Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

15 FY | SG08 NGO# | G02 WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Cohort 3 - Year 2 of 3)
DIVISION: Innovation
OFFICE: Regional Achievement Centers

SECTION II:

COUNTY: 13
LEA/OTHER: 2330
SCHOOL: 135

COUNTY NAME: Essex

Irvington Public Schools
APPLICANT AGENCY

1 University Place, 4th Floor
AGENCY ADDRESS

Irvington | New Jersey | 07111
CITY | STATE | ZIP

(973) 399-6800 x 1673 | (973) 373-0924
AGENCY TELEPHONE NUMBER | AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Eileen P. Walton

TELEPHONE NUMBER: (973) 399-6800 x 1673 FAX#: (973) 373-0924 E-MAIL ewalton@irvington.ki12.nj.us

BUSINESS MANAGER: Reginald Lamptey PHONE#: (973) 399-6800 x 2120 E-MAIL rlamptey@irvington.k12.nj.us

DURATION OF PROJECT: FROM: **9/1/2015** TO **8/31/2016**

YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: $ 999,986.00

APPLICATION CERTIFICATION:

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

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

Neely Hackett — Superintendent of Schools — 6/9/15

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR | TITLE | DATE

Dr. Neely Hackett

(Please print or type name)

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

SECTION III:

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

APPLICATIONS MUST BE RECEIVED BY:

4:00 P.M., ON 06/11/2015

Form L-1

BOARD RESOLUTION TO APPLY

1	5		S	G	0	8		G	0	2
FY			NGO#					WKL		

The Irvington Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

$999,986.00,

starting on September 1 ,2015, and

ending on August 31 ,2016

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

May 19, 2015

Reggie Lamptey
Secretary of the Board

6 / 9 / 2015
Date

IRVINGTON PUBLIC SCHOOLS
Office of the Assistant Superintendent

Reggie Lamptey, CPA
Assistant Superintendent for Business/
Board Secretary

One University Place Irvington, New Jersey 07111
(973) 399-6800 x 2120 (973) 371-6542 fax

June 8, 2015

EXTRACT from the minutes of a Regular Meeting of The Board of Education of the Township of Irvington in the County of Essex, New Jersey held at the University Elementary School, 1 University Place, Irvington, New Jersey 07111 on May 19, 2015:

FINANCE

171. SCHOOL IMPROVEMENT GRANT (SIG) UNIVERSITY MIDDLE SCHOOL RENEWAL APPLICATION

RESOLVED, that the Board of Education accepted the recommendation of the Superintendent of Schools and approved the submission of the School Improvement Grant (SIG) Cohort 3 Year 2 Renewal Application for the 2015 – 2016 year on behalf of University Middle School. The estimated initial budget for Year 2 is $999,986.00.

ACTION:
Motion by: Norma Carty, Seconded by: Joseph Sylvain
Roll Call: Unanimously approved on a roll call vote

I certify that this is a true and accurate copy of an approval by the Irvington Township Board of Education at its Public Meeting of May 19, 2015 and reflected in said minutes.

As Certified by:

Reggie Lamptey, CPA
Assistant Superintendent for Business/Board Secretary
RL/mh

Form L-2

GENERAL ASSURANCES

The certifications listed below shall be treated as a material representation of fact by the applicant upon which the New Jersey Department of Education (NJDOE) will place reliance in making a grant award. The NJDOE is hereby assured by the applicant that the applicant:

Legal authority

Has the legal authority to apply for funds made available under the requirements for this grant program application, and has the institutional, managerial, and financial capacity (including funds sufficient to pay the federal/state/local share of project costs, as appropriate) to ensure proper planning, management, and completion of the project described in this grant application.

Access to records

Gives the New Jersey Department of Education (NJDOE), or its authorized representatives, access to, and the right to examine all records, books, or discounts related to the award; and will establish a proper accounting system in accordance with Generally Accepted Accounting Principles (GAAP) and the Uniform Grant Guidance (UGG) at 2 CFR Part 200.

Conflict of Interest

Shall 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 in accordance with §200.112 of the Uniform Grant Guidance (UGG).

Non-discrimination

Shall comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to, the following:

- Title VI of the *Civil Rights Act of 1964* (P.L. 88-352; 34 *CFR* Part 100), which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the *Education Amendments of 1972*, as amended (20 *U.S.C.* 1681-1683, and 1685-1686; 34 *CFR* Part 106), which prohibits discrimination on the basis of sex;
- Section 504 of the *Rehabilitation Act of 1973*, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of disability;
- Section 503 of the *Rehabilitation Act of 1973,* as amended (41 CFR Parts 61-741.5(a), as applicable, which requires affirmative action in employment;
- *The Age Discrimination Act of 1975*, as amended (42 U.S.C. 6101 et. seq.; 45 CFR Part 90), which prohibits discrimination on the basis of age;
- *The Americans with Disabilities Act of 1990*, as amended (P. L. 101-336), which prohibits discrimination on the basis of disability;
- *The Drug Abuse Office and Treatment Act of 1972* (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
- *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;

- Any other nondiscrimination provisions in the specific statute(s) under which the application for Federal assistance is being made; and
- The requirements of any other nondiscrimination statute(s), which may apply to the application.

Hatch Act

Shall 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.

Trafficking Victims Protection Act

Shall comply with the requirements of §106(g) of the *Trafficking Victims 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.

Lobbying

Shall comply, for all contracts in excess of $100,000, with the *New Restrictions on Lobbying* (34 *CFR* Part 82). This certification extends to all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts).

Debarment and Suspension

Shall certify that the applicant, as well as its principals (Board of Education, Superintendent, Business Administrator, or others in equivalent positions) and subcontractors, is not presently debarred, proposed for debarment, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction from receiving federal funds in accordance with Executive Orders 12549 and 12689 and 34 CFR Part 85

Drug Free Workplace

Shall comply with the provisions of the *Drug Free Workplace Act of 1988*, as implemented at 34 *CFR* Part 84, Subpart A – Purpose and Coverage and Subpart B – Requirements for Recipients Other Than Individuals.

Equal Employment Opportunity

Shall comply with Executive Order 11246, *Equal Employment Opportunity*, dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 *CFR* Part 60.

General Educational Provisions Act (GEPA)

Shall comply with the provisions of the *General Education Provisions Act* (GEPA) (20 *U.S.C.* 1221).

Education Department General Administrative Regulations (EDGAR)

Shall comply with the provisions of the *Education Department General Administrative Regulations* (EDGAR) Part 76, Part 81, Part 82 and Part 99.

Stevens Amendment

Shall ensure projects will be administered in conformity with *The Stevens Amendment* (P.L. 101-166, §511). Projects or programs funded in whole or in part with Federal grant funds must credit the Federal government for the Federal government's portion of the financial support.

Federal Fiscal Accountability and Transparency Act (FFATA)

Shall comply with the provisions of *The Federal Fiscal Accountability and Transparency Act* (FFATA) and has provided to the NJDOE a correct and valid Data Universal Numbering System (DUNS) number for the applicant organization, as well as any controlling parent organization.

Shall establish and maintain a current and complete registration in the System for Award Management (SAM), located at http://www.sam.gov prior to the submission of this grant application, and shall maintain a current SAM registration throughout the period of the grant award.

Administration

Shall adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluations.

NJ Public School Contracts Law

Shall comply with provisions of the *Public School Contracts Law*: *N.J.S.A.* 18A:18A-1 et. seq., and other relevant state laws and regulations whenever the program supported with these funds involves the procurement of goods or services from vendors or consultants, written contracts between the LEA and such vendors or consultants, and the award for such contracts.

Board Resolution

- Local Educational Agency (LEA) applicants shall obtain and maintain on file a certified board resolution or board minutes verifying the District Board of Education's authorization for submission of this application or of any amendments that entail either programmatic or fiscal changes to the final NJDOE approved grant application.

- Non-LEA applicants shall obtain, and maintain on file, from officials authorized to bind the applicant, documentation verifying the applicant's authorization for submission of this application or of any amendments that entail programmatic or fiscal changes to the final

NJDOE approved grant application.

Uniform Grant Guidance

Shall comply with the provisions of the *Uniform Grant Guidance*, as applicable (2 CFR Part 200 including, but not limited to, the following:

- **Key Personnel** standards as outlined in §200.201 (b)(5) with regard to changes in the project director, other key personnel, or scope of effort, which require prior written approval of the NJDOE.

- **Property standards** as outlined in §§200.310 through 200.316; with an emphasis on internal controls related to equipment in §200.313.

- **Procurement standards** as outlined in §§200.318 through 200.326, as well as the provisions of the New Jersey Public Schools Contracts Law (N.J.S.A. 18A:18A-1 et. seq.) applicable to the grantee.

- **Performance and Reporting standards** as outlined in §§200.327 through 200.329. Reports will be submitted in accordance with established procedures and timelines, and any addenda, to enable the NJDOE to meet its responsibilities under the program.

- **Record Retention and Access standards** as outlined in §§200.333 through 200.337. Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, shall be maintained for three years after the submission of all required reports to the NJDOE.

- **Remedies for Noncompliance** as outlined in §200.338 including the imposition of additional conditions as outlined in §200.207.

- **Closeout** as outlined in §200.343.

- **Cost Principles** as outlined in Subpart E, §§200.400 through 200.475.

- **Audit requirements** in accordance with Subpart F, §200.501 and New Jersey Treasury Circular 15-08-OMB.

Student Records and Privacy

Shall comply with the provisions of:

- 34 *CFR* Part 99, *Family Educational Rights and Privacy Act;*
- 45 *CFR* Parts 160, 162, and 164, *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* [P.L. 104-191].

Safe and Drug Free Schools

Shall comply with the provisions of:

- 42 *CFR* Part 2, *Confidentiality of Drug and Alcohol Abuse Patient Records;*
- 34 *CFR* Part 98, *Protection of Pupil Rights Amendment;*

- 20 *U.S.C.* 7151, *Gun-Free Schools Act* and *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act;*
- 20 *U.S.C.* 7171, *Transfer of Student Disciplinary Records* and *N.J.S.A.* 18A:36-19a, *Record requests for newly enrolled students; and*
- P.L. 102-321, Section 1926, *Synar Amendment* and *N.J.S.A. 26:3D-17, Smoking Prohibitions in Educational Institutions.*

Shall maintain a policy requiring referral to the appropriate law enforcement agency of any student who brings a firearm or weapon to a school served by the LEA, pursuant to 20 *U.S.C.* 7151(h) and *N.J.A.C.* 6A:16-5.5(d)4 and 5.6(d)4.

Shall maintain a description of the circumstances surrounding all student removals imposed under the one-year removal requirement for firearms offenses, pursuant to 20 *U.S.C.* 7151, *Gun-Free Schools Act*, *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act* and *N.J.A.C.* 6A:16-5.5, Removal of students for firearms offenses, which includes, at a minimum, the name of the school concerned, the number of students removed from the school, and the type of firearms concerned, as reported on the Electronic Violence and Vandalism Reporting system, pursuant to *N.J.A.C.* 6A:16-5.3. Additionally, pursuant to *N.J.A.C.* 6A:16-5.5(b)1 i, the chief school administrator will develop and maintain a written record of any case-by-case modifications of the one-year removal requirement made by the chief school administrator.

In addition to the general NJDOE-required assurances specified above, we certify that the applicant, in complying with required US Department of Education SIG-specific assurances, will:

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds;

(3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

(4) Monitor and evaluate the actions a school takes, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

(5) Facilitate and monitor the actions a school takes, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

(6) Report to the SEA the school-level data required under section III of the final requirements.

Irvington Public Schools

LEA

Signature: *Chief School Administrator*

6/9/15

Date

Dr. Neely Hackett
Print Name

Form L-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant	*Irvington Board of Education*
Address	*1 University Place, 4th Floor Irvington, NJ 07111-2627*
DUNS number	*96212035*
Expiration Date of SAM registration	*8/4/15*
Congressional District	*10th*

Part II – Primary Place of Performance under this award

City	Irvington
County	Essex

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

Signature of Chief School Administrator

Dr. Neely Hackett, Superintendent of Schools
Name and Title

PLEASE ATTACH A COPY OF THE APPLICANT'S "ENTITY OVERVIEW" PAGE FROM THEIR WWW.SAM.GOV PROFILE TO THIS FORM.

SAM Search Results
List of records matching your search for :
Record Status: Active
DUNS Number: 962120135
Functional Area: Entity Management, Performance Information

ENTITY: IRVINGTON BOARD OF EDUCATION		Status:Active
DUNS: 962120135 +4:	CAGE Code: 4ET14	DoDAAC:
Expiration Date: Aug 4, 2015	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 1 UNIVERSITY PL City: IRVINGTON ZIP Code: 07111-2627	State/Province: NEW JERSEY Country: UNITED STATES	

FORM L-4

Review of LEA Mission, Vision and Project Summary

LEA: Irvington Public Schools

Review the LEA's mission, vision and project implementation summary contained in the approved FY-15 SIG application. Place an "X" next to the appropriate statement below.

X	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that it is still relevant and will be retained, without modification, through FY-16 SIG implementation.
	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that revisions are warranted. The revised mission, vision and/or project implementation summary is described below.
Indicate the revised mission, vision and/or project implementation summary.	

Form L-5

LEA COMMITMENT AND CAPACITY UPDATE

LEA: Irvington Public Schools

SIG Required LEA Commitment & Capacity - Provide information on the charts below to demonstrate the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

LEA Commitment & Capacity: Activity #1 – Management of External Providers			
Evidence of Implementation Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA has a process to recruit, screen and select quality external providers.	The LEA has utilized the services of high quality external providers that have a body of research based interventions that have proven effective in districts with similar demographics, student profiles, and priority problems as the LEA. The district has worked closely with the RAC State Turnaround Coach to identify quality external providers. The effectiveness of services is evaluated through observations of practice and implementation of services as evidenced by formal and informal evaluations, walkthrough data, formative and summative assessments, and an analysis of multiple data measures.	The LEA will continue to partner with external service providers recruited for Year 1 implementation. The district will expand its relationship with Careplus as the independent provider of social-emotional support services to students and their families Texas instruments will provide additional professional development to mathematics teachers to support enhanced student performance in mathematics. Compass Learning will be utilized as the individualized intervention solution to support increased student achievement in mathematics proficiency during the Extended Day Program. The LEA will continue to expand its relationship with service providers from Kagan Professional Development to provide advanced training and job embedded coaching in cooperative learning strategies to enhance student engagement instructional strategies.	July1,2015-August 31,2016

The LEA follows federal and state statute and regulations regarding bid and competitive contracting.	The LEA has adhered to the federal and state statute and regulations regarding bid and competitive contracting. Competitive quotes and contracts are obtained and Board approved before entering into agreements for services or the purchase of goods. The LEA issued a formal Request for Proposal (RFP-15-001) for the Consultative Services of Mental Health Providers before entering into a contractual relationship with Careplus. The RFP opened December 23, 2014 at 11:00am. Careplus was offered the competitive bid with the option of renewal for the 2015-2016 school year.	The LEA will continue to adhere to federal and state statue and regulations as the scope of the project activity plan requires additional bids and competitive contracts.	July1.2015-August 31.2016
The LEA executes and manages the contracts of external providers in a timely fashion.	The LEA makes every effort to manage and execute contracts of external providers in a timely fashion. All contracts are Board approved in compliance with regulatory provisions.	The LEA will continue to execute, manage, and comply with Board approval requirements relative to contracts with external providers in a timely fashion.	July1.2015-August 31.2016
The LEA evaluates the quality of external providers.	The LEA utilizes a rigorous process for evaluating the quality of external providers. The LEA reviews performance data from districts with a similar demographic and student proficiency profile who have utilized external providers and interventions as a means to the quality of said providers. The LEA utilizes staff evaluations, implementation data obtained from informal walkthroughs, informal and formal evaluations, job-embedded coaching, and student performance indicators to evaluate the quality of external providers.	The LEA will continue to utilize a multi-modal and rigorous evaluation process to evaluate the ongoing quality of external providers.	July1.2015-August 31.2016

Activity 1: Barriers of Year 1 Implementation	The length of time required for the completion of the RFP process for Careplus and contract negotiations for Texas Instruments and Compass Learning can be identified as barriers to full implementation of these initiatives. The LEA will support an extension of the district initiative to enhance active student engagement through the implementation of the Kagan Cooperative Learning Model. The LEA will support advanced professional development and job-embedded coaching opportunities.

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #2 – Alignment of Resources			
Evidence of Implementation Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
There is clear alignment of resources to support implementation of interventions.	The LEA has supported the implementation of SIG interventions by alignment of district resources to support student proficiency in Mathematics and English Language Arts through scheduling paradigms. Read 180. PMI. PSI. and the implementation of Houghton Mifflin Harcourt Reading Program. The LEA has provided opportunities for sustained. meaningful. and job-embedded professional development that supports goals for enhancing student engagement. student performance. building professional capacity. and utilizing data to inform instruction and promote student achievement. The LEA has utilized a rigorous evaluation instrument to support enhanced instructional practice. The LEA has allocated district funds to provide two additional Deans to support students and improve the climate and culture of the school.	The LEA will continue to support the implementation of curricular. instructional. evaluation. professional development. student achievement. and culture and climate interventions through the alignment of resources with SIG activities.	July1.2015-August 31.2016
The LEA aligns resources to support the implementation of the Common Core and NJCCCS.	The LEA has aligned resources to support the implementation of the Common Core and the NJCCCS by ensuring a rigorous	The LEA will continue to support the implementation of the Common Core and the NJCCCS through alignment of district resources	July1.2015-August 31.2016

	curriculum. quality professional development. common assessments. common planning to review student work and plan for rigorous and relevant instruction. and the use of student data to inform instruction.	and implementation support.	
The LEA ensures that funds are used to accomplish the activities in the application and to meet its targets. including where feasible. by coordinating. reallocating. or repurposing education funds from other Federal. State. and local sources.	The LEA ensures that funds are used to accomplish the activities in the SIG application and meet its targets. The LEA has worked with the RAC Turnaround Coach. the Supervisor of Federal Programs. and the District Business Administrator to coordinate the use of district funds as well as funds from other Federal sources to meet the goals and support the vision and mission of University Middle School.	The LEA will continue to ensure that funds are used to meet program targets through periodic stakeholder meetings. progress reports. and budget status reviews.	July1.2015-August 31.2016

Activity 2: Barriers of Year 1 Implementation	**There are no identifiable barriers to the full implementation of Year 1 activities for the alignment of resources with SIG activities.**

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA modified its practices and policies, as necessary, to enable it to fully and effectively implement the interventions.	The LEA provided support to the administration and staff of the University Middle School regarding the implementation of an Extended School Day Program. Likewise, the LEA supported the provision of opportunities for additional professional development and collaboration for staff to support the effective implementation of SIG initiatives. The LEA supported the hire of a Dean of Students to support student academic performance and enhance climate and culture. To further support the social and emotional nee ds of at risk students, the LEA supported the procurement of a third party mental health provider.	The LEA will continue to provide the necessary support to the administration and staff of University Middle School to fully implement the Extended Day Program through the identification of resources, modified scheduling paradigms, and collaboration with the teacher's professional organization to ensure that this initiative is implemented with fidelity and monitored for success and modification as needed. To further ensure the success of this initiative, the LEA will support the school's efforts to communicate with parents regarding the Extended Day Program for returning students, and conduct transitional programs for students entering University Middle School from the feeder elementary schools. In the Year 2 Project period, the LEA will support the hiring of academic tutors for siblings of University Middle School students in feeder elementary who may be impacted by the Extended Day Program due to the fact that they rely on older siblings to pick them up from school. The addition of this initiative, will positively impact the academic performance of future University Middle School students. It is anticipated that	July1,2015- August 31,2016

		younger siblings receiving the benefit of academic tutoring in conjunction with the Extended Day program, will ultimately realize greater academic proficiency as a result of this program. The LEA will support opportunities for additional professional development and staff collaboration to enhance SIG initiatives. The rehiring of the Dean of Students and expansion of Careplus mental health support services, will effect a positive change in the climate and culture of the building. Finally, the LEA will continue to collaborate with the teacher's professional association and the RAC Turnaround Coach to develop a rubric for the teacher incentive program.	
The LEA assigned district-level staff to monitor and support the implementation of the interventions.	The LEA has assigned the Supervisor of Government Programs to monitor and support the implementation of the SIG project. Additionally, the district has assigned a dedicated accountant to oversee the fiscal and budgetary requirements of the SIG.	The LEA will continue to ensure that the Supervisor of Government Programs works with the administration and staff of University Middle School to monitor and support the implementation of SIG interventions. Further, the fiscal and budgetary requirements aligned to all SIG initiatives will continue to be supported by a dedicated accountant who is directly supervised by the Assistant Superintendent of Business. The curricular and instructional goals and interventions will continue to be monitored through a collaborative interface with the district supervisory staff who report to the Assistant Superintendent in the Office of Curriculum and Instruction. The Office of	July1.2015-August 31.2016

		the Superintendent will oversee all of the activities articulated in the SIG grant and ensure that they are aligned to the district goals for academic achievement.	
The LEA engages its stakeholders and has a process in place for making collaborative decisions.	The LEA has engaged the teaching and support staff in the program development of the Extended Learning Time initiative. Parents have been given the opportunity to provide their input relative to the implementation of Extended Learning Time through participation in a survey that was distributed during parent conferences in early December. The SIG Interdisciplinary Team meets once a week to make decisions relative to the implementation of SIG.	The LEA will continue to seek and solicit input from all stakeholders relative to the implementation of all SIG initiatives. The LEA has instituted a system of multiple collaboration venues to maximize opportunities for decision making. The SIG Interdisciplinary Team will continue to convene on a weekly basis to monitor and ensure that SIG initiatives are implemented with fidelity, are progressing in accordance with established timelines, and are aligned with the articulation with SMART goals.	July1,2015-August 31,2016
The LEA involves other critical stakeholders, such as State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.	The LEA has involved the PTA, the district Family and Community Advocate, parents, the teachers' professional association, parents, representatives from the district's administrative team, and the Regional Achievement Center in the all phases of the planning and implementation of SIG initiatives.	The LEA will continue to involve the PTA, the district Family and Community Advocate, parents, the teachers' professional association, parents, representatives from the district's administrative team, and the Regional Achievement Center in the all phases of the planning and implementation of SIG initiatives in Year 2.	July1,2015-August 31,2016
The LEA provides effective and efficient operations and processes for implementing its SIG grants in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools.	The LEA has assigned the Supervisor of Government Programs as the lead person responsible for overseeing and coordinating the implementation of all programmatic, fiscal, and reporting aspects of the SIG grant. The Supervisor of Government Programs is part of collaborative team of district administrators, comprised of content area supervisors and directors that targets the needs of all subgroups	The LEA will continue to engage the Supervisor of Government Programs as the lead person responsible for overseeing and coordinating the implementation of all programmatic, fiscal, and reporting aspects of the SIG grant. The Supervisor of Government Programs will continue to serve as a part of collaborative team of district administrators, comprised of content area supervisors and directors which will continue to target and support the needs of all	July1,2015-August 31,2016

	comprising the student population of the district.	subgroups comprising the student population of the district.	

Activity 3: Barriers of Year 1 Implementation	**There have been no noteworthy barriers to the modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight in Year 1 implementation.**

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support,			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The Internal District Team provides support to the school.	Internal District Team has met on a weekly basis to support the school and to ensure that the programmatic and fiscal responsibilities are met in accordance with goals and timelines articulated in the grant.	Internal District Team will continue to meet on a weekly basis to support the school and to ensure that the programmatic and fiscal responsibilities are met in accordance with goals and timelines articulated in the grant.	July1.2015-August 31.2016
LEA-level activities support implementation of the selected model(s).	LEA activities support the implementation of the Transformational Model of the SIG grant. The LEA has supported the selection of a principal with the characteristics of transformational leadership. Additionally, the LEA works collaboratively with the teachers' professional association to ensure implementation of required SIG activities.	LEA activities will continue to support the implementation of the Transformational Model of the SIG grant. The LEA will provide ongoing support to the principal who was selected as the transformational leader of the building. Additionally, the LEA will continue to work collaboratively with the	July1.2015-August 31.2016

		teachers' professional association and all other stakeholders to ensure implementation of required SIG activities.	
The LEA uses data systems to track school progress on various metrics including the SIG leading indicators.	The LEA has a Director of Data and Assessment who works with school level Data Teams and other district supervisors and administrators to ensure that data is being used to track progress at all district schools. Training is also provided in the process through which data is used to inform and drive instruction.	The LEA will continue to ensure that the Director of Data and Assessment will work with the School Climate and Data Specialist at University Middle School, the school level Data Team, and other district supervisors and administrators to ensure that student performance data is being used to track progress at University Middle School. The LEA will continue to ensure that training is provided in the process through which data is used to inform and drive instruction.	July1.2015-August 31.2016
The LEA uses data as the basis for decision-making, planning and program modification at SIG schools.	The LEA and the school utilize information obtained through Power School, Ed Connect, and NJ SMART to collect and analyze student data at various key points during the year. The school produces quarterly reports to highlight progress on all nine leading indicators and the respective measures of success criteria. These reports highlight key successes and identify areas in need of development. The LEA and school work with the RAC to interpret data and develop effective interventions to address ongoing priority problems. The School Leadership Committee uses the data to make decisions to adjust or redirect transformational programs or initiatives where indicated.	The LEA and the school will continue to utilize information obtained through Power School, Ed Connect, and NJ SMART to collect and analyze student data at various key points during the year. The school will continue to produce quarterly reports to highlight progress on all nine leading indicators and the respective measures of success criteria. These reports will highlight key successes and identify areas in need of development. The LEA and school will continue to work with the RAC to interpret data and develop effective interventions to address ongoing priority problems. The School Leadership	July1.2015-August 31.2016

		Committee will continue to use data collected from multiple sources to make decisions to adjust or redirect transformation programs or initiatives where indicated. The Central Office and subject supervisory staff work in collaboration with the RAC and the school data/climate specialist to review UMS data on a quarterly basis to guide instructional practice as well as school climate and culture. Data received from walkthroughs have identified the need to provide job-embedded professional development to increase student engagement strategies. Professional development was provided on cooperative learning strategies during extended staff meetings. Data obtained from EdConnect analysis of assessments has identified the need to provide increased time for teacher collaboration for the purpose of interpreting student data to guide instruction.	
The LEA has a system to conduct classroom walkthroughs.	The LEA has required that all district supervisors conduct a minimum of 40 classroom walkthroughs per month. Building and district administrators are also required to conduct walkthroughs. Feedback from walkthroughs is documented on a district approved form and stored in a binder in the office in each building. Administrators are required to review the prior walkthrough documentation as a baseline for conducting developing "look fors" in subsequent classroom visitations.	The LEA will continue to require that all district supervisors conduct a minimum of 40 classroom walkthroughs per month. Building and district administrators will also be required to conduct walkthroughs. Feedback from walkthroughs will be documented on a district approved form and stored in a binder in the office in each building. Administrators will be required to review	July1.2015-August 31.2016

	Central office staff conduct a District walkthrough in each building at a minimum of one time per year. Triangulated data is compiled and analyzed in preparation for the exit conference with the building principal. Findings from the exit conference serve to move the vision of the school forward and are incorporated into the agendas of future school based Strategic Planning Meetings.	the prior walkthrough documentation as a baseline for conducting developing "look fors" in subsequent classroom visitations. Central office staff will continue to conduct District walkthroughs in each building at a minimum of one time per year. Triangulated data will be compiled and analyzed in preparation for the exit conference with the building principal. Findings from the exit conference will serve to move the vision of the school forward and will be incorporated into the agendas of future school based Strategic Planning Meetings.	
The LEA has the support of the Teacher's Union in implementing SIG activities.	The LEA has worked collaboratively with the Teacher's Union in support of the implementation of SIG activities.	The LEA will continue to work collaboratively with the Teacher's Union in support of the implementation of Year 2 SIG activities	July1.2015-August 31.2016
The LEA has the support of its School Board in implementing SIG activities.	Acceptance of SIG funds and the initiatives aligned with the SIG required activities was Board approved on October 14. 2014. The Board of Education continues to support SIG goals through the support of SIG activities and initiatives.	The Board approved submission of the SIG Renewal Application at the Board of Education meeting on May 19. 2015. With the acceptance of funds. the Board affirms that it will continue to support all SIG Transformational initiatives.	July1.2015-August 31.2016

Activity 4: Barriers of Year 1 Implementation:	**There were no noteworthy barriers to LEA commitment and capacity relative to Internal District Team support, development and use of data systems, classroom walkthroughs, association support, or BOE support in Year 1 implementation, LEA Commitment & Capacity: Activity #4**

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #5 – Operational flexibility and LEA support			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA has given SIG principals greater autonomy in key areas such as selecting staff, scheduling and budgeting.	The LEA has given the SIG principal the autonomy to select and actively recruit staff that is in support of the SIG activities. The principal has also been given the authority to transfer staff that is not willing to support SIG initiatives.	The LEA will continue to support the SIG principal by granting the autonomy to select and actively recruit staff that is in support of the SIG activities. The principal executes the authority given to transfer staff that is not willing to support SIG initiatives or participate in the Extended Day Program.	July1,2015-August 31,2016
The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The LEA has developed systems and processes that will support the SIG principal by allowing for flexibility in the process of making decisions regarding staffing, scheduling, and budgetary allocations that will result in positive outcomes relative to gains identified by initiatives proposed in the Transformational School Improvement Plan.	The LEA will continue to reinforce systems and processes that will support the SIG principal by allowing for flexibility in the process of making decisions regarding staffing, scheduling, and budgetary allocations that will result in positive outcomes relative to gains identified by initiatives proposed in the Transformational School Improvement Plan.	July1,2015-August 31,2016
The LEA has given the SIG principals increased autonomy in the selection of professional development services and providers.	The LEA has given the SIG principal greater flexibility relative to the selection of professional development topics, providers, and time for extended opportunities for staff collaboration and planning.	The LEA will continue to provide the SIG principal with greater flexibility relative to the selection of professional development topics, providers, and time for extended opportunities for staff collaboration and planning.	
In exchange for increased autonomy, the LEA has made the SIG principal more accountable for results.	The LEA works closely with the SIG principal to ensure that SIG initiatives are implemented with fidelity and that data is collected and analyzed as a means to closely	The LEA will continue to work closely with the SIG principal to ensure that SIG initiatives are implemented with fidelity and that data is collected and analyzed as	July1,2015-August 31,2016

	monitor positive growth relative to meeting indicators of success.	a means to closely monitor positive growth relative to meeting indicators of success.	
The LEA continuously reviews SIG schools' progress towards meeting annual goals for effective instruction and student learning	The LEA continuously reviews the school's progress toward meeting annual goals for effective instruction and student learning. The district tracks student achievement through analysis of data obtained through the Power School student information system. EdConnect. and NJ SMART. Student achievement data is also tracked through the SAMS data collection system and data generated by Scholastic SRI reports measuring student progress in the Read 180 program. The School Leadership Team and district administrators work with the Regional Achievement Centers (RAC) to gather and analyze quarterly cycle data to inform student progress and the effectiveness of the initiatives implemented to address priority problems. Qualitative data obtained from classroom walkthroughs. along with an analysis of authentic student work. is used to plan for student achievement. Data from formative assessments. unit assessments. cycle tests. report cards. progress reports. and state assessments are multiple measures that are used to monitor and evaluate student achievement and to plan for intervention strategies.	The LEA will continue to utilize and expand the methods for collecting and analyzing student achievement data as a means to review and monitor the school's progress toward meeting annual goals for effective instruction and student learning. Data obtained during our quarterly RAC reviews and the annual needs assessment revealed the following areas in need of remediation: 1) Improvement in student reading writing skills which has led to the development of an instructional plan. The plan includes protocols for student learning and achievement. 2) Improvement in math performance which has led to providing additional strategies for teachers to differentiate instruction. increased student engagement strategies. and the use of manipulatives. 3) Improvement in suspension rates and chronic absenteeism has led me to utilize deans and Careplus interventions. It has also led to changes in monitoring student behavior through the behavior while using PBSIS. 4) Increase in parental involvement. As a means to address the gaps in	July1.2015-August 31.2016

		this area. quarterly Parent Academies will afford parents the opportunity to gain resources that will assist them in providing support to students to improve and enhance academic achievement as well as social and emotional development.	

Activity 5: Barriers of Year 1 Implementation	**There were no noteworthy barriers to the implementation of Activity #5 – Operational flexibility and LEA support in Year 1 of implementation.**