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: 31
LEA/OTHER: 4010
SCHOOL: 100/316

COUNTY NAME: Passaic

Paterson Public Schools
APPLICANT AGENCY

90 Delaware Avenue
AGENCY ADDRESS

Paterson	**New Jersey**	**07503**
CITY	STATE	ZIP

(973) 321-1000	**(973) 321-0652**
AGENCY TELEPHONE NUMBER	AGENCY FAX

PROJECT DIRECTOR (Please print or type name): **Ms. Marguerite Sullivan**

TELEPHONE NUMBER: **(973) 321-2331** FAX#: **(973) 321-0652** E-MAIL: **msullivan@paterson.k12.nj.us**

BUSINESS MANAGER: **Ms. Daisy Ayala** PHONE#: **(973) 321-0772** E-MAIL: **dayala@paterson.k12.nj.us**

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

YEAR 2 TOTAL AMOUNT OF FUNDS REQUESTED: **$3,753,457.00**

APPLICATION CERTIFICATION:

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

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

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR	**State District Superintendent** TITLE	**7/13/15** DATE

Dr. Donnie W. Evans
(Please print or type name)

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

SECTION III:

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

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

Form L-1

BOARD RESOLUTION TO APPLY

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

The Paterson Public Schools 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,

$3,802,709.00,

starting on July 1, 2015 , and

ending on August 31, 2016 .

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

May 20, 2015

Secretary of the Board

June 11, 2015
Date

PATERSON PUBLIC SCHOOL DISTRICT
ACTION FORM

1 All Board Resolutions must clearly state how that program/initiative relates to or is specifically connected to the Priorities and Goals contained in the Strategic Plan
2 This Action Form must be in the State District Superintendent's office according to cutoff date before the meeting of the Board of Education

Recommendation/Resolution **Department of Federal Programs**

School Improvement Grant – Intent to Apply for Renewal of Grant

WHEREAS, the School Improvement Grant (SIG) initiative supports the District Strategic Plan in Priority I: Effective Academic Programs, Priority II: Creating and Maintaining Healthy School Cultures and Priority III: Family and Community Engagement;

WHEREAS, Paterson Public Schools intends to submit a renewal application for Cohort 3 Year 2 SIG funding for School 6 and New Roberto Clemente Community Middle School;

WHEREAS, the SIG program is federally funded under the Elementary and Secondary Education Act. The SIG funds for Cohort 3 are available for obligation by SEAs and LEAs through August 31, 2017. Each school may apply for and be awarded SIG funds up to and not to exceed $2,000,000 per year for each of the three years;

WHEREAS, under the Federal requirements school improvement funds are to be focused to address priority problems at awarded Priority Schools. Paterson Public Schools is seeking various means of acquiring and allocating sufficient resources to address priority problem that have been identified as impacting student subgroup performance;

BE IT RESOLVED, that the Paterson Board of Education approves the application process and full participation in the School Improvement Grant for up to and not to exceed $2,000,000 per school for Cohort 3 Year 2 SIG funding.

APPROVALS REQUIRED

1 Submitted by Marguerite Sullivan, Director of Federal Programs (Name & Title) — Date 3/11/15

2 Approval by Divisional Administrator Susana Peron, Assistant Superintendent for Academic Services and Special Programs — Date 4/16/15
State District Superintendent, Assistant Superintendent or Business Administrator

3 Account Nos. Pending Budget Approval — Date

Certification of Funds — Signature — Date

Funds Available		Funds Not Available		Funds Not Needed		Non-Budget Item	

4 Verification by Legal Department, if required — Date

5 Approval - State District Superintendent — Date 4/22/15

6 Board Adoption Date May 20, 2015 — Resolution Number

A-1

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

Paterson Public Schools
School Board Program Summary Sheet

Program Information

Program Name/Program Sponsor/Contact Information

Give the name of the presented Program along with any sponsors. In addition, provide a program contact and contact information (in the box below):

School Improvement Grant – Intent to Apply for Renewal of Grant

Susanna Peron, Assistant Superintendent for Academic Services and Special Programs
Marguerite Sullivan, Director of Federal Programs
90 Delaware Avenue
Paterson, New Jersey 07503

(973) 321-2331
Fax (973) 321-2334

Program Activity Frequency and Total Duration

Give the total duration time of the program (i.e., July 1, 2002 – July 1, 2003). In addition, give the number of days, days of the week and program times for the said program.

July 1, 2015 – August 31, 2016

Locations and Population to be served

Give the location(s) in which your program will operate. In addition, describe the programs target population. In describing the population include – number of person, gender, race (as a %), age range.

School 6 and New Roberto Clemente Community Middle School

Number of Years in Existence

Give the number of Years your program has been in existence. If this is a new program just enter NEW.

One year (July 1, 2014 – August 31, 2015)

Paterson Public Schools
School Board Program Summary Sheet

Program Information

Demonstrate Achievement of Goals

Describe the goals and objective of your program and demonstrate how they have been met. If certain goals were not reached as desired, explain why. In addition, talk about any corrective measures that will be taken to cover any gaps. Also any benchmarks used in your analysis.

The School Improvement Grant (SIG) is a school reform turnaround program designed to improve two of Paterson's Priority schools: School 6 and the New Roberto Clemente Community Middle School.

Under Federal requirements, school improvement funds are to be focused addressing priority problems at awarded Priority Schools and Paterson Public Schools is seeking various means of acquiring and allocating sufficient resources to address priority problem that have been identified as impacting student subgroup performance. Participation in SIG will address the following areas:

1. Governance
2. Principal and Teacher Evaluation
3. Teacher Incentives
4. Professional Development
5. Recruit, Place and Retain Qualified Staff
6. Use of Data
7. Extended Learning
8. Community-oriented Schools
9. Administrator Autonomy

Funding Sources (Including District)

List funding sources for your program. In addition, list any target sources not yet obtained (Optional)

Federal grant funds

Paterson Public Schools
School Board Program Summary Sheet

Program Information

Budget

Summarize your last year's budget and your projected budget for the target period. If needed, include this section as an attachment.

Year 1: July 1, 2014 – August 31, 2015

School 6

- Awarded $1,944,796

NRC

- Awarded $1,952,882

Year 2: July 1, 2015 – August 31, 2016

School 6

- Will request up to and not to exceed $2,000,000

NRC

- Will request up to and not to exceed $2,000,000

References (Optional)

Provide references that will attest to your programs achievement and success. List your reference sources and include actual references as an attachment. List any partnerships included in this program.

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.

Paterson Public Schools
LEA

Signature: *Chief School Administrator*

June 11, 2015
Date

Dr. Donnie W. Evans
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	Paterson Public Schools
Address	90 Delaware Avenue, Paterson, NJ 07503
DUNS number	079305892
Expiration Date of SAM registration	07/07/2015
Congressional District	U.S. D-09

Part II – Primary Place of Performance under this award

City	Paterson City
County	Passaic County

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. Donnie W. Evans, State District Superintendent
Name and Title

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

ov/portal/SAM/?navigationalstate=JBPNS_rO0ABXdcACJqYXZheC5mYWNlcy5wb3J0bGV0YnJpZGdlLlNUQVRFX0lEAAAAAQApdmlldzpiYjdiZjdmOC1kOTg3LTQ5YjAtYjkwNC1lZDczOG

SAM[SM]
SYSTEM FOR AWARD MANAGEMENT

Entity Dashboard

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

RETURN TO SEARCH

BOARD OF EDUCATION, CITY OF PATERSON
DUNS: 079305892 CAGE Code: 396K8
Status: Active
Expiration Date: 07/07/2015
Purpose of Registration: Federal Assistance Awards Only

90 DELAWARE AVE
PATERSON, NJ, 07503-1804 ,
UNITED STATES

Entity Overview

Entity Information

Name: BOARD OF EDUCATION, CITY OF PATERSON
Business Type: US Local Government
POC Name: Neville Williams
Registration Status: Active
Activation Date: 07/07/2014
Expiration Date: 07/07/2015

Exclusions

Active Exclusion Records? No

Note to all Users: This is a Federal Government computer system. Use of this system constitutes consent to monitoring at all times.

GSA USA.gov

FORM L-4

Review of LEA Mission, Vision and Project Summary

LEA: Paterson 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.

Mission
To prepare each student for success in the college/university of their choosing and in their chosen career

Vision
To be the leader in educating New Jersey's urban youth

Project Abstract
Paterson Public Schools is proposing vigorous and effective transformation projects for School 6 and New Roberto Clemente. Each school project is aligned with the district's mission, vision, priorities, goals and strategies that were established in the 2013-14 school year and is presently in operation. The following priorities, along with the goals and strategies, will create an aligned instructional system, build capacity among teachers and principals, and involve parents and community partners.

In order to ensure that all students are college and career ready, Paterson Public Schools proposes the following:

1. **Effective Academic Programs**: All components are research-based, address student needs, and are driven by student outcomes.
   - Maintain the principals at both schools, School 6 and NRC, based on **demonstrated effective principal leadership** practices and turnaround principles.
   - Select and **retain high performing teachers** at School 6 and NRC, as per the teacher evaluation and district benchmark data which support the school's mission and vision.
   - School 6 and NRC will **provide incentives and rewards** for teachers and students based on attendance, performance and student achievement.
   - School 6 will provide **professional development** for teachers during five (5) additional early dismissal days to occur throughout the school year and during nine (9) extended year days to occur in July 2016. Additionally, School 6 will provide all teachers an opportunity to participate in **Professional Learning Communities** to be scheduled throughout the school day/week.
   - NRC will provide **professional development** for teachers during five (5) additional early dismissal days to occur throughout the school year. Additionally, NRC will provide all teachers with time to participate in **Professional Learning Communities** every Friday from 3pm-4pm.
   - **The New Roberto Clemente School** and **School 6** will incorporate a **S.T.E.A.M. Pathway** (Science, Technology, Engineering, Arts, and Mathematics-based program) in the curriculum.
   - Schools 6 and NRC will create a **Middle School University** in partnership with a local university to provide enrichment courses and experiences for the middle school students related to the school themes.
   - School 6 will employ **two (2) Reading Specialists** to provide intensive reading strategies based on student needs.
   - School 6 will employ **one (1) Instructional Mentor** to provide coaching and modeling of effective instructional strategies.
   - NRC will employ **one (1) Reading Specialist and one (1) Math Intervention teacher** to provide intensive strategies based on student needs.
   - School 6 and NRC will each employ a **Mentor of Data Analysis** to support teachers use of data.
   - Extend the learning day and year **by approximately 300 hours** for <u>all</u> students at **School 6 and New Roberto Clemente.**
   - In addition, provide **enriched and aligned field experiences connected to school theme** at School 6 and NRC to develop knowledge and stronger critical thinking skills.

2. **Safe, Caring, and Orderly Schools**: All schools will have a **positive climate and culture** and be **safe** to enable teachers to teach and students to learn. Therefore:
   - School 6 will provide teachers with additional **job-embedded** training aligned with the Positive Behavior Support in Schools model that supports the social-behavioral needs of **all students** through external providers to:
     - prevent classroom disturbances and disruptions
     - equip instructional staff with strategies to handle behavioral problem efficiently and effectively
     - provide one-on-one coaching and small group professional development at the school
   - School 6 and NCR will each employ a **Mentor of Climate and Culture** to support positive learning environment.

3. **Family and Community Engagement**: All district staff will be **involved, engaged, and collaborative** with families and community institutions, organizations, and agencies to improve student outcomes. Research shows that the education level of parents is strongly correlated with children's readiness for school and the likelihood they will complete high school and go on to college.

   Therefore, Paterson Public Schools will provide families with opportunities to enrich and expand their competencies, by implementing the following:

   - provide NRC with 1 cohort of an **Adult ESL Course**
   - Provide funds for **parent coordinator to participate in the extended learning** day for students
   - Provide School 6 and NRC **parent workshops** to assist them with:
     - everyday challenges that come with raising children
     - provide strategies to act on that will positively impact their child's future

4. **Efficient and Responsive Operations**: The district office divisions and departments will support the district and school's core business which drives all decisions and activities at the schools. Strong teams within a school are essential to retain and sustain teachers. Paterson Public Schools will:

   - Convene a **SIG Implementation Team** inclusive of various district, school, community and NJDOE stakeholders (formally the Internal District Team).
   - Grant Principal Dobbs and Principal Montes **operational flexibility autonomy** in staffing, budgeting, scheduling and professional development that is accompanied by greater accountability for positive results.
   - The **SIG Supervisor** will implement the SIG School Improvement Plan and act as the **liaison** between the schools, district and NJDOE to:
     - manage the SIG funds
     - ensure funds are spent properly
     - oversee implementation of activities that are aligned to the project description

Form L-5

LEA COMMITMENT AND CAPACITY UPDATE

LEA: Paterson 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 RFP process overview included activities that each committee member evaluated the proposal(s) by assigning a score for each criterion using the scoring scale. The weighted score is calculated by multiplying the assigned score by the criterion weight. All weighted scores are then added to obtain a Total Technical Score. The proposal(s) with the highest total technical score is selected to receive a contract. This is completed before the deadline date. The team reviewed the vendor's detailed technical approach and methodology to provide the services as required by the Scope of Work of the RFP to Paterson Public Schools. They also reviewed the vendor's documented experience in successfully providing services to school districts similar to Paterson Public Schools. The team reviews the proposals to ensure that the qualifications and experience of the vendor's management, supervisory, support staff and other key personnel assigned to provide the services are visible and includes the vendor's organizational chart and financial capabilities. The team then reviews the overall ability of the vendor to mobilize, undertake and successfully provide services for the duration of the proposed services.	The RFP process includes writing a goal focused RFP, approving the RFP, sending the RFP and collecting responses, reviewing the RFP, and communicating the results. In details, the RFP process overview includes that each committee member evaluates the proposal(s) by assigning a score for each criterion using the scoring scale. The weighted score is calculated by multiplying the assigned score by the criterion weight. All weighted scores are then added to obtain a Total Technical Score. The proposal(s) with the highest total technical score is selected to receive a contract. This will be completed before the deadline date. The team reviews the vendor's detailed technical approach and methodology to provide the services as required by the Scope of Work of the RFP to Paterson Public Schools. The team reviews the vendor's documented experience in successfully providing services to school districts similar to Paterson Public Schools. They ensure that the qualifications and experience of the vendor's management, supervisory, support	July 2015

The District had planned and released a Request for Proposals upon the SIG Cohort 3 grant award, for external professional development training services. This RFP process followed the District's standard process of accepting competitive bid proposals and awarding a contract to the lowest and most qualified bidder.

Steps	Time Line
An administrator initiated the request to purchase goods or services requiring a bid	One Day
The appropriate administrator approved the request for bidding.	One Week
Sufficient funds were available for the purchase.	One Day
Detailed specifications were developed for the goods or services.	One Week
The initiating administrator reviewed and approves the specifications.	One Week
Bid packages were prepared by Purchasing.	One Week
A legal notice was placed in the newspapers. Copies of the bid package were distributed to vendors.	Ten Days
Bids were opened and read in public.	One Day
The bid results were reviewed by Purchasing.	One Week
Written recommendations for award were made by using department and Purchasing.	Three Days
The Board resolution was created.	One Day
The resolution was reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board Attorney and State District Superintendent.	One Day
The Board and/or State District Superintendent approve the award.	One Week

staff and other key personnel assigned to provide the services are visible and includes the vendor's organizational chart and financial capabilities. The team reviews the overall ability of the vendor to mobilize, undertake, and successfully provide services for the duration of the proposed services.

The District plans to release a Request for Proposals upon the SIG Cohort 3 grant award, for external professional development training services. This RFP process will follow the district's standard process of accepting competitive bid proposals and awarding a contract to the lowest and most qualified bidder.

Step	Time Line
An administrator initiates the request to purchase goods or services requiring a bid	One Day
The appropriate administrator approves the request for bidding.	One Week
Sufficient funds are available for the purchase.	One Day
Detailed specifications are developed for the goods or services.	One Week
The initiating administrator reviews and approves the specifications.	One Week
A bid package is prepared by Purchasing.	One Week
A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.	Ten Days
Bids are opened and read in public.	One Day
The bid results are reviewed by Purchasing.	One Week
Written recommendations for	Three

	<table><tr><td>A contract is issued to successful bidder</td><td>Three days</td></tr><tr><td>Start the requisition and purchase order process.</td><td>One Day</td></tr></table> For SIG purposes, all bids were reviewed by the Internal District Team, in concert with the business department for a quick turnaround, and relevant school leadership personnel. All potential providers underwent through a rigorous review and screening process that examined their success in providing transformation strategies within PPS and/or other districts. External providers demonstrated their strategies are research-based, they utilized high quality staff, and they had the capacity to deliver the strategies in a timely manner in conjunction with the application guidelines. The District used external providers to provide technical expertise to implement several of the components of the school intervention model, such as providing job-embedded professional development and creating safe school environments (PBSIS) that assisted with meeting students' social, emotional, and health needs to improve student achievement.	<table><tr><td>award are made by using department and Purchasing.</td><td>Days</td></tr><tr><td>The Board resolution is created.</td><td>One Day</td></tr><tr><td>The resolution is reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board Attorney and State District Superintendent.</td><td>One Day</td></tr><tr><td>The Board and/or State District Superintendent approve the award.</td><td>One Week</td></tr><tr><td>A contract is issued to successful bidder</td><td>Three days</td></tr><tr><td>Start the requisition and purchase order process.</td><td>One Day</td></tr></table> For SIG purposes, all bids will be reviewed by school teams, in concert with the business department for a quick turnaround, and relevant school leadership personnel. All potential providers will undergo a rigorous review and screening process to examine their success in providing transformation strategies within PPS and/or other districts. External providers will be expected to demonstrate that their strategies are research-based, that they utilize high quality staff, and that they have the capacity to deliver the strategies in a timely manner in conjunction with the application guidelines. If available, PPS will visit sites where the external provider is currently implementing strategies in other districts in order to witness programs and activities for students and staff and will discuss the success of the provider with the outside District.	
The LEA follows federal and state statute and regulations regarding bid and competitive contracting.	Paterson Public Schools follows all federal and state statute and regulations regarding bid and competitive contracting as detailed above during the RFP/Q	Paterson Public Schools will continue to follow all federal and state statute and regulations regarding bid and competitive	July 2015

	process.	contracting as detailed above during the RFP/Q process.	
The LEA executes and manages the contracts of external providers in a timely fashion.	Contracts of external providers are executed and managed through Paterson's Purchasing Department in collaboration with Paterson's Legal Department. 0% of contracts were executed by September 2014 RFP-423-15: Ramapo for Children – Contract March 2015 RFP-422-15: Ramapo College – Contract March 2015 RFQ-923-15: St. Pauls – Contract January 2015 RFQ-925-15: New Destiny – Contract January 2015 RFQ-922-15: Standards Solution – Contract January 2015	Contracts of external providers will continue to be executed and managed through Paterson's Purchasing Department in collaboration with Paterson's Legal Department. Paterson has implemented an aggressive timeline for completion for the RFP/Q and contracts as a strategy to address challenges in Year 1. Upon completion of the grant application in June 2015, the Federal Programs Department immediately met with the Purchasing Department and Legal Department to ensure that the process and support systems to complete the necessary RFP/Qs and contracts were in place during the summer and early fall months. The current status of the RFP/Qs, board actions and contracts are listed below. All are ahead of or within timeline of the dates indicated on the SIG SIPs. **Ramapo for Children (Sch 6 & NRC):** Action to continue services, including contract, to be approved at August 2015 school board meeting. Services will be in place September 2015. **Achieve 3000 (Sch 6 & NRC):** Action to approve services, including contract, to be approved at August 2015 school board meeting. Services will be in place September 2015. **Teaching Channel (Sch 6):** Action to approve services, including contract, to be approved at August 2015 school board meeting. Services will be in place September 2015.	October 2015

		STEAM University Partnership (Sch 6 and NRC): RFP has been advertised and will close July 2015. Action to approve selected vendor, including contracts, to be approved at August 2015 school board meeting. Services will be in place September 2015. **Best Practices Professional Development (Sch 6):** RFQ has been advertised and will close July 2015. Action to approve selected vendor, including contracts, to be approved at August 2015 school board meeting. Services will be in place September 2015. **St. Paul's CDC (NRC):** Board action, including contract, will be submitted for September 2015 board meeting and services will be in place for the November 2015 start date, as per NRC's SIG SIP. **K-3 Reading Program (Sch 6):** RFP scope of work has been submitted for advertisement and RFP will close August 5, 2015. Services will be in place for the October 2015 start date, as per School 6's SIG SIP.	
The LEA evaluates the quality of external providers.	Throughout the term of the grant, the external providers were monitored and managed on an on-going basis by the Supervisor of School Improvement Grants. Additionally, each school principal and the school review team continuously observed the activities and offered feedback to the Supervisor and the external provider. Walkthroughs and discussions methods were used immediately with the onset of the activities. This practice continued through the duration of the program to ensure provider compliance with the terms of the contract. PPS used multi-level analyses to evaluate the quality and effectiveness of the services provided by its external providers. The measures included student learning outcomes, teacher walk through, and observation data.	Throughout the term of the grant, the external providers will continue to be monitored and managed on an on-going basis by the Supervisor of School Improvement Grants. Additionally, each school principal and the school review team will continue to observe the activities and offer feedback to the Supervisor and the external provider. Walkthroughs and discussion methods will be used immediately with the onset of the activities and continue through the duration of the program to ensure provider compliance with the terms of the contract PPS will use multi-level analyses to evaluate the quality and effectiveness of the services provided by its external providers.	July 2015

Ramapo for Children (Sch 6 & NRC): Ramapo for Children provided 22 days of professional development for teachers on social/emotional support strategies. This program was evaluated with limited data as the program did not start as early as anticipated.

School 6 OCRs	NRC OCRs
April: 27	April: 79
May: 54	May: 73
June: 44	June: 51

Ramapo University - STEAM University Partnership (Sch 6 and NRC): Ramapo College provided STEAM instruction for students in Science, Engineering, Forensics, Alternative Energy, Sustainable Living and Robotics including multiple field trips. This program was evaluated through pre- and post-assessments and teacher feedback.

Assessment Data:

School/grade level	Pre-assessment	Post-assessment
NRC-Gr 6	Score <60% = 86% Score >60% = 13% Score >80% = 1%	Score <60% = 22% Score >60% = 53% Score >80% = 25%
NRC-Gr 7	Score <60% = 82% Score >60% = 18% Score >80% = 0%	Score <60% = 5% Score >60% = 66% Score >80% = 29%
NRC-Gr 8	Score <60% = 90% Score >60% = 10% Score >80% = 0%	Score <60% = 11% Score >60% = 55% Score >80% = 34%
Sch 6-Gr 6	Score <60% = 88% Score >60% = 12% Score >80% = 0%	Score <60% = 31% Score >60% = 55% Score >80% = 14%
Sch 6-Gr 7	Score <60% = 100% Score >60% = 0% Score >80% = 0%	Score <60% = 88% Score >60% = 12% Score >80% = 0%
Sch 6-Gr 8	Score <60% = 95% Score >60% = 5% Score >80% = 0%	Score <60% = 48% Score >60% = 50% Score >80% = 2%

Sample of teacher feedback:
"My students are really enjoying the program. They are engaged, they look forward to the project every week, and I really like the fact that it relates to a real

The measures include, student-learning outcomes, teacher walkthrough and observation data. Improving student achievement is the overarching indicator to measure to evaluate the provider. Student engagement and participation is inherent to the analysis of the service. Continue to collect information and data for each activity. Students and teachers will be given surveys and the data will be reviewed by the SIG Supervisor, Principals, School Review Teams, and other related departments such as Department of Federal Programs and Professional Development.

Findings will be discussed with providers as a measure of targeting areas that are successful and those not meeting the needs of children and staff.

Year 2 Professional Services Descriptions:

Ramapo for Children (Sch 6 & NRC): Ramapo for Children will provide professional development for teachers on social/emotional support strategies. This program will be evaluated through an analysis of OCRs. The goal is to decrease the amount and frequency of OCRs throughout the school year. Data will be run each month.

Achieve 3000 (Sch 6 & NRC): Achieve 3000 will provide a literacy intervention program to target students in grades 3 – 8 who are struggling in English language arts skills and content. This program will be evaluated several times a year through data analysis including STAR assessments, Achieve 3000 assessments and Unit assessments.

Teaching Channel (Sch 6): Teaching Channel is a web-based professional

	world situation." "Ramapo College program has, thus far, been a positive one for my learners. The program allows students to think out of the box, challenging special education students while provoking them to think about real world environmental issues." **Standards Solution - Best Practices Professional Development (Sch 6):** Standards Solution provided 10 days of professional development for teachers on best practices. School administrator feedback indicated that professional development strategies were incorporated in instructional delivery as observed in learning walks. **St. Paul's CDC (NRC):** St. Paul's CDC provided Parent ESL Classes to the parents and community members of NRC. Over 100 parents signed up for the 25 slots. As parents completed the program, other parents were able to join. The program provided services for a total of 43 parents. **New Destiny CDC (Sch 6):** New Destiny CDC provided Parent Literacy Classes for the parents and community members of School 6. Of the 26 parents that registered, only 6 maintained consistent attendance. The program is not being continued for 2015-2016 based on lack of attendance. Morning and evening classes were offered on two different days of the week. **Kula for Karma (Sch 6):** Kula for Karma was to provide yoga therapy classes for the students of School, however Kula was not available for the dates and times that the school needed. This initiative will not be continued for 2015-2016.	development provider that has current and relevant videos on best practices and effective teaching strategies. This program will be evaluated through teacher surveys and analysis of learning walk trends. **STEAM University Partnership (Sch 6 and NRC):** A university partner will provide STEAM instruction for students in Science, Engineering, Forensics, Alternative Energy, Sustainable Living and Robotics and professional development for teachers on developing STEAM interdisciplinary units of study. This program will be evaluated through pre- and post-assessments and teacher feedback. **Best Practices Professional Development (Sch 6):** Professional development on best practices will be provided for teachers in selected grade levels on selected topics as identified by school administrators. This program will be evaluated through the analysis of learning walk trends and teacher feedback. **St. Paul's CDC (NRC):** St. Paul's CDC will provide Parent ESL Classes to the parents and community members of NRC. The program will be evaluated on attendance of the parents. **K-3 Reading Program (Sch 6):** The K-3 will provide a literacy intervention program to target students in grades K - 3 who are struggling in English language arts skills and content. This program will be evaluated several times a year through data analysis including STAR assessments, Unit assessments and assessments specific to the vendor selected.	

Activity 1: Barriers of Year 1 Implementation	RFP for two of our vendors were delayed this year due to various factors such as changes in administration, numerous vacancies to fill and discussion regarding the scope of work to be requested. Changes have been made in response to this delay and contracts were awarded for multi-year services dependent on yearly evaluation of services.

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 Paterson Public School District initially uses the State approved ELA and created a K-12 Math curriculum aligned the new Common Core State Standards. All teachers and principals were provided professional development on the Common Core Standards to build capacity. To be specific, the district trained all ELA and Math teachers on the Common Core Standards and New Jersey Department of Education Model Curriculum. Teachers in grades 3-8 were trained in June of 2013. Grades K-2 & 9-12 teachers were trained in September of 2013. The district participates in the University of Pittsburgh's Institute for Learning (IFL) which is dedicated to improving the education and achievement of all students, especially those traditionally underserved. IFL's research-based curriculum materials, assessment instruments, and professional development build instructional and leadership capacity of teachers and administrators, and provide students with high quality instruction and learning opportunities along with Units of Study that align with the Common Core State Standards, and emerging PARCC assessments. The Paterson Public School District continues to use the State approved ELA and created a K-12 Math curriculum aligned the new Common Core State Standards. All teachers and principals will continue to be provided with professional development on the Common Core	The Paterson Public School District continues to use the State approved ELA and created a K-12 Math curriculum aligned the new Common Core State Standards. All teachers and principals will continue to be provided with professional development on the Common Core Standards to build capacity. The District will continue to implement the strategies created by the University of Pittsburgh's Institute for Learning (IFL) which is dedicated to improving the education and achievement of all students, especially those traditionally underserved. IFL's research-based curriculum materials, assessment instruments, and professional development builds instructional and leadership capacity of teachers and administrators. In addition, it provides students with high quality instruction and learning opportunities along with Units of Study that align with the Common Core State Standards, and emerging PARCC assessments. The Paterson Public School District initially uses the State approved ELA and created a K-12 Math curriculum aligned the new Common Core State Standards. All teachers and principals were provided professional development on the Common Core Standards to build capacity. To be specific, the district trained all ELA and Math teachers on the Common Core Standards and New Jersey Department of Education Model Curriculum. Teachers in grades 3-8 were trained in June of 2013. Grades K-2 & 9-12 teachers were trained in September of 2013. The district participates in the University of Pittsburgh's Institute for	July 2015

	Standards to build capacity. The District will continue to implement the strategies created by the University of Pittsburgh's Institute for Learning (IFL) which is dedicated to improving the education and achievement of all students, especially those traditionally underserved. IFL's research-based curriculum materials, assessment instruments, and professional development builds instructional and leadership capacity of teachers and administrators. In addition, it provides students with high quality instruction and learning opportunities along with Units of Study that align with the Common Core State Standards, and emerging PARCC assessments.	Learning (IFL) which is dedicated to improving the education and achievement of all students, especially those traditionally underserved. IFL's research-based curriculum materials, assessment instruments, and professional development build instructional and leadership capacity of teachers and administrators, and provide students with high quality instruction and learning opportunities along with Units of Study that align with the Common Core State Standards, and emerging PARCC assessments.	
The LEA aligns resources to support the implementation of the Common Core and NJCCCS.	In support of implementing the CCSS, the district provided the principals with the flexibility to select professional development specific to their school's needs. The district purchased PD 360, an on-demand library of professional teacher development resources that uses technology to make learning more effective, convenient, and sustainable. It has over 200 hours of video content that can be accessed 24/7 from the PD 360 website. The district allocated SIG funds and Title I funds to support the activities indicated in the proposed transformation plan for each school. Some activities included Principal coaching and evaluation as well as site based supervisors, the Institute for Learning, and other initiatives to support the transformation strategies.	The District will continue to support implementation of the CCSS and will provide the principals with the flexibility to select professional development specific to their school's needs. The tentative schedule for professional development is as follows for the 2015-2016 school year. October 30, 2015 –Half day school based December 11, 2015 – Half day district pullout January 15, 2016 – Half day school based February 12, 2016- Full day district pullout April 15, 2016 –Half day district pullout The District has allocated five (5) additional early dismissal days for students so that SIG School 6 and NRC may provide professional development and additional supports for teachers to increase instructional capacity. The District will continue to implement and	July 2015

	The Site-Based Supervisors, provided support in the classrooms. They provided job embedded profession development, modeled lessons, and met with teachers to build their instructional capacity. IFL, worked with principals and teachers to provide instructional best practices for student achievement. The decision to apply for SIG funding to transform School 6 and the New Roberto Clemente School was based on the results of a variety of assessment processes. Low student test scores on the NJASK and the consistent failure of each school to make AYP played a primary role in the decision. The schools face widespread, persistent academic failure across the board, which is most readily observed in the latest NJASK test scores for 3rd to 8th grade in which on average 86% of students failed to meet levels of proficiency in ELA at School 6 and 70% for NRC school. The District will continue to support implementation of the CCSS and will provide the principals with the flexibility to select professional development specific to their school's needs. The tentative schedule for professional development is as follows for the 2015-2016 school year. October 30, 2015 –Half day school based December 11, 2015 – Half day district pullout January 15, 2016 – Half day school based February 12, 2016- Full day district pullout April 15, 2016 –Half day district pullout	recommend Edivate PD 360, an on-demand library of professional teacher development resources that uses technology to make learning more effective, convenient, and sustainable, for teacher and administrators to build capacity. The program has over 200 hours of video content that can be accessed 24/7 from the Edivate PD 360 website. The district will allocate SIG funds and Title I funds along with local funds will be budgeted for transformation activities at both schools to continue funding programs such as Principal coaching, site based supervisors, and the IFL team, which support the transformation strategies. The Principal coaches supports the school coach with recommendation and suggests running an effective school. IFL will continue to work with principals and teachers to provide instructional best practices for student achievement. The Site-Based Supervisors will continue to support teacher in the classrooms. They will provide job embedded professional development, model lessons, and meet with teachers to build their instructional capacity. In support of implementing the CCSS, the district provided the principals with the flexibility to select professional development specific to their school's needs. The district purchased PD 360, an on-demand library of professional teacher development resources that uses technology to make learning more effective, convenient, and sustainable. It has over 200 hours of video content that can be accessed 24/7 from the PD 360 website.	

	The District has allocated five (5) additional early dismissal days for students so that SIG School 6 and NRC may provide professional development and additional supports for teachers to increase instructional capacity. The District will continue to implement and recommend Edivate PD 360, an on-demand library of professional teacher development resources that uses technology to make learning more effective, convenient, and sustainable, for teacher and administrators to build capacity. The program has over 200 hours of video content that can be accessed 24/7 from the Edivate PD 360 website. The district will allocate SIG funds and Title I funds along with local funds will be budgeted for transformation activities at both schools to continue funding programs such as Principal coaching, site based supervisors, and the IFL team, which support the transformation strategies. The Principal coaches supports the school coach with recommendation and suggests running an effective school. IFL will continue to work with principals and teachers to provide instructional best practices for student achievement. The Site-Based Supervisors will continue to support teacher in the classrooms. They will provide job embedded professional development, model lessons, and meet with teachers to build their instructional capacity.	The district allocated SIG funds and Title I funds to support the activities indicated in the proposed transformation plan for each school. Some activities included Principal coaching and evaluation as well as site based supervisors, the Institute for Learning, and other initiatives to support the transformation strategies. The Site-Based Supervisors, provided support in the classrooms. They provided job embedded profession development, modeled lessons, and met with teachers to build their instructional capacity. IFL, worked with principals and teachers to provide instructional best practices for student achievement. The decision to apply for SIG funding to transform School 6 and the New Roberto Clemente School was based on the results of a variety of assessment processes. Low student test scores on the NJASK and the consistent failure of each school to make AYP played a primary role in the decision. The schools face widespread, persistent academic failure across the board, which is most readily observed in the latest NJASK test scores for 3rd to 8th grade in which on average 86% of students failed to meet levels of proficiency in ELA at School 6 and 70% for NRC school.	

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.	SIG funds are have been continuously monitored by the Federal Programs Department. Specifically, a supervisor has been assigned to oversee all implementation activities and to track spending.	Paterson will continue to ensure that SIG funds are monitored and used to accomplish the activities in the application and to meet its targets. The bulk of this monitoring will be conducted through the Federal Programs Department in collaboration with other District offices and Assistant Superintendents. The SIG Supervisor will continue to oversee all implementation activities.	July 2015

Activity 2: Barriers of Year 1 Implementation	None

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.	Paterson Public Schools has provided administrators autonomy over budgeting, scheduling, staffing and professional development to empower SIG Principals to embrace ownership of student outcomes. Principals collaborate with their Assistant Superintendents and the Federal Programs Department to effectively implement interventions as described in the approved SIG applications.	Paterson Public Schools will continue to provide administrators autonomy over budgeting, scheduling, staffing and professional development to empower SIG Principals to embrace ownership of student outcomes. Principals will continue to collaborate with their Assistant Superintendents and the Federal Programs Department to effectively implement interventions as described in the approved SIG applications.	July 2015
The LEA assigned district-level staff to monitor and support the implementation of the interventions.	The LEA assigned the district-level Supervisor of School Improvement Grants to monitor and support the implementation of the transformation model interventions. In addition, the Director of NCLB and Federal Programs also monitored and provided support to implement strategies.	The Supervisor of School Improvement Grants will continue to monitor and support the implementation of the transformation model interventions. As part of the Federal Programs Department, The SIG Supervisor will constantly update the Director of NCLB on SIG implementation activities. The schools will also continue to receive support from the Assistant Superintendent assigned to our SIG schools. The Assistant Superintendent will provide coaching and leadership support while maintaining leadership over the schools. Each school principal sets targets with the Assistant Superintendent and those targets are monitored by the Assistant Superintendent throughout the school year.	July 2015
The LEA engages its stakeholders and has a process in place for making collaborative	LEA included various stakeholder groups such as include district level and school	The LEA will continue to include various stakeholder groups in decisions regarding	July 2015

decisions.	level staff, parents, providers and members of the community in the development of the SIG application in Spring 2014. They were involved in the development of the transformation process for the individual schools and the district. The Stakeholders served on four subcommittees: Community-oriented Schools, Data and Professional Development, Extended Learning for Students and Incentives for Students and Teachers. The Supervisor of School Improvement Grants managed the SIG grants and monitored the progress of the strategies and reporting to the Superintendent and the State. School principals were responsible for the daily operations of the transformation plan. The Federal Program Liaison managed the fiscal processes. The department of Assessment, Planning, and Evaluation will be responsible for data and performance measure tracking and reporting to the Supervisor of SIG. Major Issues Addressed in Year 1: STEAM Development Extended Day and Year Configurations Incentives	the implementation of SIG activities. For the development of the renewal application this year, Paterson partnered with Paterson Education Fund (PEF) to engage with teachers and parents in focus groups regarding SIG activities that occurred throughout the school year. Feedback was analyzed and decisions on SIG funding and non-SIG activities were made as a result of the focus groups. Paterson will continue to conduct monthly SIG Implementation Team meetings to review the progress of SIG initiatives and make collaborative decisions. Area of Focus Year 2: Instruction in ELA and Mathematics Intervention in ELA and Mathematics STEAM Development Climate and Culture	
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 Paterson Public Schools district administrators met with the Paterson Education Association, teachers' union, to discussed and agreed on a Memorandum of Understanding that established salaries for teachers and assistants during extended learning time in the current SIG Schools 6 and NRC. The Paterson School Board supported the SIG initiatives by serving as stakeholders, approving the Superintendent's plans, policies, and the Brighter Futures initiative.	The Paterson Public Schools district administrators and the Paterson Education Association, teachers' union, will continue to support the Memorandum of Understanding that establishes salaries for teachers and assistants during extended learning time in the current SIG Schools 6 and NRC. The Paterson School Board supported the SIG initiatives by serving as stakeholders, approving the Superintendent's plans, policies, and the Brighter Futures initiative.	July 2015

	Support from staff and parents continued throughout the year. They participated in focus groups and surveys facilitated by the Paterson Education Fund, a community agency. Additionally, teachers served on the stakeholder committee representing the two transformation schools.	Support from staff and parents continued throughout the year. They participated in focus groups and surveys facilitated by the Paterson Education Fund, a community agency. Additionally, teachers serve on the stakeholder committee representing the two transformation schools.	
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.	Paterson Public Schools created a management plan to review and evaluate all components of the transformation programs on an ongoing basis by the school principal, central administrative staff (SIG Supervisor, Federal Program Office, and department leaders), the staff of each school, and members of the stakeholders committee. The organizational structure for the reviews were: • School Principals - Responsible for the daily operation of programs, staff evaluations, school budget, professional development, and reports • Supervisor of School Improvement Grants – Responsible for working with each school to outline the programs and activities, how they will be implemented, and the timeline for achievement • Director of NCLB/Federal Programs – Responsible for review of project activities within the context of compliance with the grant and regulations • Federal Program Liaison – Responsible for working with the principals and the SIG Supervisor for oversight of budgets and financial areas • Executive Director of Principal Coaching and Evaluation – Responsible for the coaching and the evaluation of the principals • Assistant Superintendent – Responsible for oversight of all transformation and	Paterson Public Schools will continue to use the management plan to review and evaluate all components of the transformation programs on an ongoing basis by the school principal, central administrative staff (SIG Supervisor, Federal Program Office, and department leaders), the staff of each school, and members of the stakeholders committee. The organizational structure for the reviews are: • School Principals - Responsible for the daily operation of programs, staff evaluations, school budget, professional development, and reports • Supervisor of School Improvement Grants – Responsible for working with each school to outline the programs and activities, how they will be implemented, and the timeline for achievement • Director of NCLB/Federal Programs – Responsible for review of project activities within the context of compliance with the grant and regulations • Federal Program Liaison – Responsible for working with the principals and the SIG Supervisor for oversight of budgets and financial areas • Executive Director of Principal Coaching and Evaluation – Responsible for the coaching and the evaluation of the principals • Assistant Superintendent – Responsible for oversight of all transformation and turnaround schools in the district and	July 2015

	turnaround schools in the district and reports to the Superintendent and Deputy Superintendent on the progress of each school • Chief Academic Officer – Responsible for ensuring that all transformation activities address CCCS and reports to the Superintendent and Deputy Superintendent on the progress of each school The positions mentioned above are in place, and have been working with the SIG Schools 6 and NRC to implement the transformation models designed by the District in its Brighter Futures plan for restructuring schools. The SIG Implementation Team comprised of the above staff and the stakeholders, that met monthly to focus on data, program progress, timelines, and making collaborative decisions based on input from everyone.	reports to the Superintendent and Deputy Superintendent on the progress of each school • Chief Academic Officer – Responsible for ensuring that all transformation activities address CCCS and reports to the Superintendent and Deputy Superintendent on the progress of each school The positions mentioned above are in place, and have been working with the SIG Schools 6 and NRC to implement the transformation models designed by the District in its Brighter Futures plan for restructuring schools. The SIG Implementation Team comprised of the above staff and the stakeholders will continue to meet monthly to focus on data, program progress, meeting timelines, and making collaborative decisions based on input from everyone.	

Activity 3: Barriers of Year 1 Implementation	None

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 SIG Implementation Team has met monthly to discuss SIG implementation activities. Members of the SIG Implementation Team included school administrators, district administrators, FSCS staff, data mentors and climate/culture mentors and RAC staff.	The SIG Implementation Team will continue to meet monthly to discuss SIG implementation activities. Members of the SIG Implementation Team include school administrators, district administrators, FSCS staff, data mentors and climate/culture mentors and RAC staff.	September 2015
LEA-level activities support implementation of the selected model(s).	Paterson Public Schools has provided LEA-level support in all SIG activities including the extended day and year, evaluation, incentives, professional development, data collection and analysis, technology and curriculum resources and providing community-oriented schools.	Paterson Public Schools will continue to provide LEA-level support in all SIG activities including the extended day and year, evaluation, incentives, professional development, data collection and analysis, technology and curriculum resources and providing community-oriented schools.	July 2015
The LEA uses data systems to track school progress on various metrics including the SIG leading indicators.	The District utilizes several data systems that collect and report information on the nine leading indicators. Infinite Campus is a student data management system that will track student attendance, drop-out rates, truancy, marking period grades and teacher-created assignments and projects (including any advanced coursework or honors/gifted courses). Infinite Campus is an interactive communication tool between teachers and parents. Performance Matters collects all student assessment data relating to NJASK and district bench marks. Paterson has an additional student assessment data system, STAR Renaissance, which provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. The Media X Observation Data Management Tool collected all teacher observation	The District will continue to utilize several data systems that collect and report information on the nine leading indicators. Infinite Campus is a student data management system that will track student attendance, drop-out rates, truancy, marking period grades and teacher-created assignments and projects (including any advanced coursework or honors/gifted courses). Infinite Campus is an interactive communication tool between teachers and parents. Performance Matters collects all student assessment data relating to NJASK and district bench marks. Paterson has an additional student assessment data system, STAR Renaissance, which provides assessments for students,	July 2015

	data and walk-through data with the capability to group teachers according to summative performance ratings. The school administrator used Media X to disaggregate the data to show trends and identify areas amongst administrator's that need calibration. The District participates in the Positive Behavior Support in Schools (PBSIS) initiative. As a participating district, schools collect all discipline data including out-of-school suspensions, in-school suspensions and office referrals. PBSIS provides school staff with training, database tools and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support. The school maintained teacher attendance locally, and the data is reported to the district-level payroll offices at regular intervals where it is housed permanently.	collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. The Media X Observation Data Management Tool collects all teacher observation data and walk-through data with the capability to group teachers according to summative performance ratings. The school administrator will use Media X to disaggregate the data to show trends and identify areas amongst administrator's that need calibration. The District participates in the Positive Behavior Support in Schools (PBSIS) initiative. As a participating district, schools collect all discipline data including out-of-school suspensions, in-school suspensions and office referrals. PBSIS provides school staff with training, database tools and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support. The school will maintain teacher attendance locally, and the data is reported to the district-level payroll offices at regular intervals where it is housed permanently.	
The LEA uses data as the basis for decision-making, planning and program modification at SIG schools.	Student achievement data garnered and benchmarked through the previously identified methods and through classroom observation has been the driving force for changes in instructional practice and day-to-day activities at the school. The collaborative teacher meetings provided the needed venue. Teachers and administrators have met to discuss data and have used the findings from the data to drive instruction. They have also met through horizontal and vertical articulation. It has been beneficial for teachers and administrators to meet in both ways in that teachers have needed to be	Student achievement data will continue to be garnered and benchmarked through the previously identified methods and through classroom observation that will continue to be the driving force for changes in instructional practice and day-to-day activities at the school. The collaborative teacher meetings will provide the needed venue. Teachers and administrators will meet to discuss data and will continue to use the findings from the data to drive instruction. It will	July 2015

	aware of the standards their students are to meet before being promoted to the next grade so that they are well prepared. Through these processes, teachers have derived both support and accountability from administrators and peers. Administrators have been continuously aware of changes in student achievement data so that they were able to provide support to assist the teachers in supporting students to reach the goals set for them. SGOs have been continuously monitored with tools like Renaissance Learning and other methods. Administrators have reviewed classroom evidence during pre- and post-observation meetings and walk-through summaries along with student achievement data. Both data sets have driven the plan for improvement in instructional practice. Data is discussed during the monthly SIG meetings with school administrators and other stakeholders. Decisions regarding external providers were made based on a variety of data including achievement scores, attendance (student and parent) and OCRs. Monthly student and staff attendance is also discussed.	continue to be beneficial for teachers and administrators to meet in both ways in that teachers need to be aware of the standards their students are to meet before being promoted to the next grade so that they are well prepared. Through these processes, teachers will derive both support and accountability from administrators and peers. Administrators are continuously aware of changes in student achievement data so that they will continue to provide support to assist the teachers in supporting students to reach the goals set for them. SGOs will be monitored with tools like Renaissance Learning and other methods. Administrators will review classroom evidence during pre- and post-observation meetings and walk-through summaries along with student achievement data. Both data sets will continue to drive the plan for improvement in instructional practice.	
The LEA has a system to conduct classroom walkthroughs.	A walkthrough identified and informed teacher practice in the areas of classroom environment, instruction, and student engagement. Trained administrators debriefed with the teacher and provided meaningful feedback and recommendations to improve teaching and learning. Walkthroughs lasted up to approximately 10 minutes with a follow-up email, and walkthroughs were evenly divided between the 1st and 2nd semesters. Six walkthroughs per year are required at a minimum. NRC administrators calibrated evaluation observations and walk through observations after each observation period.	A walkthrough identifies and informs teacher practice in the areas of classroom environment, instruction, and student engagement. Trained administrators will debrief with the teacher and provide meaningful feedback and recommendations to improve teaching and learning. Walkthroughs last up to approximately 10 minutes with a follow-up email, and walkthroughs must be evenly divided between the 1st and 2nd semesters. Six walkthroughs per year are required at a minimum. NRC administrators will calibrate evaluation observations and walk through observations after each observation period.	July 2015

The LEA has the support of the Teacher's Union in implementing SIG activities.	Paterson Public Schools partnered with our local teacher's union, Paterson Education Association (PEA) to develop a Memorandum of Understanding that supports the participation of PEA staff in the SIG extended day and year. The terms of the MOU are effective throughout the duration of the grant	The MOU from Year 1 will continue to support SIG activities, specifically extended learning, throughout the duration of the grant.	July 2015
The LEA has the support of its School Board in implementing SIG activities.	All SIG implementation activities have been presented and approved by Paterson's School Board members.	All SIG implementation activities will continue to be presented and will continue to request approval from Paterson's School Board members.	July 2015

Activity 4: Barriers of Year 1 Implementation:	None

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.	In the spring 2014, the District instituted steps to increase principal's autonomy by affording them more control in the hiring of their teachers and other instructional staff. Additionally, a principal's ability to remove ineffective teachers from schools was enabled by the use of an aggressive performance-based evaluation system that is linked to student achievement. All staff members at School 6 and NRC re-applied for their positions and the principals determined whom to hire back. The district had further enhanced a principal's autonomy by implementing a "no forced placement" policy. Likewise, the principal was accountable for the success or failure of the program. Principals developed their own school budgets based on the needs of their school and students. Each principal has been allowed to select the professional development activities and providers beyond those that are mandated by the District or State.	Paterson will continue to provide SIG principal's autonomy in the areas of staffing, scheduling, budgeting and professional development. For example in Year 2, SIG principals have been allowed to reconfigure their school schedule to provide for five (5) additional 1pm dismissals throughout the school year to increase staff capacity.	July 2015
The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The Human Resources Department has assisted with the hiring process and secured all necessary documentation from the selected candidates. Additionally, personnel and union representatives have been briefed about the screening process in advance to ensure all questions and concerns are answered and to avoid negative repercussions during implementation. The logistics of operating special programs and extended learning time have also been considered in advance. A daily	The Human Resources Department will continue to assist with the hiring process and secure all necessary documentation from the selected candidate. Additionally, personnel and union representatives will continue to be briefed about the screening process in advance to ensure all questions and concerns are answered and to avoid negative repercussions during implementation. During the recent RIF, Paterson protected SIG School 6 and NRC	July 2015

	schedule and annual calendar specific to the school under SIG status had been developed so that the district and school may act quickly and effectively. These instruments have already been considered by the stakeholders involved to ensure that there is minimal negative feedback at the time of implementation.	as much as possible with limiting the number of RIFs at each school and by allowing the minimal RIF staff continue working until the end of the Extended Year.	
The LEA has given the SIG principals increased autonomy in the selection of professional development services and providers.	SIG Principals were given increased autonomy in the selection of professional development services and providers. Principals assisted to develop scopes of work for Request for Proposals (RFP), reviewed returned RFPs and made their selection based on the qualification of the providers. SIG Principals have also been given the autonomy to make change mid-program such as changing coaching staff, revising the schedule and modifying topics selected based on current data.	SIG Principals will continue to have increased autonomy in the selection of professional development services and providers as described in Year 1.	July 2015
In exchange for increased autonomy, the LEA has made the SIG principal more accountable for results.	Accountability for school administrators has greatly increased over the last five years with the introduction of the revised evaluation system and new testing procedures. Paterson SIG Principals are held to a greater degree of accountability as they receive additional funds to address the needs of their students and school.	SIG Principals will continue to be held to a greater degree of accountability through the revised evaluation system and monitoring from the NJDOE.	July 2015
The LEA continuously reviews SIG schools' progress towards meeting annual goals for effective instruction and student learning	The school established SGOs at the beginning of the school year as a collaborative process between the teacher and building administrators. Student growth has been measured against the SGOs each year along with SPGs generated from NJASK assessments in math and ELA. Student growth percentiles (SGPs) from state assessments will be integrated into the districts database when they become available and pre-populated into evaluation forms delivered to building administrators. Building administrators and instructors have used the computer-based Renaissance Learning software to inform instruction and predict	The school will continue to establish SGOs at the beginning of the school year as a collaborative process between the teacher and building administrators. Student growth will continue to be measured against the SGOs each year along with SPGs generated from NJASK assessments in math and ELA. Student growth percentiles (SGPs) from state assessments will be integrated into the Districts' database when they become available and pre-populated into evaluation forms delivered to building administrators. Building administrators and instructors will continue to use the computer-based	July 2015

	student growth. STARS Renaissance, the assessment from Renaissance Learning, provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. All scores from NJASK, Unit Assessments, STAR Renaissance, and any other assessments utilized by the District are stored in Performance Matters.	Renaissance Learning software to inform instruction and predict student growth. STARS Renaissance, the assessment from Renaissance Learning, provides assessments for students, collects the data, provides intervention tools and compares the progress of the intervention tools to the assessment data. All scores from NJASK, Unit Assessments, STAR Renaissance, and any other assessments utilized by the District are stored in Performance Matters.	

Activity 5: Barriers of Year 1 Implementation	None