Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE
SIG: COHORT 3-YEAR 2 SCHOOL APPLICATION

SECTION I:

NGO#:____-_____-_____Title: School Improvement Grant 17-2390-346

SECTION II, PART A:	Internal use only	___ ___ ___ School Code	___ ___ Type	____ Region	___ ___ Sequence
Ezra L. Nolan Middle School School Name					
88 Gates Avenue School Address					
Jersey City, NJ 07395 School City, State, Zip					
6-8 Grade Span of School					

Francine Luce — School Principal Name — (201) 915-6570 Phone #

Dr. Magda Savino — School Program Director Name

(201) 915-6360 — School Program Director Telephone

(201)915-6573 — School Program Director Fax/email

Total amount of funds requested for school application: Year 2 $1,243,280

Duration of the Year 2 project: 9/1/15 to 8/31/16

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

_____ _____

Certification of Chief School Administrator — Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Jersey City school district (county code 17, District Code 2390, School Code 02770).

_____ Superintendent of Schools 6/9/15

Signature of Chief School Administrator — Title — Date

Business Administrator: _____ Phone: 201-915-6274 Fax: 201-938-1142

Form S-1

SCHOOL STATEMENT OF ASSURANCES

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

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- The district and the school(s) will partner with the NJDOE's State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.
- Each school is fully committed to the implementation of the entire project activity plan as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Jersey City Board of Education
Applicant LEA

Signature: *Chief School Administrator*

Ezra L. Nolan Middle School
Applicant School

Signature: *Principal*

June 11, 2015
Date

Form S-2

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant *Ezra L. Nolan Middle School*

Address *88 Gates Avenue*

DUNS number *172390345*

Expiration Date of SAM registration *Not Yet Assigned*

Congressional District *10th Congressional District*

Part II – Primary Place of Performance under this award

City *Jersey City*

County *Hudson*

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.

Marcia V. Lyles

Signature of Chief School Administrator

Marcia V. Lyles, 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

Entity Dashboard

JERSEY CITY BOARD OF EDUCATION
DUNS: 077542942 CAGE Code: 4FFA8
Status: Submitted

34
JERSEY CITY

Expiration Date: Not Yet Assigned
Purpose of Registration: All Awards

Entity Overview
Entity Record
Core Data
Assertions
Reps & Certs
POCs
Reports
Service Contract Report
BioPreferred Report
Exclusions
Active Exclusions
Inactive Exclusions
Excluded Family Members

Entity Overview

Entity Information

DUNS: 077542942
Name: JERSEY CITY BOARD OF EDUCATION
Doing Business As: JERSEY CITY PUBLIC SCHOOLS
Business Type: US Local Government
POC Name: charlotte holowienka
Registration Status: Submitted
Registration is pending CAGE validation.
Registration passed IRS Consent validation.

Exclusions

Active Exclusion Records? No

Form S-3

STAKEHOLDER PARTICIPATION

Include the following information regarding Stakeholder Committee membership and participation. Add additional rows as necessary.

Stakeholder Committee Membership and Participation		
Name	**Position**	**# of Meetings Attended (# attended/total)**
Francine Luce	Principal	5
William McBride	Data/Math Specialist	5
Katie Kopacz	Language Arts Specialist	5
Katie O'Donnell	Climate & Culture Specialist	5
Dr. Magda Savino	Director	5

Include the following information for Stakeholder Committee meetings in which the needs assessment and School Improvement Grant application were discussed.

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
4/22/15	Room 215	Planning Meeting	5	Yes		Yes	
5/13/15	Room 215	Planning Meeting	5	Yes		Yes	
5/20/15	Room 215	Planning Meeting	5	Yes		Yes	
5/27/15	Room 215	Grant Writing	4	Yes		Yes	
5/28/15	Room 215	Grant Writing	4	Yes		Yes	

Stakeholder Awareness and Involvement in SIG Implementation
Describe how stakeholders are involved in model implementation on an on-going basis and the methods used to inform the school community about SIG initiatives (e.g. posting on website, parent meetings, community forums, etc.)
Stakeholders work diligently to ensure parents and community members are well informed of SIG initiatives by hosting community meetings, parent council meetings, newsletters, school website and informative literature is sent on an on-going basis throughout the school year.

S-4

Review of Mission, Vision and Project Summary

LEA: Jersey City **Name of School:** Ezra L. Nolan Middle School

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

	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.
X	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.

Revised Project Implementation Summary

The Ezra L. Nolan STEM Academy theme is consistent with the school's new vision and core academic mission, to impart to all its students the pre-requisite skills they will need to be successful and productive citizens in the 21st century. Students will actively and consistently apply scientific principles, acquire mathematical skills and logic, master the underlying methods utilized in engineering to solve problems, and use technology to increase their productive and abilities to manage a multitude of tasks. Students will be urged to be problem solvers, to think critically and creatively in order to accelerate their learning.

- Defining the curriculum as, "all of the things students do in the course of their school day", the Academy principal will assume the leadership to expand the STEM principles and practices into the entire learning environment. Classrooms will have areas dedicated to STEM activities. Outdoor areas will be set aside for experimentation and observations to take place. And, students and teachers will explore the built and natural environments beyond their school building. In addition, the principal will implement reform

strategies by: 1) implementing an effective school leadership design; 2.) enhancing the professional capacity of the teaching staff to support and sustain changes and improvements through their own leadership development; 3.) distributing leadership, and greater accountability for student success; 4.) utilizing the STEM theme to re-energize the teaching staff and greater school community.

- The STEM Improvement Framework will require a more rigorous, ongoing evaluation system to be employed that is directly linked to student achievement outcomes to improve instruction and student performance.

- Ezra L. Nolan STEM Academy, in collaboration with the LEA, will continue to implement strategies to retain and recruit staff with the required expertise in the STEM subjects, and will implement a performance-based incentive and rewards program for staff possessing the skills necessary to meet the needs of the students in this transformation model.

- Ezra L. Nolan STEM Academy, in collaboration with the LEA, will continue to provide ongoing, standards-based, job-embedded, differentiated professional development (PD) to all staff to ensure that they are equipped to facilitate effective teaching and learning. STEM professional development will be an overarching theme for the school. Students and staff will work to embrace a culture of inquiry and inquisitiveness. The focus of the professional development will be to enable teachers to deliver STEM principles that include the following elements: standards based instruction, inquiry and performance based teaching and learning, effective use of technology in classroom, and formative and summative assessments utilizing both task and non-task specific rubrics.

- The principal will report to the District Division Turnaround Director, who will directly manage the project at the district level, and monitor and facilitate and the implementation of the Transformation model at the school level.

- The opportunity for extended learning time for all students at the Ezra L. Nolan STEM Academy will increase by 625 hours this year by combining the resources of the 21st Century Program and this School Improvement Grant. These 625 hours of extended learning time will include extended day after-school hours and hours in the summer. The school will implement a STEM Model which will enable students to be: problem solvers, innovators, self-reliant, logical thinkers, and technology literate.

- Ezra L. Nolan STEM Academy's new vision and mission embody high expectations for all students that will require rigorous academic standards and specific benchmarks to be applied to measure student achievement. It will require teachers to establish and work in collaborative teams using student assessment data to redesign instructional programs and curricula, and to refine their teaching skills and practices. Extended learning time, and additional student supportive services and community involvement will promote the possibilities of all students to realize the Academy's vision.

- The principal demonstrates the requisite competencies (knowledge, skills, behaviors and practices) to assume the responsibility of managing the school after given greater flexibility by the LEA. The Principal will have the autonomy to create an effective schedule necessary for implementing the proposed improvements. The Principal will have the authority to hire teachers and new teachers will have the right to accept or refuse the position. The Principal will work collaboratively with the teaching staff to foster their leadership skills and promote their opportunities to take on greater responsibility for implementation and ownership of this initiative.

- The school will implement strategies and programs to provide coordinated social-emotional and community-oriented services for students and their parents through a partnership with Big Brothers Big Sisters Organization mentoring program. During the school day, students will participate in an Advisory period, supported by MOSAIC. Saint Peter's University interns will serve as role models and peer tutors after school and during the summer on the University campus.

Form S-5

PROJECT UPDATE

LEA: Jersey City **Name of School:** Ezra L. Nolan Middle School

SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.
Year 1 SMART Goal By June 2015, given support from the LEA, the principal will have sufficient operational flexibility to manage the staffing, timelines, and budget to implement a STEM model program that will result in an increase of 5% student achievement outcomes as indicated on district assessments and annual measurable objectives for state assessments.
Status of SMART Goal During the 2014-2015 school-year SMART Goal 1 has been attained in the following areas: English Language Arts utilizing district quarterly assessments for Grade 8 increased by 7% from QA 1 to the Midterm, and Grade 7 increased by 13% from QA 1 to the Midterm. Grade 6 did not achieve a 5% increase, rather their scores decreased by 9% from the QA1 to the Midterm. In the area of Mathematics, utilizing the Teach to One Play List Demo Assessment students in Grade 7 showed growth with a 11% increase from the first marking period to the third marking period, Grade 6 showed growth with a 1% increase from the first marking to the third marking period and Grade 8 decreased by 11% from the first to the third marking period. Factors contributing to a lack of achievement in ELA Grade 6 were a teacher vacancy (filled by substitutes) for the entire school year and a first year teacher responsible for the implementation of the ELA curriculum in Grade 6. In Year 2 with adequate staffing and continued support for novice teachers the goal of 5% student achievement can be achieved during the 2015-2016 school year. Factors contributing to the inconsistent assessment results in Mathematics Teach to One are the increased rigor based on individual student performance on exit slips and inadequate certified teachers implementing the Teach to One curriculum. In Year 2 in order to implement the Teach to One Program with fidelity Middle School certified Mathematics teachers must be assigned and/or hired to maximum instructional practices. Factors that contributed to student growth were effective professional development from contracted providers, as well as in-house coaching support. The Teach to One program is based on differentiated instruction which propelled struggling students by creating lessons based on a student's individual grade level. The program focuses on the needs of the individual student. In Year 2, the staff will build on current successes by continuing to utilize the Teach to One Program with current vacancies filled. In Year 2 the ELA staff will continue to work with contracted providers and in-house coaches to provide support and professional development, particularly in the launch of our new curriculum, Expeditionary Learning, which Ezra L. Nolan Middle was selected to pilot. The Expeditionary Learning

curriculum is written at a level of detail that helps teachers envision and implement key instructional routines and adopt strategies that allow all types of learners. The curriculum is designed as a tool designed as a tool for professional learning, not as a script.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 2

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

Year 1 SMART Goal

By June 2015, full implementation of the teacher evaluation model (Danielson Framework for Teaching and Learning) will show 50% inter-rater scores among administrators, principal and supervisors on the first formal evaluation and 75% on the second formal evaluation, and 90% on the third evaluation during the school year. Given that every teacher will have a Student Growth Objective (SGO) included in their overall evaluation, there will be an increase in 15% of teachers receiving a rating of proficient.

Status of SMART Goal

During the school year 2014-2015, the SMART Goal for required activity 2 was not implemented. All staff evaluations were conducted by one administrator and therefore no inter rater scores are available.

Currently, out of 26 teachers, 11 SGOs are complete and have met their targets. 4 teachers are on leave. The remaining 11 teachers are currently in the process of administering testing.

Factors contributing to the lack of implementation of the SMART goal include one administrator in the building, therefore not having the opportunity to co-evaluate. In Year 2, the success of this goal will be met as an additional administrator, Special Education Supervisor, has been hired for the building.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 3

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

Year 1 SMART Goal

Provide incentives, rewards and diversified opportunities for teachers who have met the requirements and skills necessary to meet the needs of the students in a Transformation school model; and given the mini-grant application rubric, the principal and grant selection committee will utilize rubric criteria to award incentive grants to 20% of instructional staff who increased student performance to be completed by June 2015.

Status of SMART Goal

Through federal SIG funds, the school has adopted policies to identify, incentivize, and reward teachers who have met performance standards and benchmarks established for supporting school improvement, effective teaching practices, and increased student achievement. 8 teachers in the Science and Math departments submitted Classroom Mini-grant applications, however, based on the classroom grant rubric, only 3 out of the 8 teachers were awarded the grant. Members of the STEM Design Team reviewed the applications based on the School Improvement Grant. Teachers who were not awarded the grant submitted projects that were not aligned to appropriate objectives and standards of their content area. Teachers were notified in writing of the award and presented with a certificate during a faculty meeting. However, awardees were not able to order the resources needed to successfully implement their grant project because they could not find a vendor to fit the budget criteria.

In Year 2, staff members who have increased student achievement, will have the opportunity to attend workshops and seminars that will provide them with opportunities to improve instructional performance. These teachers will be encouraged to utilize the opportunity to attend workshops and seminars during the summer or during school breaks, as not to interrupt the delivery of instruction during the school year.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 4

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

Year 1 SMART Goal

By June 2015, all instructional staff will participate in continuous research based results driven professional development opportunities that are aligned with individualized professional development plans, and will acquire and demonstrate the knowledge and skills needed to meet high performance standards and accountabilities related to implementation of school wide reform strategies and effective practices for instruction, assessment student support, and student academic achievement; as indicated by individual PD plans staff performance observations and evaluation reports. As a result of the PD, the following will occur: discipline referrals will decrease by 10%; differentiated instruction will increase by 10%; student engagement by 10%; and implementation of a co-teaching model will increase by 20% of the inclusion classrooms.

Status of SMART Goal

During the 2014-2015, all teachers had the opportunity to engage in professional development that was guided by the PDP and effectively tailored to their specific needs and strengths based on evaluation and walkthrough data. On-going professional development goals have taken place in a number of contexts that are connected. Professional development has been addressed during whole group meetings, study groups, and peer coaching. Staff have been made aware of how professional learning opportunities throughout the year link the year link up with the domains and components from Danielson's "Framework for Teaching", in order to ensure that PD is meaningful and differentiated.

Supervisors presented a series of workshops on topics that were related to areas identified for improvement on teachers CAP Plans. The implementation of the goals and responsibilities outlined on teachers' CAP plans were monitored during walkthroughs, evaluations and Interim Reviews.

In the area of student engagement, based on 2014-2015 evaluation data utilizing the Danielson Model 14.6% of teachers received a 2 and 81.25% of teachers received a 3.

3 out of the 7 Special Education Inclusion staff members have provided inconsistent instruction due to lack of coverage and leaves. One Special Education Inclusion staff member is no longer reporting to the building since the beginning of the year.

In Year 2, the school will contract with a provider in order to collaboratively develop a plan to transition the school to a STEM school. The provider will provide professional development sessions to 6th grade teachers on educational theory, inquiry based pedagogy, STEM content etc. In addition, the ELA department will engage in four effective professional development structures blended together to support the implementation of the new ELA curriculum Expeditionary Learning: institutes, focus meetings and independent study. The school will contract with a provider

that will provide professional development and job embedded professional development to effectively implement an advisory period.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 5

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

Year 1 SMART Goal

Provide incentives and educational opportunities designed to recruit and place highly qualified transformational staff and to assist existing in improving their teaching practice and effectiveness. The award will be determined using a 4 point rubric that measures the level of expertise for working with struggling students. All selected candidates and existing staff will receive at least a 3.5 rating on the rubric.

Status of SMART Goal

The school has designed a staff vacancy announcement to attract highly qualified, technologically savvy math teacher(s) to participate in the implementation of the Teach To One Math initiative. The school has developed a performance assessment and rubric to be utilized during the interview process to identify qualify candidates to support the Teach To One initiative. Three candidates were interviewed by a committee of qualified educators and administrators to participate in the interview process, however, no candidates were selected for the Math Program.

A staff vacancy announcement to attract highly qualified staff members for Engineering/STEM however, there were no public announcements posted for the position of Engineering & Science Residency Teacher.

The school partnered with Kean College, in order to provide student teachers from the educational department to support the Teach To One math initiative and STEM model. In addition, the interns from Saint Peter's University serve as role models and peer tutors afterschool and during the summer on the University campus.

In Year 2, the school will not implement Engineering and Science residencies during the instructional school day. Currently, the school does not have any vacancies to fill for the 2015-2016 school year.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 6

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

Year 1 SMART Goal

Implement a school wide instructional program in Mathematics, Science and Language Arts that will guide the schools use of data to inform and differentiate interventions to improve student achievement by at least 5% on district and state assessments.

Status of SMART Goal

During the 2014-2015 academic school year, an increase in student achievement outcomes was evident in Language Arts, Mathematics and Science. Utilizing district quarterly assessment data Grade 8 increased by 7% from QA 1 to the Midterm and Grade 7 increased by 13% from QA 1 to the Midterm. For Grade 6, assessment scores decreased by 9% from QA1 to the Midterm. In respect to Mathematics, assessment data was collected from the Teach to One Play List Demo Assessments. Grade 7 Play List Demo scores increased by 11% and Grade 6 increased by 1% between the first and third marking periods. However, Grade 8 assessment scores decreased by 11% during the same period of time. For Science, quarterly assessment scores were analyzed to show growth across the three grade levels. In analyzing the data, it was determined that Grade 6 proficiency increased by 2% and Grade 7 proficiency increased by 5% in science. However, assessment analysis showed that assessment scores decreased by 1% for Grade 8.

Factors contributing to a lack of achievement in Grade 6 Language Arts can be directly contributed to the fact that a first year teacher was solely responsible for the implementation of the Language Arts curriculum. Also, there was a vacancy for the entire school year, which was covered by substitute teachers. Through adequate staffing and continued professional development in differentiated instruction and data analysis , student achievement can increase across all grade levels during the 2015-2016 academic school year.

In respect to Teach to One, factors contributing to inconsistent assessment results stems from inadequate staffing. Not all staff members in the Teach to One Math Program are Middle School Mathematics Certified and possess the mastery of skills needed to effectively implement the Mathematics Curriculum. Also, since the new curriculum specializes in the differentiation of instruction, rigor increased as students began to pass their exit slips. Exit slips are utilized to assess whether students have mastered the content taught in class. In Year 2 of the grant, it is imperative

that the Teach to One Math Program is effectively staffed in an effort to maximize instructional practices.

In respect to the Science curriculum, a lack of transformation into a STEM model that targets all STEM principles did not allow the science department to effectively implement the STEM curriculum. Although a partnership was created between Ezra L. Nolan and Liberty Science Center, Engineering and Robotics residencies were not filled during the course of the academic school year. As a result, students were not exposed to all principles outlined in the STEM curriculum.

In Year 2, more focus will be placed on data analysis through the use of technology and data warehouses utilized by the district. Teachers will utilize assessment data in an effort to differentiate learning on a more consistent basis across curriculum. During the 2015-2016 academic school year, a science lab will be built for experiments in addition to the monthly visits to Liberty Science Center. Also, each marking period will have a STEM Theme and each department will be responsible for hosting a Family Night where student work and projects can be displayed.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 7a Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students
Year 1 SMART Goal The school will implement a system to assess progress of Increased Learning Time opportunities using data from school and district based assessments resulting in a 5% increase in academic achievement.
Status of SMART Goal The system utilized to assess progress of Increased Learning Time is restricted to District Benchmark Assessments and Play List Demo Assessments from Teach to One. Implementing other measures for assessing Increased Learning Time would result in an additional lose of instructional time. In the Expanded Learning Time afterschool program, students are graded using a rubric when completing their Project Based Learning activities. All projects are aligned to the common core and offer students with remediation in both Language Arts and Mathematics. During the 2014-2015 academic school year, an increase in student achievement outcomes was evident in Language Arts, Mathematics and Science. Utilizing district quarterly assessment data Grade 8 increased by 7% from QA 1 to the Midterm and Grade 7 increased by 13% from QA 1 to the Midterm. For Grade 6, assessment scores decreased by 9% from QA1 to the Midterm. In respect to Mathematics, assessment data was collected from the Teach to One Play List Demo Assessments. Grade 7 Play List Demo scores increased by 11% and Grade 6 increased by 1% between the first and third marking periods. However, Grade 8 assessment scores decreased by 11% during the same period of time. For Science, quarterly assessment scores were analyzed to show growth across the three grade levels. In analyzing the data, it was determined that Grade 6 proficiency increased by 2% and Grade 7 proficiency increased by 5% in science. However, assessment analysis showed that assessment scores decreased by 1% for Grade 8.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 7b

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

Year 1 SMART Goal

By June, 2015 the school will increase attendance family engagement events by 25% and establish continued partnerships with local community agencies as documented by attendance records, meetings and agendas.

Status of SMART Goal

During the 2014-2015 school year SMART Goal 7b has been attained. Family engagement has increased by 25% this school year as measured by attendance sign in documents from open houses and at all school sponsored activities held both in the school and at St. Peter's University, our community partner. Highlights of our family engagement include 100 families attending our "First Annual Spaghetti Dinner", an average of 30 family members attending our 21st Century Showcase Presentations, as well as 80 family members attending our "First Annual People's Choice Awards". Positive family engagement was also represented with 33% of parents taking the 2014 Fall RAC Survey and 39% of parents taking the 2015 Spring RAC Survey.

Factors contributing to the successful implementation of this goal was utilizing incentives and ensuring family engagement was personal, connecting each event to a student performance or honoring students.

In Year 2, we would like to continue to improve family engagement by offering our families additional opportunities to be active in their child's education. We will also strive to have 50% of our parents respond to both the Fall 2015 and Spring 2016 parent survey.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 8

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

Year 1 SMART Goal

By June 2015, given support from the LEA, the principal will have sufficient operational flexibility to manage the staffing, calendar, timelines, and budget to implement a STEM Model Program that will result in an increase of 5% student achievement outcome and the annual measurable objectives as indicated on district assessments.

Status of SMART Goal

During the 2014-2015 school- year SMART Goal 1 has been attained in the following areas: English Language Arts utilizing district quarterly assessments for Grade 8 increased by 7% from QA 1 to the Midterm, and Grade 7 increased by 13% from QA 1 to the Midterm. Grade 6 did not achieve a 5% increase, rather their scores decreased by 9% from the QA1 to the Midterm. In the area of Mathematics, utilizing the Teach to One Play List Demo Assessment students in Grade 7 showed growth with a 11% increase from the first marking period to the third marking period, Grade 6 showed growth with a 1% increase from the first marking to the third marking period and Grade 8 decreased by 11% from the first to the third marking period.

During the 2014-2015 school year, the school has implemented a Teach to One Program, in which the school redesigned classrooms in ways that integrate multiple instructional approaches and leverage the collective talents of teachers to enable personalized learning. Teach to One has provided ongoing, job-embedded professional development to math teachers on the implementation of the Teach To One Math Curriculum. The schedule was created to allow for common planning time amongst all levels on a daily basis. During the current school year, one major barrier to effectively implementing the Teach to One program was the lack of content certified or highly qualified teachers in the area of mathematics responsible for providing daily instruction. Teach to One highly recommends 8 content certified or highly qualified teachers, however our current instructors for the program include: 3 K-8 Elementary Teachers, 3 Special Education Teachers and 1 Teacher Assistant. Although we have no current vacancies, through the District-Wide Job Fair, we will encourage candidates to apply when a vacancy is available to Ezra L. Nolan Middle School emphasizing a new curriculum and the opportunity to be compensated for additional learning time.

In Year 2, Ezra L. Nolan will contract with a STEM provider to provide professional development on educational theory on persistence, inquiry

based pedagogy, STEM content, and intentional strategies to assist non-stem staff to make connections to STEM in content level meetings. The provider will be contracted throughout the school year to provide ongoing job embedded support in the implementation of STEM principles across the curriculum. All students will have participated in extended classes with Liberty Science Center and complete pre and post visit assignments rooted in their laboratory experiences utilizing lap tops and Mac Lab. In addition, students will host 3 STEM Themed Project Nights for family and friends to both display and discuss their research and execution of their marking period project.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 9

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

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

Year 1 SMART Goal

Beginning in September 2014, all teachers will participate in PLC's to collaborate on the analysis of common assessments results, so that by June 2015, 85% of teachers will be proficient in using data to drive instruction.

Status of SMART Goal

Throughout the course of the academic school year, measures have been put in place to effectively analyze data. Professional Development in respect to utilizing formative data systems effectively is ongoing (ex. Teach to One Data Analysis, Benchmark Assessment Data Analysis). All teachers have received professional development in utilizing data walls effectively in an effort to drive instruction. The Data Specialist has created a data wall template that is utilized on a regular basis. The Data Specialist is available to support teachers in analyzing their formative assessment and creating data walls. Although data walls have been created, improvement is needed in utilizing the data more effectively in grouping.

Language Arts and Math teachers meet regularly to review student data utilizing various data sources (ex. DORA, District Benchmark Assessments, Teach to One Exit Slips, ADAM, MAP, etc.). Through the implementation of the Teach to One Math Curriculum, teachers are afforded the opportunity to meet daily, Common Planning Time, to review student data and create engaging lessons in an effort to close the

achievement gap. This data is stored in a database where teachers and administrators can easily access student information. This data is presented at each cycle review upon completion of the RAC EOC reports.

During the course of the year, students were not trained in analyzing their own achievement data with fidelity. Although students received training regarding accessing their student portal for the Teach to One math program, students were not trained to analyze their personal achievement data across the curriculum.

Form S-6

Educational Field Trip Request

LEA: Jersey City **School: Ezra L. Nolan Middle School**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

Educational Field Trip – Plan and Budget	
Proposed Location (City, State): Jersey City, New Jersey	Trip Date: Various Dates throughout 2015-2016
Description of Field Trip (include grade levels): All students will participate in the Jersey City Public School Hybrid Program with the Liberty Science Center. This will serve as an extension of the Science curriculum with an emphasis on STEM principles.	Estimated number of student and staff participants: All students, 10 Staff Members

Educational Field Trip Plan
Describe the student learning objectives for this field trip (list relevant standards, if applicable). Student Learning Objectives are developed based on each grade levels specific curriculum. Sample: Grade 6 Hybrid Earth Structures Week 1: Minerals Essential Questions: What are minerals? How can we distinguish between the varying? How do we use these minerals during our daily lives? New Jersey Standard: 5.4.4.C.2: Categorize unknown samples as either rocks or minerals. Next Generation of Science Standards: 5-PS1-3: Make observations and measurements to identify materials based on their properties. MS-ESS2-1: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis. Contracting with Liberty Science Center will allow for professionals in Science to provide professional development opportunities which will assist staff in infusing STEM principles in their daily lessons. Exposure to hands on laboratory experiences will enhance Science content by bringing concepts to life while challenging our students to utilize critical thinking skills.
Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New

Jersey Core Curriculum Content Standards.
The Liberty Science Center experiences are aligned to the district curriculum and standards, therefore enhancing student academic achievement on district assessments and teacher created assessments.

Educational Field Trip Budget			
Item Description (admission fee, transportation, etc)	Unit Cost	Quantity	Total
Contract with Liberty Science Center to provide hands on instruction and experiments for the 2015-2016 school year. Contract: $162,000 Transportation: $6,000	1		$162,000

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

2

Date:	
School:	**Ezra L Nolan 40**
Region:	3
County:	Hudson
District:	Jersey City
CDS:	172390345
RAC Classification:	Priority
Rationale:	SIG School

RAC School Improvement Plan Template Instructions

Template Version 5.0
Date of Version 3/16/15

Modifying Cells to Display Text/Adjusting Row Height
Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

INSTRUCTIONS: **Please follow the steps below.**

Overall Guidelines

Green, Olive Green, Blue, and Yellow sheets require content to be entered.
Yellow boxes correspond to the step number
Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.
Click on the **purple button** on the top of each sheet to return to this "Instructions" page.
The orange "Budget Summary"sheet self populates based on inforamtion entered in the "SMART Goal" tabs as well as in the "Budget Detail" tabs.
CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

1 Rename the file **RACREGION#_CDS_School Name.xls**. Example **RAC4_000000001_NJElementary.xls**

Steps to input the information

2 Go to sheet "Title." Select the school from the drop down menu. The school name and date will self populate on each sheet.
3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.
6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:
- *What does this metric tell you?*
- *What other forms of data would you like to review?*
- *What trends emerge?*
- *What questions arise from these data?*
- *What is the impact on achievement?*

7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

SIG Budget Detail Sheets

9 Budget Narrative
10 Budget Detail Form A - Personal Services - Salaries / Function & Object Codes 100-100 and 200-100
11 Budget Detail Form B - Personal Services - Employee Benefits / Function & Object Codes 200 - 200
12 Budget Detail Form C - Purchased Professional and Technical Services / Function & Object Codes 100 - 300 and 200 - 300
13 Budget Detail Form D - Supplies and Materials / Function & Object Codes 100 - 600 and 200 - 600
14 Budget Detail Form E - Equipment / Function & Object Codes 400 - 731 and 400 - 732
15 Budget Detail Form F - Other Purchased Services, Other Objects, Purchased Property Sevices, Travel, Indirect Costs, Buildings / Function & Object Codes 100 - 500, 100 - 800, 200 - 400, 200 - 500, 200 - 580, 200 - 800, 200 - 860, 400 - 720
16 Budget Detail Form G - LEA Administrative Costs - Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Sevices, Travel, Supplies, Other Objects, Equipment / Function & Object Codes 200 - 100, 200 - 200, 200 - 300, 200 - 400, 200 - 500, 200 - 580, 200 - 600, 200 - 800, 400 - 732

Review output and check quality of information

17 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies
18 Go to sheet "Checklist for SIG Schools." Follow the instructions on the sheet.
19 Go to sheet "Confirmation." Follow the instructions on the sheet. The chart at the bottom of this sheet self-populates.
20 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
21 Review pages and correct any sheet as necessary.
22 Submit file to RAC staff.

For questions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.

School Improvement Plan Committee Members

3

School Name: Ezra L. Nolan Middle School

Date: May 26,2015

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

				Please insert an "X" to indicate participation in:			
Position	**Name**	**Email**	**Phone Number**	**Quality School Review (QSR) / Needs Assessment**	**Development of SMART Goals & Intervention Strategies**	**Signature**	**Date**
Principal	Francine Luce	fluce@jcboe.org	201915-6572	X	X		
Math/Data Specialist	Will McBride	wmcbride@jcboe.org	201915-6570	X	X		
Language Arts Specialist	Katie Kopacz	kkopacz@jcboe.org	201915-6570	X	X		
Climate & Culture Specialist	Katie O'Donnell	ko'donnell@jcboe.org	201915-6570	X	X		
Math Teacher	Steven Ferrara	sferrara@jcboe.org	201915-6570	X	X		
Science Teacher	Jim Dacanay	jdacanay@jcboe.org	201915-6510	X	X		
Physical Education Teacher	Wade Smith	wsmith@jcboe.org	201915-6510	X	X		
Language Arts Teacher	Aimee Rodriguez	arodriguez1@jcboe.org	201915-6510	X	X		
Teacher Assistant	Vanessa Rivera	vrivera@jcboe.org	201915-6510	X	X		
Parent	Cheryl Felder			X	X		

QSR and Intervention Strategy Development Process

4

School Name: _____ Date: 1/0/1900

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

Return to Instructions

Date	Topic	Attendees	Agenda on File	Minutes on File
2/20/2015	QSR	SLC Team Members	Yes	Yes
3/13/2015	QSR	SLC Team Members	Yes	Yes
3/25/2015	QSR	SLC Team Members	Yes	Yes
4/3/2015	Data Review and Analysis	SLC Team Members	Yes	Yes
4/14/2015	Data Review and Analysis	SLC Team Members	Yes	Yes
4/30/2015	Plan Development	SLC Team Members	Yes	Yes
5/12/2015	Plan Development	SLC Team Members	Yes	Yes
5/13/2015	Plan Development	SLC Team Members	Yes	Yes

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
http://www.state.nj.us/education/rac/pres/QSRRubric.pdf

School Name: Ezra L Nolan 40

Date:

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.
Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	2 - Developing	The district ELA and Mathematics curricula are aligned to the CCS. Multiple common classroom assessments are administered as part of the ELA and mathematics programs. Teach to One, our newly adopted math program, provides students with individualized instruction through the use of Exit Slips. The master schedule does not provide common planning time for all major subject area teachers. Extended Learning Time has been offered to all students by way of the 21st Century Program. 21st Century is offered to all students daily from 3:30 to 6:30.	District supervisors and RAC staff should meet with the school leadership to assist in developing a protocol and articulating expectations to staff regarding use of data.
	1.2	2 - Developing		
	1.3	2 - Developing		
	1.4	2 - Developing		
	1.5	2 - Developing		
	1.6	2 - Developing		
	1.7	2 - Developing		
	1.8	2 - Developing		
	1.9	3 - Proficient		
	1.10	2 - Developing		
2- School Climate & Culture	2.1	2 - Developing	The following schoolwide positive behavior and recognition programs have been successfully implemented throughtout the year: Great Student Rubric, Student of the Month Luncheon, Honor Roll/Credit Roll, Perfect Attendance Recognition Breakfast, Homeroom Attendance Incentives, Teacher Attendance Incentives. Field Trip Incentives will be awarded to students earning perfect attendance three out of the four marking periods. Field Trip Incentives will also be awarded to students who achieve Honor Roll/Credit Roll. The school has built capacity, camaraderie, and shared decision making through PLCs.	An intential focus to improve practices and procedures has led to an environment that is conducive to positive peer/teacher interactions.
	2.2	2 - Developing		
	2.3	2 - Developing		
3 - Effective Instruction	3.1	2 - Developing	A complete Three Part Learning Objectives is evident in teachers' lesson plans and are clearly posted for students to see. Effort has been made by teachers to utilize Achievement Series, Teach to One, Achieve 3000, MyOn, etc. to drive and differentiate instruction. Through the use of Data Walls, students are more proficient in understaning their academic achievement in each classroom. LAL and Math teachers analyze formative and summative assessment data during Department Meetings by the way of Achievement Series and Teach to One Math Program. In Teach to One, student schedules are created by the students' performance on Exit Slips.	Their was limited evidence of student self assessment or students assessing work against established criteria; and feedbackt to students was not specific and did not include improvement for future work. The learning tasks, activites and resources were poorly alligned with the instrucitonal outcomes of the CCSS/NJCCCS; did not provide for differentiation; and represented a low cognitive challenge and lacked rigor. Teachers need to frame and pose questions designated to challenge students, advance high level thinking and promote student self assessment.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	2 - Developing		
	3.5	2 - Developing		
	3.6	2 - Developing		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	The district ELA and Math curricula is aligned to the new Common Core Standards. The district curricula are used in all classrooms with modifications for SWD based on the individualized educational programs. There is a school-wide process that can identify students by name, based on analysis of multiple forms of data and assessments to provide students with systematic support. Walkthrough and formal observations are used to monitor the implementation of the curriculum. The school has implemented the targeted Reading and Math programs targeting at risk students that provide increased instructional time in the areas of ELA and Math.	The learning tasks, activites and resources were poorly alligned with the instrucitonal outcomes of the CCSS/NJCCCS; did not provide for differentiation; and represented a low cognitive challenge and lacked rigor
	4.2	2 - Developing		
	4.3	2 - Developing		
	4.4	2 - Developing		
	4.5	2 - Developing		

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
http://www.state.nj.us/education/rac/pres/QSRRubric.pdf

School Name: Ezra L Nolan 40

Date:

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.
Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	2 - Developing	Instruction Staff members are either Middle School Content Area Certified and/or Highly Qualified in thier subject area. Job-embedded PD is being provided by Teach to One, Holt McDougal Consultants, Standards Solution, District Supervisors and Content Area Specialists. Professional development that is offered to staff is data-driven, but inconsistently implemented in the classroom. Based on Walkthrough Data, professional development was implemented on focus areas. The Professional Development Plan is aligned and based on student and teacher performance.	Review of district policies and procedures regarding the granting of leaves, and providing qaulity leave replacement teachers, current practices are having a serious adverse effect on teaching and learning. With the exception of two staff members, most issues have been addressed.
	5.2	2 - Developing		
	5.3	2 - Developing		
	5.4	2 - Developing		
	5.5	2 - Developing		
6 - Enabling the Effective Use of Data	6.1	2 - Developing	The school sees progress in the use of data to drive instruction (grouping) in Language Arts through the use of Data Walls by way of formal and informal assessments. In math, data is collected and articulated by way of Teach to One Student Portal. Effective use of data is both teacher and peer driven. There is a process for determining student growth based on benchmarks and quarterly interim and summative assessments during the school day and expanded learning time. The School has an active IR&S Committee that is using its At-Risk list to identify students who need interventions.	Although data walls were present in most classrooms, it was not evident how the data was used to inform instrution or to form groups.
	6.2	2 - Developing		
	6.3	2 - Developing		
7- Effective Use of Time	7.1	2 - Developing	The master schedule provides articulation time for staff. Students have the opportunity to participate in an expanded learning time program that includes academic, enrichment activities and field trips. Professional development is conducted on a daily basis for teachers beyond the school day. There is a basic calendar of teacher collaboration time. The school has implemented a targeted reading and math program targeting at risk students that provides increased instructional time in the areas of Mathematics and Language Arts.	Due to scheduling constraints, there is limited opportunity for common planning time and vertical alignment. Building administrator should begin job embedded professional development in the areas of data analysis, questioning techniques and assessment protocols using substitutes.
	7.2	2 - Developing		
	7.3	2 - Developing		
8- Family & Community Engagement	8.1	2 - Developing	Outreach efforts to improve Family and Community Engagement have been implement with fidelity through the use of a school website, robo calls, school literature in dual language, Parent Counsel meetings, parent workshops, Back to School Nights and 21st Century sponsored events. The 21st Century Expanded Learning Program and the Dinner Program is offered to all students during the school year. The school has implemented a number of aggressive approaches to make sure parents are aware of all school sponsored activities.	All parent events are attended by a few, active parents.
	8.2	2 - Developing		

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	2013-2014 Proficiency Targets Language Arts Literacy: 46.6% Mathematics: 48.0%	School Accountability Progress Targets	2013-2014 Proficiency Targets Language Arts Literacy: 46.6% Mathematics: 48.0% 2013-2014 School Performance Language Arts Literacy: 26.8% Mathematics: 29.4%	In the 2013-2014 academic school year, Ezra L. Nolan did not meet schoolwide performance goal (26.8% Proficiency) in LAL and did not meet schoolwide performance goal (29.4% Proficiency) in Math. Trends According to the 2013-2014 NJ School Performance Report, Ezra L. Nolan outperforms 5% of schools statewide as noted by its statewide percentile and 17% of schools educating students with similar demographic characteristics as noted inits peer school percentile in the performance area ofAcademic Achievement.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	2013-2014 Targets: LAL SWD: 32.8% Black: 37.5% 2013-2014 Targets: Mathematics SWD: 32.7% Black: 38.7%	School Accountability Progress Targets	2013-2014 Targets: Language Arts Literacy SWD: 32.8% Black: 37.5% 2013-2014 Targets: Mathematics SWD: 32.7% Black: 38.7%	In 2013-2014, Ezra L. Nolan did not meet schoolwide performance goals for both subgroups in LAL and Math. Language Arts Literacy SWD: 5.7% (Target: 32.8%) Black: 24.2% (Target: 37.5%) Mathematics SWD: 8.6% (Target: 32.7%) Black: 26.5% (Target: 38.7%)
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	• Identify overall rate • Identify patterns by grade/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)	edConnect; Data management system	Language Arts Quarterly Assessment ELA Grade 6 QA1: 99% ELA Grade 7 QA1: 98% ELA Grade 8 QA1: 98% ELA Grade 6 QA2: 99% ELA Grade 7 QA2: 99% ELA Grade 8 QA2: 99% Mathematics Quarterly Assessment	Participation rates satisy the target participation rate of 95%. When students are absent during the quaterly assessments due to illness or suspension, every effort is made to have that particular student complete the assessment upon their return to school.

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	• Identify patterns by grade/subject/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify change over time • Identify patterns by chronic absenteeism • Identify patterns by students with chronic disciplinary infractions	edConnect; Data management system	Language Arts Quarterly Assessment 1 Total Pop: 37% SWD: 0% Black: 50% Quarterly Assessment 2 Total Pop: 41% SWD: 6% Black: 40% Mathematics Quarterly Assessment 1 Total Pop: 68% SWD: 31% Black: 64% Quarterly Assessment 2 Total Pop: 53% SWD: 14% Black: 52%	Language Arts proficiency has increased from the first to second Quarterly Assessment. Proficiency has also increased amongstSpecial Education students. After analyzing Quarterly Assessment results for the second marking period, it was noted that substantial gains were evident in seventh and eigth grade. Although Open-Ended Response questions were not the primary focus due to PARCC preparation, seventh and eighth grade students excelled in completing Open-Ended Response questions. This is attributed to the implementation of Open-Ended Response questions on a biweekly basis in Language Arts and Social Studies during the 2013-2014 academic school year. During this time, teachers collaborated to increase rigor and provide students with more structure in respect to answering Open-Ended Response questions. We attribute declining Language Arts scores in sixth grade (9%) to the fact that our current sixth grade students were not exposed to the implementation of Open-Ended Response questions in Language Arts and Social Studies classes during the 2013-2014 academic school year. Due to the adoption of the SIG Grant, Ezra L. Nolan was afforded the opportunity to implement a new mathematics curriculum. Teach to One is a technology based curriculum that revelutionizes the teaching of mathematics. Through the administration of Exit Slips, each student enrolled in the program is given a schedule based on their academic needs. This allows teachers to work with students using resources that can reach students at thier present grade level in the hope of closing the achievement gap. After analyzing Play List Demo scores for the first marking period, proficency rates increased across the board: Grade 6 -
NJASK/HSPA	Student performance on 2013-2014 state assessments	• Identify overall rate • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism • Identify patterns by students with chronic disciplinary infractions	Title I Accountability Data System	Language Arts Schoolwide Proficiency: 26.8% Black Proficiency: 24.2% Hispanic Proficiency: 31.5% SWD Proficiency: 5.7% ED Proficiency: 25.0% Mathematics Schoolwide Proficiency: 29.4% Black Proficiency: 26.5% Hispanic Proficiency: 33.4% SWD Proficiency: 8.6% ED Proficiency: 27.9%	In respect to Language Arts and Mathematics, performance targets were not met in any of the subgroups. Performace tagets are determined from the ESEA Waiver - Annual Progress Targets. Trends According to the 2013-2014 NJ School Performance Report, Ezra L. Nolan outperormed 6% of all schools in New Jersey on the Language Arts section of the NJASK and 4% on the Mathematics Section of the NJASK.

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
SGP	Student growth on state assessments (2013-2014) grades 4-8	• Identify overall schoolwide growth performance by content • Identify interaction between student proficiency level on the NJ ASK and student growth scores	School Performance Reports	ELanguage Arts Schoolwide Proficiency: -3.8% Black Proficiency: -3.3% Hispanic Proficiency: -9.9% SWD Proficiency: -7.8% ED: -6.3% Mathematics Schoolwide Proficiency: +2.5% Black Proficiency: +7.7% Hispanic Proficiency: -1.7% SWD Proficiency: -3.8% ED: -2.6%	Proficiency levels for Ezra L. Nolan decreased in all subgroups during the 2013-2014 academic school year as it pertains to Language Arts. Performance goals were not met in any of the subgroups. Open-Ended Response questions improved through the course of the year due to the implementation of biweekly response questions in Language Arts and Social Studies. In respect to Mathematics, the schoolwide proficiency increased by 2.5%. Although, there was an overall increase in proficiency levels, SWD proficiency decreased by 3.8% and Economically Disadvantaged proficiency by 2.6%. Trends According to the 2013-2014 NJ School Performance Report, Ezra L. Nolan outperforms 3% of schools statewide as noted by its statewide percentile and 10% of schools educating students with similar demographic characteristics as noted in its peer school
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	• Identify overall rate • Identify patterns by grade level	AMAO Data Report	N/A	N/A
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Enrollment as of 3/25/2015 Overall Enrollment: 266 Grade 6: 90 Grade 7: 91 Grade 8: 85 SWD: 78 Black: 167 Low Income: 223	When looking at our enrollment data, it is evident that 84% of our student population is low income. Also, 29% of our student population is classified in Special Education.
Attendance rate (Student)	The average daily attendance for students in your building	• Identify overall rate • Identify patterns by grade • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic absenteeism • Identify interventions	District SIS	Overall attendance rate (YTD): 92.0% Female (YTD): 92.4% Male (YTD): 92.0% SWD (YTD): 91.0% Black (YTD): 92.2% ED (YTD): 92.3% Chronic Absenteeism School-wide (YTD): 18.3% SWD (YTD): 19.0% Black (YTD): 13.7	Our school attendacne meets the 92% requirement in all subgroups except for SWD at 91.0%. Also, we do not meet the 5% target for chronically absebt students. Daily attendance is taken by the homeroom teacher, the attendance is reviewed by the Attendance Officer and proper phone calls are made. Letters are sent home for students who are chronically absent. If a student is deemed chronically absent, a report is created and the Attendance Supervisor is notified. Teachers also keep a log for parental contact as it pertains to academic achievement and attendance. Trends In 2013-2014, 21% of the students attending Ezra L. Nolan were categorized as chronically absent. Students are classfied as chronically absent when they have been absent from school for more than 10% of the academic school year (18 days). According to the 2013-2014 NJ School Performance Report, Ezra L. Nolan

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance (Staff)	The average daily attendance for staff	• Identify overall rate • Identify patterns by grade /department • Identify chronic absenteeism • Identify reasons for absenteeism	Personnel system; Professional development schedule	Overall Attenance (YTD): 94.3% ELA: 96.4% Math: 97.3% Chronic Absenteeism: 2 Staff Members	Two teachers have been on leave during the academic school year. At this point, both positions remain vacant (CCT and Special Education Teacher).
Discipline	The number of suspensions, expulsions, and incident reports	• Identify overall rate • Identify types of incidents • Identify patterns by grade • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic offenders	District SIS; School behavior management reports	Suspension Rates September: 3% SWD: 7% Black: 5% October: 7% SWD: 16% Black: 8% November: 7% SWD: 9% Black: 9%	The most common incident leading to a suspension is disruptive behavior. The second most common incident leading to a suspension is fighting. Suspenion rates have remained consistent throughout the course of the academic school year with the exception of December. In December, some of the incidents involved multiple students, which resulted in multiple suspensions. As data is analyzed from month to month, it has been documented that a majority of the students who have been suspended in subsequent months have been repeat offenders.
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	•Identify overall projected graduation rate • Identify students who have dropped out • Identify students with credit deficiencies • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify interventions	NJ SMART, District SIS	N/A	N/A
Culture and Climate Survey	Results from survey(s)	•Identify staff satisfaction • Identify perception of environment • Identify perception of support • Identify perception of students behavior • Identify perception of adult culture	NJSCS reports; PBSIS; Other survey tools	Fall Survey 2014 Participation Teachers: 100% Households/Families: 33% Students: 95% Climate & Culture Survey Data (Students/Staff/Parents) Physical Environment: 75%/74%/87% Emotional Environment: 72%/65%/89% Teaching & Learning: 90%/78%/93% Relationships: 63%/73%/94% Morale-School Comm.: 77%/91%/100% Comm. Engagement: 90%/65%/98%	Looking at the overall results from the survey, relationships and emotional environment are areas of focus and concern for the school. However, it shoud be noted that the overall view of Ezra L. Nolan in the eyes of the parents was very positive.
Instruction					

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	• Identify observation ratings across school • Identify observation ratings by grade/subject/subgroup • Identify areas for feedback and professional development • Identify instructional trends • Percentage of teachers on CAP during 2014-2015	School-level evaluation reports	Domain 2: Classroom Environment Overall Domain Average: 2.87 ELA Domain Average: 3.00 Math Domain Average: 3.00 Special Education Domain Average: 2.82 Domain 3: Instruction Overall Domain Average: 2.75 ELA Domain Average: 3.00 Math Domain Average: 2.78 Special Education Domain Average: 2.68	Teachers need to have more evidence as it pertains to differentiation of instruction and need to design more rigorous tasks that challenge students' cognitively. There is minimal evidence that data are being used to differentiate/drive instruction and teacher questions were in the low level of Bloom's Taxonomy. Data walls and data analysis tools need to be made readily available and utilized for flexible grouping, etc.

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					

Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Teachers will be proficient in using data to drive instruction.	Teachers, Content Area Specialists	Achievement Series Item Analysis and Gradebook, Moving with Math Data Analysis, DORA, ADAM, Teach to One, Data Walls, District Data Sheets and Enterprise Data Sheets	Effective with additional focus needed	All teachers have participated in professional development in respect to Achievement Series and Teach to One Math Curriculum. Teachers created data walls to reflect student performance on formal assessments throughout the academic school year. Teacher complete data sheets for their respective homerooms upon the completion of each	While all teachers have received profesional development on Achievement Series, not all teachers are using the data warehouse with fidelity. Many reports and assessment comparisons can be generated using the featured reports in the data warehouse. Most teachers have data walls posted in there classrooms reflecting formal assessments. Data walls need to be updated on a continuous basis to assess student learning. Data walls can be used to help create groups for differentiated learning activites. Although data walls are being utilized, the data is not being used to create flexible grouping on a consistent basis.
Implementation of policies and professional development to broaden parental involvement.	Community and Parents	Parental Surveys, Flyers, PTA Sign-In Sheets, The Great Student Rubric, 21st Century Afterschoo Program	Effective with additional focus needed	33% of parents completed the survey. Ezra L. Nolan has 100% participation rate in The Great Student Rubric. PTA participation rate is 15%.	More incentives need to be put in place in respect to parental involvement. While PTA Meetings have been scheduled on Report Card Nights and Family Nights, attendance has been inconsistent. Parental support is evident at events coinciding with 21st Century. The Great Student Rubric is an incentive program for students. At the end of each month, students assess there behavior using The Great Student
The master schedule is clearly designed and structured to meet the needs of all students.	All Teachers, Content Area Specialist, All Subgroups, Principal	Professional Development, Content Area Agendas and 21st Century Attendance	Effective	Ezra L. Nolan has 100% participation rate in attendance of Grade Level and Content Area Meetings. Every studwent has been afforded the opportunity to particicpate in the 21st Century Afterschool Program. To this date, every student has enrolled in the 21st Century Afterschool Program.	Students regularly attend the 21st Century Afterschool Program. Project Based Learning activites comprise of the academic portion of the program. On a daily basis, students attend enrichment opportunities in an effort to address interpersonal relationships. Project Based Learning activity meetings take place two days a week. During these meeting, data is analyzed and the curriculum is reviewed.

Data Review & Analysis 6

School Name: Ezra L Nolan 40 Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Teachers ensure that student learning objectives are specific, measurable, realistic and timely, and are aligned to the standards-based	All Teachers, Content Area Specialist, Supervisors, Principal	WalkThrough Data, Formal and Informal Assessment Results		All teachers in the building are writing 3-Part Learning Objectives. There lessons are alligned to the district curriculum and Common Core. Data walls are present in the classrooms to reflect student learning.	Achievement Series must be utilized on a more frequent basis to analyze assessment data and use that data to drive instruction. Data from Teach to One Math curriculum While data walls and data sheets are completed on a regular basis, there is minimal evidence that the data is being used to drive instruction.
Teach To One math curriculum that provides daily data reports to identify individual student weaknesses and create an inidiviudalized learning plan for each student.	Math Teachers, Math Specialist, Math Supervisors, Principal and All Subgroups	Teach to One Play List Demos, MAP Assessment, ADAM	Effective	Upon the completion of the second marking period, 56% of sixth graders, 57% of seventh graders and 66% of eighth graders passed their individual Play List Demos. Play List Demo assessments are determined based on the individualized instruction given during each round.	Teach to One math curriculum offers individualized instruction through the use of Exit Slips. This ensures that each student receives instruction based on his or her individual needs. Since Teach to ONE is a technology-based program, students were issued a laptop to support their academic achievement. These laptops are utilized to complete routine classwork, project-based learning tasks and exit slips.
Effecitive Professional Development on the implementation of team building, goal setting, collaboration and facilitation skills.	All Teachers, Content Area Specialist, Principal	Professional Development Agendas, Professional Development Presentations, Content Area Meetings, School Initiatives	Effective	Six professional development sessions were designed to help teachers in the following areas: team building, goal setting, collaboration and facilitation skills.	During Professional Development opportunities, teachers worked on school initiatives to focus on the possitive things occuring at Ezra L. Nolan Middle School. Teacher incentives are being finialized for the 2015-2016 academic school year in an effort to build comradery and maximize teacher output.
Liberty Science Center to provide hands on classroom experiences and teacher professional development onsite at LSC.	Science Teachers, All Students	Liberty Science Center Activity Plans	Effective	Students attend Liberty Science Center on a weekly basis to work on hands on activites and complete experiments. Students regularly see iMax movies in an effort to maximize prior knowledge prior to completing hands on	Hands on activities and experiments peak student interest and motivate students to work harder in class so that they can particpate in the Liberty Science Center activites. Students are exposed to activites and experiments that are not easily accessible in the classroom.
Achieve 3000 (Achieving Success For College & Career Readiness)	ELA, Science, Social Studies	Usage & Performance Reports; Lexile Performance Reports	Effective	During the 2014-2015 school year, students will complete a minimum of 1 Lesson per week, aiming for a score of 75% accuracy. Students will monitor their Lexile Gains in the Career Center by charting their monthly progress. Teachers use report data to monitor student progress, evaluate and provide feedback on student work.	100% of teachers utilzing Achieve 3000 received two half-day training sessions on the program. 75% of teachers utilzing the program viewed a demonstration lesson on whole group instruction using a stretch text. Classes using Achieve 3000 averaged an increase in 23+ for student Lexile scores. Classess averaged 90 activities completed from November -March.

Root Cause Analysis

7

Modifying Cells to Display Text
Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

School Name: Ezra L Nolan 40 Date:

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes *(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)*	Strategies to Address Challenge *(What does the root cause imply for next steps in improvement planning?)*		Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	73.2% of the school-wide population is not proficient based on the 2013-2014 NJASK. 94.3% of SWD (SG1) are not proficient. 75.8% of African American students(SG2) are not proficient.	* Writing and Reading strategies are not being implemented across all content areas. * Data are not being used to build upon student strengths to address their needs which result in a lack of differentiated opportunities and flexible grouping. * There is a lack of effective implementation of strategies introduced/aquired during professional development opportunities. * Effective, efficient writing and reading conferences are not conducted on a daily basis.	1:	Teachers across all content areas and administrators will be provided with job-embedded professional development focusing on aligning instructional practices with the 6-8 Reading and Writing Standards.	4 - Curriculum, Assessment & Intervention System
			2:	Teachers will implement small group instruction and guided reading and writing groups based on data collected from student conferences.	3 - Effective Instruction
			3:	Teachers will actively participate in PLC/Data meetings to analyze student reading and writing data in order to plan for differentiated instruction and flexible groups.	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	70.6% of the school-wide population is not proficient based on the 2013-2014 NJASK. 91.4% of SWD (SG1) are not proficient. 73.5% of African American students (SG2) are not proficient.	* Self-contained classrooms are not enrolled in Teach to One. * Teachers are not holding students accountable for the completion of performance tasks. * Students are unable to transfer skills from concepts learned in class and apply them to multi-step problems. * Not all Mathematics teachers possess needed content knowledge to help students become proficient in subject area.	1:	Students in self-contained classrooms with particpate in the Teach to One Mathematics Curriculum.	4 - Curriculum, Assessment & Intervention System
			2:	Teachers will ensure that students complete all performance tasks as evidenced by student working folders.	6 - Enabling the Effective Use of Data
			3:	Teachers will actively participate in professional development that focuses on maximizing instructional practices and creating engaging lessons that requires students to utilize higher order thinking skills.	3 - Effective Instruction
Climate & Culture (TP2)	According to the 2015 Cycle 4 Report, Chronic Absenteeism rate at Ezra L. Nolan is 14% and the suspension rate is 5%.	* There is no formal and systematic program in the school to address Chronic Absenteeism. * Students facing adversity do not have adaquate or sufficient support systems. * Students with multiple suspensions do not use positive avenues to deal with confrontations.	1:	An Attendance Committee with be created and tasked with developing a formal and systematic plan to address Chronic Absenteeism.	2 - School Climate & Culture
			2:	Students will have the opportunity to participate in a structured mentoring program that provides children facing adversity with strong and enduring, professionally supported, one-to-one relationships.	8 - Family Engagement
			3:	All stakeholders and students will participate in an advisory period on a daily basis in which the advisor (teacher) serves as the advocate for the student and the point person for the family within the school.	5 - Effective Staffing
Effective Use of Time (TP7)	There is a lack of structure and framework to transform from a Traditional Middle School to a STEM Middle School.	* Lack of STEM personnel with expertise to implement the STEM curriculum. * Professional development to assist the staff with infusing STEM principles into their daily lessons was not provided. * The science lab did not have the resources needed to conduct STEM activities.	1:	Identify a provider who will develop a STEM framework and structure as well as staff development.	1 - School Leadership
			2:	All students will attend extended classes with our partner Liberty Science Center.	7 - Effective Use of Time
			3:	Laptops will be managed in a manner where students will be able to access the neccassary tools and applications to complete assignments in all classes using school-issued devices.	3 - Effective Instruction

SMART Goal 1 8.i

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

SMART Goal **Specific/Strategic - Who? What?** **Measurable - %, How?** **Attainable - Reasonable?** **Relevant - Why?** **Timed - When?**	During the 2015-2016 school year, the school will implement a school wide Reading and Writing Initiative across all content areas that will result in a 15% gain in student proficiency on Expeditionary Learning and school-based assessments.	
Performance Challenge Being Addressed	73.2% of the school-wide population is not proficient based on the 2013-2014 NJASK. 94.3% of SWD (SG1) are not proficient. 75.8% of African American students(SG2) are not proficient.	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Teachers across all content areas and administrators will be provided with job-embedded professional development focusing on aligning instructional practices with the 6-8 Reading and	4 - Curriculum, Assessment & Intervention System
	2: Teachers will implement small group instruction and guided reading and writing groups based on data collected from student conferences.	3 - Effective Instruction
	3: Teachers will actively participate in PLC/Data meetings to analyze student reading and writing data in order to plan for differentiated instruction and flexible groups.	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 31, 2015,75% of all ELA teachers will have received job-embedded P.D. and have been exposed to literacy based demonstration lessons focusing on reading and writing core content standards as well as data analysis. 100% of ELA teachers will have analyzed student data in order to plan for differentiated instruction and flexible groups.	Sign-in Sheets, PD forms, Walk-through data	
EOC2	By January 15, 2016, 50% of all content area teachers and 100% of all ELA teachers will have received job-embedded P.D. and have been exposed to literacy based demonstration lessons focusing on reading and writing core content standards as well as data analysis. 100% of all content area teachers will have participated in PLC/Data meetings, in order to utilize protocols for examining student work and effective discussions. 100% of ELA teachers trained by the	Student Writing, Rubrics, Progress Monitoring Chart, Teacher Feedback, Product Reviews, PLC Agendas and Sign-in Sheets	
EOC3	By April 1, 2016, 100% of all content area teachers will have analyzed data and will be providing differentied instruction and flexible grouping.	Student Writing, Rubrics, Progress Monitoring Chart, Teacher Feedback, Product Reviews, PLC Agendas and Sign-in Sheets	
EOC4	By May 20, 2016, 50% of all students will receive at least a 3 out of 5 on the Scoring Rubric for the Prose Constructed Response Items and demonstrate at least 70% mastery on the reading component of the LAT and RST.	Student Writing, Rubrics, Progress Monitoring Chart, Teacher Feedback, Product Reviews	
EOC5	During the 2015-2016 school year, the school will implement a school wide Reading and Writing Initiative across all content areas that will result in a 15% gain in student proficiency on Expeditionary Learning and school-based assessments.	Student Writing, Rubrics, Teacher Feedback, Product Reviews	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Professional development will be provided to ELA teachers focusing on reading and writing core content standards as well as data analysis. Professional development will be monitored by the ELA Specialist & Principal	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/1/2015	Principal, ELA Specialist, ELA Teachers, Provider
2	1	Content area teachers will receive job-embedded P.D. and will be exposed to literacy based demonstration lessons focusing on reading and writing core content standards. Professional Development will be monitored by the ELA Specialist & Special Education Supervisor	3 - Effective Instruction	9/15/2015	6/30/2016	Special Education Supervisor, ELA Specialist, Content Area Teachers, Provider

SMART Goal 1 8.i

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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3	1	ELA Teachers will provide lessons and use instructional methods that will assist students in creating comprehensive essays that address all elements of literature	3 - Effective Instruction	10/1/2015	6/30/2016	Principal & ELA Teachers
4	3	Content area teachers will provide lessons and use instructional methods that will assist students in analyzing and synthesizing complex informational texts and multimedia when constructing a comprehensive piece of writing.	6 - Enabling the Effective Use of Data	10/15/2015	6/30/2016	Principal & Content Area Teachers
5	3	During weekly PLC's, ELA and Content Area teachers will utilize data protocols when examining student work in order to build on students' strengths. PLC's will be monitored by the Principal and Special Education Supervisor.	7 - Effective Use of Time	10/1/2015	6/30/2016	Principal,Supervisor, ELA Specialist, ELA & Content Area Teachers, Provider
6	3	ELA and Content Area teachers will utilize data analyzed in PLC's in order to differentiate instruction and create flexible grouping	6 - Enabling the Effective Use of Data	10/30/2015	6/30/2016	Principal, Supervisor, ELA Specialist, ELA & Content Area Teachers
7	2	Student PCR's will be analyzed and scored in order to assist ELA and Content Area teachers in identifying students' strengths in reading and writing.	6 - Enabling the Effective Use of Data	10/30/2015	6/1/2016	Principal, ELA Specialist, ELA Teachers, Content Area Teacher, Provider
8	1	ELA & Content Area teachers will utilize Professional books during PLC meetings that will facilitate with examing student work and effective discussions	4 - Curriculum, Assessment & Intervention System	10/30/2015	6/30/2016	Administrators & Supervisors, ELA Specialist, ELA Teachers
9	1	Implement a new ELA curriculum, Expeditonary Learning, as part of the Teacher Potential Project and use assessments embedded in the curriculum to monitor student performance	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Administrators, Supervisors, ELA Specialist, ELA Teachers
10	2	Students will use technology resources to produce, publish, and collaborate on high-quality student work via online platforms such as the Expeditonary Learning website.	3 - Effective Instruction	10/1/2015	6/30/2016	Administrators, Supervisors, ELA Specialist, ELA Teachers
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BUDGET DETAIL

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1,2,3	Language Arts Specialist	INSTRUCTION - Personal Services - Salaries	$ 91,060.00	Federal Title I

ONLY budget for funds NOT

SMART Goal 1 8.i

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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1,2,3	Health Benefits for Language Arts Specialist	INSTRUCTION - Personal Services - Salaries	$ 15,000.00	Federal Title I
1,2,3	TPAF	INSTRUCTION - Personal Services - Salaries	$ 11,246.00	Federal Title I
1,2,3	FICA	INSTRUCTION - Personal Services - Salaries	$ 6,967.00	Federal Title I
3	Purchase a PSAT test booklet for all eighth grade students	INSTRUCTION - Supplies & Materials	$ 1,500.00	Federal Title I

included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 2

8.ii

School Name: Ezra L Nolan 40 Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	During the 2015-2016 school year, students will show a gain of 15% on the NWEA MAP Assessment based on the pre and post assessment.	
Performance Challenge Being Addressed	70.6% of the school-wide population is not proficient based on the 2013-2014 NJASK	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Students in self-contained classrooms with particpate in the Teach to One Mathematics Curriculum.	4 - Curriculum, Assessment & Intervention System
	2: Teachers will ensure that students complete all performance tasks as evidenced by student working folders.	6 - Enabling the Effective Use of Data
	3: Teachers will actively participate in professional development that focuses on maximizing instructional practices and creating engaging lessons that requires students to utilize higher order	3 - Effective Instruction
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By September 30, 100% of students will be enrolled in the program and will attend the program on a daily basis in the Teach to One Blended Learning Labs, and will have completed all performace tasks assigned.	Teach to One Enrollment, print out of performance task.	
EOC2	By November 20, 2016, students who are not making adequate progress in the Teach to One program will receive assistance, tutoring and particpate in the 21st Century Extended Learning Program by Teach to One staff members. 100% of Math teachers will have recveived professional development on maximizing instructional practices and creating engaging lessons that requires students to utilize higher order thinking skills.	Progress Reports Gradebook Student Sign-In Sheet	
EOC3	By February 16, 2016, students will complete project based learning assignments and host a Teach to One Night where student work is displayed for families and peers in an effort to celebrate student achievement. Student needs have been identified and	Project Based Learning Activities Teach to One Night Flyer Sign in sheets	
EOC4	By April 22, 2016, 60% of students who receive assistance, tutoring and particpate in the 21st Century Extended Learning Program by Teach to One staff members have improved acadmeic achievement by increasing Play List Demo Assessment scores by 15%.	Play List Demo Assessment Score Student sign in sheets PARS report	
EOC5	During the 2015-2016 school year, students will show a gain of 15% on the NWEA MAP Assessment based on the pre and post assessment.	NWEA MAP Assessment Results	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Continue the implementation of Teach to One Math Classroom for all students in grades 6-8 / Interactive problem based learning system with web access for teachers and students and online assessment package.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/1/2015	Principal, SST Math Supervisor, Math Content Specialist
2	1	Utilize Teach To One as math curriculum that provides daily data reports to identify individual student weaknesses and create an inidiviudalized learning plan for each student.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Principal , SST Math Supervisor, Math Content Specialist

SMART Goal 2

8.ii

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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3	3	External provider will provide ongoing, job-embedded professional development to math teachers in the implmentation of the Teach To One Math Curriculum.	3 - Effective Instruction	9/1/2015	6/30/2016	Provider, Math Content Specialist
4	1	Purchase of replacement HP Chromebooks (75 Units) in an effort to fully implement Teach to One and PARCC. The endeavor helps provide an expanded repertoire of current technologies, software, hardware and internet based capabilities that are seemlessly integrated in learning experiences in the school, classrooms and students homes.	3 - Effective Instruction	9/1/2015	11/15/2015	Math Content Specialist, principal
5	1	Teachers will utilize resources from Teach to One Curriculum to create more engaging lessons and assignments that are task oriented and require students to utilize higher order thinking skills.	3 - Effective Instruction	9/1/2015	6/30/2016	Principal, Special Education Supervisor, Math Supervisor, Math Content Specialist
6	1	Students will complete project based learning assignments and host a Teach to One Night where student work is displayed for families and peers in an effort to celebrate student achievement.	2 - School Climate & Culture	9/1/2015	3/15/2016	Teach to One Staff, Math Content Specialist
7	2	Data Team will meet to examine, analyze and interpret student data systems efficiently.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Principal, Data Team, Data Specialist
8	2	Teachers will develop data walls and update weekly in an effort to utilize data to drive instruction.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Principal, Special Education Supervisor, Content Specialists
9	1	Replacement of supplies and materials to effectively implement the Teach to One program (whiteboards, communicators, markers, manipulatives etc.)	3 - Effective Instruction	9/1/2015	12/1/2015	Math Specialist
10	2	Students who are not making adequate progress in the Teach to One program will receive assistance, tutoring and particpate in the 21st Century Extended Learning Program by Teach to One staff members.	3 - Effective Instruction	9/1/2015	6/30/2016	Principal, Special Education Supervisor, Math Specialist, Staff
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BUDGET DETAIL

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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1,2,3	Math/Data Specialist	INSTRUCTION - Personal Services - Salaries	$ 56,787.00	Federal Title I
1,2,3	Health Benefits for Math/Data Specialist	INSTRUCTION - Personal Services - Salaries	$ 15,000.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget

SMART Goal 2

8.ii

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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1,2,3,	TPAF	INSTRUCTION - Personal Services - Salaries	$ 7,014.00	Federal Title I
1,2,3	FICA	INSTRUCTION - Personal Services - Salaries	$ 4,345.00	Federal Title I
1,2,3,4,5,6,7,8,9	Purchased services such as service contract for copy machine	SUPPORT SERVICES - Other Purchased Services	$ 10,000.00	Federal Title I

(see separate blue SIG budget tabs)

SMART Goal 3 8.iii

School Name: Ezra L Nolan 40 Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, the staff members of Ezra L. Nolan will collaboratively develop, model, support, implement and celebrate a safe and positive social and emotional school climate for all students as evidenced by a 15% reduction in the chronic absenteeism rate.	
Performance Challenge Being Addressed	According to the 2015 Cycle 4 Report, Chronic Absenteeism rate at Ezra L. Nolan is 14%	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: An Attendance Committee with be created and tasked with developing a formal and systematic plan to address Chronic Absenteeism.	2 - School Climate & Culture
	2: Students will have the opportunity to participate in a structured mentoring program that provides children facing adversity with strong and enduring, professionally supported, one-to-one	8 - Family Engagement
	3: All stakeholders and students will participate in an advisory period on a daily basis in which the advisor (teacher) serves as the advocate for the student and the point person for the family	5 - Effective Staffing
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By September 30, 2015, 100% of students will be assigned an Advisor to meet daily in small groups to enhance academic growth and establish connections with staff members. Through the use of extended time built into the schedule advisors will serve as the point person for home/school communication.	Advisory correspondance log sheets Attendance monitoring log Attendance Data Professional Development Sign In	
EOC2	By November 1, 2015, Up to 40 students will be matched to mentors from a provider. Mentors will provide students with role models that provide ongoing support, guidance to both the student and their family and reinforce appropriate behaviors beyond the school school day.	Attendance Data Suspension Data List of Mentees mentors sign in sheets	
EOC3	By January 15, 2016, A minimum of 25% of parents and 100% of students will complete a SLC created mid year school based survey on survery monkey focused on satisfaction in the area of meeting the needs of our students. Data results from the survey will guide decisions for modifications for the second half of the school year.	survey, completed surveys, analysis of surveys	
EOC4	By May 31, 2016, Host a minimum of 4 family engagement activities with a focus on celebrating student achievements. Activities include but are not limited to: academics (honor/credit roll), attendance (perfect attendance), STEM culminating activity presentations, Art Show and 21st Century Extended Day PBL Presentations.	Report Card Grades Attendance Data Parent Sign In Flyers	
EOC5	By June 2016, the staff members of Ezra L. Nolan will collaboratively develop, model, support, implement and celebrate a safe and positive social and emotional school climate for all students as evidenced by a 15% reduction in the chronic absenteeism rate.	Attendance Data Suspension Data List of Mentees mentors sign in sheets	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	A handbook will be created and distributed to students, parents and staff to inform students of the Ezra L. Nolan Student Expectations. Information included but not limited to: Attendance Policy, Uniform Policy, Requirements for Honor Roll/Credit Roll, Homework Policy etc.	2 - School Climate & Culture	9/1/2015	9/7/2015	Climate Specialist Administrator
2	1	Quarterly Assembly Programs will be held to present students with Honor Roll/Credit Roll and Perfect Attandance recognition.	8 - Family Engagement	11/20/2015	6/30/2016	Climate Specialist

SMART Goal 3

8.iii

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

3	1	Students qualifying as a "Great Student" on the Great Student Rubric will be eligible to be rewarded on a monthly basis. Categories include: Attendance & Punctuality, Organization & Preparedness, Work Responsibility & Behavior and Grades. Example of rewards: Gift card, School Specialty Item	2 - School Climate & Culture	10/1/2015	6/1/2016	Climate Specialist
4	1	Contract with provider to present at a monthly student assembly on topics including but not limited to: "Stay in Your Lane"and "Transitions" etc.	2 - School Climate & Culture	10/15/2015	6/1/2016	Climate Specialist Administrator
5	1	Contract with provider to present at a quarterly parent assembly on topics including but not limited"Helping Youth Starts with You" and "Killing More Than the Pain" etc.	8 - Family Engagement	11/15/2015	5/15/2016	Climate Specialist Administrator
6	1	Administrators, Teachers, Support Personnel and Para-Educators will plan and execute events such as Family Nights and Quarterly Culminating Activities to create opportunities to engage parents and students.	8 - Family Engagement	11/15/2015	5/15/2016	Administrators Teachers Support Staff Para-Educators
7	1	Contract provider to plan and execute team building activities for students during Jump Start 2016.	2 - School Climate & Culture	6/1/2016	6/30/2016	Climate Specialist Teachers Administrator
8	1	Stipends for Teachers, Support Personnel & Para-Educators will plan and execuate a Jump Start 2016 program for incoming 7th & 8th graders.	2 - School Climate & Culture	6/1/2016	6/30/2016	Administrators Teachers Support Staff Para-Educators
9	1	Provide supplies and materials for the effective implementation of 7th and 8th grade Jump Start 2016 such as flash drives, chart paper, notebooks	2 - School Climate & Culture	6/1/2016	6/30/2016	Climate Specialist Administrator
10	2	Contract with provider to provide mentor service to 40 students after school hours.	2 - School Climate & Culture	10/15/2015	6/30/2016	Climate Specialist Guidance Counselor Administrator
11	2	Montor provider will host quarterly family enagagement activities hosted at the school that include but are not limited to meet and greets between students, parent and mentors .	8 - Family Engagement	9/1/2015	6/30/2016	Climate Specialist Guidance Counselor Administrator
12	3	Contract with provider to provide professional development and job embedded professional development to effectivly implement an advisory period.	2 - School Climate & Culture	9/1/2015	6/30/2016	Climate Specialist Administrator
13	3	Provide students with a motivational book (selection to be school wide) to be read and discussed during specified advisory sessions.	2 - School Climate & Culture	11/1/2015	2/1/2016	Climate Specialist Teachers Administrator
14	3	All staff will work an extended school day to comply with additional instructional time requirements as written in SIG.	7 - Effective Use of Time	9/1/2015	6/30/2016	All staff Administrator
15	3	Workshop and/or seminar registration fees to provide staff with opportunities to improve instructional performance. (Cross Curriculum Professional Development)	3 - Effective Instruction	9/1/2015	6/30/2016	Principal, Special Education Supervisor, SST Supervisors, Content Specialists
16	3	Salaries for staff to participate in professional development opportunities beyond school hours. (After School Workshops and Saturday Workshops)	7 - Effective Use of Time	9/1/2015	6/30/2016	Principal, Special Education Supervisor, SST Supervisors, Content Specialists

SMART Goal 3

8.iii

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

17	3	Salaries for substitues to provide coverage for staff members attending workshops or professional development sessions.	5 - Effective Staffing	9/1/2015	6/30/2016	Principal, Special Education Supervisor, SST Supervisors, Content Specialists
18	1	An Attendance Committee will be formed to improve the current chronic absentee rate.	2 - School Climate & Culture	9/1/2015	6/30/2016	Climate Specialist Administrator
19						
20						

BUDGET DETAIL

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1,2,3	Climate & Culture Specialist	INSTRUCTION - Personal Services - Salaries	$ 108,080.00	Federal Title I
1,2,3	Health Benefits for Climate & Culture Specialist	INSTRUCTION - Personal Services - Salaries	$ 15,000.00	Federal Title I
1,2,3	TPAF	INSTRUCTION - Personal Services - Salaries	$ 13,348.00	Federal Title I
1,2,3	FICA	INSTRUCTION - Personal Services - Salaries	$ 8,269.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 4

8.iv

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 100% of 6th grade teachers will have received professional development on educational theory on persistence, inquiry based pedagogy, STEM content, and intentional strategies to assist non-stem staff make connections to STEM in content level meetings.	
Performance Challenge Being Addressed	There is a lack of structure and framework to transform from a Traditional Middle Sc	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Identify a provider who will develop a STEM framework and structure as well as staff development.	1 - School Leadership
	2: All students will attend extended classes with our partner Liberty Science Center.	7 - Effective Use of Time
	3: Laptops will be managed in a manner where students will be able to access the neccassary tools and applications to complete assignments in all classes using school-issued devices.	3 - Effective Instruction
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 15, 2015 school leadership and provider will meet to establish a plan for implementing the STEM Model. Provider will work collaboratively with school leadership to develop a plan to transition the school to a STEM model.	STEM Implementation Plan	
EOC2	By January31, 2016, all 6th grade teachers will have participated in STEM professional development (with a concentration on the engineering design process, educational theory on persistence an inquiry based pedagogy) in respect to making connections to subject areas to help implement instructional links across the curriculum.	Modified lesson plans with STEM linkage, sign in sheets for PD	
EOC3	By March 30, 2016, all students will have participated in extended classes with Liberty Science Center. Students will have completed pre and post visit assignments rooted in the their laboratory experiences utilizing lap tops and Mac Lab.	Pre and Post Writing Assignments, curriculum from Liberty Science ctr., Attendance sheets.	
EOC4	By May 31, 2016, students will have hosted three STEM Themed Project Nights for family and friends to both display and discuss their research and execuation of their marking period project.	Parent Attendance Projects Activity Plan for Projects	
EOC5	By June 2016, 100% of 6th grade teachers will have received professional development on educational theory on persistence, inquiry based pedagogy, STEM content, and intentional strategies to assist non-stem staff make connections to STEM in content level meetings.	Sign in sheets, teacher evaluations, student projects, formative data.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Contract with provider to collaboratively develop a plan to transition the school to a STEM school.	1 - School Leadership	9/1/2015	10/15/2015	Principal, Provider
2	1	Provider will provide professional development sessions to 6th grade teachers on educational theoryon persistence, inquiry based pedagogy, STEM content etc.	3 - Effective Instruction	9/1/2015	6/30/2016	Principal Grade 6 Teachers
3	1	Throughout the school year, in grade level meetings, 6th grade teachers will create and maintain the focus on STEM concepts in meaningful ways across the curriculum.	7 - Effective Use of Time	9/1/2015	6/30/2016	Principal Grade 6 Teachers

SMART Goal 4 8.iv

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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4	1	Provider will provide job embedded professional development to 6th grade teachers trained on the STEM Model to assist in creating STEM linkages in all content areas.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Principal Grade 6 Teachers
5	2	Contract with Liberty Science Center to provide extended learning opportunities with a specific focus on STEM principles.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Principal Science Teachers
6	2	Provide bus transportation for students to attend Liberty Science Center.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Principal Science Teachers
7	2	Provide supplies and materials (Science notebooks, 2 class sets Ipads) for students to complete pre and post visit assignments.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Principal Science Teachers
8	3	Administration will provide professional development on content of the selected STEM marking period themes. Themes will be project based.	1 - School Leadership	9/15/2015	4/15/2016	Principal
9	3	The Mathematics Department will spearhead Marking Period 1 STEM Theme (Grade 6): K'NEX Middle School Math Set	4 - Curriculum, Assessment & Intervention System	9/10/2015	11/15/2015	Principal Math Department Teacher
10	3	K'NEX Middle School Math building supplies and material will provided for implementation of Marking Period 1 STEM Theme	4 - Curriculum, Assessment & Intervention System	9/1/2015	9/30/2015	Principal Math Teachers
11	3	Students will complete project based activity in Marking Period 1 and host presentation night for family and friends showcasing their projects.	8 - Family Engagement	11/15/2015	12/1/2015	Grade 6 Students Math Teachers Climate & Culture Specialist
12	3	The Language Arts Department will spearhead Marking Period 2 Stem Theme (Grade 8): "Career Opportunities in STEM"	4 - Curriculum, Assessment & Intervention System	12/1/2015	2/15/2016	Grade 8 Students LA Teachers Climate & Culture Specialist
13	3	Students will be provided supplies and materials (poster board, color printer, resume paper etc) to research, explore and create displays to host "mock job fair" for family and friends at the end of the marking period.	8 - Family Engagement	2/15/2016	3/1/2016	Grade 8 Students LA Teachers Climate & Culture Specialist
14	3	The Science Department will spearheard Marking Period 3 Stem Theme (Grade 7): K'NEX Forces, Energy and Motion Set	4 - Curriculum, Assessment & Intervention System	2/15/2016	4/15/2016	Grade 7 Students Science Teachers Climate & Culture Specialist
15	3	Students will complete project based activity in Marking Period 3 and host presentation night for family and friends showcasing their projects.	8 - Family Engagement	4/15/2016	5/1/2016	Grade 7 Students Science Teachers Climate & Culture Specialist
16	3	Display cases will be purchased to display STEM projects.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/15/2015	Principal
17	3	The Social Studies Department will spearhead Marking Period 4 STEM Theme (Grade 6) Project Earth	4 - Curriculum, Assessment & Intervention System	4/15/2016	6/10/2016	Grade 6 Students Social Studies Teachers Climate & Culture Specialist

SMART Goal 4 8.iv

School Name: Ezra L Nolan 40 Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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18	1	Students will complete project based activity in Marking Period 4 and host presentation night for family and friends showcasing their projects.	8 - Family Engagement	6/10/2016	6/20/2016	Grade 6 Students Social Studies Teachers Climate & Culture Specialist
19	3	Staff members will attend SIG Summer Leadership Conference for guidance in writing SIG Continuation in Summer 2017.	3 - Effective Instruction	6/30/2016	6/30/2016	Administration
20	1	Special Education Supervisor will be hired to implement the STEM model and ensure the Special Education Department is fully engaged in all initiatives.	5 - Effective Staffing	9/1/2015	6/30/2016	Human Resources

BUDGET DETAIL

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
7,15,16,17,18	Supplies and materials to implement action steps	INSTRUCTION - Supplies & Materials	$ 25,000.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

BUDGET NARRATIVE

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40 Date: 6/1/2015

	Year 2 Approved Allocation (see NGO Section 1.2 for approved amount)	2015-2016 Requested Allocation
LEA (maximum 5% administrative)		
School		
Total	$ 1,243,280.00	$ 1,243,28

Provide a narrative outlining the manner in which requested funds support the project activity plan and are aligned to the requirements of the selected SIG model.

Amount 100-100

Description: Funding allocation for the 100-100 account is inclusive of the following salaries: Teacher, Teacher Assistant , Para-Professionals and support staff for the extended learning time; stipends for teachers, teacher assistants, teacher aides and administrators to attend professional development workshops. Stipends per day fo substitutes providing coverage for teachers attending professional development. Stipends for teachers, teacher assistants, support teachers and teacher aides to organize, host, and direct events beyond regular school hours. Stipends for teachers, support teachers, teacher assistants, and teacher aides to provide instructional time. Stipend for one half of the salary for Special Education Supervisor. Also, included is the cost for teachers, support teachers and teacher assistants to organize and host Jumpstart for incoming 6th,7th, and 8th grade students in Summer 2016.

Justification: To effectively implement the goals and activities outlined in the School Improvement Grant at the Ezra L. Nolan STEM Academy, salary/stipend funding ha been allocated to complete the required extedned learning time component of 300 hours for students. This is directly linked to Smart Goal 3 in which the staff membe of Ezra L. Nolan Middle School will collaboratively develop, model, support and celebrate a safe and positive social and emotional school climate for all students as evidenced by a 5% reducation in the chronic absenteeism rate. One forty five minute period has been added to the school day. Stipend funding has been allocated for teachers, teacher assistants, support teachers and teacher aides to attend professional development workshops. As outlined in Smart Goal 2, Steps 13 & 14, funding h been allocated to provide instructional staff with ongoing job embedded professional development that is aligned with the schools comprehensive instructional progra Salary/stipend funding has been allocated for teachers, support teachers, and teacher aides to organize, host and direct events beyond regular school hours, such as culminating project expos and family nights. This directly links to Goal 3 Step 8, in which students will complete project based activities and host presentation nights fo family and friends showcasing their projects. Salary/stipend funding for teachers to organize and host Jumpstart for incoming 6th, 7th and 8th graders in Summer 201 linked to Goal 3, Step 10. A Special Education Supervisor will be hired in order to provide on-going job-embedded professional development and conduct teacher evaluations.

TOTAL AMOUNT ALLOCATED: $265,810

Account 200-100

Description: Funding allocation for support teachers to provide extended instructional time as per the SIG requirement. Stipends for Support Teachers to organize and

Return to Instructions

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BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 3 Step 16	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Teachers/Teacher Assistants to Attend Professional Development Workshops after contracted school hours	1 Teacher @ 40.00 ph x 30 hours = $1,200 27 Teachers x $1,200 = ~~$36,000~~ $32,400 2 Teacher Assistants x $1,200 = $2,400	$ 34,800.00
Goal 3 Step 16	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Administrators to Attend Professional Development Workshops after contracted school hours	1 Administrator @ $60.00 ph X 30 hours = $1,800 2 Administrators x $1,800 = $3,600	$ 3,600.00
Goal 3 Step 16	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Support Teachers to Attend Professional Development Workshops after contracted school hours	1 Teacher @ $40.00 ph x 30 hours = $1,200 10 Teachers x $1,200 = $12,000	$ 12,000.00
Goal 3 Step 16	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Teacher Aides to Attend Professional Development Workshops after contracted school hours	1 Teacher Aides @ $15.00 ph x 30 hours = $450 3 Teacher Aides x $450 = $1350	$ 1,350.00
Goal 3 Step 17	100 - 100: Full-Time & Part Time Salaries - Instruction	Per day salary for substitutes providing coverage for teachers attending SIG professional development.	1 Substitute @ $100.00 per day = $100 50 Substitutes x $100.00 per day = $5,000	$ 5,000.00

200-100 51750 ✓ 100-100 5000 ✓ 56750

10

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 3 Step 6	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Teachers/Teacher Assistants to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	1 Teacher @ 40.00 ph x 8 hours = $320 10 Teachers x $320 = $3,200 1 Teacher Assistants x $320 = $320	$ 3,520.00
Goal 3 Step 6	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Support Teachers to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	1 Teacher @ $40.00 ph x 8 hours = $320 10 Teachers x $320 = $3,200	$ 3,200.00
Goal 3 Step 6	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Teacher Aides to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	1 Teacher Aides @ $15.00 ph x 8 hours = $120 1 Teacher Aides x $120 = $120	$ 120.00
Goal 3 Step 6	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Administrators to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	1 Administrator @ $60.00 ph X 8 hours = $480 2 Administrators x $480 = $960	$ 960.00

200-100
7800 ✓

7800

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

10

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 3 Step 8	100 - 100: Full-Time & Part Time Salaries - Instruction	Stipends for Teachers to organize and host Jumpstart for incoming 6th grade students, 7th and 8th graders in Summer 2016.	1 Teacher @ 40.00 ph x 20 hours = $800 5 Teachers x $800 = $4,000	$ 4,000.00 ✓
Goal 3 Step 8	100 - 100: Full-Time & Part Time Salaries - Instruction	Stipends for Support Teachers to organize and host Jumpstart for incoming 6th grade students (2 days), 7th (1day) and 8th graders (1 day) in Summer 2016.	1 Support Teacher @ 40.00 ph x 20 hours = $800 3 Support Teachers x $800 = $2,400	$ 2,400.00 ✓
Goal 3 Step 14	100 - 100: Full-Time & Part Time Salaries - Instruction	Stipends for Teachers to provide extended instructional time as per the SIG requirement.	1 Teacher @ 40.00 ph x 175 hours = $7,000 27 Teachers x $7,000 = $189,000	$ 189,000.00 ✓
Goal 3 Step 14	~~200~~ 100 - 100: Full Time and Part Time Salaries Support Services	Stipends for Support Teachers to provide extended instructional time as per the SIG requirement.	8 Support Teachers x $7,000 = $56,000	$ 56,000.00 ✓
Goal 3 Step 14	100 - 100: Full-Time & Part Time Salaries - Instruction	Stipends for Teacher Assistants to provide extended instructional time as per the SIG requirement.	2 Teacher Assistants x $7,000s = $14,000	$ 14,000.00 ✓

100-100 265400 ✓

265400

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Goal 3 Step 14	100 - 100: Full-Time & Part Time Salaries - Instruction	Stipends for Teacher Aides to provide extended instructional time as per the SIG requirement.	1 Teacher Aides @ $15.00 ph x 175 hours = $2,625 2 Teacher Aides x $2,625 = $5,250	$ 5,250.00
Goal 4 Step 20	200 - 100: Full Time and Part Time Salaries Support Services	One half of the salary for Special Education Supervisor. The Special Education Supervisor will provide direct instructional support to all Special Education Teachers. Supervisory Salary $110,000.00	.5 Special Education Supervisor $55,000	$ 55,000.00
Goal 4 Step 19	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for SIG Leadership Academy	1 Support Teachers @ $40.00 ph x 7 hours = $280 3 Support Teachers x 4 days x $280 = $3,360.00	$ 3,360.00
Goal 4 Step 19	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for SIG Leadership Academy	Principal 1/209th Salary = $622 per day $622 x 4 days = $2,488.00	$ 2,488.00
Goal 4 Step 19	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for SIG Leadership Academy	Special Education Supervisor 1/209th Salary = $526 per day $526 x 4 days = $2,104.00	$ 2,104.00

100-100 200-100 68202

BUDGET DETAIL FORM B

Personal Services - Employee Benefits
Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40 Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 12.35%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH ____%	OTHER SPECIFY: ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Stipends for Teachers/Teacher Assistants to Attend Professional Development Workshops after contracted school hours	$ 34,800	$ 2,662									$ 2,662
Stipends for Administrators to Attend Professional Development Workshops after contracted school hours	$ 3,600	$ 276									$ 276
Stipends for Support Teachers to Attend Professional Development Workshops after contracted school hours	$ 12,000	$ 918									$ 918
Stipends for Teacher Aides to Attend Professional Development Workshops after contracted school hours	$ 1,350	$ 104									$ 104
Per day salary for substitutes providing coverage for teachers attending SIG professional development.	$ 5,000	$ 383									$ 383
Stipends for Teachers/Teacher Assistants to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	$ 3,520	$ 270									$ 270

BUDGET DETAIL FORM B

Personal Services - Employee Benefits
Function & Object Codes 200 - 200

11

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40 Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 12.35%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH ____%	OTHER SPECIFY: ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Stipends for Support Teachers to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	$ 3,200	$ 245									$ 245
Stipends for Teacher Aides to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	$ 120	$ 10									$ 10
Stipends for Administrators to organize, host and direct events beyond regular school hours, such as culminating project expos, family nights etc.	$ 960	$ 74									$ 74
Stipends for Teachers to organize and host Jumpstart for incoming 6th grade students, 7th and 8th graders in Summer 2016.	$ 4,000	$ 306									$ 306
Stipends for Support Teachers to organize and host Jumpstart for incoming 6th grade students (2 days), 7th (1day) and 8th graders (1 day) in Summer 2016.	$ 2,400	$ 184									$ 184

8/9

BUDGET DETAIL FORM B

Personal Services - Employee Benefits
Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40 Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 12.35%	PERS ____%	WRKR'S COMP ____%	UNEMPLY. ____%	DISABIL. ____%	HEALTH ____%	OTHER SPECIFY: ____ ____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Stipends for Teachers to provide extended instructional time as per the SIG requirement.	$ 189,000	$ 14,459									$ 14,459
Stipends for Support Teachers to provide extended instructional time as per the SIG requirement.	$ 56,000	$ 4,284									$ 4,284
Stipends for Teacher Assistants to provide extended instructional time as per the SIG requirement.	$ 14,000	$ 1,071									$ 1,071
Stipends for Teacher Aides to provide extended instructional time as per the SIG requirement.	5250 ~~$ 2,625~~	402 ~~$ 201~~									402 ~~$ 201~~
One half of the salary for Special Education Supervisor. The Special Education Supervisor will provide direct instructional support to all Special Education Teachers.	$ 55,000	$ 4,208	6793					12650			$ 23,651
Stipends for SIG Leadership Academy	$ 3,360	$ 257									$ 257
Stipends for SIG Leadership Academy	$ 2,488	$ 190									$ 190
Stipends for SIG Leadership Academy	$ 2,104	$ 161									$ 161

200-200
49901

44,475

12

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 2 Step 3	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Contract with Teach to One Math Program - Training, Support and Professional Development and Job Embedded Professional Development	$175,000	1 year contract	$ 150,000
Goal 3 Step 4	100 - 300: Purchased Professional and Technical Services (instructional)	Contract with provider for quarterly student assembly on various safety and character development topics such as Stay In Your Lane, Transitions and Straight Talk	$750	4 workshops	$ 3,000.00

200-300 150,000 ✓ 100-300 3,000 ✓ 153000

BUDGET DETAIL FORM C

Purchased Professional and Technical Services
Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 3 Step 5	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Contract with provider for quarterly parent assembly program on various safety and character development topics	$750	4 workshops	$ 3,000 ✓
Goal 3 Step 7	100 - 300: Purchased Professional and Technical Services (instructional)	Contract with provider to provide team building/leadership program for students during the Jumpstar Program 2016	$900	4 days	$ 3,600 ✓
Goal 3 Step 10	100 - 300: Purchased Professional and Technical Services (instructional)	Contract with provider to provide their mentoring service for 40 students.	$1,200	40 students	$ 48,000 ✓

200-300 . 100-300 . 54600

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

12

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
Goal 3 Step 12	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Contract with provider to provide job embedded professional development for the effective implementation of an advisory period.	$750	2 sessions	$ 1,500

200-300 . 1500

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 1 Step 9	100 - 600: Instructional Supplies and Textbooks	Purchase flash drives for students and ink to support the creation of writing portfolios	$2,851.00		$ 2,851 ✓
Goal 1 Step 7	200 - 600: Noninstructional Supplies and Materials	Purchase of professional books for teachers in Professional Learning Communities	$1,800.00		$ 1,800

100-600 2851 ✓

200-600 1800 ✓

4651

Return to Instructions

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BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Goal 2 Step 4	100 - 600: Instructional Supplies and Textbooks	Replacement of HP Chromebooks utilized by students for the TTO Program	$304.00	50	$ 15,200 ✓
Goal 2 Step 15	100 - 600: Instructional Supplies and Textbooks	Supplies and materials for the TTO Program such as whiteboards, markers, communicators, manipulatives etc.	$12,000		$ 12,000
Goal 3 Step 9	100 - 600: Instructional Supplies and Textbooks	Supplies and materials for students to effectively implement the Jumpstart Program 2016. Supllies include the following: pens, pencils, paper, folders, etc.	$10.00	100	$ 1,000
Goal 4 Step 7	200 - 600: Noninstructional Supplies and Materials	AV Adapter - USB-C Digital Multiport Adapter for teachers to hook up their Ipad to the Smartboard	$35.00	30	$ 1,050
					29250

100-600 15200 ✓

200-600 1050 ✓

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant

SCHOOL NAME: Ezra L Nolan 40

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Sevices, Travel, Indirect Costs, Buildings
Function & Object Codes 100 - 500, 100 - 800, 200 - 400, 200 - 500, 200 - 580, 200 - 800, 200 - 860, 400 - 720

NGO TITLE: School Improvement Grant
SCHOOL NAME: Ezra L Nolan 40 Date:

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
Goal 2 Step 2	100 - 500: Other Purchased Services	Purshase of student licenses for the Teach to One program.	$ 61,875
Goal 3 Step 3	100 - 800: Other Objects	Purchase of incentives (school specialty items etc) for students to support the Great Student Rubric.	$ 2,500
Goal 1 Step 1	~~100 - 500:~~ Other 200-300 Purchased Services	Contract with provider to provide PARCC workshops, demonstration lessons, student product review and in-class support.	$ 80,000
Goal 1 Step 10	100-500	Contract with provider to provide web based support for struggling readers.	$ 10,000

100-500 $61,875 ✓ 100-800 $2,500 ✓ 200-300 $80,000 ✓

Refer to the Instructions

1

BUDGET DETAIL FORM G

LEA Administrative Costs - *Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Sevices, Travel, Supplies, Other Objects, Equipment*

Function & Object Codes 200 - 100, 200 - 200, 200 - 300, 200 - 400, 200 - 500, 200 - 580, 200 - 600, 200 - 800, 400 - 732

NGO TITLE: School Improvement Grant

Date: _____

SCHOOL NAME: Ezra L Nolan 40

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / COST CALCULATION	GRANT REQUEST AMOUNT

17

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET

School Name: MS #40 JERSEY CITY Ezra L. Nolan Middle School

Date:

Lea Name:

NGO Title: School Improvement Grant (Cohort 3 - Year 2)

NGO #:

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL	SIG FUNDS	SIG ADMIN FUND	SIG TOTAL
INSTRUCTION									
Personnel Services - Salaries	100-100	$ -	$ 352,116	$ -	$ -	$ 352,116	$ 219,650		$ 275,650 ~~219,650~~
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -	$ 54,600		$ ✓ 54,600
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -	$ 141,875		$ 71875 ~~141,875~~
Supplies & Materials	100-600	$ -	$ 26,500	$ -	$ -	$ 26,500	$ 31,051		$ ✓ 31,051
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -	$ 2,500		$ ✓ 2,500
SUBTOTAL - INSTRUCTION		$ -	$ 378,616	$ -	$ -	$ 378,616	$ 449,676		$ 435676 ~~449,676~~
SUPPORT SERVICES									
Personnel Services - Salaries	200-100	$ -	$ -	$ -	$ -	$ -	$ 178,502	$ -	$ 122502 ~~178,502~~
Personnel Services - Employee Benefits	200-200	$ -	$ -	$ -	$ -	$ -	$ 49,706	$ -	$ ✓ 49957 ~~49,706~~
Purchased Professional & Technical Services	200-300	$ -	$ -	$ -	$ -	$ -	$ 154,500	$ -	$ 234500 ~~154,500~~
Purchased Property Services	200-400	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	200-500	$ -	$ 10,000	$ -	$ -	$ 10,000	$ -	$ -	$ -
Travel	200-580	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	200-600	$ -	$ -	$ -	$ -	$ -	$ 2,850	$ -	$ ✓ 2,850
Other Objects	200-800	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Indirect Costs	200-860	$ -	$ -	$ -	$ -	$ -			
SUBTOTAL - SUPPORT SERVICES		$ -	$ 10,000	$ -	$ -	$ 10,000	$ 385,558	$ -	$ 409459 ~~385,558~~
Buildings	400-720	$ -	$ -	$ -	$ -	$ -			
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -			$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -			$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -			$ -
TOTAL COST		$ -	$ 388,616	$ -	$ -	$ 388,616			$ ~~835,234~~ 845,435

845,435