Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

15 FY | SG08 NGO# | G02 WKL

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

SECTION II:

COUNTY: 17
LEA/OTHER: 2390
SCHOOL: 345

COUNTY NAME: Hudson

Jersey City Public Schools
APPLICANT AGENCY

346 Claremont Avenue
AGENCY ADDRESS

Jersey City | New Jersey | 07305
CITY | STATE | ZIP

(201) 915-6020 | (201) 915-6787
AGENCY TELEPHONE NUMBER | AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Dr. Magda Savino, Director

TELEPHONE NUMBER: (201)915-6203 FAX#: (_201)915-9676

BUSINESS MANAGER: Luiggi Campana PHONE#: (201) 915-6275

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

YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: $ 1,243,280

APPLICATION CERTIFICATION:

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

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

Marcia V. Lyles
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Marcia V. Lyles
(Please print or type name)

Superintendent of Schools
TITLE

6/9/15
DATE

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

SECTION III:

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

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON **06/11/2015**

Form L-1

BOARD RESOLUTION TO APPLY

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

The _Jersey City_ Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

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

$__1,243,280__.00,

starting on _September 1, 2015_, and

ending on _August 31, 2016_.

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

____June 19_____, 2015

Secretary of the Board

June 9 2015

Date

Form L-2

GENERAL ASSURANCES

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

Legal authority

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

Access to records

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

Conflict of Interest

Shall establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain in accordance with §200.112 of the Uniform Grant Guidance (UGG).

Non-discrimination

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

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

Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;

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

Hatch Act

Shall comply, as applicable, with provisions of the *Hatch Act* (5 *U.S.C* 1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Trafficking Victims Protection Act

Shall comply with the requirements of §106(g) of the *Trafficking Victims Act (TVPA) of 2000,* as amended (22 *U.S.C.* 7104), which prohibits grant award recipients or a sub-recipient from: (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect; (2) Procuring a commercial sex act during the period of time that the award is in effect; or (3) Using forced labor in the performance of the award or subawards under the award.

Lobbying

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

Debarment and Suspension

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

Drug Free Workplace

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

Equal Employment Opportunity

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

General Educational Provisions Act (GEPA)

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

Education Department General Administrative Regulations (EDGAR)

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

Stevens Amendment

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

Federal Fiscal Accountability and Transparency Act (FFATA)

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

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

Administration

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

NJ Public School Contracts Law

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

Board Resolution

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

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

NJDOE approved grant application.

Uniform Grant Guidance

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

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

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

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

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

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

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

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

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

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

Student Records and Privacy

Shall comply with the provisions of:

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

Safe and Drug Free Schools

Shall comply with the provisions of:

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

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

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

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

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

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

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

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

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

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

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

LEA

Signature: *Chief School Administrator*

6/9/15

Date

Dr. Marcia V. Lyles

Print Name

Form L-3

Documentation of Federal Compliance (DUNS/SAM) Form

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

Part I – Applicant Organization

Organizational Name of Applicant *Jersey City Board of Education*

Address *346 Claremont Avenue, Jersey City, NJ 07305*

DUNS number *077542942*

Expiration Date of SAM registration *Not Yet Assigned*

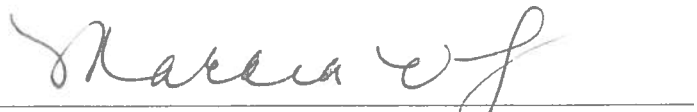
Congressional District *10th Congressional District*

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.*



Signature of Chief School Administrator

Dr. Marcia 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.

JERSEY CITY

Entity Dashboard

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

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 L-4

Review of LEA Mission, Vision and Project Summary

LEA: Jersey City Public Schools

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

	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.

The LEA has selected the Transformation Model for implementation at the Ezra L. Nolan MS#40 STEM Academy based on a comprehensive needs assessment and identification of root causes for its continuing failure to improve school effectiveness, student achievement, school climate, and graduation rates, which clearly indicated a critical need to take more extreme measures for school-wide reform. Implementation of the project over a three-year period will provide the opportunity to take the full range of actions required to achieve the needed school transformation and student achievement outcomes. The LEA will provide greater school-level autonomy with more flexibility for the principal of the school in the selection of staff, budgeting, scheduling, and in the selection of professional development providers by the elimination of barriers to facilitate full implementation. The project will include all SIG required and permissible activities and a range of research-based reform strategies that will support effective implementation, embedding, and sustainability during and following the three-year grant period. All reform strategies and project activities will be aligned to identified school needs and the goals and success indicators for improvement of the school, and student academic achievement.

Form L-5

LEA COMMITMENT AND CAPACITY UPDATE

LEA: Jersey City Public Schools

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

LEA Commitment & Capacity: Activity #1 – Management of External Providers			
Evidence of Implementation Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA has a process to recruit, screen and select quality external providers.	The LEA will recruit external providers through advertisement and bid announcements per LEA policy. The Principal and the Division Director will screen all external providers using established LEA criteria to evaluate providers and select only those providers considered to be of high quality. The Principal will select the external provider in consultation with the Division Director, and final approval will be given by the Superintendent per LEA policy. The LEA will exhibit thoroughness in vetting the capacity, expertise, experience and track record of potential external providers before engaging in a contractual relationship. The LEA will ensure that hiring of external providers will occur in a timely fashion through management by the Division Director, who will obtain Superintendent approval and facilitate the process with the	In Year 2, the LEA will continue to recruit external providers through advertisement and bid announcements per LEA policy. The Principal and Division Director will continue to screen all external providers using established LEA criteria to evaluate providers and select only those providers considered to be of high quality. The Principal will continue to select the external provider in consultation with the Division Director, and final approval will be given by the Superintendent per LEA policy. The LEA will continue to exhibit thoroughness in vetting the capacity, expertise, experience and track record of potential external providers before engaging in a contractual relationship. The LEA will continue to ensure that hiring of external providers will occur in a timely fashion through management by the Division Director, who will obtain Superintendent approval and facilitate the process with the Business Office and Legal Department.	September 2015-August 2016

	Business Office and Legal Department. The following steps provide the blueprint for the LEA in creating a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services: 1. Identify unambiguous reasons for hiring an external partner; 2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair (according to NJ regulations); 3. Articulate specific goals of the relationship with the external provider, including measurable expectations and criteria for selection of external providers to meet these goals; 4. Create conditions to attract multiple high quality external provider (e.g. extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes); 5. Budget adequate funding to support relationship with external partner for duration of contract; 6. Develop a rigorous process to select an external provider whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to	The following steps will continue to provide the blueprint for the LEA in creating a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services: 1. Continue to identify unambiguous reasons for hiring an external partner; 2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair (according to NJ regulations); 3. Continue to articulate specific goals of the relationship with the external provider, including measurable expectations and criteria for selection of external providers to meet these goals; 4. Continue to implement conditions that will attract multiple high quality external provider (e.g. extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes); 5. Continue to budget adequate funding to support relationship with external partner for duration of contract; 6. Continue to implement a rigorous process to select an external provider whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the	

	scope, a site visit to schools receiving services from the external partner); 7. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth; 8. Provide support as needed and appropriate but do not micro-manage external provider; 9. Evaluate the external provider's progress toward goals; and, 10. Define consequences for failure (e.g. termination or modification of contract).	external partner); 7. Continue to negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth; 8. Continue to provide support as needed and appropriate but do not micro-manage external provider; 9. Continue to evaluate the external provider's progress toward goals; and, Continue to enforce consequences for failure (e.g. termination or modification of contract).	
The LEA follows federal and state statute and regulations regarding bid and competitive contracting.	In Year 1, the LEA followed all federal and state statutes and regulations regarding bid and competitive contracting.	In Year 2, the LEA will continue to follow all federal and state statutes and regulations regarding bid and competitive contracting.	September 2015-August 2016
The LEA executes and manages the contracts of external providers in a timely fashion.	In Year 1, external provider contracts for the SIG project will be managed by the Division Director who will direct and oversee monitoring and evaluation of their performance in accordance with their contracts. All negotiated contacts with external providers will articulate their roles, responsibilities, performance expectations, accountabilities, and consequences for failure to meet expectations. The LEA will swiftly move to correct any deficiencies and terminate contracts if necessary. The Principal will directly oversee and manage external providers at the school level, and will be the primary evaluator of their	In Year 2, external provider contracts for the SIG project will continue to be managed by the Division Director who will direct and oversee monitoring and evaluation of their performance in accordance with their contracts. All negotiated contacts with external providers will continue to articulate their roles, responsibilities, performance expectations, accountabilities, and consequences for failure to meet expectations. The LEA will continue to swiftly move to correct any deficiencies and terminate contracts if necessary. The Principal will continue to oversee and manage external providers at the school level, and will be the primary evaluator of their performance. The Division Director will	September 2015-August 2016

	performance. The Division Director will support the Principal in the monitoring and evaluating process by conducting activities that collect quantitative and qualitative data to determine external providers' performance as required by their contracts. The Principal will select the external providers, and the Principal and Division Director will consult with and make recommendations to the Superintendent who will have final approval for changes to, or termination of, contracts.	continue to support the Principal in the monitoring and evaluating process by conducting activities that collect quantitative and qualitative data to determine external providers' performance as required by their contracts. The Principal will continue to select the external providers, and the Principal and Division Director will continue to consult with and make recommendations to the Superintendent who will have final approval for changes to, or termination of, contracts.	
The LEA evaluates the quality of external providers.	In Year 1, the LEA, following federal and state regulations, monitors the quality of the external providers. The school collects teacher rating sheets on the services provided by the external providers hired by the school. The school provides the business office with feedback on the quality of the external providers hired to support the school.	In Year 2, the LEA, following federal and state regulations, will continue to monitor the quality of the external providers. The school will continue to collect teacher rating sheets on the services provided by the external providers hired by the school. The school will continue to provide the business office with feedback on the quality of the external providers hired to support the school.	September 2015-August 2016

Activity 1: Barriers of Year 1 Implementation	There were no major barriers to efficiently and effectively implementing the LEA policies and procedures to recruit, select, manage, and evaluate external service providers.

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #2 – Alignment of Resources			
Evidence of Implementation Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
There is clear alignment of resources to support implementation of interventions.	The LEA is committed to providing full support for successful implementation of the Transformation Model and all reform strategies, and achievement of project goals and success indicators. To ensure the necessary resources for successful initiation, implementation, integration, monitoring and evaluation, and sustainability of the Transformation Model and all intervention strategies in the school, and to meet SIG targets, the LEA will: (1) direct allocations of SIG funds to support only project activities; and (2) align, reallocate, and coordinate allocation and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align funds from federal and State sources with SIG activities	In Year 2, the LEA will continue to provide full support for successful implementation of the Transformation Model and all reform strategies, and achievement of project goals and success indicators. To ensure the necessary resources for successful initiation, implementation, integration, monitoring and evaluation, and sustainability of the Transformation Model and all intervention strategies in the school, and to meet SIG targets, the LEA will continue to: (1) direct allocations of SIG funds to support only project activities; and (2) align, reallocate, and coordinate allocation and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align funds from federal and State sources with SIG activities	September 2015-August 2016
The LEA aligns resources to support the implementation of the Common Core and NJCCCS.	In Year 1, the LEA provided resources and support for additional and extensive curriculum review and development to ensure alignment of curricula for all subject areas to the Common Core and NJCCCS in grades 6-8. All curriculum alignment activities were conducted by committees of instructional staff under the supervision of district supervisory personnel assigned to	In Year 2, the LEA will continue to provide resources and support for additional and extensive curriculum review and development to ensure alignment of curricula for all subject areas to the Common Core and the NJCCCS in grades 6-8. All curriculum alignment activities will be conducted by committees of instructional staff under the supervision of district supervisory personnel assigned to each curriculum area.	September 2015-August 2016

	each curriculum area.		
The LEA ensures that funds are used to accomplish the activities in the application and to meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources.	For Year 1, the LEA: (1) directed allocations of SIG funds to support only SIG project activities; (2) aligned, reallocated, and coordinated allocations and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) aligned and coordinated funds from federal and State sources with SIG activities to support implementation and meet targets (see list below). **1. Title I, Part A** (school-wide or targeted Assistance Programs) -- To provide support for implementing a research-based instructional program that is aligned vertically across grade levels, and with State academic standards. 2. **1003(a) Statewide System of Support** (SIA Part a funds) – To assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the Turnaround Model. 3. **Title II, Part A** -- To provide professional development to teachers and administrators. 4. **IDEA** – To provide support to special education students, and to their teachers and parents/families.	For Year 2, the LEA will continue to: (1) direct allocations of SIG funds to support only SIG project activities; (2) align, reallocate, and coordinate allocations and expenditure of LEA financial resources, school resources, district/school in-kind support and services (i.e. personnel, facilities, and technologies); and (3) align and coordinate funds from federal and State sources with SIG activities to support implementation and meet targets (see list below). **1. Title I, Part A** (school-wide or targeted Assistance Programs) -- To provide support for implementing a research-based instructional program that is aligned vertically across grade levels, and with State academic standards. 2. **1003(a) Statewide System of Support** (SIA Part a funds) – To assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the Turnaround Model. 3. **Title II, Part A** -- To provide professional development to teachers and administrators. 4. **IDEA** – To provide support to special education students, and to their teachers and parents/families.	September 2015-August 2016

Activity 2: Barriers of Year 1 Implementation	There were no major barriers to efficiently and effectively coordinating all resources and providing full operational flexibility over the budget and resources by the Principal.

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA modified its practices and policies, as necessary, to enable it to fully and effectively implement the interventions.	The LEA was committed to improving conditions for school leadership practice to enable the principal and other school leaders to effectively focus on their primary role as instructional leaders --- the continuous improvement of teaching and student achievement. Organizational structure was the framework within which decisions were made and executed, lines of authority were defined, communication was channeled, and institutional intent was made graphic. Designing or changing organizational structures and operational procedures was required for persistently low-achieving schools in order to efficiently and effectively initiate and manage the interventions applied in the school. To this end, the LEA provided support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often impeded their ability to function effectively as: (1) instructional leaders who were able to focus their attention and efforts on continuous improvement of student	In Year 2, the LEA will continue to be committed to improving conditions for school leadership practice to enable the principal and other school leaders to effectively focus on their primary role as instructional leaders --- the continuous improvement of teaching and student achievement. Organizational structure is the framework within which decisions are made and executed, lines of authority are defined, communication is channeled, and institutional intent is made graphic. Designing or changing organizational structures and operational procedures is required for persistently low-achieving schools in order to efficiently and effectively initiate and manage the interventions applied in the school. To this end, the LEA will continue to provide support to improve the challenging conditions and overburdening bureaucratic processes faced by school leaders that often impede their ability to function effectively as: (1) instructional leaders who are able to focus their attention and efforts on continuous improvement of student achievement; and (2) strategic managers who are able to be proactive rather than reactive and crisis-oriented in their	September 2015-August 2016

	achievement; and (2) strategic managers who were able to be proactive rather than reactive and crisis-oriented in their approach to school organization and management, personal and staff productivity, and allocating resources focused on improving student achievement. Establishment of the new administrative and governance structure provided exclusive and direct support to the school for grant oversight and administration, project implementation, budget disbursement to schools, and budget reporting and monitoring, and performance measure tracking. These processes were facilitated by a streamlined reporting structure having the Division Director reporting to the Superintendent, the Principal reporting to the Division Director. The LEA developed and implemented strategies to streamline and realign their organizational structures, policies and procedures, and operational practices to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. To this end, the LEA: (1) reviewed district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools; (2) realigned	approach to school organization and management, personal and staff productivity, and allocating resources focused on improving student achievement. Establishment of the new administrative and governance structure will continue to provide exclusive and direct support to the school for grant oversight and administration, project implementation, budget disbursement to schools, and budget reporting and monitoring, and performance measure tracking. These processes will continue to be facilitated by a streamlined reporting structure having the Division Director reporting to the Superintendent, and the Principal reporting to the Division Director . The LEA will continue to develop and implement strategies to streamline and realign their organizational structures, policies and procedures, and operational practices to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies, and provide additional support at the school level. To this end, the LEA will continue to: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools; (2) realign governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships to focus on supporting the teaching and learning process; (3) develop and implement organizational models that will effectively shift authority and decision-making, resources, managerial	

	governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships to focus on supporting the teaching and learning process; (3) developed and implemented organizational models that effectively shifted authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; (4) redefined roles and responsibilities for key district-level staff and assigned them to the school to provide direct support and technical assistance to the school, thereby assisting school leaders with both non-instructional tasks and instructional tasks to support their ability to focus on the teaching and learning process; (5) implemented structures to support collaboration shared decision making at the school (i.e. standing committees for broad stakeholder involvement), and developed the school as a professional learning community; and (6) provided school leaders with mentoring/coaching as part of continuing professional development to support them in overcoming the challenges and obstacles that impede their effectiveness. The LEA, with input from all stakeholders, selected the Danielson	and instructional support, and accountability for student achievement down to the school to empower it in controlling the elements that directly impact student learning; (4) redefine roles and responsibilities for key district-level staff and assign them to the school to provide direct support and technical assistance to the school, thereby assisting school leaders with both non-instructional tasks and instructional tasks to support their ability to focus on the teaching and learning process; (5) implement structures to support collaboration shared decision making at the school (i.e. standing committees for broad stakeholder involvement), and develop the school as a professional learning community; and (6) provide school leaders with mentoring/coaching as part of continuing professional development to support them in overcoming the challenges and obstacles that impede their effectiveness. The LEA and school will continue to, with staff input and involvement, develop and implement "Staff Performance and Practices Rubrics" that define high levels of implementation of leadership and instructional practices based on: the performance standards and competencies for school leaders and staff; positive changes in professional and teaching practices that support student learning; and student growth and achievement outcomes. The LEA will continue to build upon and adapt existing staff performance rubrics (i.e. Danielson's "Framework for Teaching") to various staff roles as needed. Using the Staff Performance	

	Model for all teaching staff. The LEA built upon and adapted existing staff performance rubrics (i.e. Danielson's "Framework for Teaching") to various staff roles as needed. Using the Staff Performance and Practices Rubrics, the LEA and school designed and implemented a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development and specialized support structures, and redesigned supervision and evaluation systems. Supervisors and administrators formally and informally monitor implementation of practices and changes as part of routine school and classroom walkthroughs, observations, evaluations, and conferences. Pre-post self-assessments and reflective journal components were built into the evaluation and professional development processes where staff could identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the	and Practices Rubrics, the LEA and school will continue to design and implement a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development and specialized support structures, and redesigned supervision and evaluation systems. Supervisors and administrators will continue to formally and informally monitor implementation of practices and changes as part of routine school and classroom walkthroughs, observations, evaluations, and conferences. Pre-post self-assessments and reflective journal components will continue to be built into the evaluation and professional development processes where staff can identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data will continue to be formally and informally collected on a regular basis through Teachscape. The SST Team will continue to assist in monitoring the implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as	

	project monitoring and evaluation system, data was formally and informally collected on a regular basis through Teachscape. The SST Team assists in monitoring the implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.	necessary to make corrections as needed.	
The LEA assigned district-level staff to monitor and support the implementation of the interventions.	The LEA's commitment and capacity are demonstrated by the district personnel that will be assigned to support, organize and manage implementation of project activities as appropriate to their roles and responsibilities. The LEA has developed a district organizational infrastructure that includes the Division Director, the SST Team and key district administrators and supervisors, which requires articulation and collaboration to support the project. The district organizational infrastructure is designed to support the SST Team, the Principal, and the school regarding: (1) effective development, implementation, coordination, monitoring, and evaluation of activities and achievement of project goals and success indicators within specified timelines; (2) areas where specific expertise and support is required; and (3) feedback related to management, coordination and continuous	In Year 2, the LEA's commitment and capacity will continue to be demonstrated by the district personnel that will be assigned to support, organize and manage implementation of project activities as appropriate to their roles and responsibilities. The LEA will continue to develop a district organizational infrastructure that includes the Division Director, the SST Team, and key district administrators and supervisors, which requires articulation and collaboration to support the project. The district organizational infrastructure will continue to support the SST Team, the Principal, and the school regarding: (1) effective development, implementation, coordination, monitoring, and evaluation of activities and achievement of project goals and success indicators within specified timelines; (2) areas where specific expertise and support is required; and (3) feedback related to management, coordination and continuous improvement of project strategies, programs and activities.	September 2015-August 2016

	improvement of project strategies, programs and activities.		
The LEA engages its stakeholders and has a process in place for making collaborative decisions.	The LEA supported, reinforced, and expanded its collaborative efforts through the structures, policies, procedures and practices initiated. Roles, responsibilities, and accountabilities to encourage and participate in collaborative problem solving and decision making with key stakeholders were reinforced. District and school structures and processes regularly communicated with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process. The LEA expanded its collection and analysis of data (e.g. surveys, meetings, focus groups) to further broaden stakeholder involvement, input, and support for the project, and to reinforce data-driven decision-making..	In Year 2, the LEA will continue to support, reinforce, and expand its collaborative efforts through the structures, policies, procedures and practices initiated in Year 1. Roles, responsibilities, and accountabilities to encourage and participate in collaborative problem solving and decision making with key stakeholders will be reinforced. District and school structures and processes will be continued to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and broaden their involvement in the school reform process. The LEA will continue to expand its collection and analysis of data (e.g. surveys, meetings, focus groups) to further broaden stakeholder involvement, input, and support for the project, and to reinforce data-driven decision-making.	September 2015-August 2016
The LEA involves other critical stakeholders, such as State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.	The LEA will establish collaborative processes through district and school level structures (i.e. the SST Team, School Improvement Team), policies and procedures to ensure stakeholder involvement, coordination of project implementation at district and school levels, and coherent and efficient management of the project at all levels. All district and school leaders in the project will have a specific role, responsibility, and accountability to encourage and participate in	In Year 2, the LEA will continue to establish collaborative processes through district and school level structures (i.e. the SST Team, School Improvement Team), policies and procedures to ensure stakeholder involvement, coordination of project implementation at district and school levels, and coherent and efficient management of the project at all levels. All district and school leaders in the project will continue to have a specific role, responsibility, and accountability to encourage and participate in collaborative problem solving and decision	September 2015-August 2016

	collaborative problem solving and decision making with key stakeholders to ensure that they continuously support school reforms. Leaders must develop structures and processes to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and involve them in the school reform process. Broad stakeholder involvement will provide essential input and support for the project through collaboration and consensus decision making, and advisement to the Principal who will have final approval as appropriate to the matter at hand. Stakeholders include local bargaining units, district and school staff, parents/families, and community members. Local bargaining units will be involved as it relates to possible changes in local bargaining agreements to implement project reforms. Collaboration with staff is integral to obtaining their understanding, "buy in", and continuing support for reform strategies and changes in their practices. Parents and families are essential to supporting reform efforts in the school by advocating for their children and supporting learning at home. Community members and organizations must be engaged as taxpayers and advocates for providing the resources necessary for continuing	making with key stakeholders to ensure that they continuously support school reforms. Leaders will continue to develop structures and processes to regularly communicate with key stakeholders to keep them informed, solicit input and feedback, develop partnerships, and involve them in the school reform process. Broad stakeholder involvement will continue to provide essential input and support for the project through collaboration and consensus decision making, and advisement to the Principal who will have final approval as appropriate to the matter at hand. Stakeholders will continue to include local bargaining units, district and school staff, parents/families, and community members. Local bargaining units will continue to be involved as it relates to possible changes in local bargaining agreements to implement project reforms. Collaboration with staff will continue to be integral to obtaining their understanding, "buy in", and continuing support for reform strategies and changes in their practices. Parents and families will continue to be essential to supporting reform efforts in the school by advocating for their children and supporting learning at home. Community members and organizations will continue to be engaged as taxpayers and advocates for providing the resources necessary for continuing school reform, and to develop partnerships that provide services and experiences that support student learning.	

	school reform, and to develop partnerships that provide services and experiences that support student learning.		
The LEA provides effective and efficient operations and processes for implementing its SIG grants in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools.	The LEA initiated the SST Team under the direction of the Division Director and project management procedures and strengthened management and coordination of all facets of the project by: ***Director*** The Division Director was employed full-time by the LEA reporting directly to the Superintendent, and served as the Project Director (PD) responsible for: (1) providing leadership, direction, coordination, oversight, technical assistance for the project, and district-level grant and project management; (2) supervision and evaluation of the Principal and members of the SST Team who were directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and Network Turnaround Officer (NTO) related to grant and project management; (5) providing technical assistance to the schools as needed; and (6) providing	In Year 2, the LEA will continue the "project management team" and project management procedures initiated in Year 1, and will continue to strengthen management and coordination of all facets of the project by: ***Director*** The Division Director will continue to be employed full-time by the LEA reporting directly to the Superintendent, and served as the Project Director (PD) responsible for: (1) providing leadership, direction, coordination, oversight, technical assistance for the project, and district-level grant and project management; (2) supervision and evaluation of the members of the SST Team who were directly responsible for implementation, coordination, monitoring and evaluation, and project management of specific project components and activities, as assigned, within specified timelines; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) serving as liaison to the NJDOE and Network Turnaround Officer (NTO) related to grant and project management; (5) providing technical assistance to the schools as needed; and (6) providing administrative and fiscal oversight for the project, including preparation, review, and transmission of	September 2015-August 2016

	administrative and fiscal oversight for the project, including preparation, review, and transmission of required State and LEA project reports within specified timelines. ***School Project Manager*** The Principal served as the *School Project Manager* reporting to the Division Director, and was responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with key stakeholders; (2) school-level management, coordination, monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines.	required State and LEA project reports within specified timelines. ***School Project Manager*** The Principal will continue to serve as the *School Project Manager* reporting to the Division Director, and will continue to be responsible for: (1) collaborating on planning, development, implementation, management, monitoring and evaluation of project components with key stakeholders; (2) school-level management, coordination, monitoring and evaluation of the project at the school level; (3) collaboratively planning, coordinating, managing and overseeing all fiscal and budgetary requirements of the project at district and school levels; (4) supervising, monitoring and evaluating school staff assigned to the project; (5) conducting ongoing project monitoring and evaluation activities within specified timelines as required; (6) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (7) providing technical assistance, resources, and support to school staff as needed for monitoring and evaluation activities; and (8) completing required reports within specified timelines. ***SST Supervisors*** District Supervisors will continue to be full-time district employees who report to the Division Director and are assigned to the school. Major project management responsibilities	

	SST Supervisors District Supervisors were full-time district employees who reported to the Division Director and are assigned to the school. Major project management responsibilities for each supervisor focused on specific project components and activities to which they were assigned, and included: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with the Principal and district and school staff; (2) conducting ongoing project monitoring and evaluation activities at district and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.	for each supervisor will continue to focus on specific project components and activities to which they are assigned, and include: (1) collaborating on planning, development, implementation, management, coordination, monitoring and evaluation of specific project components, as assigned, with the Principal and district and school staff; (2) conducting ongoing project monitoring and evaluation activities at district and school levels within specified timelines as required; (3) overseeing and facilitating collection, analysis and dissemination of data related to project management, monitoring and evaluation; (4) providing technical assistance and support to school staff as needed for monitoring and evaluation activities; and (5) completing required reports within specified timelines.	

Activity 3: Barriers of Year 1 Implementation	There were no major barriers to approving policies, procedures, and new structures because of LEA commitment and BOE support

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support,			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The Internal District Team provides support to the school.	The LEA formed the SST Team (Language Arts, Math, Special Education); further clarified and reinforced the roles, responsibilities, accountabilities, and authority in writing for the Division Director, SST, Principal, and district personnel who were designated to support the project (i.e. Business Office, Human Resources) in writing and meetings by the Superintendent; Required a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the Enterprise Division by the Division Director and principal; Shifted authority for local school budget and coordination of State and Federal funding (Title 1, etc.) to the Enterprise Division with district oversight provided by the Division Director ; Shifted authority for personnel decisions to the Principal in consultation with the Division Director who must provide district oversight; Improved coordination between the Enterprise Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and SIG school regarding personnel decisions and budget allocations that will ensure timely hiring and continuity of high quality staff.	In Year 2, the LEA will continue to clarify and reinforce the roles, responsibilities, accountabilities, and authority in writing for the Division Director SST, Principal, and district personnel who are designated to support the project (i.e. Business Office, Human Resources) in writing and meetings by the Superintendent; Continue to require a regular monthly meeting schedule with agendas/minutes as part of quarterly monitoring for the Enterprise Division by the Division Director and principal; Continue to shift authority for local school budget and coordination of State and Federal funding (Title 1, etc.) to the Enterprise Division with district oversight provided by the Division Director; Continue to shift authority for personnel decisions to the Principal in consultation with the Division Director who must provide district oversight; Continue to improve coordination between Enterprise Division and Business Office and Department of Human Resources to ensure that special	September 2015-August 2016

		consideration is given to the Principal and SIG school regarding personnel decisions and budget allocations that will ensure timely hiring and continuity of high quality staff.	
LEA-level activities support implementation of the selected model(s).	Shifted authority for local school budget to the Enterprise Division with oversight and approvals provided by the Division Director ; Shifted authority for personnel decisions to the Principal in consultation with the Division Director, and district oversight provided by the Division Director; Improved coordination between the SIG Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and school regarding personnel decisions to ensure timely hiring and continuity of high quality staff; Supported and required full implementation of a "Response to Intervention Program" that provided a system to diagnose and provide interventions for low-achieving and at-risk students; Supported continued implementation of a minimum of 300 hours per year for increased learning time for all students; Supported and required full implementation of a "Personalized Student Support Services Model" offered by the guidance counselor; Supported and required full implementation of the school's "Family/Community Engagement Plan" to improve parent/family and community involvement and collaboration to support school reform and student learning. The LEA also supported: a) Implementation of "Professional Learning Community (PLC) Model"; b) Data systems and use of data;	In Year 2, the LEA will continue to: Shift authority for local school budget to the Enterprise Division with oversight and approvals provided by the Division Director; Shift authority for personnel decisions to the Principal in consultation with the District Director, and district oversight provided by the District Director; Improve coordination between the Enterprise Division and Business Office and Department of Human Resources to ensure that special consideration is given to the Principal and school regarding personnel decisions to ensure timely hiring and continuity of high quality staff; Support and require full implementation of a "Response to Intervention Program" that provides a system to diagnose and provide interventions for low-achieving and at-risk students; Support development and full implementation of a "Personalized Student Learning Model"; Support continued implementation of a minimum of 300 hours per year for increased learning time for all students; Support and require full implementation of a "Personalized Student Support Services Model" and the "Advisory	September 2015-August 2016

	c) Use of external service providers as appropriate; d) A rigorous standards-driven academic curriculum; e) Small Learning Communities for all grade levels in the school	Program"; Support and require full implementation of the school's "Family/Community Engagement Plan" to improve parent/family and community involvement and collaboration to support school reform and student learning. The LEA will also continue support for: a) Implementation of "Professional Learning Community (PLC) Model"; b) Data systems and use of data; c) Use of external service providers as appropriate; d) A rigorous standards-driven academic curriculum; e) Small Learning Communities for all grade levels in the school	
The LEA uses data systems to track school progress on various metrics including the SIG leading indicators.	The LEA provided training and access to the data systems available. In addition, the LEA provided training and access to the Student Information System (Infinite Campus). In addition, training was provided on the Scantron Achievement Series and Diagnostic Assessments in both Language Arts and Math (DORA, ADAM). In addition, the principal and the school math team were extensively trained in the data management component of the New Classrooms' Teach to One math program.	In Year 2, the LEA will continue to provide additional training and access to the data systems available in Year 1. In addition, the LEA will continue to provide training and access to the Student Information System (Infinite Campus). In addition, training will continue to be provided on the Scantron Achievement Series and Diagnostic Assessments in both Language Arts and Math (DORA, ADAM). In addition, the principal and the school math team will continue to be trained in the data management component of the New Classrooms' Teach to One math program.	September 2015-August 2016
The LEA uses data as the basis for decision-making, planning and program modification at SIG schools.	The LEA, in collaboration with the school, utilized and monitored data collected from district benchmark, program assessments (DORA,	The LEA, in collaboration with the school, will continue to utilize and monitor data collected from district	September 2015-August 2016

	ADAM) to assist the school in making the necessary program adjustments in order to improve the delivery of instruction and close the achievement gap.	benchmark, program assessments (DORA, ADAM) to assist the school in making the necessary program adjustments in order to improve the delivery of instruction and close the achievement gap.	
The LEA has a system to conduct classroom walkthroughs.	The LEA and school implemented school and classroom walkthroughs aligned with the CAPA domains and SIG activities and success indicators to monitor project implementation and instructional practices. Walkthroughs were conducted by the School Leadership Team, SST Team, and district supervisors. Data from the walkthroughs was collected and analyzed, written reports and feedback shared with staff as appropriate, and adjustments to project activities and processes were made as needed. The LEA and school developed and implemented "Staff Performance and Practices Rubrics", and designed and implemented a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development, targeted assistance and specialized support, and redesigned supervision and evaluation systems. The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements were embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators will formally and	In Year 2, the LEA and school will continue implementation of school and classroom walkthroughs aligned with the CAPA domains and SIG activities and success indicators to monitor project implementation and instructional practices. Walkthroughs will continue to be conducted by the School Leadership Team, SST Team, and district supervisors. Data from the walkthroughs will continue to be collected and analyzed, written reports and feedback shared with staff as appropriate, and adjustments to project activities and processes will be made as needed. In Year 2, the LEA and school will continue to develop and implement "Staff Performance and Practices Rubrics", and design and implement a system for monitoring and measuring implementation of effective practices, and changes and improvements in leadership and instructional practices, and student achievement outcomes, as a result of continuing professional development, targeted assistance and specialized support, and redesigned supervision and evaluation systems.	September 2015-August 2016

	informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walkthroughs, and conferences. Pre-post self-assessments and reflective journal components were built into the evaluation and professional development processes where staff identified current practices, self-monitored, reflected upon, and determined professional growth and changes/improvements in practice, discussed reflections and findings with supervisors and mentors, and used reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data were formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.	The Staff Performance and Practices Rubrics and system for monitoring implementation and measuring changes and improvements will continue to be embedded within the staff supervision, evaluation and professional development processes, as well as the project monitoring and evaluation system. Supervisors and administrators will continue to formally and informally monitor implementation of practices and changes as part of routine school and classroom audits, observations, evaluations, walkthroughs, and conferences. Pre-post self-assessments and reflective journal components will continue to be built into the evaluation and professional development processes where staff can identify current practices, self-monitor, reflect upon, and determine professional growth and changes/improvements in practice, discuss reflections and findings with supervisors and mentors, and use reflections and pre-post self-assessments to inform professional development planning. As part of the project monitoring and evaluation system, data will continue to be formally and informally collected on a regular basis by the District Turnaround Team to monitor implementation of reform strategies, positive changes in school and teaching practices, and improvement of student outcomes, and to intervene as necessary to make corrections as needed.	

The LEA has the support of the Teacher's Union in implementing SIG activities.	The LEA implemented an excellent working relationship with the Teacher's Union and worked collaboratively with them to facilitate any changes in working conditions, personnel decisions, and compensation for instructional and non-instructional staff to support SIG project activities, such as: (a) additional compensation for instructional and non-instructional staff and teacher leaders to implement reform strategies in the school; and (b) appropriate incentives and rewards for staff (i.e. compensation, release time, awards and recognitions, new positions).	In Year 2, the LEA will continue its excellent working relationship with the Teacher's Union and to working collaboratively with them to facilitate any changes in working conditions, personnel decisions, and compensation for instructional and non-instructional staff to support SIG project activities, such as: (a) additional compensation for instructional and non-instructional staff and teacher leaders to implement reform strategies in the school; and (b) appropriate incentives and rewards for staff (i.e. compensation, release time, awards and recognitions, new positions).	September 2015-August 2016
The LEA has the support of its School Board in implementing SIG activities.	The LEA was assured by the BOE that it would have full BOE support for implementation of SIG project activities as evidenced by BOE approval of the SIG renewal application.	The LEA is assured by the BOE that it will continue to have full BOE support for implementation of SIG project activities in Year 2, as evidenced by BOE approval of the SIG renewal application.	September 2015-August 2016

Activity 4: Barriers of Year 1 Implementation:	There were no major barriers to the support, development and use of data systems, classroom walkthroughs, association support, BOE support.

Form L-5

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA Commitment & Capacity: Activity #5 – Operational flexibility and LEA support			
Evidence of Implementation Sample Indicators	**Year 1 Implementation Description**	**Year 2 Project Description**	**Year 2 Timeline**
The LEA has given SIG principals greater autonomy in key areas such as selecting staff, scheduling and budgeting.	The LEA provided operational flexibility to the Principal and school by streamlining and realigning organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA: (1) reviewed district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realigned district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shifted authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning; and (4) improved coordination for implementation of project activities by improving coordination between the school and district units and staff. The LEA addressed coordination between the	In Year 2, the LEA will continue to provide extensive operational flexibility to the Principal and school by continuing to streamline and realign organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA will continue to: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realign district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning; and (4) improve coordination for implementation of	September 2015-August 2016

	Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.	project activities by improving coordination between the school and district units and staff.. In Year 2, the LEA will continue to specifically address coordination between the Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.	
The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The LEA provided operational flexibility to the Principal and school by streamlining and realigning organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA: (1) reviewed district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realigned district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shifted authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning; and (4) improved coordination for implementation of project activities by improving coordination between the school and district units and staff..	In Year 2, the LEA will continue to provide extensive operational flexibility to the Principal and school by continuing to streamline and realign organizational structures and operational procedures to reduce overburdening bureaucratic procedures, fragmentation and inefficiencies; support school-level autonomy; and improve coordination for implementation of project activities between the school and district units and staff. The LEA will continue to: (1) review district policies and procedures with an eye to streamlining and reducing overburdening reporting and other requirements for schools and school leaders; (2) realign district and school governance and authority structures as needed by redefining roles, functions, responsibilities, and relationships; (3) shift authority and decision-making, resources, managerial and instructional support, and accountability for student achievement down to the school to empower the Principal in controlling the elements that directly impact the school and student learning; and (4) improve	September 2015-August 2016

	The LEA addressed coordination between the Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.	coordination for implementation of project activities by improving coordination between the school and district units and staff.. In Year 2, the LEA will continue to specifically address coordination between the Principal and the budget and HR departments to ensure authority of the principal for selection and timely hiring of staff.	
The LEA has given the SIG principals increased autonomy in the selection of professional development services and providers.	The LEA supported the Principal and school in the selection of professional development services and providers in accordance with established policies and procedures.	In Year 2, the LEA will continue to support the Principal and school in the selection of professional development services and providers in accordance with policies and procedures established in Year 1.	
In exchange for increased autonomy, the LEA has made the SIG principal more accountable for results.	The LEA implemented : (1) the STRONGE for the Principal and all other school leaders; (2) policies, procedures, systems, protocols, user manuals, and training that document and facilitate the school leader evaluation process; (3) a range of approaches to supervision and professional development that complement the STRONGE model and support high expectations for school leader performance linked to specific measureable results (i.e. school walkthroughs; mentoring; peer coaching; portfolio assessment; peer assessment; reflective practice; peer support groups); and (4) multiple measures that link school leader performance to successful implementation of Transformation interventions and achievement of school and student outcomes using data and evidence of progress toward and achievement of success indicators	In Year 2, the LEA will continue to implement : (1) the STRONGE model for the Principal and all other school leaders; (2) policies, procedures, systems, protocols, user manuals, and training that document and facilitate the school leader evaluation process; (3) a range of approaches to supervision and professional development that complement the STRONGE model and support high expectations for school leader performance linked to specific measureable results (i.e. school walkthroughs; mentoring; peer coaching; portfolio assessment; peer assessment; reflective practice; peer support groups); and (4) multiple measures that link school leader performance to successful implementation of Transformation interventions and achievement of school	

		and student outcomes using data and evidence of progress toward and achievement of success indicators.	
The LEA continuously reviews SIG schools' progress towards meeting annual goals for effective instruction and student learning	The LEA, in collaboration with the RAC and the school stakeholders, reviewed the school progress quarterly using walkthroughs and cycle reviews. In addition, the principal is a member of the Superintendent's "Future Four" where the middle schools discuss their progress towards meeting their annual goals to close the achievement gap.	In Year 2, the LEA, in collaboration with the RAC and the school stakeholders, will continue to review the school progress quarterly using walkthroughs and cycle reviews. In addition, the principal will continue to be a member of the Superintendent's "Future Four" where the middle schools discuss their progress towards meeting their annual goals to close the achievement gap.	

Activity 5: Barriers of Year 1 Implementation	There were no major barriers to operational flexibility and LEA support.