ Website](#) and [FAQ page](#) and to send any questions and feedback to educatorevaluation@doe.state.nj.us.

I. New Resources

A. Guidance on Evaluating Educators with Extended Absences

The Department recently published guidance on the evaluation of teachers with extended leaves or absences in 2013-14. This guidance applies to teachers on family leave, those hired part-way through a school year, long-term substitutes, and others. You can access the guidance [here](#).

B. Finishing Strong: Preparing for School Year End

As we approach the end of the first year of AchieveNJ, there are several important actions that that districts can take to support successful completion of evaluations. Please view our new document, [Finishing Strong](#), which was produced with significant input from the [AchieveNJ Advisory Committee](#) to provide guidance and recommendations for district consideration.

C. Data Collection for Evaluation Leadership Instrument

To facilitate the collection of evidence for the Evaluation Leadership component of principal evaluation, the Department has produced an optional spreadsheet that principal evaluators can use to collect evidence and score one or more principals. This tool can be accessed [here](#).

D. Summary Conference and Scoring Resources

As you know, districts must hold annual summary conferences for all teachers before the end of the school year. To assist supervisors in making the most of these conferences, the Department is providing an optional form. The form contains sections to record evaluation component scores and an overall rating, as well as a list of suggested topics to guide the conversation. This form can be used in digital or paper form and comes in two versions, one for teachers who will receive median Student Growth Percentile (mSGP) scores and one for those who will not:

- [Optional mSGP Teacher Summary Conference Form](#)
 - Please note that mSGP scores and final summative ratings for teachers receiving mSGPs will be provided by the Department in January 2015. Therefore, these teachers should discuss the other components of evaluation at the summary conference but will not have the mSGP or final evaluation score at that time.
- [Optional non-mSGP Teacher Summary Conference Form](#)

Districts should also ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports might consider keeping one "signature page" in the teacher's file, listing the sign-off's after each observation. A number of districts have adopted this approach, which they have found to be very efficient.

Finally, we have launched a simple "[Calculate Your Rating](#)" tool that lets teachers determine a summative rating based on potential practice and student growth scores. Official summative ratings are calculated by an educator's district/the Department, but this tool can help educators get a sense of how the various components of an evaluation can affect a summative score.

E. Summary of Legal Requirements for Evaluation and Tenure Cases

In an effort to provide district educators with a comprehensive, streamlined guide to all the required steps before filing an inefficiency tenure charge under the TEACHNJ Act, the Department has posted a new resource. The document describes the legal requirements that must be followed for a teacher's evaluation, the steps for filing an inefficiency charge, and the streamlined tenure revocation process. We hope district leaders will use this guide to ensure all of the appropriate supports and opportunities to improve are provided to teachers before any inefficiency tenure charge is filed. In the event that an inefficiency charge is appropriate and necessary, we hope leaders can use this resource as a reference guide for that process as well. The guide can be accessed [here](#).

II. 2014-15 Evaluation Rubric Reminders

A. Process and Timeline

According to the TEACHNJ Act, districts are required to submit their evaluation rubrics for Commissioner approval by June 1st each year. In the coming weeks, the Department will provide specific instructions to district leaders for completing a survey to fulfill this requirement for 2014-15.

Two major components of these rubrics are the teacher practice and principal practice instruments (also referred to as observation instruments, i.e., Danielson, Marzano, McREL). Districts may continue to use the instruments in place for the 2013-14 school year, may select other state-approved instruments, or may submit new or modified instruments for state approval for use in 2014-15. All districts will indicate their instrument choice (even if keeping the same instrument) in the survey referenced above. Please see the section below for new instrument submission procedures.

B. New Request for Qualifications for Educator Practice Instruments

In the past two years, we have conducted several rounds of the Request for Qualifications (RFQ) process to allow providers and districts the opportunity to submit practice instruments and required evidence and assurances for state review. We recognize that new and modified instruments continue to emerge and that districts may wish to change their selected instruments for the 2014-15 school year. Therefore, the next round of the RFQ process will occur as follows:

- March 14, 2014: Updated RFQ application available on AchieveNJ website
- March 14, 2014 - April 4, 2014: Providers and districts submit instruments and information
- April 4, 2014 - April 15, 2014: Department reviews submissions
- April 15, 2014: Approved districts and providers notified; updated lists posted on website
- June 1 2014: Districts report selected instruments as part of evaluation rubric submission

Please note that the approved instrument list only includes instruments that have met the *technical requirements* for use in New Jersey. Any district that will be purchasing instruments is required to follow public bidding laws and regulations in acquiring an evaluation instrument and should consult with their Business Administrator (BA) for guidance. If the BA needs additional support, he or she should contact the appropriate county office of education. Instruments on the approved list *do not* have contracts with the state, necessitating that districts develop their own contracts; please refer to our [FAQ on public bidding](#) for more information. Additionally, local districts must ensure that they have the supports in place to meet the implementation requirements of the evaluation instrument, such as teacher and administrator training.

The entire RFQ process for teacher and principal practice evaluation instruments is detailed on our website at: <http://www.state.nj.us/education/AchieveNJ/resources/rfq.shtml>.

III. Announcements

A. Final Report on Teacher Evaluation Pilot from Rutgers University

On March 7, 2014, the Rutgers University Graduate School of Education (RUGSE) released their final report on the Department's two-year 2011-13 teacher evaluation pilot. This report is based on RUGSE's study of the pilot as an external evaluator and echoes several of the findings reported in the Final Evaluation Pilot Advisory Committee (EPAC) Report published last fall. Key findings include the following:

- Districts that joined the pilot in the second year (2012-13) districts found implementation easier and less time-consuming overall.
- In pilot year two, districts transitioned to focus training on professional growth based on the observation instrument, rather than just the mechanics of implementation.
- Although this report conveys initial concerns of pilot participants about completing all required observations, all districts did in fact complete a large number of observations during piloting, as documented in the Final EPAC Report. Further, AchieveNJ requires fewer observations than those mandated for the pilot.
- Certain districts noted that their success in completing observations was due to using a carefully constructed and monitored observation schedule. The Department has shared a sample schedule in the Final EPAC Report (Appendix E).
- The majority of tenured teachers surveyed in pilot districts reported that they felt it was unlikely that AchieveNJ would affect their tenure status, while the majority of non-tenured teachers responded that they thought AchieveNJ will either help them earn tenure or have no effect on their tenure prospects.
- Both teachers likely to receive a median Student Growth Percentile (mSGP) score and those who will not reported that they are generally not concerned that AchieveNJ will threaten their tenure.

The Department continues to examine resources such as this report to inform continuous improvements to AchieveNJ.

B. Improved AchieveNJ Website

With input from the AchieveNJ Advisory Committee and educators across the state, the Department has recently updated the entire AchieveNJ website. The streamlined site, accessed at <http://www.nj.gov/education/AchieveNJ>, is designed to make key resources and answers to top questions easier to find. If you like the new site or have ideas for ways to make it even better, please email educatorevaluation@doe.state.nj.us.

Thank you for all that you do for the educators and students of New Jersey.

PS/TM/JP/F:\Communications\Memo\031114\AchieveNJ Update Doc

c: Members, State Board of Education

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CCCS Staff

Executive County Superintendents

Executive Directors of Regional Achievement Centers

Executive County School Business Administrators

Garden State Coalition of Schools

NJ LEE Group

Principal Evaluation: Finishing Strong in 2013-14

The following are recommendations for districts to consider when completing evaluations for principal and assistant/vice principals (APs/VPs) in the final months of the school year.

Summative Ratings and Annual Conferences
1. Make certain the district has specific processes in place for arriving at a 1.0 - 4.0 practice score for each principal/AP/VP.
2. Assure a plan is developed for scoring all Administrator Goals and determining the Student Growth Objective (SGO) score for each principal and VP/AP (the average score of all teachers' SGOs in a school).
3. Review the Evaluation Leadership Instrument for <u>principals</u> and <u>VPs/APs</u> . Make certain the district has a plan for collecting and reviewing performance data related to the instrument. Consider the usefulness of the Evaluation Leadership scoring worksheets for <u>principals</u> and <u>APs/VPs</u> for adoption by your district.
4. For principals and VPs/APs with Student Growth Percentile (SGP) grades in their schools, review the <u>Schoolwide median SGP</u> component of their evaluation. Make certain these administrators understand that their summative rating will not be complete until after SGP is released (early 2015).
5. Notify non-tenured principals and VPs/APs of contract status for 2014-15 on or before May 15.
6. Conduct annual summary conference with each principal and VP/AP by the end of the school year.
Professional Development
7. Guide principals and VPs/APs to develop <u>professional development plans (PDPs)</u> related to areas of need as highlighted by their observations and summative reports.
8. Determine who will be placed on a corrective action plan (minimally those principals and VPs/APs rated ineffective or partially effective) and communicate the process.
9. Identify common themes across administrator evaluations and identify PD opportunities for the administrative team as a whole.
Learning from 2013-14 and preparing for 2014-15 (can occur during the summer)
10. Take time to debrief the evaluation process with principals, VPs/APs, and their evaluators.
11. Make adjustments in the principal and VP/AP evaluation processes considering lessons learned in 2013-14.

For More Information

Visit the AchieveNJ website at www.nj.gov/education/AchieveNJ.

Questions or feedback? E-mail educatorevaluation@doe.state.nj.us, or call the AchieveNJ Help Line at 609-777-3788.

Finishing Strong: 2013-14

The following are recommendations from the AchieveNJ Advisory Committee (ANJAC) for districts to consider in anticipation of the conclusion of the school year. ANJAC is composed of teachers, school and district leaders, and others who are actively engaged in evaluation implementation.

Summative Ratings and Annual Conferences
1. Ensure that the district has a specific plan for collecting and analyzing data for domains that are not evaluated through direct classroom observation, e.g. planning, professional responsibilities. All district evaluators should follow similar approaches for collecting and assessing the data.
2. Ensure that the district has specific processes in place for arriving at a 1-4 practice score for each certificated staff member and that a plan is developed for scoring all SGOs.
3. Take time at administrative meetings to discuss the district approach to summary reports so there is consistency across the district.
4. Discuss how administrators will conduct effective annual conferences using all available data, including SGOs.
5. Provide sample summative evaluations to teachers and describe what the annual conference will entail. Develop and share a schedule of annual conferences.
Professional Development
6. Guide teachers to develop professional development plans (PDPs) related to areas of need as highlighted by their observation reports.
7. Provide guidance on the district's approach to Corrective Action Plans (CAPs) to all administrators. Determine necessary recipients of CAPs and communicate the process.
8. Review evaluation data and identify Highly Effective educators. Review district recognition programs for alignment with evaluation data and consider approaches to maximize the impact of exemplary educators on colleagues and students.
Learning from Year 1
9. Collect survey information from certificated staff regarding the evaluation process.
10. Work with the District Evaluation Advisory Committee (DEAC) to create a year-end reflection about the first year of AchieveNJ, including survey data and preliminary analysis of summary data. Consider presentations to staff and Board of Education.
11. Develop a PD plan for 2014-15 using evaluation data, student data, survey data, and feedback from School Improvement Panels (SciPs) and the DEAC.

For More Information

Visit the AchieveNJ website at www.nj.gov/education/AchieveNJ.

Questions or feedback? E-mail educatorevaluation@doe.state.nj.us, or call the AchieveNJ Help Line at 609-777-3788.

Appendix C 5

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Bibliography

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

***Paterson's Authentic Learning for Turn-Around Schools (PALTS):
Strengthening Paterson, New Jersey's Project Aspire Leadership Pipeline***

**Budget Narrative by Budget Category
2014-2017**

#1. Personnel

- **Title:** Project Director

Duties will be to coordinate all project activities and ensure achievement of project objectives on time and within budget. To achieve the project goal, objectives, and expected outcomes, the project director will meet monthly and/or as needed with project staff and consulting partners to coordinate interrelated roles for which each partner is responsible throughout the grant period. Also, the project director will meet regularly with a representative of the PPS business office to ensure compliance with all fiscal policies, grant regulations, and timely spending of budget resources in relation to administration of project activities. The project director will gather data and oversee continuous improvement of the project. The project director will oversee all project record keeping and will be responsible for writing and submitting all federally and locally required reports.

Project director duties will also include: confirming district's pipeline capacities and needs for improvement; establishing a database to monitor and inform continuous implementation of the proposed leadership development program; identifying best practices in selection, placement, retention, and support of SIG/SIG eligible turnaround principals; providing location and amateur/volunteer talent for A/V production; effectively utilizing simulations as a supplement to the district's pipeline activities; and managing the grant.

Salary: \$91,000 for each of 3 years

Hours: 20 hours per week for 26 weeks

Importance to success of project: The project director will coordinate all project activities, consultants and amateur actors. The director will be pivotal in ensuring that project objectives are met on time and within budget, communicating with appropriate departments and personnel in the district and providing the support necessary to sustain the project after the grant period ends, inclusive of maintaining stakeholder support of the project.

Cost basis: (b)(4), state approved fee

- **Title:** Administrative assistant

Duties: Providing administrative support to the project director by scheduling activities,

maintaining records, handling project related communications, and assisting in the development of required reports.

Salary: \$ 9,750 for each of 3 years

Hours: 15 hours per week for 26 weeks

Importance to success of the project: The position will provide the support needed to maintain all records, keep abreast of timelines, maintain database, and communicate with project participants as well as with the project staff.

Cost basis: \$25 per hour

#2. Fringe Benefits

- **Total Fringe Benefits for 2 personnel:** \$7,707 for each of 3 years
- **Fringe benefit percentages:** as both staff members will be part-time they will need to be paid only FICA at 7.65%

#3. Travel

- No travel is planned in relation to this grant

4. Equipment

- **Type of equipment:** Mac book pros

Unit cost: \$1,299

Need for items of equipment: The laptops will promote equity of access for all participants and will enhance the access, use and management of the overall program. In addition, the laptops will afford participants flexibility in their participation. The purchase of the laptops will support the district's efforts to sustain the goals of the project when the grant period ends.

Purpose of the equipment in relation to project success: The laptops will afford project participants access to the web-based simulations being created as the project's core innovation.

- **Cost estimates:** \$25,980 in year 2 and \$25,980 in year 3 for a total of \$51,960 over the 3-year grant period

5. Supplies

- **Itemized estimate of materials and supplies:** General office supplies for staff include copy paper (three hole punch and basic), pad paper (8 ½" X 11" and 6" X 9"), ink pens (blue and black), markers of various colors, ruler, stapler and staples, scissors, letter

opener, scotch tape and dispenser, desk calendar, white out correctional fluid, paper clips and binder clips (various sizes), and #2 pencils. General office supplies and instructional materials for forty five participants include three ring binders, notebook paper, #2 pencils, pens (blue, black and red), markers of various colors, graph paper, poster board, rulers, staplers and staples, scissors, paper clips and fasteners of various sizes, glue sticks, pad paper (8 1/2" X 11" and 6"x9"), desk calendars, scotch tape and tape dispensers, and white out correction fluid.

- **Purpose of supplies in relation to project success:** The supplies will allow staff to have the office materials needed to maintain records, communicate with all stakeholders, print documents, and produce and distribute reports. Materials will also be needed for use in instructional activities, presentations of project outcomes, etc. Participants will also need materials to use in developing reports and in simulating school leadership roles. Communications with actors will also require supplies.
- **Cost estimates:** An average of \$42.20 per person involved in the project (about 100).

6. Contractual

The district follows the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

- **Professional services to be provided:** Technical support and A/V Website Maintenance.

Purpose and relation to project success: The project relies on the speed and availability of the district's website as the platform for the web-based simulation we are creating and implementing with the grant funds. If the system is not adequate or is not working, then we cannot proceed with the project.

Justification for the use of the contractors selected: Technical support will be provided by in-district staff from the Department of Network Technology. This will facilitate sustainability once the project ends because the staff will have learned to support the program. Incorporating the technology department into the project from its inception will create strong support for the continuation of the project when the grant comes to an end. The technology department will have acquired an understanding and appreciation for the goals of the project as well as knowledge of the technological needs to sustain the momentum of the initiative.

Cost per contractor: The rate of pay will be determined by the individual's pay level; and the individual has not yet been selected.

Amount of time: For 12-15 hours over 22 weeks

Cost estimates: 12-15 hours over 22 weeks@ a rate determined by the individual's pay level not to exceed a total of \$10,000 per year.

- **Services to be provided:** Acting in the simulations.

Justification for the use of the contractors selected: Amateurs will be selected to role play in situations with which they are familiar in a school setting.

Name(s) of the contracting parties: Not available at this time.

Cost per contractor: \$3,000 in year 1; and \$1,500 in years 2 and 3.

Cost for all contractors: \$60,000 in year 1 and \$22,500 in years 2 and 3.

Amount of time: 60

Cost estimates basis: \$50 per day x 60 days x 20 actors in year 1; and \$50 per day x 30 days x 15 students in years 2 and 3.

- **Professional services to be provided:** SHU will appoint a professor of Educational Leadership to implement and or oversee university responsibilities associated with the proposed project. University faculty will (a) identify best practice elements of turnaround school management and support for principals; (b) participate in scripting, scoring and other A/V production activities; and (c) serve as liaison with PPS and Interactive, Inc.

Purpose and relation to project success: The project relies on the collaboration of three organizations – (1) the Paterson Public School District (PPS) with the six target schools for which we are developing turnaround school leaders; (2) Seton Hall University (SHU), the local university that currently provides most of the PD in the leadership pipeline; and (3) Interactive, Inc., the organization that will develop the simulation tool to use as a supplement to the district’s current pipeline.

Justification for the use of the contractors selected: Seton Hall University has partnered with the Paterson Public School District for many years; has significant expertise in school leadership development; and is only 15 miles away.

Name of the contracting parties: Seton Hall University

Cost per contractor: \$100,000 per year for 3 years.

Amount of time: Approximately 26 hours per week for 22 weeks.

Cost estimates: 3 professors will work with the project at a rate of \$175 per hour.

- **Professional services to be provided:** Design, development, production and revision of a series of leadership-building, capacity-building computer simulations for turnaround school leaders. Interactive, Inc. will create and refine web-enabled computer simulations to enhance professional development of turnaround school leaders in the Paterson Public Schools by fulfilling the responsibilities listed below:
 - Simulation Development Planning
 - Incorporating Paterson’s Pipeline Characteristics
 - Replicating School, Classrooms, Community and Other Settings
 - Simulation Scripting And Web-Sequence Control Specification

- Video and Computer Programming Production and Post-Production
- Revise and extend simulation, added functions: place, promote and or replace.
- Report evidence.

Purpose and relation to project success: Interactive, Inc. is a pioneer in the creation of web-enabled immersive and interactive computer simulations for social purposes. The firm was a principal in the creation of the US Department of Education-funded virtual school for leadership training, a project that is directly and comprehensively related to PPS’s proposal and future.

Justification for the use of the contractors selected: Interactive, Inc. was founded and is led by Dale Mann, Ph.D., a professor emeritus at Teachers College, Columbia University and chair of its Department of Educational Administration. Not only is Dr. Mann an expert in urban school administration he is the founding chair of the International Congress for School Effectiveness and Improvement, an organization whose 27-year history of R,D &D is directly related to Paterson’s leadership priorities and procedures. The Company is also creating, with funding from a *Race-to-the-Top* grant to the Middletown, NY public schools, a series of simulations to build the capacity of teachers and teacher leaders (see vita attached).

Name of the contracting parties: Interactive, Inc.: Dale Mann, Trevor Leutscher, Charol Shakeshaft and Celia Cortner.

Cost per contractor: Interactive, Inc. Three year total: \$675,000. Year 1, \$325,000; Year 2, \$200,000; Year 3: \$150,000.

Amount of time: PPS project director: annual estimates .50 FTE. Focus groups, stakeholders and pipeline participants, TBD.

Cost estimates:

- Year 1, \$325,000 – 4.5 FTE
- Year 2, \$200,000 – 2.75 FTE
- Year 3: \$150,000 – 1.75 FTE

7. Construction

- Not applicable.

8. Other

- None is heing requested.

9. Total Direct Costs

Year 1	Year 2	Year 3	Total
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\$607,693	\$471,153	\$421,153	\$1,500,000
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10. Indirect Costs

- None is being requested.

11. Training Stipends

- Not applicable.

12. Total Costs

Year 1	Year 2	Year 3	Total
\$607,693	\$471,153	\$421,153	\$1,500,000

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

City of Paterson Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	100,750.00	100,750.00	100,750.00			302,250.00
2. Fringe Benefits	7,707.00	7,707.00	7,707.00			23,121.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	25,980.00	25,980.00			51,960.00
5. Supplies	4,236.00	4,216.00	4,216.00			12,668.00
6. Contractual	495,000.00	332,500.00	282,500.00			1,110,000.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	607,693.00	471,153.00	421,153.00			1,499,999.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	607,693.00	471,153.00	421,153.00			1,499,999.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization City of Paterson Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Dorothy	Middle Name:	Last Name: Dougé	Suffix:
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Address:

Street1:	90 Delaware Avenue
Street2:	
City:	Paterson
County:	
State:	NJ: New Jersey
Zip Code:	07503-1804
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
973-321-0646	

Email Address:
ddouge@paterson.k12.nj.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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