

2012 TITLE I UNIFIED PLAN TEMPLATE

District and School Information

District:

Chief School Administrator:

Chief School Administrator E-mail:

NCLB Contact:

NCLB Contact E-mail:

School:

The school is designated (select one): Targeted Assistance Schoolwide

Principal:

Principal E-mail:

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 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

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?	
What is the school's mission?	
Describe the process for developing or revising the school's vision and mission.	

Comprehensive Needs Assessment & Data Analysis

Data Collection and Analysis

Table A: Multiple Measures Analyzed by the School in the Needs Assessment Process for 2011 Programs, Strategies and Practices

Areas	Multiple Measures Analyzed	Overall Results and Outcomes
Academic Achievement – Reading		
Academic Achievement - Writing		
Academic Achievement - Mathematics		
Academic Achievement - Science		
School Culture		
Parent Involvement		
Professional Development		
Extended Learning Opportunities		
Education Reform & Improvement		
Highly Qualified Staff		
Leadership		

Evaluation of 2011 Teaching and Learning Strategies & Programs

Table B: Strategies to Increase Student Achievement That Were Implemented in 2011

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
	LAL			
	Mathematics			

Table C: Description of Extended Day/Year Programs Implemented in 2011 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

Table D: Professional Development That Was Implemented in 2011

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
	LAL			
	Mathematics			

Table E: Parent Involvement That Was Implemented in 2011

1 Strategy or Program	2 Content Area Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Outcomes
	LAL			
	Mathematics			

Needs Assessment Summary

1. Describe the process and techniques used in the needs assessment.
2. Describe method used to collect and compile data for student subgroups.
3. Explain how the data from the collection methods are valid and reliable.
4. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?
5. What did the data analysis reveal regarding classroom instruction?
6. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
7. How are educationally at-risk students identified in a timely manner?
8. How does the needs assessment address migrant students' needs?
9. How are educationally at-risk students provided with effective assistance?
10. Describe the process used to select the priority problems for this plan?
11. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?
12. Describe the transition plan for preschool to kindergarten, if applicable. *N/A*

Selection of Priority Problems

School Needs Assessment Summary Matrix

- STOP **Certification:** For Title I SINIs and SW schools, Population Categories A-M have been annually assessed.
- STOP Using information from the data analysis, identify all priority problems.
- STOP 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																				
		2	Early childhood education																				
		3a	Language arts literacy and reading																				
		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																				
		5b	Mathematics																				
		5c	Science																				
		5d	Social studies																				
		5e	World Languages																				
		5f	Cross Content Workplace Readiness																				

	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	6	Effective classroom use of technology																				
	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																				

	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
	31	Truancy/attendance																				
	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		
Name of priority problem		
Describe the priority problem		
Describe the root causes of the problem		
Subgroup or population addressed		
Grade span		
Related content area missed		
Name of scientifically based program/strategy/practice to address problem		
How does the program/strategy align with the NJ CCCS?		
CAPA finding or recommendation related to the priority problem		

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

	#3	#4
Population Category Letter & Problem Number		
Name of priority problem		
Describe the priority problem		
Describe the root causes of the problem		
Subgroup or population addressed		
Grade span		
Related content area missed		
Name of scientifically based program/strategy/practice to address problem		
How does the program/strategy align with the NJ CCCS?		
CAPA finding or recommendation related to the priority problem		

Action Plan for Strategy Related to Priority Problem #2

Name of Program, Strategy or Practice to Address Priority Problem:			
SMART Goal:			
Indicators of Success:			
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline

Plan Components for 2012

Table F: Proposed Core Programs and Strategies for 2012 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

*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

*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

*Use an asterisk to denote new programs.

Table I: 2011-2012 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

*Use an asterisk to denote new programs.

Parent Involvement (PI) Narrative

1. What is the connection between PI and the priority problems identified in the needs assessment?
2. What are the measurable goals and targets for PI in 2012?
3. Do you have a school-parent compact?
4. Describe the process to ensure that parents receive and review the school-parent compact.
5. How is student achievement data reported to the public?
6. Identify procedures for informing parents about the school's improvement status.
7. Identify procedures for informing parents about the school's disaggregated assessment results.
8. How were parents involved in the development of the Unified Plan?
9. Identify procedures for informing a parent about their child's student assessment results.
10. How were the required PI funds used in 2011?
11. How will the required PI funds be used in 2012?
12. What is the procedure for notifying parents if the district has not met their annual measurable objectives for Title III?

Table J: 2011-2012 Annual Student Targets

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
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				
Teachers who do not meet the qualifications for HQT, consistent with Title II-A				
Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)				
Paraprofessionals who do not meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)				

Description of Strategy To Attract HQ Staff	Individuals Responsible

Table L: Support for Teachers

Use the Table below to describe the 2012 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?

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?
Network					

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 schoolwide programs. For targeted assistance schools, use the last two columns to designate if the measures are used as criteria for program entrance or exit.

Measure	Name	Targeted Assistance Schools	
		Entrance Criteria (✓)	Exit Criteria (✓)
State Assessment			
Other Assessments			
English Language Proficiency Assessment			
Classroom Grades			
Teacher Recommendation			
Other			

Support Elements

Ongoing and Sustained Technical Assistance*

1. What assistance did the NCLB committee determine it needs to implement the 2012 Unified Plan in the school's efforts to increase academic achievement?

From the district:

From outside experts:

From others:

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.

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

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

*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.

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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	
Implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects	
Expanding parental involvement activities that support the school's efforts to increase student achievement	
Reallocating the budget to fund activities that support the school's improvement plan and are most likely to increase student achievement	
Ensuring that curriculum is aligned to the CCCS	

2010-2011 Resource Allocation – SIA Part (a)

Resource Allocation – Provide the following information regarding the use of the 2010-2011 SIA Part (a) funds. These funds were distributed in January, 2011 and may be carried over after August 31, 2011. Allocation amounts are available by contacting the Title I Office at: titleone@doe.state.nj.us.

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

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 2010. These funds **are not carried over after August 31, 2011**. 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 schoolwide 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

 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

STOP 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.