

2010 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):	<input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide
Principal:	
Principal E-mail:	

Introduction

The Title I Unified Plan provides the framework for school planning. It fulfills the requirements for Title I schools operating approved schoolwide programs and schools designated as in need of improvement. (Additional documents must be submitted for schools applying for schoolwide status and schools in restructuring.)

Schoolwide Programs

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. The initial schoolwide plan, for which the Unified Plan template is used, is developed with a planning committee composed of representatives from all stakeholder groups. The planning process is expected to take one year.

Schools in Need of Improvement

Schools in need of improvement (SINIs) must submit a school improvement plan, for which the Unified Plan template is used. The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics.

The school improvement plan provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement. The components of the school improvement plan should embody a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program.

The Planning Process

Schools operating approved schoolwide programs and SINIs must implement the planning process outlined in the Unified Plan document, complete the Unified Plan and submit it to the NJ DOE. The process includes establishing a plan committee, evaluating current programs, conducting a comprehensive needs assessment, identifying priority problems, setting targets and goals, and selecting activities, programs, and strategies to achieve the goals. The plan is revised annually and is based on the success of the programs and the school's current needs.

Planning Committee and Vision Statement

The process begins with the selection of the planning committee. This committee with the guidance of school staff begins by reviewing, updating or developing a collective vision that drives the school. What does the committee want the school to look like in terms of school success, and how does that vision differ from what currently exists? The discussion should lead to the identification of strengths and challenges the school needs to address to achieve meaningful change, improve student achievement, and attain that vision.

A collective vision is the engine that drives the school. A collective vision that reflects the intents and purposes of school programs captures the school's response to some or all of these important questions:

- What is our purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

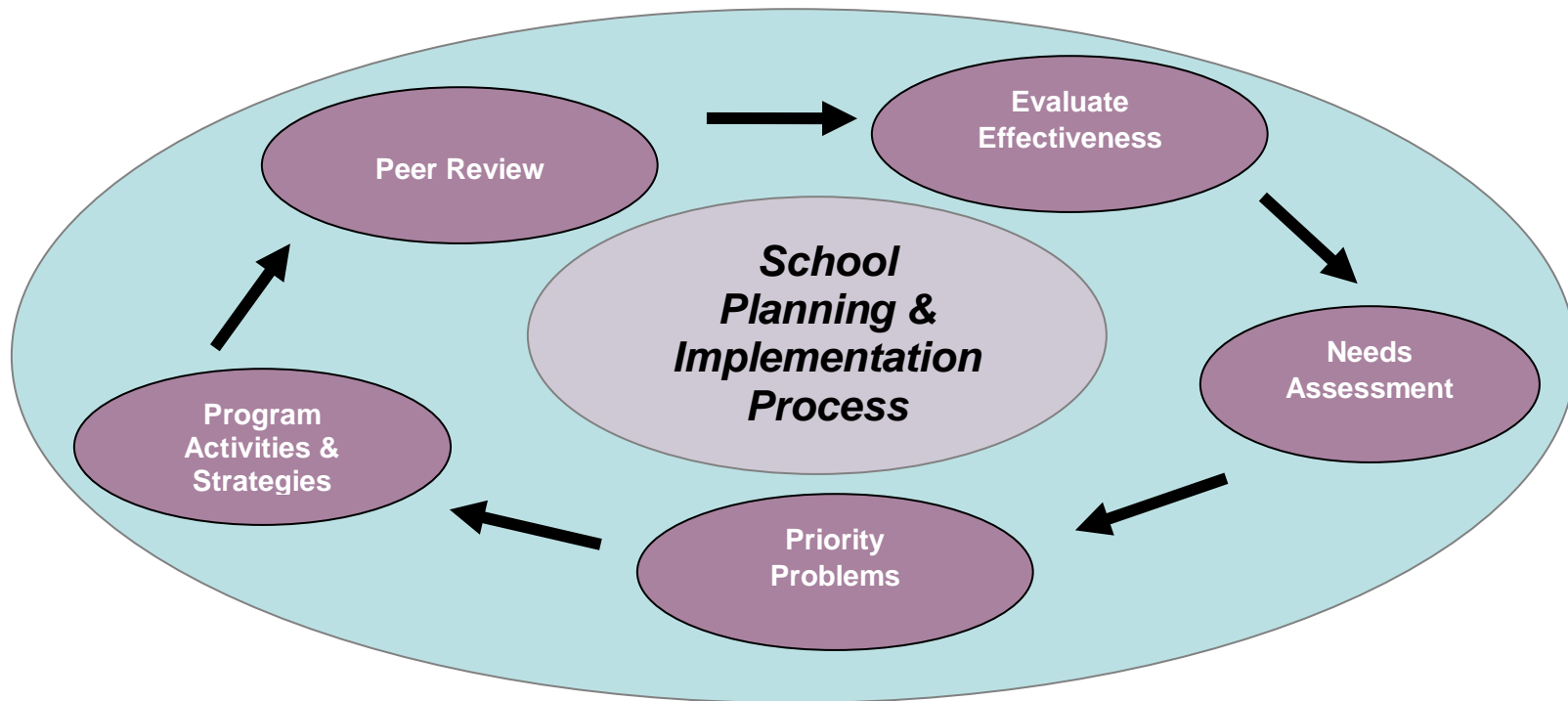
An example of a vision statement might look like the following example.

"The staff, parents, and community enthusiastically embrace the idea that all students can achieve academically and reach their full potential as productive citizens. We work collectively to support learning in all areas. Students find enjoyment and fulfillment in learning and their classroom experiences feed their creativity. The students learn to meet challenges successfully and with gusto. They achieve academically and continue with their education so they accomplish all their goals. Collective support, academic challenges, and a nurturing environment equal student success."

Once the school's vision is defined, the committee moves on to the program plan process.

- Conducting a comprehensive needs assessment. This involves compiling and analyzing many types of data and other information, including a thorough evaluation of the success and failure of the school's current programs and strategies.
- Identifying priority problems based on the needs assessment and committing to specific goals, targets, and strategies that address these problems.
- Outlining the scientifically based programs and activities to address the school's priority problems. These are supported by technical assistance, allocated resources, and staff development.
- Arranging for a team of peers from high-performing schools to review the plan. The peer review team provides feedback on the viability of the plan.
- Conducting an annual review of the effectiveness of the school program. The strategies and activities are evaluated for their success in achieving the targets and goals. The evaluation becomes part of the next needs assessment.

The process outlined above is repeated on an annual basis. Based on the annual evaluation and the annual needs assessment, new priority problems may emerge and the school's plan revised to reflect the analysis of new data. Each annual cycle builds on the previous one.



Adopting this strategy should result in an ongoing, comprehensive plan for the school that is owned by the entire school community and tailored to its unique needs.

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.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Signature
	Parents			
	School Staff--Administrators			
	School Staff—Classroom teachers			
	School Staff—Reading Specialist			
	School Staff—Math Specialist			
	School Staff—Special Education			
	School Staff—Bilingual, LEP			
	School Staff—Guidance			
	School Staff--Support			
	School Staff—Paraprofessionals			
	School Staff—Technology			
	Institutions of Higher Education			
	Community Groups			
	Consultants			
	Others: Identify			

*Add lines as necessary.

Note: Signatures should be kept on file in the school office for review. Print off a copy of this page to obtain signatures.

Identify dates of the meetings when the School NCLB Committee discussed the needs assessment and Unified Plan development.

Date	Location	Agenda on File		Minutes on File	
		Yes	No	Yes	No

*Add rows as necessary.

School's Vision

Provided, 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?	

Comprehensive Needs Assessment & Data Analysis

Complete an annual comprehensive needs assessment using the school needs assessment forms. The needs assessment is compiled using multiple measures from information gathered from stakeholder groups such as teachers, parents, students, the community, etc., [see list on page 5]. Use surveys, focus groups, and interviews (Perceptions); academic achievement and assessment results, teacher observations, formative assessments (Student Learning); observations, experimental control designs, extended school data, school programs, socialization, and at-risk behaviors (School Processes); and data such as attendance, discipline, promotion trends, drop-out rate, gender, ethnicity, grade levels, instruction time, teacher qualifications and retention (Demographics) to evaluate the effectiveness of the school's current programs and strategies.

Data Collection and Analysis

Collect and analyze data including state assessment results, adequate yearly progress (AYP) status, any district or school administered tests, survey results, CAPA findings and recommendations, and any other available achievement data. Use these data to help complete the needs assessment and identify priority problems in Tables A - E.

Table A: Multiple Measures. Identify the multiple measures used in the needs assessment. Use additional rows as needed.

Areas	Name of Measure	Describe What the Measure Tells You
Academic Achievement		
School Culture		
Leadership		
Parent Involvement		
Professional Development		
Extended Day/Year		
Teacher Quality		
Education Reform & Improvement		
Hiring, Retaining, Recruiting		
Student Support		
Other:		

Evaluation of Teaching and Learning Strategies & Programs

Complete Tables B-E regarding the 2009 Unified Plan.

Table B: Strategies to Increase Student Achievement That Were Implemented in 2009

From the 2009 NCLB Unified Plan, list the strategies used to improve student achievement for the target population(s) (subgroup, parents, administrators or instructional staff). Specify strategies, programs, and activities used in the classroom to increase academic achievement and identify the reason(s) *existing* strategies, programs, and activities have or have not increased student achievement in areas and populations identified in the needs assessment.

Strategy or Program	Content Area Focus	Target Population	Reason Strategy/Program Implemented	Indicators of Success			Reason for Outcome
				2009 Baseline	2009 Target	2009 Outcome	

Table C: Description of Extended Day/Year Programs Implemented in 2009 to Address Academic Deficiencies

Use the Table below to describe the extended day/year programs implemented to address academic deficiencies. Do not include SES programs.

Strategy or Program	Content Area Focus	Target Population	Reason Strategy/Program Implemented	Indicators of Success			Reason for Outcome
				2009 Baseline	2009 Target	2009 Outcome	

Table D: Professional Development That Was Implemented in 2009

Use the table below to describe the existing major PD program(s) and the results achieved.

Strategy or Program	Content Area Focus	Target Population	Reason Strategy/Program Implemented	Indicators of Success			Reason for Outcome
				2009 Baseline	2009 Target	2009 Outcome	

Table E: Parent Involvement That Was Implemented in 2009

Use the table below to describe the existing major parent involvement program(s) and the results achieved.

Strategy or Program	Content Area Focus	Target Population	Reason Strategy/Program Implemented	Indicators of Success			Reason for Outcome
				2009 Baseline	2009 Target	2009 Outcome	
Back to School Night							
Programs to Assist Students Academically							
Language Assistance for Parents							
Academies							
Workshops							
Parent-Teacher Conferences							
Communications							
PTO							
Focus Groups							
Perception Surveys							
Other:							
Other:							

Needs Assessment Summary

1. Describe the process and techniques used in the needs assessment.
2. Describe method used to collect data for student subgroups.
3. How are data compiled?
4. Explain how the data from the collection methods are valid and reliable.
5. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?
6. What did the data analysis reveal regarding classroom instruction?
7. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
8. How are educationally at-risk students identified in a timely manner?
9. How does the needs assessment address migrant student needs?
10. How are educationally at-risk students provided with effective assistance?
11. Describe the process used to select the priority problems for this plan?
12. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?
13. 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 Selected priority problems addressed in this plan 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	Visual and performing arts																									
		3f	Compr. Health & Physical Ed.																									
		3g	World Languages																									
		3h	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	Visual and performing arts																									

	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) _____	
Hiring, Recruiting and Retaining	5f	Comprehensive Health & Physical Educ.																					
	5g	World Languages																					
	5h	Cross Content Workplace Readiness																					
	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																					

	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	
	28	Serious or persistent discipline problems																					
	29	Bullying																					
	30	Victimization																					
	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																				
	Education reform & school improvement	40	Reform projects/magnet schools																				
		41	Title I school improvement activities																				
		42	Smaller learning communities																				
		43	Academic achievement intervention																				
		44	Expansion of best practice models																				
		45	Cognitive/perceptual approaches																				
		46	Suppl. school improvement services																				
	Teacher Quality	47	Teacher Quality																				
	Parental Options	48	Charter school planning/implementation																				
		49	Public school choice																				
		50	Same gender schools																				
		51	School safety support																				

	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
Tech. & Ed. Materials	52	Technology activities																				
	53	Instructional/educational materials																				
Students with special needs	54	Drop-out prevention																				
	55	Gifted and talented students																				
	56	Alternative education																				
Literacy, & Adult Ed.	57	Community based programs																				
	58	Adult literacy																				
	59	Economic education																				
Community Involvement	60	Pre-kindergarten programs																				
	61	Community service programs																				
	62	Parent/community involvement																				
Health Services	63	Service learning																				
	64	School nurses																				
	65	Mental health services																				
Leadership	66	CPR training																				
	67	Leadership Network																				
	68	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. Add additional sections as needed.

	#1 - Subgroup or Population:	#2 - Subgroup or Population:
Population Letter & Problem Number		
Describe the priority problem(s)		
Describe the root causes of the problem(s)		
CAPA finding related to the priority problem		
Content area missed		
Grade span		
Name of scientifically based program/strategy to address problem		
What are the indicators of success for evaluating the program/strategy?		
Measurement tool		
Person responsible for implementing program or strategy		
How does the strategy/program align with the NJ CCCS?		

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

	#3 - Subgroup or Population:	#4 - Subgroup or Population:
Population Letter & Problem Number		
Describe the priority problem(s)		
Describe the root causes of the problem(s)		
CAPA finding related to the priority problem		
Content area missed		
Grade span		
Name of scientifically based program/strategy to address problem		
What are the indicators of success for evaluating the program/strategy?		
Measurement tool		
Person responsible for implementing program or strategy		
How does the strategy/program align with the NJ CCCS?		

Plan Components for 2010

Table F: Proposed Programs and Strategies for 2010 to Address Student Achievement

Use the table below to list the proposed 2010 new or continuing strategies, programs, and activities to be implemented to address priority problems.

Name of Strategy or Program	Content Area Focus	Target Population(s) & Frequency	Justification for Strategy or Program*	Proposed Goal/ Outcome	Person Responsible	Indicators of Success (Evaluation)	Research Supporting Strategy

*Complete table below if continuing programs from previous year.

Table G: Academic Programs Continued from Previous Year

Programs That Will Be Continued from Previous Year	Modifications That Will Be Made to the Programs

Table H Proposed extended day/year programs to address academic deficiencies.

Use the table below to describe the new or continuing extended day/year programs for 2010.

Program	New or Existing	Target Population(s)	Justification based upon Evaluation*	Proposed Goal/ Outcome	Person Responsible	Indicators of Success (Evaluation)	Implementation Frequency and Period

*Complete table below if continuing programs from previous year.

Table I: Extended Day/Year Programs Continued from Previous Year

Programs That Will Be Continued from Previous Year	Modifications That Will Be Made to the Programs

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

Use the table below to list the proposed 2010 new and continuing professional development to be implemented to address academic deficiencies and priority problems.

Name of PD Proposed Date	Content Area Focus	Target Population(s)	Justification for PD Include data analyzed to justify	Proposed Goal/ Outcome	Person Responsible	Indicators of Success (Evaluation)	Research Supporting PD

Table K: Professional Development Programs Continued from Previous Year

Complete for all programs listed above.

Name of Program	How Does the Program Correlate to Classroom Activities?	Is Program Continued from the Previous Year?		Modifications That Will Be Made to the Programs
		Yes*	No	

*If "Yes" is checked off, complete the last column for that program.

Highly Qualified Staff

1. Describe the strategies used to attract and retain highly qualified staff including:

Teachers who meet the qualifications for HQT, consistent with Title II-A

Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)

2. What strategies will be used to retain teachers?

3. Identify the person(s) responsible for attracting and retaining highly qualified staff?

Table L: Mentoring Program for Teachers

Use the Table below to describe the 2010 mentoring program for teachers needing assistance with instruction and other problems.

Program	New or Existing	Target Group	Criteria Used to Assign Mentor Teachers	Proposed Goal/ Outcome	Person Responsible	Indicators of Success (Evaluation)	How often do mentor teachers meet with teacher partners?

Table M: Mentoring Program for Administrators

Use the Table below to describe the 2010 mentoring program for administrators needing assistance with instruction and other problems.

Program	New or Existing	Target Group	Criteria Used to Assign Mentors	Proposed Goal/ Outcome	Person Responsible	Indicators of Success (Evaluation)	How often do mentors meet with mentor partner?

Parent Involvement (PI)

1. Use the table below to describe the main strategies and programs to involve parents in implementing and supporting the academic strategies for 2010.

Table N: 2009-2010 Parent Involvement Programs

Name of Parent Involvement Program	Responsible Person	Description	Goals and Outcomes	Indicators of Success (Evaluation)

2. What is the connection between PI and the priority problems identified in the needs assessment?
3. What are the measurable goals and targets for PI in 2010?
4. Do you have a school-parent compact?
5. Describe the process to ensure that parents receive and review the school-parent compact?
6. How is student achievement data reported to the public?
7. Identify procedures for informing parents about the school's improvement status.
8. Identify procedures for informing parents about the school's disaggregated assessment results.
9. How were parents involved in the development of the Unified Plan?

10. Identify procedures for informing a parent about their child's student assessment results.
11. What is the procedure for notifying parents if the district has not met their annual measurable objectives for Title III?

Table O: 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 measure is used as criteria for program entrance or exit.

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

Action Planning

 Check Before Proceeding:

- The action planning section is required for all SINIs in year 3 and above. It is optional for all other schools.
- 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

Measurable Goal:															
Specific Actions	Persons Involved	Resources	Indicators of Success	September	October	November	December	January	February	March	April	May	June	July	August



Action Plan for Strategy Related to Priority Problem #3

Measurable Goal:															
Specific Actions	Persons Involved	Resources	Indicators of Success	September	October	November	December	January	February	March	April	May	June	July	August

Action Plan for Strategy Related to Priority Problem #4

Measurable Goal:																
Specific Actions	Persons Involved	Resources	Indicators of Success	September	October	November	December	January	February	March	April	May	June	July	August	

Support Elements

On-going and Sustained Technical Assistance*

1. What assistance did the NCLB committee determine it needs to implement the 2010 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.

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.	

Resource Allocation

Table P: Resource Allocation – Identify the resources that are allocated and/or reallocated to support implementation of the Unified Plan:

Strategy or Professional Development	Source Type (federal, local, state, etc.)	Source Name	Allocated Use	Reallocated Use	For SW Schools, Percent of Funds Combined

Peer Review



Check Before Proceeding:

- At minimum, the peer review must be completed by staff members from a school that has made AYP.
- Peer reviewers should have expertise in content areas and, if a SINI, 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

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

Corrective Action, Restructuring & School Improvement



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

SINI Year 4: Schools in Corrective Action

N/A

Schools in Year 4 must 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. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
3. Extend the length of the school year or school day.
4. Replace the school staff who are deemed relevant to the school not making adequate progress per tenure statutes (18A:6-10).
5. Significantly decrease management authority at the school.
6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.

1. Corrective actions selected: # _____

2. Describe how the following were accomplished:

- Identification of corrective actions:
- Implementation of the corrective actions:

SINI Year 6 and Above: Restructuring Implementation

N/A

STOP **Certification:** For schools in Year 5 hold, 6, 6 hold, 7, 7 hold and 8 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 Reforms Implemented as Listed in Approved Restructuring Plan	Status of Implementation	Goal and Outcome	Revisions Made to Original Restructuring Plan
1				
2				
3				
4				
5				



Check Before Proceeding: Complete this section ONLY if you have been informed that you are receiving SIA, Part A funds.

This section must be completed for all schools that receive SIA, Part a funds in addition to the Standard Elements for All SINs listed below. Describe how these additional funds will be used to 1) help the school implement the school improvement programs and activities described previously in this Unified Plan or 2) offer other educational opportunities that relate to the school's identified priority problems.

1	What priority problems are you addressing with SIA, Part a funds?	
2	What are the root causes of the problems?	
3	Describe how data support this determination?	
4	What additional services and activities will be offered to educationally at-risk students? <ul style="list-style-type: none"> • What is your measurable goal? • What are your indicators of success to measure the goals? 	
5	Explain the relevance of any budgeted materials and how they complement the programs.	
6	Describe additional professional development opportunities, if offered <ul style="list-style-type: none"> • What is your measurable goal? • What are your indicators of success to measure the goals? 	
7	Identify parent involvement initiatives and explain how they will help students achieve proficiency, if funded <ul style="list-style-type: none"> • What is your measurable goal? • What are your indicators of success to measure the goals? 	
8	What additional technical assistance will be offered?	

STOP **Check Before Proceeding:** Complete this section ONLY if you have been informed that you are receiving SIA, Part G funds.

SIAg Problem, Root Causes, Goals

1	What specific priority problem(s) in the school are you addressing?	
2	Describe the root causes of the problem(s)?	
3	Describe the specific evidence* (data) that supports the problem and root cause determination?	
4	What are the measurable goals that address the root causes?	
5	What subgroup(s) that missed AYP will be addressed by the goal?	

*The evidence should be more than state assessment data and should directly relate to the problem and root causes. Evidence includes and is not limited to: state and local assessment results; observations, surveys and interviews; school demographic data regarding student achievement, school climate and student conduct.

SIAg Federal School Improvement Strategy(ies)

6	Identify the School Improvement Strategy(ies) the LEA will implement to move the school out of improvement status by placing a mark in one or more of the strategies. You must select at least one of the four federally required strategies listed below:	<ul style="list-style-type: none"> <input type="checkbox"/> 1. Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures. <input type="checkbox"/> 2. Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring. <input type="checkbox"/> 3. Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice. <input type="checkbox"/> 4. Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
7	Explain how the <u>selected strategy(ies)</u>	

<p>will be the <u>most effective</u> in addressing the root causes. The Federal School Improvement Strategy(ies) are listed above in #6.</p>	
--	--

SIAG Programs

8	Describe in detail each program and strategy that will be used to implement the federal strategy(ies). Include background information about the program, the name of providers, workshops, participants, etc.	
9	Provide a summary of the research that supports the program as effective in turning around schools in advanced stages of improvement.	
10	If this is year 2 or 3 of the program, describe the continuity from the previous year(s).	
11	If this is a year 2 or 3 of the program, describe the challenges from the previous year.	
12	If this is a year 2 or 3 of the program, describe the accomplishments from the previous year.	
13	Describe how the program will address struggling students.	
14	Describe the coaching that will occur for teachers.	
15	Describe the coaching that will occur for administrators.	
16	Describe how the program will improve classroom instruction.	
17	Participation in a leadership network is required. Provide the name of the leadership network for building administrators.	

SIAG District Support

18	What technical assistance will the district provide to the school to help it implement the strategies and achieve the goals?	
19	What is the method of continuous feedback that will be used by the district regarding the activities in the proposed program in #8 above?	

20 SIAG Indicators of Success

Describe the indicators of success used to evaluate if the selected program and activities have been effective in helping you accomplish the goals. Provide a formative and summative plan indicating the data that will be reviewed, the frequency and individuals responsible.

Goal(s) (from #4 above)	Program or Strategy (from #8 above)	Indicators of Success			Frequency	Responsibility
		Formative Data Measures	Summative Data Measures	Other Measures		

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
- How the SIA, Part G 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.

Principal Certification

The following certification must be made by the principal of 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

Date

Note: Signatures must be kept on file at the school.