

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting – 6:00 p.m. – January 9, 2012
Roosevelt Middle School
36 Gilbert Place

FINAL AGENDA

I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE

II. NOTICE OF MEETING:

Please take notice that adequate notice of this meeting has been provided in the following manner:

- A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on May 10, 2011.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and by e-mail to the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.

III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF December 12, 2011 (Att. #1)

IV. SUPERINTENDENT’S AND/OR BOARD’S REPORTS

- A. School Board Resolution recognizing the work of the Board of Education as read by Dr. Cavanna (Att. #2)
- B. First Reading of the Following Board Policies:
 - Technology 6142.10
 - Student Disabilities Pursuant to Section 504 6164.40

V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

- a.) Superintendent recommends approval of the following resignation(s):

Melissa Russoniello Mooney, Special Education Teacher, Redwood School, effective 1/4/12

Sonia Kelleher, School Nurse, WOHS, effective 2/13/12 or sooner upon suitable replacement

Robert Matthews, Special Education Teacher, Edison School, effective 60 days or sooner upon suitable replacement

Kathryn Kim, Language Arts Teacher, WOHS, for retirement purposes, effective 7/1/12

2. Appointments

- a.) Superintendent recommends approval of the following appointment(s) at the stipulated contractual rates:

Michelle Quirk, Special Education Teacher, WOHS, maternity leave replacement, MA-1, at the per diem rate of \$256.28, effective 1/3/12-3/30/12 (replacement)

Erin Stewart, Social Worker, Special Services, maternity leave replacement, MA-1, at the per diem rate of \$256.28, effective 1/3/12-6/23/12 (replacement)

Jerri Ann Elson, Art Teacher, Washington School, maternity leave replacement, BA-1, at the per diem rate of \$240, effective retroactive to 12/12/11 (replacement)

Cheri Harris, Accounts Payable, Central Office, Column V Step 9, \$54,388, effective 1/15/12 (replacement)

Jackie Milsom, Special Education Teacher Aide, Pleasantdale School, BA-3, \$27,309, effective 1/23/12 (replacement)

Jennifer Barta, Basic Skills Teacher,

Mt. Pleasant/Pleasantdale Schools, MA-2, \$51,600, effective 1/10/12 (replacement)

Nichola Salese, Special Education Teacher, Grades 4-5 LLD, Pleasantdale School, maternity leave replacement, MA-1, at the per diem rate of \$256.28, effective 1/23/12-6/23/12 (replacement)

Coaches for the 2011-2012 school year:

- Rescind Frank Cozzolino, Baseball, Roosevelt School
- Appoint Nick Alfano, Baseball, Roosevelt School, \$4,688

Tiffany Goodson, Naviance Coordinator, WOHS, \$4,003 stipend funded through SLC Grant, effective retroactive to 9/1/11

Lynne Steinberg, Math Teacher for the Freshman Academic Coaching Program, at a cost of \$2,156, to be paid from the SLC Grant, as per the attached (Att. #3)

Musa Kaba, Full-time Maintenance/Bus Driver, Transportation Department, Step 10 \$39,582 (replacement – formerly part-time driver)

Isabel Olivi Bakbona, Permanent Part-time Driver, Transportation Department, \$19.12/hour, 25 hours/week (replacement – formerly part-time)

Glenic Ferville, Substitute Part-time Driver, Transportation Department, \$17.50/hour, 25 hours/week (replacement)

Co-Curricular Assignments for the 2011-2012 school year:

- Resignation, Maria David, Science Club Advisor, Liberty School, effective 1/1/12
- Appointment, Dianne Cardinali, Science Club Advisor, Liberty School, effective 1/1/12-6/30/12, \$543.60

Additions to the 2011-2012 Substitute List as per the attached (Att. #4)

Staff to provide home instruction on an “as needed” basis for the 2011-2012 school year (Att. #5)

3. Leave(s) of Absence

- a.) Superintendent recommends approval of the following leave(s) of absence:**

Rosemary Murray, School Nurse, Washington School, change in medical leave return date from 1/3/12 to 1/11/12

Cheryl Ann Dunlap, Business Education Teacher, WOHS, change in medical leave return date from 1/3/12 to 2/1/12 or when released by physician

Meryl Tillis, Social Worker, change in medical/maternity leave from 1/9/12-6/30/12 to 12/19/11-6/30/12

Jessica Moffett Lee, Grade 4 Teacher, Pleasantdale School, maternity leave of absence, effective 4/27/12-6/30/12

Stacy Mazzola, Math Teacher, Liberty School, extension of maternity leave through 6/30/12 (original return date 2/15/12)

Carrie Colvin, Grade 5 Teacher, St. Cloud School, maternity leave of absence, effective 2/27/12-6/30/13

Marcella Vitale, Physical Education Teacher, WOHS, maternity leave of absence, effective 5/7/12-6/30/12

4. Superintendent recommends the approval of the job descriptions for Utility Foreman and Data Base Maintenance Secretary, Student Support Services as stipulated in closed session and on file in the Office Human Resources Director.

B. CURRICULUM AND INSTRUCTION

- 1. Recommend approval of Field Trip requests for the 2011-2012 school year (Att. #6)**
- 2. Recommend approval of “The Introduction to Teaching Reading in a Workshop Model, K-2” training, to be conducted by a Lesley University faculty member, February 1-2, 2012, for a cost of \$8,795, funded through Title I Grant (Att. #7)**

C. FINANCE

1. Recommend approval of the 1/9/12 Bills List: (Att. #8)

Payroll/Benefits	\$ 8,953,331.19
Transportation	\$ 446,994.53
Special Ed. Tuition	\$ 425,783.44
Instruction	\$ 59,330.34
Facilities	\$ 260,237.48
Capital Outlay	\$ 66,762.84
Grants	\$ 258,926.48
Food Service	\$ 264,841.24
Debt Service	\$ 4,148,693.76
Textbooks/Supplies/Athletics/Misc.	\$ 123,924.76
	<u>\$15,008,826.06</u>

2. Recommend approval of tuition for 2011-2012 School Year Out-Of-District Placements in the amount of \$128,607.60 as per attached (Att. #9 - confidential)

3. Recommend approval of Application for School Business Request, in the amount of \$2,346, as per attached (Att. #10)

4. Recommend acceptance of the following donations:

- \$5,000 from Joe and Oriana Palumbo for the purchase of Smart Boards for Mt. Pleasant School
- \$300 from Slow Food Northern NJ to the Redwood School Garden
- \$800 from the Aversali Family, in memory of Rosanna Aversali, to Pleasantdale School for the purchase of a Smart Board for the Preschool Literacy Lab and a picnic table
- \$2,500 from the West Orange Community House to Mt. Pleasant School for the purchase of Smart Boards
- \$2,500 from the West Orange Community House to Redwood School, in memory of Betty Maddalena, for the purchase of Smart Boards

5. Recommend approval of service contract agreement with Youth Development Clinic for the 2011-2012 school year for home based ABA for student in an amount not to exceed \$7,350 (Att. #11 - confidential)

6. Recommend approval of contract with New Jersey Virtual School, to

provide online high school courses to meet high school graduation requirements for student, in an amount of \$2,600 (Att. #12 - confidential)

- 7. Recommend approval of tuition contract for homeless student for the 2011-2012 school year in the amount of \$11,200 payable to the Phillipsburg Board of Education (Att. #13 - confidential)**
- 8. Recommend approval of submission of the amended No Child Left Behind (NCLB) Consolidated Grant for the fiscal year 2012 in the amount of \$1,089,409 (Att. #14)**
- 9. Recommend approval of the following resolution:**

WHEREAS the interpretation of the State Education Department with respect to the New Jersey Conflicts of Interest Law, N.J.S.A. 52:13D-12, is that an official who resides in the same municipality as the school district under his jurisdiction must recuse him/herself from such oversight; and

WHEREAS, the presumption that such an official (County Superintendent, County Business Administrator) would breach the public trust because that official resides in said municipality; and

WHEREAS the West Orange Board of Education finds this interpretation of N.J.S.A. 52:13D-12 to be incongruous with proper public policy; and

WHEREAS the West Orange Board of Education finds this interpretation in conflict with S-1703/A2478 signed by Governor Christie which requires certain public employees to reside in New Jersey; and

WHEREAS the West Orange Board of Education wishes to go on record objecting to such an interpretation of N.J.S.A. 52:13D-12;

NOW THEREFORE BE IT RESOLVED that the West Orange Board of Education inform Acting Commissioner Cerf of its objection by way of official correspondence from its Board of Education President.

- 10. Receipt of the Board Secretary's Report for the months of September and October, 2011 (Att. #15 - confidential)**
- 11. Receipt of the Treasurer of School Monies Report for the month of September and October, 2011 (Att. #16 - confidential)**

D. REPORTS

**VI. REPORT FROM THE BOARD PRESIDENT AND/OR
BOARD MEMBERS**

**VII. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on January 23,
2012 at West Orange High School.**

VIII. PETITIONS AND HEARINGS OF CITIZENS

IX. ADJOURNMENT

**School Board Recognition Month in New Jersey
January 2012**

WHEREAS, The New Jersey School Boards Association and the National School Boards Association have declared January 2012 to be School Board Recognition Month, a time that all residents might acknowledge the contributions made by our local school board members; and

WHEREAS, The West Orange Board of Education is one of more than 587 local school boards in New Jersey that sets policies and oversees operations for public school districts; and

WHEREAS, The West Orange Board of Education embraces the goal of high quality education for all New Jersey public school students; and

WHEREAS, New Jersey's local school boards help determine community goals for the education of approximately 1.4 million children in pre-kindergarten through 12th grade; and

WHEREAS, New Jersey's 4,800 local school board members, who receive no remuneration for their services, act as advocates for public school students as they work with administrators, teachers and parents for the betterment of public education; and

WHEREAS, School boards strive to provide the resources necessary to meet the needs of all students, including those with special needs; and

WHEREAS, Boards of education provide accountability to the public; they communicate the needs of the school district to the public; and they convey to school administrators the public's expectations for the schools; and

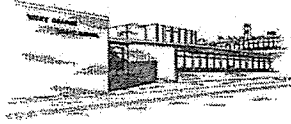
WHEREAS, New Jersey can take pride in its schools, which rank among the nation's best in indicators such as high school graduation rates, class size, college entrance exam participation, and Advanced Placement offerings and test scores. Now, therefore, be it

RESOLVED, That the West Orange Board of Education, does hereby recognize the services of local school board members throughout New Jersey as we join communities statewide in observing January 2012 as SCHOOL BOARD RECOGNITION MONTH; and be it further

RESOLVED, That the West Orange Board of Education urges all New Jersey citizens to work with their local boards of education and public school staffs toward the improvement of our children's education.

West Orange High School
Arthur J. Alloggiamento, Principal

Public Agenda
Date: 1/9/12
Attachment # 3



To: Dr. Anthony Cavanna

From: Arthur J. Alloggiamento

Date: December 14, 2011

Re: Additional Teacher for Freshman Academic Coaching Program

Because of a need for academic support in Geometry, we are requesting an additional math teacher to serve in the Freshman Academic Coaching Program as per posting. The hourly rate will be \$49 per hour. This teacher will be employed for two hours per week for the remainder of the year. Funding will come from the SLC Grant.

Subject Area	Teacher	Estimated Hours	Projected Cost
Mathematics	Lynn Steinberg	22 weeks at 2 hrs per week = 44 hrs.	44 x \$49 = \$2156

Projected Total = \$2,156

Substitutes for 2011-2012
January 9, 2011

Name	Subject Area
Alfano, Kelly	K-12
Centrella, Anita	Lunch Aide
Charles, Althea	K-12
Dillon, Brian	K-12 including Phys Ed and TOSD
Graham, Stephanie	k-12
Greene-Walden, Jacquetta	K-8
Russoniello Mooney, Melissa	K-12
Seigal, Briana	Art
Sofer, Ari	Grades 1-8/Phys Ed and TOSD

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20539
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR

MS. KRISTIN GOGERTY, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

MEMORANDUM

DATE: January 3, 2012
TO: Anthony Cavanna, Superintendent
FROM: Constance Salimbeno, Director
Student Support Services
SUBJECT: Agenda Item
Approval of Home Instruction for Certified Teaching Staff

Recommend approval for the attached list of staff to provide home Instruction, on an "as needed" basis, for the 2011-2012 school year.

CS: idg

C: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Kathy Papa

Applicants to provide Home Instruction – 2011-2012 School Year

District Employees

<u>Name</u>	<u>Where Employed</u>	<u>Certifications</u>
Amorim-Vieira, Leanna	Roosevelt	HQT: Spanish
Busby, Katelyn	WOHS	HQT: Math
Ciccaglione, Barbara	WOHS	HQT: Math
Curran, Katherine	WOHS	HQT: Math
Denburg, Michael	WOHS	HQT: Secondary Math
Diaz, Ozzie	WOHS	HQT: Health, Phys. Ed., Drivers Ed
Ellingham, Michele	Roosevelt	HQT: Elementary K-8
Kiczek, Megan	WOHS	HQT: English
Kim, Young	WOHS	HQT: Math
Kirchenbauer, Mark	WOHS	HQT: Science
Mandal, Kris	WOHS	HQT: Physical Science
Nunes, Kimberly	Roosevelt	HQT: English
Vodofsky, David	WOHS	HQT: Industrial Arts
Welter, Cathy	WOHS	HQT: Health; Physical Ed, Drivers Ed
Young, Heather	WOHS	HQT: Art Education

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 1/9/12
Attachment # 6

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando Ed.D., Assistant Superintendent *DR*
Date: December 22, 2011
Re: Field Trips

Please place the following on the West Orange Board of Education Meeting Agenda of Monday, January 9, 2012 under *Curriculum and Instruction*.

“Recommend acceptance of field trip requests submitted for Board of Education approval.”

See attached.

Thank you.

C: M. Kenney
P. Nicholais
D. Daniel

**Field Trip Requests
January 9, 2012**

School	Destination	Course/Grade	Teacher	Describe How Activity Relates to Curriculum	Transportation Cost	Source of Funds (i.e., District, School, PTA, Student Activity Account, Student)
Gregory	Livingston Mall	Grade 5 Chorale, Orchestra, Band	Maliszewski, Ayre, Krewer	Essex County Music Performance	\$345	District
Gregory	Great Wolf Lodge	Grade 5	Grade 5	End of the Year Activity	\$1,370	5th Grade Activities Fund/Students
Pleasantdale	Edison Central Six	Grade 5	Grade 5	Grade 6 Student Orientation	\$138	District
Edison	Edison Museum	Grade 6	English Science	Research paper and Science Fair projects based on Edison's many inventions	\$1,104	District
Edison	Liberty Middle School	Grade 6	Grade 6	Grade 7 Student Orientation	\$552	District
Edison	Roosevelt Middle School	Grade 6	Grade 6	Grade 7 Student Orientation	\$552	District
Edison	Millstone, NJ	Grade 6	Grade 6	End of the Year Activity	Outside Charter	Students
WOHS	Carnegie Hall	TRI-M Music Honor Society	Swanick	Recital Performance at Carnegie Hall	\$449	District
WOHS	Essex County Veterans Courthouse	Mock Trial	Brady	Mock Trial Competition	\$340	District
WOHS	Essex County Veterans Courthouse	Mock Trial	Brady	Mock Trial Competition	\$340	District
WOHS	Hillsborough High School	Winter Color Guard	McClure	Competition	\$483	District
WOHS	Royal Buffet and Kam Man Foods	Chinese	Abernathy	Expose Chinese Language Students to Chinese culture and cuisine. Provide student with opportunity to use Chinese language in an authentic environment.	\$224	Student
WOHS	Bridgewater Raritan High School	Winter Color Guard	McClure	Competition	\$483	District
WOHS	Columbia University	IMS 10	Fernandez/DePalo	Expose students to college options at Columbia University.	\$374	District/SLC
WOHS	Columbia University	IMS 10	Fernandez/DePalo	Expose students to college options at Columbia University.	\$374	District/SLC
WOHS	Mineola High School	Winter Color Guard	McClure	Competition	\$483	District
WOHS	South Brunswick HS	Winter Color Guard	McClure	Competition	\$483	District
WOHS	Hatboro Harshan HS. PA	Winter Color Guard	McClure	Competition	\$483	District
WOHS	William Paterson University	Concert Choir	Farley	Choral Workshop and Festival	\$414	District
WOHS	Branchburg Central MS	Winter Color Guard	McClure	Competition	\$483	District
WOHS	Toms River-Pine Belt Arena	Winter Color Guard	McClure	Competition	\$483	District
WOHS	South Brunswick HS	Winter Color Guard	McClure	Competition	\$483	District

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 1/9/12
Attachment # 7

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: December 14, 2011
Re: Agenda Item: Lesley University Training

Please place the following on the agenda for the January 9, 2012 Board of Education Meeting under Curriculum and Instruction:

“Recommend approval of *“The Introduction to Teaching Reading in a Workshop Model, K-2”* training to be conducted by Lesley University.”


Dates: February 1-2, 2012
Trainer: Lesley University Faculty Member
Participants: Title I Staff
Level: Grades 3-5
Cost for Training: 8,795
Funding: Title I

Thank you.

C: Mr. M. Kenney
Ms. T. Granato

The Public Schools
West Orange, New Jersey

Public Agenda /
Date: 1/9/12
Attachment # 10

To: Dr. Anthony P. Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent 
Date: December 14, 2011
Re: Agenda Item

Please place the following on the West Orange Board of Education Meeting agenda of January 9, 2012 under "Finance."

"Recommend acceptance of *Application for Absence for School Business* request submitted for Board of Education approval."

Date(s)	Conference	Location	Teacher/ Administrator	Total Travel Amount
June 23-27, 2012	International Society for Technology in Education	San Diego, CA	Nancy Mullin	\$2346.00

C: Mr. M. Kenney

*The Public Schools
West Orange, New Jersey*

*Public Agenda
Date: 1/9/12
Attachment # 17*

To: Mark Kenney
From: Terry Granato *TG*
Date: January 4, 2012
Re: Agenda Item

Please place the following item on the West Orange Board of Education Meeting agenda of January 9, 2012 under Finance.

“Recommend submission of the amended No Child Left Behind (NCLB) Consolidated Grant for fiscal year 2012 in the amount of \$1,085,409. Amended application includes the Title I Unified Plan for Hazel Elementary School.”

See *Title I Unified Plan* attached.

Thank you.

C: K. Papa
Dr. Rando

2012 TITLE I UNIFIED PLAN TEMPLATE

District and School Information

District: WEST ORANGE PUBLIC SCHOOLS

Chief School Administrator: DR. ANTHONY CAVANNA

Chief School Administrator E-mail: acavanna@woboe.org

NCLB Contact: Terry Granato

NCLB Contact E-mail: tgranato@woboe.org

School: Hazel Avenue School

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

Principal: Mr. Ed Acevedo

Principal E-mail: eacevedo@woboe.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.

Edwin Acevedo

Principal's Name



Principal's Signature

12/23/11

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 schoolwide 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
Dr. A. Cavanna, Dr. D. Rando, J. Genauer, T. Granato, S. Diegmann	District Administrators	X	X	
E. Acevedo	School Administrator	X	X	
J. Sissman	Reading Specialist	X	X	
D. Berg	Math Supervisor	X	X	
C. Salimbeno	Special Education	X	X	
A. Marti	ESL Supervisor	X	X	
Leila Tirado-Smith	Guidance	X	X	
Anne Marie Torre, Karen Wagaman	Classroom Teachers	X	X	
Karen Lott, Angela Farrell	Title I Teachers	X	X	
Nichele Holder, Kim Morrison, Raj Shah, Cindy Galdamez, Daniella Lasteros, Jennifer Strozyk	Parents	X	X	
WOAHO Tutoring Program	Community Groups	X		
Cassandra Bond	Consultants	X	X	
Carmen Sanchez	ESL Teacher	X	X	
Jennifer Aguayo	Translator	X	X	

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 7, 2011	Central Office	X		X	
September 8, 2011	Central Office	X		X	
September 14, 2011	Central Office	X		X	
September 20, 2011	Central Office	X		X	
September 27, 2011	Hazel Elementary School	X		X	
October 17, 2011	Hazel Elementary School	X		X	
October 25, 2011	Hazel Elementary School	X		X	
December 6, 2012	Hazel Elementary School	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?	Hazel Avenue School is dedicated to creating a safe and caring school community where all students have the opportunities to learn, excel, and achieve academic success.
What is the school's mission?	Hazel Avenue School will ensure that all students (inclusive of all subgroup populations) have equal and adequate fiscal and instructional resources, access to highly qualified teachers and high quality curricula, current intervention strategies and research-based instructional materials, and innovative classroom technologies. Emphasis will be placed on best practices that support integration of the following features: school emphasis on trust and respect, standards-based curricula that are culturally rich and challenging, differentiated instruction that addresses students' cultures, diversities, needs, and understandings; highly qualified teachers who are effective in guiding and promoting learning through the context of clear images of excellence and a dedicated belief in the human potential to learn; teacher training in core practices that facilitate equal access to quality education. All students will be exposed to high-quality content area curriculum drawn from diverse cultures and instruction that

	teaches them to consider the needs and perspectives of others
Describe the process for developing or revising the school's vision and mission.	Conducting a school needs assessment will allow input from teachers, parents, and students to be included in the planning and implementation of school-wide goals.

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	District Assessments F & P Benchmark Assessments NJ ASK (AYP) Standardized Assessments READ 180 Reports/Lexile Levels Report Card Grades	NJ ASK Indicators for Subgroup Populations: 1. Closing the Achievement Gap in Language Arts Literacy 2. Economically Disadvantaged –LAL 3. Hispanic – LAL 4. African American - LAL
Academic Achievement - Writing	District Assessments Writing Prompts/Rubrics Benchmark Assessments NJ ASK (AYP) Standardized Assessments	NJ ASK Indicators for Subgroup Populations: 1. Closing the Achievement Gap in Language Arts 2. Economically Disadvantaged –Language Arts 3. Hispanic – Language Arts 4. African American – Language Arts
Academic Achievement - Mathematics	District Assessments Benchmark Assessments Everyday Math Benchmarks Report Card Grades	NJ ASK Indicators for Subgroup Populations: 1. Closing the Achievement Gap in Math 2. Economically Disadvantaged –Math 3. African American-Math
Academic Achievement - Science	District Assessments NJ ASK 4	1. Economically Disadvantaged – Closing the Achievement Gap 2. Nonfiction strategic actions defined and immersed in content area reading for understanding
School Culture	Equity Needs Assessment	Recommendations based on survey results included professional development for teachers

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
Differentiated Instruction	LAL, Math, Science, Social Studies	Yes	Individual Student Performance Performance Matters	Performance Matters Growth Reporting NK ASK Individual Student Reports
READ 180	LAL	Yes	SRA Management Reporting System Lexiles	SRA Performance Reports, Group & Individual Lexile Levels
Fountas & Pinnell Benchmark Assessments	LAL	Yes	Observations, Evaluations Record Sheets	Independent Reading Levels Instructional Reading Levels Documentation of Strengths & Weaknesses Running Records Diagnostic Reports
Waterford Learning System	LAL, Math	Yes	Computer-Assisted Management Program	Group and Individual Reports Performance Reports
Continuum of Literacy Learning	LAL	Yes	Grade Level Contexts	Benchmark Assessment Progress NJ ASK Performance Outcomes
Study Island	LAL, Math	Yes	Computer-Assisted Management Program	Group and Individual Reports Performance Reports
Everyday Math	Math	Yes	Grade Level Benchmarks	Benchmark Assessments

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
Saturday Academy at Hazel	LAL, Math	Yes	Report Card Grades NKJ ASK Results Benchmark Results Performance Matters Student Monitoring Forms	Increase in individual student performance
WOAHO Tutoring	LAL, math	Yes	Benchmark Assessments	Increase in student achievement

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
READ 180 Training	LAL	Yes	SRA Management System	Individual Student Performance Increase in Lexile Levels
PLCs	All content areas	Yes	Teacher Evaluations	Strategy Implementation in all content areas
Everyday Math	Math	Yes	Teacher Evaluations Signature Sheets	Increase in student performance Performance Matters Reports
Smartboard Training	All Content Areas	Yes	Teacher Evaluations Signature Sheets	Increase in teacher use

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
Back-To-School Night	Increase participation of target population	Yes	Parent Surveys Parent Sign-in Sheets	Improved connection between home and school
ESL Adult Literacy Class	Non-English Speaking Parents	Yes	Class Attendance	Improvement in communication with their children and the school
Parent Trainings/Meetings	Social, Emotional, Academic	Yes	Attendance Group Participation	Better understanding of cultural differences
Parent-Teacher Conferences	Cognitive, social, and emotional well being of the student	Yes	Attendance Conference Forms	Improved parent-teacher relationship Increase in student achievement

1	2	3	4	5
PTA Membership	Well being of students	Yes	100% Membership	Attendance at meetings and family nights improved by 50%
Family Literacy and Math Nights	At home parental support	Yes	Registration Forms Signature Sheets	Attendance and participation by parents and children

Needs Assessment Summary

1. Describe the process and techniques used in the needs assessment.
Data is gathered regarding student performance in the classroom via formal and informal assessments, report card grades, and state testing. Performance Reports are generated from Performance Matters. Data is analyzed for specific causes of academic issues. Priority problems are established and identified in the District's Needs Assessment. Focus is placed on the subgroup populations that did not make AYP on the most recent NJ ASK Assessment. Areas of intervention are identified and instructional practices put into place using an Individual Needs Assessment.
2. Describe method used to collect and compile data for student subgroups.
Data is collected from the Computer Technology Program, Performance Matters. Individual, group, and class reports are generated for Language Arts and Mathematics. State and district assessment results are reported in many different ways. Individual reports are generated for intensive instructional purposes. State Reports are also reviewed for subgroup considerations.
3. Explain how the data from the collection methods are valid and reliable.
Data that is immersed into Performance Matters is actual state data from the NJ ASK Results. Scores are provided by the NJ DOE and are used for comparisons, of subgroups then analyzed for strengths and weaknesses and used in the development of school improvement plans.
4. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?
The data revealed that the students had difficulty with higher order thinking skills as demonstrated by problem solving in mathematics, and analysis and synthesis relating to literacy and writing.
5. What did the data analysis reveal regarding classroom instruction?
Subgroups not meeting AYP lacked the foundational skills needed to take them to higher level thinking, discriminating, and the critical analysis of text in the expository and informational reading and writing of text.
6. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
Data analysis showed that more training in higher level thinking skills needs to be a critical part of the training process for teachers. Building their expertise in the strategic actions needed to be successful in deeper thinking and problem solving will provide the students with the tools needed for taking on the challenges of 21st Century Learning.
7. How are educationally at-risk students identified in a timely manner?
A Multiple Measure process is used to identify eligible students for Title I services. Students who fall below our district and state Minimum Levels of Proficiency on state and district assessments are identified as potentially eligible for services. An Assessment of Student Needs is completed for those students by the classroom teacher and any other teacher who may have valuable input to offer such as the Nurse, Phys. Ed teacher, etc. Once the needs assessment is completed, the information is reviewed by the building principal and a determination is made. All determinations are made in June or early in September.
8. How does the needs assessment address migrant students' needs?
N/A

9. How are educationally at-risk students provided with effective assistance?

Once identified, intervention services are provided by a Title I teacher in LAL and/or Math. Additional instructional opportunities are provided in a small group setting in the classroom or an alternate setting if the classroom setting is not conducive for small group learning. Other support systems may be team teaching, guided reading in the classroom, individual instruction, or use of an alternate intervention program that addresses the individual needs of the student.

10. Describe the process used to select the priority problems for this plan?

The process for selection was the use of AYP data provide by the NJ DOE inclusive of individual reports and cluster reports. Additional district benchmark assessments were used to determine priority problems.

11. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?

Teacher recommendations are considered based on an I &RS Referral process after completing a comprehensive needs assessment. Individual determinations are made based on student needs, academic deficiencies, and performance in the regular class program.

12. Describe the transition plan for preschool to kindergarten, if applicable. N/A

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	X																			
35	Intergroup conflict/bias																				
36	Negative peer influence																				
37	School safety																				
38	School climate/environment																				
39	Risk factors																				
40	Teacher Quality																				
41	Technology activities																				
42	Instructional/Educational Materials																				
43	Students with Special Needs																				
44	Drop-out rate																				
45	Adult literacy																				
46	Literacy, & Adult Ed.																				
47	Parent/Community Involvement																				
	Leadership Network																				
	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	1	1
Name of priority problem	Closing the Achievement Gap	Closing the Achievement Gap
Describe the priority problem	Language Arts literacy	Mathematics
Describe the root causes of the problem	Analyzing and working with text, writing in response to reading, writing in relation to expository, informative, procedural, and persuasive text	Problem Solving Geometry and Measurement Number Sense
Subgroup or population addressed	Economically Disadvantaged Hispanic and LEP African American	Economically Disadvantaged Hispanic and LEP African American
Grade span	3-5	3-5
Related content area missed	Language Arts Literacy and Writing	Mathematics
Name of scientifically based program/strategy/practice to address problem	READ 180 Differentiated Instruction SuccessMaker Being a Writer Scholastic Guided Reading Program	Everyday Math SuccessMaker Study Island
How does the program/strategy align with the NJ CCCS?	Consistency with the NJ CCCS Immersion of standards into the curriculum	Consistency with the NJ CCCS Immersion of standards into the curriculum
CAPA finding or recommendation related to the priority problem	N/A	N/A

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

	#3	#4
Population Category Letter & Problem Number	8	
Name of priority problem	Instructional Skills and Strategies	
Describe the priority problem	Teacher expertise in teaching skills and strategies	
Describe the root causes of the problem	Professional development in strategies that improve performance of the 21 st Century learner	
Subgroup or population addressed	Economically Disadvantaged Hispanic and LEP African American	
Grade span	3-5	
Related content area missed	Language Arts Literacy and Math	
Name of scientifically based program/strategy/practice to address problem	Heinemann Consultant's Training – F & P Benchmark Assessments Reader's Workshop Training – Lesley University Faculty Social & Emotional Training – ESR On-Site Training – Literacy & Math Coaches Everyday Math Training - Consultants	
How does the program/strategy align with the NJ CCCS?	Connection to LAL Standards (NJ CCCS) Connection to Math Standards (NJ CCCS)	
CAPA finding or recommendation related to the priority problem	N/A	

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:	Scholastic READ 180		
SMART Goal:	During the 2011-2012 school year, teachers' use of effective intervention techniques that link assessment with instructional practices for student success will improve by 5% as measured by documentation of teachers modeling strategic actions in Language Arts Literacy		
Indicators of Success:	Fountas & Pinnell Benchmark Assessments NJ ASK LAL Assessments		
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline
Identify student Lexile Levels using the READ 180 SRA Management System for program placement and intervention needs.	Title I teachers, classroom teachers	Scholastic READ 180 Program	June 2012
Sixty minutes of additional support will be provided four times per week to complete lesson plan rotations.	Title I teachers	Scholastic READ 180 Program	June 2012
Lessons will be aligned to the NJ CCCS and weaknesses as defined by district and state assessments.	Title I teachers	Scholastic READ 180 Program LAL Standards	May 2012
Progress monitoring will occur several times per year using benchmark assessments and the READ 180 SRA Management Reporting System	Title I teachers, classroom teachers	Lexile Levels F & P Benchmark Assessments District Benchmarks	Ongoing

Action Plan for Strategy Related to Priority Problem #2

Name of Program, Strategy or Practice to Address Priority Problem:	Everyday Math Program		
SMART Goal:	During the 2011-2012 school year, teachers' use of effective intervention techniques that link assessment with instructional practices for student success will improve by 5% as measured by documentation of teachers modeling strategic actions in Mathematics		
Indicators of Success:	District Benchmark Assessments NJ ASK Tests		
	Description of Action Plan Steps	Persons Involved	Resources Needed
Student needs will be identified using state and benchmark assessments.		Title I teachers and classroom teacher	Benchmark Assessments Everyday Math Program
Differentiated instruction will occur through whole group, small group, and individualized instruction using Everyday Math resources.		Title I teachers and classroom teacher	Everyday Math Program
E Suites Technology support will be used to provide assistance and guidance at home and in school.		Title I teachers and classroom teacher	E-Suites – Everyday Math Program
Everyday Math resources will be used to define interventions needed for at-risk students from Cluster Reports on the NJ ASK.		Title I teachers	Everyday Math Program Benchmark Assessments
Progress will be monitored through observations and benchmark assessments.		Title I teachers	Everyday Math Program Benchmark Assessments

Action Plan for Strategy Related to Priority Problem #3

<p>Name of Program, Strategy or Practice to Address Priority Problem:</p>	<p>Introduction to Teaching in a Reader's Workshop Model 3-5 On-Site Literacy Coaching</p>		
<p>SMART Goal:</p>	<p>During the 2011-2012 school year, partially proficient Title I students in 3-5 will demonstrate a 10 % increase in LAL proficiency through the use of supported literacy contexts and affective behaviors as measured by an increase in the percentage of students scoring in the proficient range on the NJ ASK.</p>		
<p>Indicators of Success:</p>	<p>District Benchmark Assessments Fountas & Pinnell Benchmark Assessment System 2 NJ ASK Assessments</p>		
<p>Description of Action Plan Steps</p> <p>All classroom teachers in Grades 3-5, Title I teachers, Special Education teachers, and ESL teachers will receive 2 days of intensive training in the Reader's Workshop Model by faculty members of Lesley University (Cambridge, MA) and their Literacy Collaborative.</p> <p>Strategies learned will be applied to instruction within whole groups, small groups, and individualized learning environments.</p>	<p>Persons Involved</p> <p>Teachers, trainers, administrators</p> <p>Teachers, administrators</p> <p>Coaches, principals</p>	<p>Resources Needed</p> <p>Continuum for Literacy Learning Comprehending for Fluency Guiding Readers & Writers</p> <p>Continuum for Literacy Learning Comprehending for Fluency Guiding Readers & Writers</p> <p>Literacy Templates (IPads)</p>	<p>Due Date - Timeline</p> <p>November 2011-June 2012</p> <p>December 2011-June 2012</p> <p>December 2011-June 2012</p>
<p>Follow-up walkthroughs will be conducted by building principals and literacy coaches.</p>			

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
Scholastic READ 180 Next Generation*	Language Arts Literacy	Economically Disadvantaged Hispanic and LEP African American All at-risk students	Title I Teachers	SRA Management System Lexile Levels Performance Reports Performance Matters NJ ASK	Scholastic Research Studies 2010 (Google Scholastic READ 180 Next Generation)
SuccessMaker Upgrade*	LAL, Math	Economically Disadvantaged Hispanic and LEP African American All at-risk students	Title I Teachers	SuccessMaker Reporting System Performance Matters NJ ASK	Pearson SuccessMaker Research Data 2010 (Google Pearson SuccessMaker Program Research)

*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
Saturday Academy at Hazel*	LAL, Math, Test Taking Strategies CAI	Economically Disadvantaged Hispanic and LEP African American All at-risk students	Principal Teachers NCLB Program Manager	Benchmark Assessments Performance Matters NJ ASK	(No current data)

*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
Teaching in a Reader's Workshop Model*	Literacy	Economically Disadvantaged Hispanic and LEP African American All at-risk students	Lesley University Faculty NCLB Program Manager	Classroom Observations Walkthroughs Benchmark Assessments Performance Matters NJ ASK	Lesley University – Literacy Collaborative Research Studies
Everyday Math Training	Math	All students	Math Consultants	Math Benchmarks NJ ASK	Everyday Math Research Studies (Website)

*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
School Climate & Culture Committee*	Social & Emotional Learning	ESR Consultant Principal NCLP Program Manager Teachers	Academic improvement Increased number of students reaching proficiency levels on the NJ ASK Improved attendance	Not available at this time.

*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?
 - Parent involvement directly affects student academic success, participation in school activities, and demonstration of behaviors needed to gain an understanding of the context in which students are engaged.
 - Parents of the students identified in the Priority Problems need to increase their participation in school-based processes that work toward improving study habits, organizational skills, and positive behaviors when engaged in learning.
2. What are the measurable goals and targets for PI in 2012?
 - Implementation of a School Climate Parent Team
 - 100% participation
 - Team outreach to other parents and the community
3. Do you have a school-parent compact?
 - Yes, School-Parent Compact is posted on the District Website.
4. Describe the process to ensure that parents receive and review the school-parent compact.
 - All constituent groups are represented.
 - Compacts are given to parents at the Parent-Teacher Conferences.
 - Responsibilities are discussed and shared with parents.
 - Parents review and sign the compacts.
5. How is student achievement data reported to the public?
 - Data is reported at a scheduled board meeting by the District Test Coordinator.
 - Information is posted on the district website.
 - School data is shared with parents at school-based meetings.
6. Identify procedures for informing parents about the school's improvement status.
 - Newspaper, media
 - Information released by the district to all parents
 - District, PTA, school webistes
7. Identify procedures for informing parents about the school's disaggregated assessment results.
 - School Report Card

- District Test Coordinator reports on all disaggregated data released by the state.
 - Principal meets with parent teams to discuss school data.
- 8.** How were parents involved in the development of the Unified Plan?
- Scheduled parent meetings
 - Parent team meetings
 - Parent surveys
- 9.** Identify procedures for informing a parent about their child's student assessment results.
- Results are sent home to the student's family. Contact information is provided for further explanation and assistance.
 - If desired, meetings are scheduled with parents, teachers, counselors, and principals.
- 10.** How were the required PI funds used in 2011?
- Parent meetings
 - Parent trainings
 - Parent resources
 - Translators for Hispanic parents
- 11.** How will the required PI funds be used in 2012?
- Parent meetings
 - Parent trainings
 - Parent resources
 - Translators for Hispanic parents
 - School Climate Parent Team support
- 12.** What is the procedure for notifying parents if the district has not met their annual measurable objectives for Title III?
- Letters are sent home to parents.
 - Parent Information Meeting

Table J: 2011-2012 Annual Student Targets

GRADE SPAN & SUBGROUP			LANGUAGE ARTS			MATHEMATICS		
ELEMENTARY	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target		
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL								
Total	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Students with Disabilities	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Limited English Proficient Students	ACCESS	Entrance-Score	Exit Score-	NJ ASK	Partially-Proficient	Proficient		
White	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
African-American	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Asian/Pacific Islander	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
American Indian/Native American	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Hispanic	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Others	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		
Economically Disadvantaged	NJ ASK	Partially-Proficient	Proficient	NJ ASK	Partially-Proficient	Proficient		

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%			Continuous professional development Active participation in curriculum design and adoption of content area resources Teacher mentoring and peer collaboration Professional Learning Communities that address the needs of teachers, students, and parents
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A			
Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	100%			On-site professional support Mentoring by specialists
Paraprofessionals who do not meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	N/A			

Description of Strategy To Attract HQ Staff	Individuals Responsible
<ol style="list-style-type: none"> 1. Recruitment procedures are in place. 2. Informed Human Resources Department. 3. Visitations to colleges and universities 4. Alternate route programs 5. Professional development within the district 	Fran Neceskas, Director of Human Resources

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?
Lesley University Faculty Support	Language Arts Literacy	Teachers	Assistant Superintendent	Training Evaluations Walkthroughs	Teacher Surveys Teaching Experience Content Area Knowledge Principal Recommendations
On-Site Training – Literacy and Math Coaches	Language Arts and Math	Teachers	Principals	Walkthroughs Observations Performance Reports NJ ASK Results	Teacher Surveys Teaching Experience Content Area Knowledge Principal Recommendations

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?
Faculty Meetings	LAL, Math, SEL	Teachers	Principal	Surveys Meeting minutes	Instructional expertise Literacy and Math training
Coaching	LAL, Math	Teachers	Literacy Coaches Math Coach	Peer reviews Observations Evaluations	Training in the content area where coaching occurs
PLCs	Instructional skills and strategies	Teachers	Group Leaders	Collaboration meeting notes Surveys Questions and comments	Teacher experience Leadership qualifications

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	NJ ASK	Partially Proficient	Proficient
Other Assessments	TerraNova Survey Battery	Below 30	At/or above 30
English Language Proficiency Assessment	ACCESS	Entrance Score	Exit Score
Classroom Grades	Needs Assessment	Failing Grades	Passing Grades
Teacher Recommendation	I & RS Referral	Needs Assessment	MLP on test
Other	State Assessments from other states	Not Proficient	Proficient

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: District data analysis from District Test Coordinator

From outside experts: Professional development – Collaboration with Lesley University

From others: Literacy and Math Coaching, district curriculum leaders, ESR consultants

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.

Trainings from LAL and Math program consultants, Performance Matters Training, on-site training from Reading Specialists, diagnostic assessment of students at-risk, university faculty support, Lesley University Literacy Institutes, Lucy Caulkins- Columbia training sessions, in-district extended-single sessions for professional development.

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

Technical assistance is targeted to the priority problems identified in the needs assessment by identifying at-risk students, their strengths and weaknesses. Training for teachers is based on the problems identified and the strategies needed to move them on level. Appropriate resources are selected to meet the challenges of each subgroup population not meeting AYP.

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

- Building Principal
- NCLB/Title I Program Manager
- Assistant Superintendent
- Business Administrator

*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 SINs only)

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

State Benchmarks increased by 13% in Language Arts Literacy and by 15% in Math from spring 2010 to spring 2011. The increase placed Hazel in a position of not meeting AYP for the second year in LAL.

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	Collaboration with Lesley University (Cambridge, MA) in providing literacy training for our teachers to build their expertise in providing a Balanced Literacy program for our students. Continued collaboration with consultants from Everyday Math to support our staff in teaching Math.
Implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects	Providing Literacy Coaching and Math Coaching on-site to support teachers in using effective practices. Training administrators in providing instructional support for their staff Purchase of resources to support instruction
Expanding parental involvement activities that support the school's efforts to increase student achievement	Create a School Climate Parent Team that will provide an outreach to other parents and the community.
Reallocating the budget to fund activities that support the school's improvement plan and are most likely to increase student achievement	Collaboration of School Business Administrator, NCLB Program Manager, and Principal in meeting the needs of students and teachers
Ensuring that curriculum is aligned to the CCCS	Use of current standard-based resources in literacy and math

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: titileone@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
N/A					

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
N/A					

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.ni.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	N/A			
2				
3				
4				
5				
6				
7				
8				

SINI Year 5H and Above: Restructuring Implementation **X 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/title_1/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	N/A				
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)

An information meeting was held with participants regarding the review process . the plan was then reviewed by members of Washington School, West orange, NJ

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

December 19, 2011 Washington Elementary School

3. Provide the information below.

Peer Reviewer Name	Title	Affiliation	Area of Expertise	Address
Marie De Maio	Principal	Administrator	Principal/Leadership	289 Main Street, West Orange
Wendi Guilliano	Reading Specialist	Literacy Coach	Language Arts	289 Main Street, West Orange
Suzanne Forgione	Title I Math	Teacher	Mathematics	289 Main Street, West Orange
Mary Jean Goskowski	Special Education	Teacher	Special Education	289 Main Street, West Orange
Ana Marti	ESL Supervisor	ESL Leadership	ELL	179 Eagle Rock Ave., West Orange

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

Plan was approved by the plan review staff.

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

Approved as is.

Application for Title I, Part A Funds

FY2012

Project Period: September 1, 2011 to August 31, 2012

SCHOOL BUDGET SUMMARY FOR TITLE I SINS OPERATING A TARGETED ASSISTANCE PROGRAM

County Code: 13

School Code: _____

130

County Name: Essex

School Name: Hazel

Dist. Code: 5680

LEA Name: West Orange

BUDGET CATEGORY	FUNCTION & OBJECT CODE	Federal Title I Funds Allocated to School
INSTRUCTION		
Personal Services - Salaries	100-100	118,486
Purchased Professional & Technical Services	100-300	32,000
Other Purchased Services	100-500	-
Supplies & Materials	100-600	10,000
Other Objects	100-800	-
SUBTOTAL - INSTRUCTION		160,486
SUPPORT SERVICES		
Personal Services - Salaries	200-100	32,000
Personal Services - Employee Benefits	200-200	26,145
Purchased Professional & Technical Services	200-300	23,007
Purchased Property Services	200-400	-
Other Purchased Services	200-500	4,868
Travel	200-580	-
Supplies & Materials	200-600	867
Other Objects	200-800	-
Indirect Costs	200-860	-
SUBTOTAL - SUPPORT SERVICES		86,887
Buildings	400-720	-
Instructional Equipment	400-731	-
Noninstructional Equipment	400-732	-
SUBTOTAL - FACILITIES		-
TOTAL		247,373

Business Administrator/Chief Fiscal Officer's Name _____

Business Administrator/Chief Fiscal Officer's Signature _____

Date _____