

2011 TITLE I UNIFIED PLAN TEMPLATE

District and School Information

District: AUDUBON SCHOOL DISTRICT

Chief School Administrator: DON BORDEN

Chief School Administrator E-mail: dborden@audubonschools.org

NCLB Contact: DON BORDEN

NCLB Contact E-mail: dborden@audubonschools.org

School: Mansion Avenue School

The school is designated (select one): Targeted Assistance School wide

Principal: Ted Clarke

Principal E-mail: tclarke@audubonschools.org

Principal Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of this Title I Unified Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A, and, if applicable, SIA, Part a, and SIA, Part G.

Principal's Name

Principal's Signature

Date

School NCLB Committee

Select committee members to develop the Unified Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the school wide stakeholder group and/or the SINI plan committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print off a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Signature
Ted Clarke	Principal	Yes	Yes	
Don Borden	Superintendent	Yes	Yes	
Lisa McGilloway	Elementary Teacher/Instructional Coach	Yes	Yes	
Richard Wilson	Elementary Special Education Teacher/Instructional Coach	Yes	No	
Beth Canzanese	High School Teacher/Instructional Coach	Yes	Yes	
Roxanne Apicella	PTA President/Parent	No	Yes	
Maragret Stolte	Elementary Advisory Council/Parent	No	Yes	
Kim Clark	Elementary Advisory Council/Parent	No	Yes	
Michael Mills	Professor Camden County College	No	Yes	
Cheryl Hauske	School Board Member/Parent	No	Yes	
Randy Van Osten	Community Member/Merchant	No	Yes	
Cara Novick	Guidance Counselor/Test Coordinator	Yes	Yes	
Patricia Martel	HS Teacher/Instructional Coach	Yes	Yes	

School NCLB Committee Meetings

List the dates of the meetings when the School NCLB Committee discussed the needs assessment and Unified Plan development. *Add rows as necessary

Date	Location	Agenda on File		Minutes on File	
		Yes	No	Yes	No
September 2, 2010	Mansion Avenue School (MAS) – Main Office	X		X	
September 7, 2010	Audubon High School (AHS) – Superintendent’s Office	X		X	
September 8, 2010	AHS – Media Center	X		X	
October 20, 2010	AHS – Media Center				
November 2, 2010	MAS – Conference Room	X		X	
November 9, 2010	MAS Library	X		X	
November 11, 2010	MAS – Conference Room	X		X	
November 17, 2010	MAS – Conference Room AHS – Media Center	X		X	
November 18, 2010	MAS Room 202	X		X	
November 23, 2010	AHS – Principal’s Conference Room (PCR)	X		X	
November 23, 2010	MAS Room 202	X		X	
November 30, 2010	MAS – Conference Room MAS – Room 202	X		X	
December 8, 2010	MAS – Conference Room	X		X	
December 9, 2010	BCCT Westhampton, NJ	X		X	
December 13, 2010	MAS – Conference Room	X		X	
December 14, 2010	AHS – Superintendent’s Office	X		X	
December 20, 2010	AHS - PCR	X		X	

January 3, 2011	MAS – Conference Room	X		X	
January 5, 2011	AHS - PCR	X		X	

School's Vision & Mission

Provide, update, or develop the school's vision and mission statement. Refer to the Introduction for Unified Plan pages for guidance.

What is the school's vision statement?	All the students at Mansion Avenue School will succeed in an active, engaging, nurturing, quality and safe learning environment. It is the responsibility of parents, teachers, staff, and the community to ensure that all students are given the background to succeed in their future.
What is the school's mission?	The mission of the Mansion Avenue School is to empower all students through the delivery and mastery of a vigorous and comprehensive curriculum to become proficient readers and writers who see the value of literacy in their daily lives and in their futures.
Describe the process for developing or revising the school's vision and mission.	The school's vision statement was developed at the district's Strategic Planning session in April 2010. The school's mission statement was developed collaboratively by the school's NCLB committee in September 2010.

Comprehensive Needs Assessment & Data Analysis

Data Collection and Analysis

Table A: Multiple Measures Analyzed by the School in the Needs Assessment Process for 2010 Programs, Strategies and Practices

Areas	Multiple Measures Analyzed	Overall Results and Outcomes
Academic Achievement – Reading	Report card data, district and state assessments, AIMSWeb data , DRA, and Study Island	<p>In September 2010 DRA’s were administered to all students 3-6. The current 3rd grade data shows that 73% are reading at or above grade level. 36% of 3rd grade Special Education students are currently reading at or above grade level. In the regular education population of 3rd grade, 83% of the students are reading at or above grade level. The DRA results for the current 4th grade class (last year’s 3rd graders) show 38% are reading at or above grade level. In 4th grade 6% of the Special Education students are reading at or above grade level. In the regular education population of 4th grade, this percentage increases to 45%. The data from 5th grade DRAs shows that 0% of our Special Education students are reading at or above grade level. This percentage increases to 28% among the regular education students. The total 5th grade (last year’s 4th graders) show that 23% are reading at or above grade level.</p> <p>Since the current 3rd graders have not yet taken the NJASK, we have no scores to which we can compare them. The 2010 NJASK scores of the current 4th graders (last year’s 3rd graders) show an average NJASK score of 196. The NJASK scores of Special Education students currently in 4th grade reveal a mean score of 174.3. The mean score of the regular education students in the current 4th grade is 205. The data further shows that 1% of our current 4th grade students are in the bubble (for purposes of this report, “bubble” is defined as 10 points below or 5 points above the targeted score) between proficient and advanced proficient. 25% of our current 4th graders are in the bubble between partially proficient and proficient. Special Education students comprise 4% of the aforementioned bubble group.</p> <p>The scores of the current 5th graders (last year’s 4th graders) had an average NJASK 4 of 195 with a standard deviation of 24, below proficiency. The NJASK scores of</p>

Areas	Multiple Measures Analyzed	Overall Results and Outcomes
		<p>Special Education students currently in 5th grade reveal a mean score of 174. The mean score of the regular education population in the current 5th grade is 200. The data further shows that 1% of our current 5th students are in the bubble between proficient and advanced proficient. 22% of our current 5th graders are in the bubble between partially proficient and proficient. Special Education students comprise 20% of the aforementioned bubble group</p> <p>3rd grade AIMSWeb administration in September of 2010 identified 26.5% of all third graders as requiring remediation and support with classroom reading instruction. Out of the 23 students currently identified, 4 of these students are classified as Special Education. This represents 17% of the students targeted by AIMSWeb.</p> <p>Language Arts report card data reflects the following: students do not receive letter grades in this subject area until 4th grade. Therefore 3rd graders' and 4th graders' report card performance in Language Arts cannot be compared. 5th grade Language Arts report card grades for 2009-2010 (last year's 4th graders) indicate the average grade in Language Arts was a B.</p> <p>100% of students in grades 3-5 have taken the Reading Pretest on Study Island and are participating in weekly test prep sessions a minimum of 45 minutes a week. Study Island is also accessible to 100% of all students at home. The Posttest will be administered in May to provide data to inform instruction for next year.</p> <p>The results indicate a need to focus on improving our Special Education students' overall Reading skills.</p>

Academic Achievement - Writing	Report card data, district and state assessments, pre and post writing samples, timed writing pieces	<p>In September 2010 timed writing prompts were administered in all grades 3-6. The Holistic scoring of these samples reveals the following data. The average holistic score for the current 3rd graders was a 1.7 out of 5. For the 3rd grade Special Education students this score drops to a 1.3. The regular education population scores were a 1.74. In the current 4th grade, the average holistic score was a 1.97 out of 5. For the 4th grade Special Education students this score decreases to a 1.3. In the regular education population of 4th grade the average holistic score was a 2.2. In the current 5th grade the average holistic score was a 2.6 out of 5. For the 5th grade Special Education students this score drops to a 2.2. Regular education students in 5th grade had an average score of 2.7.</p> <p>Language Arts report card data reflects the following: students do not receive letter grades in this subject area until 4th grade. Therefore 3rd graders' and 4th graders' report card performance in Language Arts cannot be compared. 5th grade Language Arts report card grades for 2009-2010 (last year's 4th graders) indicate the average grade in Language Arts was a B.</p> <p>The results indicate a need to focus on understanding the New Jersey Registered Holistic scoring rubric and to improve all students writing skills/scores.</p>
Academic Achievement - Mathematics	Report card data, district and state assessments, classroom test and quizzes	<p>Math report card data reflects the following: students do not receive letter grades in this subject area until 4th grade therefore we do not have 3rd grade report card data. 4th grade Math report card grades (last year's 3rd graders) for 2009-2010 indicate the average grade in Math was a B. 5th grade Math report card grades for 2009-2010 (last year's 4th graders) indicate the average grade in Math was a B.</p> <p>The overall average 2009-2010 NJASK Math score for this year's current 4th grade class (last year's 3rd grades) was a 238 with a standard deviation of 41. The 4th grade average Special Education score in Math was a 204. In the regular education population of 4th grade this score was a 250.</p> <p>The overall average 2009-2010 NJASK Math score for this year's current 5th grade class (last year's 4th grades) was a 229 with a standard deviation of 35. The 5th grade</p>

		<p>average Special Education score in Math was a 216. In the regular education population of 5th grade this score was a 232.</p> <p>100% of the teachers in grades 3-5 administer pre and post tests for each unit of Math. These pretests are used to drive instruction and to flexibly group students flexibly. Special Education teachers monitor progress of their students in Math.</p> <p>The results indicate there is not currently a need to specifically target students' Math skills.</p>
Academic Achievement - Science	Report card data, district and state assessments	<p>The average Science report card grade for a 4th grade student was B+</p> <p>2009-2010 NJASK scores for Grade 4 96% of the students were Proficient in Science.</p> <p>The results indicate there is not currently a need to specifically target students' Science skills.</p>
School Culture	Grade Level Meetings, monthly staff meetings, grade level articulation meetings, district's PD offerings	<p>100% of all Regular Education, Special Education, and Basic Skills teachers participate in monthly grade level meetings.</p> <p>100% of all district staff receive a minimum of three Professional Development opportunities per month to analyze data and inform teaching in the targeted areas through grade level, faculty, articulation, and collaborative sessions. Monthly opportunities are posted online via email and in the building offices and are available to 100% of the staff.</p> <p>The results indicate all staff have attended Professional Development opportunities at least twice per month.</p>
Parent Involvement	Attendance and sign in sheets at school functions and programs	<p>61% of this year's 6th graders (last year's 5th graders) and their parents are participating in the 2011 6th grade Parent Child Book Club <i>Increasing Literacy Decreasing Bullying</i>. This is an increase over the 50% who participated in the 2010 Book Club.</p>

		<p>100% of the parents who responded to a survey about the Pump It Up program (used as an Extended Learning Opportunity) indicated that the program helped prepare their child for the NJASK. They also indicated they would have their child participate in the program in the future.</p> <p>The results indicate that we need to continue to provide parents with the opportunity to be a partner in their child’s learning.</p>
Professional Development	<p>Sign-in sheets and evaluation surveys (reporting effective transfer/adoption of shared and learned strategies to the classroom through collaborative analysis of progress monitoring);</p> <p>District website: PD calendars, agendas, minutes, message boards, links to Internet resources for best practices and related instructional materials, forms for turn key information, requesting or presenting workshops or collaborative sessions and relaying concerns and questions about data analysis</p>	<p>Mid Year Evaluations of all staff at Mansion Ave. School are taking place in January of 2011 in order to ascertain the effectiveness of instruction to date and to adjust instructional strategies as indicated by ongoing student assessment.</p> <p>100% of teachers are logging their 2010-2011 Professional Development on the district website. Hours will be totaled at the end of the 2010-2011 school year to be included in each teacher’s PDP.</p> <p>“What’s New at Mansion Ave. Staff Survey” is currently underway in order to collect data on ways teachers are using data to inform instruction in Language Arts. They are also communicating plans for investigating new instructional strategies to incorporate for the rest of the 2010-2011 school year. Professional development will be delivered as needed based on survey results.</p> <p>Administration of the annual district Professional Development survey (Spring 2010) indicated a need for support in the areas of Language Arts, Differentiated Instruction, and Technology.</p> <p>The results indicate the staff is taking ownership of its Professional Development and understands the protocol for seeking and receiving needed support.</p>
Extended Learning Opportunities	Pump It Pump Program, Buckle Down Program	Data from the 2009-2010 Pump It Up Program for grades 4-6 shows the following. 11.8% of all students in grades 4-6 participated in the Reading and Math Pump It Up Program. Of all the students who participated, 44% improved on the 2009-2010 NJASK in the area of Reading or Math. There was an average increase of 7 points in

		<p>Reading and 11 points in Math. In 4th grade 42% of the students improved their scores in Reading or Math. There was an average increase of 7 points in Reading and 17 points in Math. In 5th grade 36% of the students improved their scores in Reading or Math. There was an average increase of 6 points in Reading and 18 points in Math. In 6th grade 55% of the students improved their scores in Reading or Math. There was an average increase of 15 points in Reading and 7 points in Math.</p> <p>88% of the students who participated in the 2009-2010 Pump It Up Program felt that the program helped them prepare for the NJASK. 84% of the students indicated they would participate in the program in the future.</p> <p>New programming in the form of the Buckle Down Program will be provided beginning in February of 2011 to target the bubble student population.</p> <p>The data indicates a need to continue to target strengths and challenges for at-risk students and expand programming.</p>
Highly Qualified Staff	Review of teachers' credential to identify HQ teachers	<p>100% of the district staff is highly qualified. 34% of the district staff is rated as "Outstanding." Administrators are not rated because there are fewer than 10 in the district.</p> <p>The data indicates our staff is highly qualified.</p>
Leadership	Lesson plans, PD opportunities, teacher/classroom observations, administrative walk throughs	<p>Mid Year Evaluation of all staff is taking place in January of 2011 in order to ascertain the effectiveness of instruction to date and to adjust instructional strategies as indicated by ongoing student assessment.</p> <p>Lesson plans are submitted weekly and reviewed by administration for infusion of 21st Century Schools models, pacing, adherence to the curriculum, evidence of instructional innovation or revision</p> <p>Walk-throughs also take place weekly to monitor instruction and its alignment with curriculum. Feedback is provided via e mail, individual conferencing, the mid year review and if there is a staff observation, at faculty meetings.</p>

		<p>The results indicate a need to continue monitoring of lesson plans and instruction by the Administration.</p>
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Evaluation of 2010 Teaching and Learning Strategies & Programs

Table B: Strategies to Increase Student Achievement That Were Implemented in 2010

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
Teacher driven and web based driven Basic Skills for LAL	LAL	No	NJASK results/teacher assessment/lesson plans	Monthly on-going student assessment/Teacher bi-monthly reports/Did not meet AYP
Teacher driven and web based driven Basic Skills for LAL	Mathematics	Yes	NJASK results/teacher assessment	Monthly on-going student assessment/Teacher bi-monthly reporting/Met AYP
Pre/Post Writing Prompts	Writing	No	Samples taken in Fall 2009 and Spring 2010 comparisons to check growth	This is part of a five year objective as part of the district's Strategic Plan will continue until 2015. Teacher scoring was not accurate in the first year of plan.
Everyday Math	Math	Yes	Pacing guide/NJASK results	End of year assessment/Met AYP on NJASK
DRA	Reading	Yes	Yearly evaluation of students progress	Scores were successfully used to group students for instruction. The data suggests, however, that ongoing Professional Development is needed to address the administration, scoring, and interpretation of DRA results.

Table C: Description of Extended Day/Year Programs Implemented in 2010 to Address Academic Deficiencies - Do not include SES programs.

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
Pump It Up	LAL/Math	Yes	Testing Data/student progress reported by Study Island/student attendance	44% of students who participated in the program improved their NJASK Reading or Math scores with an average increase of 7 points in Reading and 11 points in Math.

Table D: Professional Development That Was Implemented in 2010

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
Prof Learning Communities (K-12)	LAL/Writing	Yes	Agendas/minutes from meetings/creation of district-wide calendar focusing on writing/LAL	Review of curriculum to align with the NJCCCS/began to create an instructional calendar for LAL/Writing for grade K-8 . 100% of the staff participated in grade level PLCs that targeted LAL writing instruction. Twenty-five staff members participated in curriculum and mapping PLCs.
Articulation meetings between Grades 6 and 7	All content areas	Yes	Agenda/minutes from the meetings/development of student transition programs and activities	Sixth and seventh grade teachers met three times to facilitate a successful transition in the area of curriculum and student expectations.
Training for Response to Intervention (RTI)	LAL/Math	Yes	Introduced DIBELS program to grade 2 in lower elementary school, introduced to RTI to grades 3-6 staff, introduced AIMSWeb to grade 3 staff Training agenda sign in sheets	Mansion Ave. 3 rd grade teachers were prepared to begin the implementation of RTI in September of 2010. They were also prepared to correlate AIMSWeb results with DIBELS results.
Incorporation of the 21 st Century Schools philosophy	All content areas	Yes	Teacher observation and lesson planning	Increased use of technology in teachers' instructional practices/Indistrict assessments to measure student growth. Curriculum revision is aligned with the 21 st Century Schools model.
Grade Level Meetings	LAL/Math	Yes	Meeting agendas/minutes teacher observation/lesson planning	Developed pre/post writing samples to measure growth. Test analysis and develop of a needs assessment after reviewing the data. Collaboration on lesson planning and instructional strategies.
Mansion Institute of Teaching (MIT)	All content areas	Yes	Bimonthly meetings/minutes, lesson planning	MAS staff participated in meetings and implemented instructional strategies as a result of collaboration. They also created and continue to maintain a bank of instructional strategies that are introduced and piloted by staff.

Table E: Parent Involvement That Was Implemented in 2010




1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
Parent Book Club	LAL	Yes	Survey, registration roster	Parents were part of a program that showcased literacy strategies and indicated a positive response to the survey question that asked if they had learned more about literacy instruction in the classroom.
Study Island	LAL/Math	Yes	Computer report	Program made available for parents to use at home with their students.
Family Writing	Writing	Yes	Sign in Sheet	Parents participated in the creation of a writing piece with their child.
Family Math	Math	Yes	Sign in Sheet	Parents participated in Math activities with their children.
Back to School Night	LAL/Math	Yes	Sign in Sheet	Parents received a report of student progress regarding the results of the NJASK. They are also received information about classroom instructional strategies.
Parent/Teacher Conferences/ PTA Meetings/ Elementary Parent Advisory Committee	All content areas	Yes	Conference reports/parent attendance	Communication between classroom teachers and parents developed a partnership which resulted in a plan of action that identified students' strengths and weaknesses and addressed student needs.

Needs Assessment Summary

1. Describe the process and techniques used in the needs assessment. *Reviewed NJASK results from 2010. A survey was disseminated to all staff members regarding recommendations for school improvement.*
2. Describe method used to collect and compile data for student subgroups. *Data was compiled by the Building Level Team and the disaggregated data was shared with all staff and administration in which they reviewed results of general population and Special Education Population from NJASK and AIMSWeb scores.*
3. Explain how the data from the collection methods are valid and reliable. *NJASK data is compiled by student, classroom, grade level, school and district wide. Study Island data at each grade level is also compiled by NJCCCS standards and strands.*
4. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP? *The root causes are the low skill levels in writing.*
5. What did the data analysis reveal regarding classroom instruction? *While positive progress has been made, there still exists concerns in the areas of writing on demand, revising/editing and differentiation.*
6. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Additional PD is needed in order to effectively instruct all students using data as a means to determine specific needs PD will focus on holistic scoring, collaboration to develop effective lesson plans and instructional strategies, the structuring of questions, the types of questions asked, and timed writing pieces.*
7. How are educationally at-risk students identified in a timely manner? *They are identified by state standardized test scores, RTI, report cards, observation by classroom teacher, parent concerns and Intervention & Referral Services*
8. How does the needs assessment address migrant student needs? *N/A*
9. How are educationally at-risk students provided with effective assistance? *Basic Skills Instruction, IEP, RTI, 504, modification to the educational program, before and after school programs, differentiated instruction and flexible grouping. The team teaching model is being utilized and is under review to enhance its effectiveness.*
10. Describe the process used to select the priority problems for this plan? *A thorough review done by the Building Level Decision Making Team.*
11. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?
There is a building level decision making team that makes recommendations with regard to PD and school level goals. These ideas were shared with the teachers through Grade Level and Building Level Team Meetings. Teachers were collaboratively involved in the analysis of the NJASK scores, writing samples and curriculum.
12. Describe the transition plan for preschool to kindergarten, if applicable. *N/A*

Selection of Priority Problems

School Needs Assessment Summary Matrix



-  **Certification:** For Title I SINIs and SW schools, Population Categories A-M have been annually assessed.
-  Using information from the data analysis, identify all priority problems.
-  Select three or four priority problems to address in this plan. The selected problems should be checked in column T.

		Priority Problem #	Priority Problem	Population Categories																T. Selected Priority Problems						
				A. All students	B. Students with Disabilities	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school		Q. Mental health	R. Gifted & Talented	S. Other (Specify) _____			
Student Academic Needs	Core Curriculum Content Standards	1	Closing the achievement gap		X																		X			
		2	Early childhood education																							
		3a	Language arts literacy and reading	X	X								X												X	
		3b	Mathematics																							
		3c	Science																							
		3d	Social studies																							
		3e	World Languages																							
		3f	Cross Content Workplace Readiness																							
Staff Needs	High Quality Professional Development 5. Implementing the CCCS	4	Technology Literacy																							
		5a	Language Arts Literacy	X																					X	
		5b	Mathematics																							
		5c	Science																							
		5d	Social studies																							
		5e	World Languages																							
		5f	Cross Content Workplace Readiness																							
		6	Effective classroom use of technology																							

	Priority Problem #	Priority Problem	Population Categories																					
			A. All students	B. Students with Disabilities	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify) _____	T. Selected Priority Problems		
Hiring, Recruiting and Retaining	7	Standards-based assessment																						
	8	Instructional skills and strategies																						
	9	Mentoring																						
	10	Classroom management																						
	11	Using data/assess. to improve learning																						
	12	Working with parents																						
	13	Highly qualified teachers																						
	14	Teachers in shortage areas																						
	15	Teachers in Math and Science																						
	16	Teachers to reduce class size																						
	17	Qualified paraprofessionals																						
	18	Highly qualified personnel																						
	Problems Identified	19	Alcohol use																					
		20	Drug use																					
		21	Tobacco use																					
		22	Violence																					
		23	Weapons																					
		24	Gang activity																					
25		Delinquency																						
26		Vandalism																						
27		Suspensions, removals, or expulsions																						
28		Serious or persistent discipline problems																						
	29	Bullying																						
	30	Victimization																						
	31	Truancy/attendance																						

	Priority Problem #	Priority Problem	Population Categories																			
			A. All students	B. Students with Disabilities	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify) _____	T. Selected Priority Problems
	32	Mental health																				
	33	Sex/gender issues																				
	34	Interpersonal conflict																				
	35	Intergroup conflict/bias																				
	36	Negative peer influence																				
	37	School safety																				
	38	School climate/environment																				
	39	Risk factors																				
	Quality Teacher	40	Teacher Quality																			
	Tech. & Ed. Materials	41	Technology activities																			
		42	Instructional/Educational Materials																			
	Students with Special Needs	43	Drop-out rate																			
	Literacy, & Adult Ed.	44	Adult literacy																			
		45	Parent/community involvement																			
	Leadership	46	Leadership Network																			
		47	Leadership PD																			

Description of Priority Problems and Strategies to Address Them

-  All student subgroups not meeting AYP MUST be considered during the needs assessment process. Select at least three priority problems.
-  Complete the information below for each priority problem checked in column T on the previous pages. Add additional sections as needed.

	#1	#2
Population Category Letter & Problem Number	B-1	A,B,K – 3a
Name of priority problem	Closing the Achievement Gap	LAL & Reading
Describe the priority problem	Students with disabilities did not make gains in LAL	Partially proficient test scores
Describe the root causes of the problem	Students with disabilities did not make gains in Writing	Gaps within the curriculum and instruction
Subgroup or population addressed	Students with disabilities	All Students
Grade span	3-5	3-5
Related content area missed	LAL	Writing
Name of scientifically based program/strategy/practice to address problem	Study Island/AIMSWeb/Buckle Down	Study Island/AIMSWeb/Buckle Down
How does the program/strategy align with the NJ CCCS?	All strategies are directed toward achievement and improving student understanding of the core content standards. The program is aligned with the NJCCCS	The program is aligned with the NJCCCS
CAPA finding or recommendation related to the priority problem	NA	NA

Description of Priority Problems and Strategies to Address Them (continued)

	#3	#4
Population Category Letter & Problem Number	K-5a	
Name of priority problem	LAL	
Describe the priority problem	Partially Proficient Test Scores Low student achievement on the state assessments (NJ ASK) in writing and LAL	
Describe the root causes of the problem	Gaps within the curriculum, writing instruction within the classroom, understanding holistic scoring prompts, weaknesses in the co-teaching model and the inclusion of teachers in K-2 in the writing process instructional revisions	
Subgroup or population addressed	All Teachers	
Grade span	3-5	
Related content area missed	Writing	
Name of scientifically based program/strategy/practice to address problem	Locally developed curriculum based on "Best Practices"/Study Island/Buckle Down	
How does the program/strategy align with the NJ CCCS?	All strategies are directed toward achievement and improving student understanding of the core content standards. The program is aligned with the NJCCCS	
CAPA finding or recommendation related to the priority problem	NA	

Action Planning

STOP Check Before Proceeding:

- The action planning section is required for all SINIs.
- The action plans are developed for the primary strategies and programs selected that address the priority problems.

Action Plan for Strategy Related to Priority Problem #1

Name of Program, Strategy or Practice to Address Priority Problem:	Student centered data analysis using Study Island, "Pump It Up", Buckle Down, AIMSWeb as a supplemental web-based and software-based instruction		
SMART Goal:	From September 2010 to June of 2012, Study Island, "Pump It Up", Buckle Down supplemental after-school programs will close the achievement gap for students with disabilities by increasing their level of proficiency by 10% on the LAL portion of the NJASK.		
Indicators of Success:	Review the NJASK results to measure a 10% growth in achievement for Students with Disabilities to reach safe harbor on the NJASK. Data acquired from these programs will be used to assess student growth by showing a 10% increase from their pretest scores. 100%percent of students who are offered to participate in these programs will participate by reviewing data reports and sign in sheets.		
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline
Review scores on the 09-10 NJASK in LAL	Building Level Decision Making Team	NJ ASK results and analysis	August 2010
Report results with staff and parents	Admin	District Test Report	September 2010
Complete a Needs Assessment for staff to use in creating lesson plans to target weaknesses	Admin Coaches	Data report	September – October 2010

Implement weekly 40 minutes Study Island Instructional periods to focus on identified weaknesses	Admin Staff	Computer Lab Study Island program	Weekly from September 2010 – June 2011
Continually review Study Island data (both individually and at grade level meetings to inform instruction.	Admin Staff	Study Island Reports	Once every three months
Small group instruction and differentiation in areas of weakness	Staff	Study Island Reports	Weekly from September 2010 – June 2011
Study island access at home implemented for parents and students	Parents	Study Island program	Available, daily year round
Incorporate the AIMSWeb program into the Third Grade as a beginning point in the development of the RTI program Weekly progress monitoring of identified students Probe all students three times per year	RTI coordinator/ Third grade Staff/ BSI staff	AIMSWeb programming/ technology	Weekly from September 2010 – June 2011 Probes in September, 2010, January, 2011 and May 2011
Implement after school program – Pump It Up – for students with disabilities and regular students through the Study Island Program Implement after school program “Buckle Down” for students with disabilities and regular students through the use of individual, small group instruction using workbooks Regular assessment of the implementation of the Study Island program, AIMSWeb, Pump It Up, and Buckle Down (for the duration of each program)	Sp/Reg Ed Staff/ Guidance/CST Sp/Reg. Ed, Guidance Building Level Team	Study Island Program/Computer Lab Buckle Down Program Data from all programs offered to students	January 2011 – April 2011 February 2011- April 2011 Weekly from September 2010- June 2011

Action Plan for Strategy Related to Priority Problem #2

Name of Program, Strategy or Practice to Address Priority Problem:	Review and revise the LAL curriculum, where necessary, by identifying problematic areas with in the program and make the necessary changes to meet the NJCCS and prepare the students for the state assessment.		
SMART Goal:	From September 2010 to June of 2012, the total student population in grades 3-5 will show a 10% increase in the holistic scores for the Writing portion of the NJASK.		
Indicators of Success:	<p>Show a 10% increase on the level of proficiency for the total student population in Writing portion of LAL as measured by the NJASK.</p> <p>Review of all staff (classroom teachers, Basic Skills Instructors and Special Education teachers) lesson plans, instructional calendars, observations, grade level meetings, and walk throughs.</p> <p>Quarterly review of recommendations made from the district's curriculum team meetings (Grades K-12)</p>		
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline
Review scores on the 09-10 NJASK in LAL/Writing	Principal	NJASK results	September 2010
Committee formed to review '09-'10 NJASK scores	Building Level Team	Data received from the Principal	September 2010
Results shared with parents	Back to School Night	Test report	September 2010
Complete a review of LAL curriculum to identify gaps and inconsistencies	Staff K-8, Curr. Comm.	Test results and curriculum review	October 8, 2010, October 28, 2010, January 11, 2011
Meet monthly as Building Level Learning Communities	Staff 3-6	Test results and curriculum review	September 21, 2010, October 19, 2010, October 21, 2010, December 1, 2010, January 6, 2011, January 14, 2011, February – May TBD

Conference with individual classroom, BSI, and Special Education teachers to develop strategies for writing instruction and implementation	LAL instructional coach for grades 3-6	Grade Level teachers NCLB, IDEA and local funds	Biweekly September 2010- June 2011
Implement targeted writing instruction grades K-9	Staff K-9	Holistically scored writing samples, Writing Units of Study	October 2010-June 2011
Collaborate as grade levels and to review effectiveness of curriculum and instructional strategies	Staff 3-6	Newly developed writing strategies	Monthly from September 2010-June 2011
Provide Professional development to staff	PLC	Use needs assessment	4 times per month from October 2010- June 2011
Review test data from the results of the NJASK 2010-2011 to continue the process of curriculum revision	Staff K-12 Admin.	NJASK results 2010-2011 District Curriculum 21 st Century Schools Curriculum Model	Weekly August 2010-September 2011

Action Plan for Strategy Related to Priority Problem #3

Name of Program, Strategy or Practice to Address Priority Problem:	Develop instructional styles that prepare the students for the writing portion of the NJASK. Include writing across the curriculum, writing on demand, short response, timed writing, etc.		
SMART Goal:	Through professional development, from September 2010 to June of 2012, 100% of all instructional staff in grades 3-5 will be able to holistically score student writing, analyze the results to inform instruction, and use the data to address student weaknesses.		
Indicators of Success:	<p>Improved student results on the writing portion of the NJASK by making safe harbor in 2011.</p> <p>Teachers in grades 3-5 will develop writing prompts that provide students with opportunities to improve writing scores.</p> <p>Students will be assessed through a district pre and post writing sample. The pre sample will be administered in the fall of that school year and the post sample will be given in spring of that same school year with success be measured by a 10% increase in the writing scores as measure through the New Jersey State Writing Rubric.</p> <p>Teachers in grades 3-5 will progress monitor writing samples that will be given weekly during the school year to measure student growth.</p> <p>Teachers will implement Writing Units of Study as dictated by district writing calendars.</p> <p>Administration will check lesson plans, make observations, and conduct walk-throughs weekly.</p>		
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline
Review NJASK results on the writing portion with staff	Principal	NJASK results	August and September 2010
Provide data analysis that identifies strengths and deficiencies in Writing	Building Level Team	Data received from the Principal	September 2010
Develop a needs assessment to improve instructional practices in the area of writing	Building Level Team	Data received from the Principal	September 2010
Meet in grade levels to discuss results, prescribe remediation, and share instructional practice that work in the classroom.	Staff 3-6	Test results and curriculum review	Monthly from September 2010 – May 2011
Provide support for teachers as they attempt new strategies with writing	Staff 3-6	Newly developed	As needed by staff or

coaches		writing strategies	requested by administration from October 2010-June 2011
Writing instruction will be monitored through lesson plans, coaching, and walk-throughs to determine that Writing Units of Study are implemented.	District admin team, Instr. Coaches	Formal and informal observations, review of lesson plans, conferences, demo lessons	Weekly from January 2011 – May 2011
Building Level Learning Community groups (grade level staff) analyze the effectiveness of the instructional strategies used within the classroom.	Building Level Team	Grade level team meetings	Monthly from September 2010 – June 2011
Provide students with a simulation test taking setting in which the environment is like that used in the NJASK to increase test stamina and comfort.	Staff 3-6	Buckle Down Program, Test Prep materials	Single administration in February 2011, March 2011 and April 2011
Analyze the pre and post writing sample administered to each grade level to determine student growth	Staff 3-6	Holistically scored pre and post samples to measure growth	September 2010 and June 2011
Provide students with test taking strategies for all portions of the NJASK.	Staff 3-6	Buckle Down Program, Pump It Up Program, Study Island, Test Stamina Days, classroom test prep	Depending on program or instruction weekly or monthly from September 2010-June 2011
Analyze the test results from the NJASK 2011 and make revisions in this plan for the 2011-2012 school year.	Building Level team, MAS Staff	2010-2011 NJASK test data	August 2011 or as soon as data is available

Plan Components for 2011

Table F: Proposed Core Programs and Strategies for 2011 to Address Student Achievement

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Writing on Demand	All	All	Staff	Pre and Post writing samples, 2011 NJASK scores	<p>In line with NJASK Testing</p> <p>Research and experience show that writers need three things: ownership of the form and subject of their writing; feedback from other writers; and time to draft and revise. Yet the harsh and confusing reality of today's college-entrance and state-mandated examinations-or any test with an essay component-is that students, trained in writing workshops, go on the clock to compose a paper on an assigned topic, in a prescribed form, for which they will receive no feedback.</p> <p>by Anne Ruggles Gere, University of Michigan, Leila Christenbury, Virginia Commonwealth University, Kelly Sassi, 2005, <i>Writing on Demand</i></p>
Holistic Scoring	All	All	Staff	Adjacent scoring results on Pre and Post Writing samples, 2012 NJASK scores	<p>In line with NJCCCS</p> <p>Holistic scoring is more global and does little to separate the tasks in any given product, but rather views the final product as a set of interrelated tasks contributing to the whole. Anchor points are used to assign value to descriptions of products or performances that contribute to the whole. Holistic scoring proves to be</p>

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
					<p>efficient and quick. One score provides an overall impression of ability on any given product or work. It is most commonly used with writing products, but can be used just as effectively with other subject areas. The disadvantage of holistic scoring is that it does not provide detailed information about student performance in specific areas of content or skill. Analytic scoring breaks down the objective or final product into component parts and each part is scored independently. In this case, the total score is the sum of the rating for all of the parts that are being evaluated. When using analytic scoring, it is necessary to treat each component or part as separate to avoid bias toward the whole product. There are occasions when there are two raters who score students' work. This is to assure reliability in results. If there is a wide discrepancy among the scores, then raters are obliged to discuss why they gave certain ratings. In some cases, a third rater is called in to settle any discrepancy. This practice is mostly used with high stake testing such as state mandated testing. Whether holistic scales or analytical scales are used, the</p>

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
					important factors in developing effective rubrics is the use of clear criteria that will be used to rate a student's work and that the performance being evaluated is directly observable. More importantly, students should be informed as to what criteria they are being held accountable. by Teachnology, online teacher resource, 2010
Writing Across Curriculum	All	All	Staff	Scored writing samples, lesson plans, walk-throughs, observations	In line with NJCCCS With growing disappointment about the writing ability of high school graduates, educators are realizing that writing instruction can no longer be confined to the English classroom. Fortunately, as teachers in various disciplines have added writing to their courses, they have discovered that writing assignments bring great benefits. Not only do they enhance students' general writing ability, but they also increase both the understanding of content while learning the specific vocabulary of the disciplines. Despite these benefits, teachers outside the English class have been reluctant to create writing assignments because they have so little time for

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
					<p>grading papers. By disregarding the importance of planning time and continuing to increase student contact time, school boards have ironically decreased writing instruction despite their commitment to improving the quality of education.</p> <p>by Melissa Kelly, <i>Writing Across the Curriculum, The Importance of Writing in All Subjects</i>, 2009, About.com</p>
Reading A to Z*	All	All	Staff	NJASK Test results 2011	<p>In line with NJASK and NJCCCS</p> <p>All children should receive reading instruction using texts at their instructional reading level. A text in which a child can read 90 to 95 percent of the words accurately is considered instructionally appropriate. (Clay 1991: Fountas and Pinnell, 1996)</p> <p>A book should be easy enough to develop a student's confidence and facilitate understanding, but difficult enough to challenge without frustrating. (Clay, 1991)</p> <p>Appropriate reading materials for emergent readers should contain meaningful and natural language patterns and many high-frequency words. (Hiebert, 1998)</p> <p>"Reading A-Z provides educators</p>

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
					<p>with a large collection of developmentally appropriate reading books spread over 27 levels of difficulty. The books have been written to strict leveling criteria and then further analyzed using software that rates each book using more than 20 factors of difficulty.</p> <p>Each book is accompanied by a lesson built along the leveled reading conventions of strategy instruction before, during, and after reading. .</p> <p>Reading A-Z provides two benchmarks books and running records for each reading level. These observational records of reading behavior allow a teacher to monitor student progress and guide instruction with developmentally appropriate materials.</p> <p>(Reading A to Z Website, 2011)</p>

*Use an asterisk to denote new programs.

Table G: Proposed Extended Learning Opportunities to Address Academic Deficiencies. Do not include SES.

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Pump It Up	LAL/Math	Special Education	T. Clarke/C. Novick	NJASK results 2011	<p>In line with NJCCCS</p> <p>. “A new independent study, <i>Study Island Scientific Research Base</i> by Magnolia Consulting in July 2008, shows that it “provides documentation that connects the key features of the <i>Study Island</i> program to scientific and academic research literature.”</p> <p>In addition, the research showed that when “teachers used web-based instruction to supplement classroom instruction it was 13%36 more effective than classroom instruction alone at teaching declarative knowledge, suggesting a combination of the two formats may lead to better achievement than classroom instruction alone.”</p> <p>(Kelly Hayden: May 20, 2009)http://www.brighthub.com/education/k-12/reviews/4636.aspx</p>
Buckle Down*	LAL	All	C. Novick	NJASK Results	<p>In line with NJASK Test</p> <p>“American students take more tests than any other industrialized nation in the world. This includes teacher-made tests, intelligence tests, reading-readiness tests, standardized tests, state tests, exit exams, and so forth. It’s vital that students master the content of tests they take, but it’s also important that students are knowledgeable and experienced in various test formats and</p>

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
					<p>the characteristics of the testing environment. Years of research have revealed the positive effects of teaching students to be “test wise.” Millman (1969) defined test-wiseness as “a subject’s capacity to utilize the characteristics and formats of the test and/or the test-taking situation to receive a high score.” There is an enormous difference between teaching test-taking strategies and “teaching to the test.” The latter involves teaching specific items that will appear on the test. Teaching test-taking strategies helps students understand the format and conventions of a specific type of test and makes them feel comfortable in a testing environment. Learning test-taking strategies actually improves the validity of a test by making scores reflect more accurately what students know (Scruggs & Mastropieri, 1992). A test-wise student will answer a question incorrectly only if he or she does not know the content, not because the test format is confusing or intimidating.” Scruggs & Mastropieri, 1992</p>
Everyday Math	Math	All	Staff grades 4-6/Admin	Follow curriculum using a pacing guide/end of unit tests/end of year test, lesson plans	In line with NJCCCS
Pre and Post Unit	Math	All	Staff 4-6/Admin	Pre test will be used to drive instruction and Post will measure the success of	In line with the Everyday Math Curriculum

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Test for Mathematics*				the instruction	and NJCCCS
Summer Reading*	LAL	All	Principal	Classroom assessment in September	<p>“we should provide all children, regardless of their achievement levels, with as many reading experiences as possible. Indeed, this becomes doubly imperative for precisely those children whose verbal abilities are most in need of bolstering, for it is the very act of reading that can build these capabilities...we often despair of changing our students’ abilities, but there is one partially malleable habit that will itself develop abilities – reading! -- Anne E. Cunningham and Keith E. Stanovich (1998)</p> <p>A report written for the US Department of Education examines independent reading. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.</p> <p>Anderson, R. C., Wilson P. T., & Fielding L. G. (1988). "Growth in Reading and How Children Spend Their Time Outside of School [PDF]; ERIC]." Reading Research Quarterly. no. 23, 285-303.</p>

*Use an asterisk to denote new programs.

Table H: Proposed Professional Development to Address Student Achievement and Priority Problems

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Holistic Scoring*	Writing	Staff	B. Canzanese	Accurate holistic scoring of timed student writing	NJDOE – Registered Scoring Rubric
Grade Level Meetings focusing on writing*	LAL	Staff	L.McGilloway	Improved student scores on Pre and Post writing assessments	<p>Professional Learning Communities researched based protocol</p> <p>After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement.</p> <p>(Vicki Vescio, Dorene Ross, Alyson Adams, A review of research on the impact of professional learning communities on teaching practice and student learning</p>

Description of Strategy or Program	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Command of Language in Reading and Writing Instruction*	LAL	Staff	B. Canzanese	Lesson plans/teacher observation/instructional conferences	NJDOE – Registered Scoring Rubric
Open ended Responses – Instruction and Scoring*	LAL	Staff	B. Canzanese	Accurate holistic scoring of timed student writing and lesson plans/teacher observation/instructional conferences	NJDOE – Registered Scoring Rubric

*Use an asterisk to denote new programs.

Table I: 2010-2011 Parent Involvement Programs

Description of Strategy or Program	Content Area Focus	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
Parent Book Club	Reading/Writing	6 th Grade Staff	Parent Survey Feedback form	“Best Practices” in teaching reading and writing – following the NJCCCS
Parent Test Prep Workshops*	Reading/Writing/Math	Admin and Staff	Parent Survey and feedback form	Elements of the NJASK, district’s LAL curriculum, NJCCCS
Study Island	Reading/Writing/Math	Admin	Monthly reports generated by the program and individual classroom data	Aligned with the NJCCCS “A new independent study, Study Island <i>Scientific Research Base</i> by Magnolia Consulting in July 2008, shows that it “provides documentation that connects the key features of the <i>Study Island</i> program to scientific and academic

Description of Strategy or Program	Content Area Focus	Person Responsible	Indicators of Success (Evaluation Outcomes)	Research Supporting Strategy Date of Research, Source
				<p>research literature.”</p> <p>In addition, the research showed that when “teachers used web-based instruction to supplement classroom instruction it was 13%36 more effective than classroom instruction alone at teaching declarative knowledge, suggesting a combination of the two formats may lead to better achievement than classroom instruction alone.”</p> <p>(Kelly Hayden: May 20, 2009)http://www.brighthub.com/education/k-12/reviews/4636.aspx</p>

Parent Involvement (PI) Narrative

1. What is the connection between PI and the priority problems identified in the needs assessment? The connection is that the parents do not have a thorough understanding of the LAL curriculum. In addition, they are not familiar with the content, scoring procedures, and preparation for the NJASK.
2. What are the measurable goals and targets for PI in 2011? Increased number of parents attending Back to School Night, Parent Workshops, and PTA meetings. Additionally, parent feedback on surveys to evaluate effectiveness of programs.
3. Do you have a school-parent compact? Yes
4. Describe the process to ensure that parents receive and review the school-parent compact. Send home for parents' signature and return to the main office. Parents are called to remind them to sign and return. Also, copy of the Compact will be placed on the school's district web page and paperless take home for parents to view, copy, sign and return.
5. How is student achievement data reported to the public? At Back to School Night and at the October Board of Education meeting each year
6. Identify procedures for informing parents about the school's improvement status. PTA meetings, Back to School Night, Board of Education meetings, and at the Elementary Parent Advisory Council
7. Identify procedures for informing parents about the school's disaggregated assessment results. At Back to School Night and the October Board of Education meeting
8. How were parents involved in the development of the Unified Plan? Before plan is put into action it is reviewed with the School Improvement Team which has parent representatives on it.
9. Identify procedures for informing a parent about their child's student assessment results. Individual student results are mailed home
10. How were the required PI funds used in 2010? NA
11. How will the required PI funds be used in 2011? NA
12. What is the procedure for notifying parents if the district has not met their annual measurable objectives for Title III? They were informed in a letter that was mailed in September and are told at the annual Back to School Night.

Table J: 2010-2011 Annual Student Targets

GRADE SPAN & SUBGROUP		LANGUAGE ARTS		MATHEMATICS		
Grades 3-5	Name of Measurement	Baseline	2011 Target	Name of Measurement	Baseline	2011 Target
GRADE SPAN: ELEMENTARY						
Total	NJASK	200	Safe Harbor	N/A	N/A	N/A
Students with Disabilities	NJASK	+ 10%	Safe Harbor	N/A	N/A	N/A
Limited English Proficient Students	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African-American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Native American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Others	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient Students	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African-American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Native American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Others	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged						

Highly Qualified Staff

Table K: Strategies to Attract and Retain Highly Qualified Staff

	Number & Percent	Content & Focus	Description of Process to Meet Highly Qualified	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%			N/A
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	N/A	N/A	
Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	N/A			N/A
Paraprofessionals who do not meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	N/A		N/A	

Description of Strategy To Attract HQ Staff	Individuals Responsible
NA	

Table L: Support for Teachers

Use the Table below to describe the 2011 methods for supporting teachers needing assistance with instruction and other problems.

Description of Support	Content Area Focus	Target Group	Person Responsible	Indicators of Success (Evaluation)	How are teachers identified?
Professional Development	LAL	All staff	E. Canzanese	Professional Development Survey	Surveys and individual needs as determined Mid Year Evaluations and Instructional Coaching
Administrative Mentoring Administrative Walk Throughs	LAL	All staff	Principal	Teacher observation/lesson plans	Walk-throughs, lesson plans, and observations

Table M: Support for Administrators

Use the Table below to describe how leaders in schools in need of improvement are provided with support and instructional leadership.

Description of Support	Content Area Focus	Target Group	Person Responsible	Indicators of Success (Evaluation)	How are administrators identified?
Staff feedback, Instructional Coaching, Planning, Facilitating Meetings, and Leadership Training	LAL	Administrator Principal	Superintendent Building Level Decision Making Team	In-house Post test results and NJASK scores 2011 and 2012	There is only one administrator in the 3-6 building.
Network	LAL	Administrator Principal	P. Null, Haddonfield School District, QSAC Advisory Team	Successful submission of Unified Plan In-house Post test results and NJASK scores 2011 and 2012	There is only one administrator in the 3-6 building.

Student Eligibility and Selection

Table N: All Schools: Identify the multiple measures used to determine student eligibility in a targeted assistance school and the measures to identify students who need additional support in school wide programs. For targeted assistance schools, use the last two columns to designate if the measures are used as criteria for program entrance or exit.

		Targeted Assistance Schools
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Measure	Name	Entrance Criteria (✓)	Exit Criteria (✓)
State Assessment	NJASK	X	X
Other Assessments	AIMSWeb, DRA, Pre and Post writing samples	X	X
English Language Proficiency Assessment	N/A	N/A	N/A
Report Card Grades	Audubon School District Elementary Report Card - Language Arts	X	X
Teacher Recommendation	Basic Skills/Intervention & Referral Services/Response to Intervention	X	X
Other	N/A	N/A	N/A

Support Elements

Ongoing and Sustained Technical Assistance*

1. What assistance did the NCLB committee determine it needs to implement the 2011 Unified Plan in the school's efforts to increase academic achievement?

From the district: Coaches/In-district programming/workshops

From outside experts: QSAC

From others: Out of district workshops

2. Describe the current technical assistance offered to staff at the school. Include assistance by district level and/or outside experts, for example, skilled consultants, institutions of higher education (IHE), etc.

In district LAL coaches that work with the teachers in their classrooms; Content Area Staff in the HS provide targeted instructional support in LAL and Math,, as well

3. How is it targeted to the priority problems identified in the needs assessment?

They are working with teachers to improve LAL scores and maintaining success in all areas of the curriculum.

4. Identify the person(s) responsible for ensuring this technical assistance is provided.

Principal, PD Coordinator, Superintendent with the support of the Audubon Board of Education

*Technical Assistance is support offered to the school in any form necessary. It can include the development of policies, procedures and evaluation instruments, data analysis, coaching, program planning, budgeting, and the provision of specialized information. Assistance may be offered directly by district staff, the NJDOE, or an outside consultant.

District Support (completed by LEA for SINIs only)

1. Explain why the previous school and district plans did not bring about increased student academic achievement.

District's reconfiguring of the elementary schools, lack of curriculum supervisor due to state/district budget cuts

2. Explain how the district is supporting the school in the following areas:

Providing professional development that focuses primarily on improving instruction and using data to inform instruction	Workshops and collaborative session before and after school – some of these are job imbedded, Transition meetings for Grades 2 and 3 to ensure successful transition.
Implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects	Data analysis / in-house assessments are being used to drive the instruction
Expanding parental involvement activities that support the school's efforts to increase student achievement	Parent workshops to provide a greater understanding of standardized assessment to enhance support at home
Reallocating the budget to fund activities that support the school's improvement plan and are most likely to increase student achievement	Provide funding for after-school programming through federal funds and SES programming through Title I funds
Align curriculum to the current NJCCCS	Completed and approved January, 2011

2009-2010 Resource Allocation – SIA Part (a)

Resource Allocation – Provide the following information regarding the use of the 2009-2010 SIA Part (a) funds. These funds were distributed in February, 2009 and are carried over after August 31, 2009. Allocation amounts are available at <http://www.nj.gov/education/grants/entitlement/nclb/>.

Total Amount Allocated: \$94,406

Brief Description of Strategy or Program Implemented with Funds	Allocated Use	Carried Over	Reallocated Use	Outcomes as a Result of Implementing the Strategy or Program	Evidence

2009-2010 Resource Allocation – ARRA SIA Part (a)

Resource Allocation – Provide the following information regarding the use of the 2009-2010 ARRA SIA Part (a) funds that were issued in the summer of 2009. These funds are carried over after August 31, 2009. The allocations can be found at: <http://www.state.nj.us/education/arra/sia/sia.pdf>

Total Amount Allocated: \$

Brief Description of Strategy or Program Implemented with Funds	Allocated Use	Carried Over	Reallocated Use	Outcomes as a Result of Implementing the Strategy or Program	Evidence

School Budget Pages

School level budget pages in Excel must be completed along with each school's Unified Plan, identifying the following:

- How the Title I, Part A school allocation is budgeted for targeted assistance schools or schools operating school wide programs that do **not** blend their funds
- How the SIA, Part a allocation is budgeted for all schools receiving this award

Budget Detail pages and a Budget Summary are available as an Excel program at the following location: www.nj.gov/education/grants/entitlement/nclb/.

Complete the Excel budget pages for each school and upload the file to the NCLB Application on EWEG on the Title I Unified Plan upload screen. These budget pages are in addition to the Title I Unified Plan for each school required to complete a plan.

Budget Detail pages must be uploaded. The signature of the Business Administrator must be kept on file at the district/school.

Corrective Action, Restructuring, and School Improvement

 **Certification: For schools in Year 4 hold, 5, 5 hold, 6, 6 hold, 7, 7 hold, 8, 8 hold, and 9 that have already completed a corrective action plan, corrective actions identified in Year 4 continue to be incorporated into the Unified Plan.**

Corrective Action Status Report

This form is completed by all schools in Year 4 and above. Schools in corrective action had to implement one or more of the following corrective actions (as identified by the district) in addition to the SINI and/or SW components. Identify which corrective action(s) will be taken and describe the implementation and how the action(s) will be incorporated with the other elements of the Title I Plan. **Note:** CAPA report prioritized recommendations must be incorporated into the Title I plan.

Corrective Actions

- 1 Required implementation of a new research-based curriculum or instructional program
- 2 Extension of the school year or school day
- 3 Replacement of staff members, not including the principal, who were relevant to the school's low performance
- 4 Significant decrease in management authority at the school level
- 5 Replacement of the principal
- 6 Restructuring the internal organization of the school
- 7 Appointment of an outside expert to advise the school
- 8 Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.

Corrective actions implemented: # _____ Complete the table below regarding the corrective actions implemented:

Corrective Action #	Description	Effective Yes - No	Evidence of Effectiveness	Outcomes
1				
2				
3				
4				
5				
6				
7				
8				

SINI Year 5H and Above: Restructuring Implementation

N/A

STOP **Certification:** For schools in Year 5 hold, 6, 6 hold, 7, 7 hold, 8, 8 hold, and 9 that have completed a restructuring plan, the approved restructuring plan continues to be incorporated into the Unified Plan.

Year Restructuring Plan Created: _____

The district must develop a restructuring plan for schools in Year 5. The alternative governance actions must be initiated (see below).

Note: Districts must also complete the required “School Restructuring Plan,” which includes more detail on the planning process and the restructuring details www.nj.gov/njded/title1/accountability/restructure.doc.

The restructuring options are as follows:

1. Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.
2. Re-open the school as a public charter school as defined by state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
3. Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Identify the restructuring option(s) selected: _____

For schools in Year 6 and above, complete the table below. Add additional rows as needed.

	Fundamental Governance Reforms Implemented as Listed in Approved Restructuring Plan	Status of Implementation	Effective Yes - No	Evidence of Effectiveness	Outcomes
1					
2					
3					
4					
5					

List revisions made to the original restructuring plan.

Peer Review

 Check Before Proceeding:

- At minimum, the peer review must be completed by staff members from a school that is not in federal improvement status.
- Peer reviewers should have expertise in content areas and in school improvement.

1. Describe process used for peer review of the plan. (The NJDOE peer review suggested process is available at www.nj.gov/njded/title1/program/peer_review.pdf.)

2. Provide the actual date and location the peer review(s) took place.

3. Provide the information below.

Peer Reviewer Name	Title	Affiliation	Area of Expertise	Address
			Principal/Leadership	
			Language Arts	
			Mathematics	
			Special Education	
			ELL	

4. Provide a summary of the recommendations made by the peer review school.

5. List the specific recommendations that were incorporated into the plan as a result of the peer review.

